Pottsville School District Grade K ELA “Year at a Glance”

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|  | Chapter or Unit(s) Boats, Apples, Farm, America, All about Me | Chapter or Unit(s): Fall, Pumpkins, Trees/Leaves, Wild West, Thanksgiving, Families | Chapter or Unit(s): Winter, Bears, Weather, Space, Presidents, Arkansas | Chapter or Unit(s): Insects, Ocean, Zoo, Plants/Seeds, Animals |
|  | Target Dates: 1st 9 weeks | Target Dates: 2nd 9 weeks | Target Dates: 3rd 9 weeks | Target Dates: 4th 9 weeks |
| Standards | K.RL.1 K.RIT.1 K.RFS.1 K.SL.1  K.RL.2 K.RIT.2 K.RFS.2 K.Sl.2  K.RL.3 K.RIT.3 K.RFS.3 K.Sl.3  K.RL.4 K.RIT.4 K.RFS.4 K.SL.4  K.RL.5 K.RIT.5 K.W.1 K.SL.5  K.RL.6 K.RIT.6 K.W.2 K.SL.6  K.RL.7 K.RIT.7 K.W.3 K.L.1  K.RL.9 K.RIT.8 K.W.5 K.L.2  K.RL.10 K.RIT.9 K.W.6 K.L.4  K.RIT.10 K.W.7 K.L.5  K.W.8 K.L.6 | K.RL.1 K.RIT.1 K.RFS.1 K.SL.1  K.RL.2 K.RIT.2 K.RFS.2 K.Sl.2  K.RL.3 K.RIT.3 K.RFS.3 K.Sl.3  K.RL.4 K.RIT.4 K.RFS.4 K.SL.4  K.RL.5 K.RIT.5 K.W.1 K.SL.5  K.RL.6 K.RIT.6 K.W.2 K.SL.6  K.RL.7 K.RIT.7 K.W.3 K.L.1  K.RL.9 K.RIT.8 K.W.5 K.L.2  K.RL.10 K.RIT.9 K.W.6 K.L.4  K.RIT.10 K.W.7 K.L.5  K.W.8 K.L.6 | K.RL.1 K.RIT.1 K.RFS.1 K.SL.1  K.RL.2 K.RIT.2 K.RFS.2 K.Sl.2  K.RL.3 K.RIT.3 K.RFS.3 K.Sl.3  K.RL.4 K.RIT.4 K.RFS.4 K.SL.4  K.RL.5 K.RIT.5 K.W.1 K.SL.5  K.RL.6 K.RIT.6 K.W.2 K.SL.6  K.RL.7 K.RIT.7 K.W.3 K.L.1  K.RL.9 K.RIT.8 K.W.5 K.L.2  K.RL.10 K.RIT.9 K.W.6 K.L.4  K.RIT.10 K.W.7 K.L.5  K.W.8 K.L.6 | K.RL.1 K.RIT.1 K.RFS.1 K.SL.1  K.RL.2 K.RIT.2 K.RFS.2 K.Sl.2  K.RL.3 K.RIT.3 K.RFS.3 K.Sl.3  K.RL.4 K.RIT.4 K.RFS.4 K.SL.4  K.RL.5 K.RIT.5 K.W.1 K.SL.5  K.RL.6 K.RIT.6 K.W.2 K.SL.6  K.RL.7 K.RIT.7 K.W.3 K.L.1  K.RL.9 K.RIT.8 K.W.5 K.L.2  K.RL.10 K.RIT.9 K.W.6 K.L.4  K.RIT.10 K.W.7 K.L.5  K.W.8 K.L.6 |
| Foundational Skills | •We take them where they are and love them. | •Letter Recognition  •Beginning Sight words  •Name Writing  •Beginning Sounds | •All Letters and Sounds  •20 Sight Words  •Beginning sentence writing | •All Sight Words (40)  •Independent sentence writing |
| Key Strategies or Action Words | Retelling  Sequencing  Haggerty Phonics | Venn Diagrams  Literacy Groups  Haggerty Phonics | Guided Reading  Haggerty Phonics | Guided Reading  Guided Writing  Independent Writing  Haggerty Phonics |
| Assessments of Power Standards:  Formative and Summative | Observations  Formative Assessments  Report Card Benchmarks  DIBELS  NWEA | Observations  Formative Assessments  Report Card Benchmarks  DIBELS  NWEA | Observations  Formative Assessments  Report Card Benchmarks  DIBELS  NWEA | Observations  Formative Assessments  Report Card Benchmarks  DIBELS  NWEA |

Pottsville School District Grade 1 ELA “Year at a Glance”

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| --- | --- | --- | --- | --- |
|  | Chapter or Unit(s) | Chapter or Unit(s) | Chapter or Unit(s) | Chapter or Unit(s) |
|  | Target Dates:1st 9 weeks | Target Dates: 2nd 9 weeks | Target Dates: 3rd 9 weeks | Target Dates: 4th 9 weeks |
| Standards | 1.RL.1 1.RFS.1 1.W.1  1.RL.2 1.RFS.2 1.W.2  1.RL.3 1.RFS.3 1.W.8  1.RL.4 1.RFS.4 1.W.10  1.RL.5  1.RL.7  1.RL.9  1.RL.10  1.RIT.1 1.SL.1 1.L.1  1.RIT.2 1.SL.2 1.L.2  1.RIT.4 1.SL.3  1.RIT.5 1.SL.4  1.RIT.6 1.SL.5  1.RIT.7 1.SL.6  1.RIT.8  1.RIT.9  1.RIT.10 | 1.RL.1 1.RFS.1 1.W.2  1.RL.3 1.RFS.2 1.W.5  1.RL.5 1.RFS.3 1.W.8  1.RL.7 1.RFS.4 1.W.10  1.RL.10  1.RIT.1 1.SL.1 1.L.1  1.RIT.2 1.SL.2 1.L.2  1.RIT.4 1.SL.3  1.RIT.5 1.SL.4  1.RIT.7 1.SL.5  1.RIT.10 1.SL.6 | 1.RL.1 1.RFS.1 1.W.2  1.RL.3 1.RFS.2 1.W.3  1.RL.6 1.RFS.3 1.W.6  1.RL.7 1.RFS.4 1.W.7  1.RL.9 1.W.8  1.RL.10 1.W.10  1.RIT.1  1.RIT.2  1.RIT.3 1.SL.1  1.RIT.4 1.L.1 1.SL.2  1.RIT.5 1.L.2 1.SL.6  1.RIT.7 1.L.4  1.RIT.10 1.L.5 | 1.RL.1 1.RFS.1 1.W.2  1.RL.3 1.RFS.2 1.W.6  1.RL.6 1.RFS.3 1.W.7  1.RL.7 1.RFS.4 1.W.8  1.RL.9 1.W.10  1.RL.10  1.RIT.1  1.RIT.2  1.RIT.4 1.SL.1  1.RIT.5 1.L.1 1.SL.2  1.RIT.7 1.L.2 1.SL.6  1.RIT.10 1.L.4  1.L.5 |
| Foundational Skills | •Recognize details in text  •Describe characters, settings, and events in stories  •Use illustrations to make meaning  •Understand spoken words, syllables, and sounds  •Write texts with a topic | •Recognize details in text  •Describe characters, settings, and events in stories  •Use illustrations to make meaning  •Understand spoken words, syllables, and sounds  •Use context clues  •Write texts with topic and facts  •Use grammar rules in writing | •Recognize details in text  •Describe characters, settings, and events in stories  •Use illustrations to make meaning  •Understand spoken words, syllables, and sounds  •Determine meaning of unknown and multimeaning words  •Use grammar rules in writing | •Recognize details in text  •Describe characters, settings, and events in stories  •Use illustrations to make meaning  •Understand spoken words, syllables, and sounds  •Write texts with topic , facts and closure  •Use grammar rules in writing |
| Key Strategies or Action Words | Vocab Flash Cards  Guided Reading  Chromebook Apps for word building  Systematic Sequential Phonics  Heggerty Phonics  IXL  95% Group | Vocab Flash Cards  Guided Reading  Chromebook Apps for word building  Systematic Sequential Phonics  Heggerty Phonics  IXL  95% Group | Vocab Flash Cards  Guided Reading  Chromebook Apps for word building  Systematic Sequential Phonics  Heggerty Phonics  IXL  95% Group | Vocab Flash Cards  Guided Reading  Chromebook Apps for word building  Systematic Sequential Phonics  Heggerty Phonics  IXL  95% Group |
| Assessments of Power Standards:  Formative and Summative | DIBELS NWEA  Journeys  Phonics Test  Spelling Test | DIBELS NWEA  Journeys  Phonics Test  Spelling Test | DIBELS NWEA  Journeys  Phonics Test  Spelling Test | DIBELS NWEA  Journeys  Phonics Test  Spelling Test |

Pottsville School District Grade 2 ELA “Year at a Glance”

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| --- | --- | --- | --- | --- |
|  | Chapter or Unit(s) | Chapter or Unit(s) | Chapter or Unit(s) | Chapter or Unit(s) |
|  | Target Dates: 1st 9 weeks | Target Dates: 2nd 9 weeks | Target Dates: 3rd 9 weeks | Target Dates: 4th 9 weeks |
| Standards | RL.2.1 W.2.8  RL.2.3 W.2.10  RL2.5  RL2.7 SL.2.1  SL.2.1.A  RI.2.1 SL.2.1.B  RI2.3 SL.2.1.C  RI2.4 SL.2.2  RI2.6 SL.2.3  RI2.8 SL.2.4  SL.2.5  RF.2.2.A SL.2.6  RF.2.2.B  RF2.3 L.2.1  L.2.1.K  RF2.3A L.2.2  L.2.2.D  RF2.3.C L.2.5.B  RF2.3.E L.2.6  RF.2.4  RF2.4.A L.2.3  L.2.4  W.2.2 L.2.4.C  W.2.3 L.2.4.D  W.2.5  W.2.6 | RL.2.1 W.2.10  RL.2.2  RL.2.3 SL.2.1  RL2.4 SL.2.1A  RL2.5 SL.2.1B  RL2.6 SL.2.1C  RL2.7 SL.2.2  SL.2.3  RI.2.1 SL.2.4  R1.2.2 SL.2.5  RI2.3 SL2.6  RI2.4  RI2.5 L.2.1  RI2.6 L.2.1.B  RI2.7 L.2.1.C  RI2.8 L.2.1.E  RI2.9 L.2.1.K  L.2.2  RF.2.2.A L.2.2.A  RF.2.2.B L.2.2.B  RF2.3 L.2.2.C  L.2.2.D  RF2.3A L.2.3  RF2.3.C L.2.4  RF2.3D L.2.4B  RF2.3E L.2.4C  RF.2.4 L.2.4.D  RF.2.4A L.2.5  L.2.5.B  W.2.2 L.2.5.C  W2.2.C L.2.6  W.2.3  W.2.5  W.2.6  W.2.8 | RL.2.1 SL.2.1.B  RL.2.2 SL.2.1.C  RL.2.3 SL.2.2  RL2.4 SL.2.3  RL2.5 SL.2.4  RL2.6 SL.2.5  RL2.7 SL.2.6  RI.2.1 L.2.1  R1.2.2 L.2.1B  RI2.3 L.2.1C  RI2.4 L.2.1E  RI2.5 L.2.1F  RI2.6 L.2.1 H  RI2.7 L.2.1K  RI2.8 L.2.2  RI.2.9 L.2.2A  L.2.2B  RF2.1.A L.2.2C  L.2.2D  RF.2.2.A L.2.3  RF.2.2.B L.2.4  RF2.3 L.2.4A  L.2.4B  RF2.3.A L.2.4C  RF2.3.B L.2.4 D  RF2.3.C L.2.5  RF2.3.D L.2.5.B  RF2.3.E L.2.5C  RF2.3.F L.2.6  RF.2.4  RF.2.4.A SL.2.1  RF2.4B SL.2.1A  RF2.4C  W.2.1  W.2.2  W.2.2C  W.2.3  W.2.5  W.2.6  W.2.7  W.2.8  W.2.10 | RL.2.1 RF.2.3.D  RL.2.2 RF.2.3.E  RL.2.3 RF.2.3.F  RL2.4 RF.2.4  RL2.5 RF.2.4A  RL2.6 RF.2.4B  RL2.7 RF.2.4C  RL2.9  RL2.10 W.2.1  W.2.2  RI.2.1 W.2.2.C  R1.2.2 W.2.3  RI2.3 W.2.5  RI2.4 W.2.6  RI2.5 W.2.7  RI2.6 W.2.8  RI2.7 W.2.10  RI2.8  RI2.9 SL.2.1  RI2.10 SL.2.1A  SL.2.1.B  RF.2.2.A SL.2.1.C  RF.2.2.B SL.2.2  RF2.3 SL.2.4  SL.2.5  RF2.3A SL.2.6  RF2.3B  RF2.3.C L.2.1  L.2.1B  L.2.1.D L.2.1 C  L.2.1.E L.2.4.A  L2.1.F L.2.4B  L2.1.G L.2.4.C  L2.1.H L.2.4.D  L2.1.K L.2.5.A  L.2.5.B  L.2.2 L.2.5.C  L.2.6 |
| Foundational Skills | * Recognize characters, setting, plot * Recognize beginning, middle, and end in a story * Use illustrations to make meaning * Write a complete sentence on topic. Use capital letters, punctuation, and spaces correctly. * Have knowledge of short and long vowel sounds. * Recognize sounds and correct positions of spoken words. * Write about common topics and personal experiences. * Understand that a complete sentence has many parts: nouns, verbs, adjectives, etc. * Recognize that a story/text has features to assist their comprehension and key facts * Write for enjoyment and to publish. | * Recognize characters, setting, plot * Recognize beginning, middle, and end in a story * Use illustrations to make meaning * Write a complete sentence on topic. Use capital letters, punctuation, and spaces correctly. * Have knowledge of short and long vowel sounds. * Recognize sounds and correct positions of spoken words. * Write about common topics and personal experiences. * Understand that a complete sentence has many parts: nouns, verbs, adjectives, etc. * Recognize that a story/text has features to assist their comprehension and key facts * Write for enjoyment and to publish. | * Recognize characters, setting, plot * Recognize beginning, middle, and end in a story * Use illustrations to make meaning * Write a complete sentence on topic. Use capital letters, punctuation, and spaces correctly. * Have knowledge of short and long vowel sounds. * Recognize sounds and correct positions of spoken words. * Write about common topics and personal experiences. * Understand that a complete sentence has many parts: nouns, verbs, adjectives, etc. * Recognize that a story/text has features to assist their comprehension and key facts * Write for enjoyment and to publish. | * Recognize characters, setting, plot * Recognize beginning, middle, and end in a story * Use illustrations to make meaning * Write a complete sentence on topic. Use capital letters, punctuation, and spaces correctly. * Have knowledge of short and long vowel sounds. * Recognize sounds and correct positions of spoken words. * Write about common topics and personal experiences. * Understand that a complete sentence has many parts: nouns, verbs, adjectives, etc. * Recognize that a story/text has features to assist their comprehension and key facts * Write for enjoyment and to publish. |
| Key Strategies or Action Words | IXL  Journeys  95% Group  Heggerty  Read Alouds | IXL  Journeys  95% Group  Heggerty  Read Alouds | IXL  Journeys  95% Group  Heggerty  Read Alouds | IXL  Journeys  95% Group  Heggerty  Read Alouds |
| Assessments of Power Standards:  Formative and Summative | DIBELS  NWEA  Journeys Tests  Common Assessments  Phonics Tests | DIBELS  NWEA  Journeys Tests  Common Assessments  Phonics Tests | DIBELS  NWEA  Journeys Tests  Common Assessments  Phonics Tests | DIBELS  NWEA  Journeys Tests  Common Assessments  Phonics Tests |

Pottsville School District Grade 3 ELA “Year at a Glance”

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| --- | --- | --- | --- | --- |
|  | Chapter or Unit(s) | Chapter or Unit(s) | Chapter or Unit(s) | Chapter or Unit(s) |
|  | Target Dates: | Target Dates: | Target Dates: | Target Dates: |
| Standards | RL.3.3 RI.3.1 RF.3.4  RL.3.9 RI. 3.2  RI.3.3  RI.3.4  W.3.3 SL.3.1 L.3.1  W.3.4 SL.3.6 L.3.2  W.3.5 L.3.4  W.3.6 L.3.6  W.3.10 | RL.3.1 RI.3.1 RF.3.4  RI.3.2  RI.3.5  RI.3.6  W.3.3 SL.3.1 L.3.1  W.3.4 SL.3.6 L.3.2  W.3.5 L.3.4  W.3.6 L.3.6  W.3.10 | RL.3.2 RI.3.8 RF.3.4  RL.3.4  RL.3.5  RL3.6  RL.3.7  RL.3.9  W.3.1 SL.3.2 L.3.1  W.3.2 SL.3.6 L.3.2  W.3.4 L.3.4  W.3.5 L.3.6  W.3.6  W.3.10 | RL.3.5 RI.3.8 RF.3.4  RL.3.10 R1.3.10  W.3.3 SL.3.5 L.3.1  W.3.2 SL.3.6 L.3.2  W.3.4 L.3.4  W.3.5 L.3.6  W.3.6  W.3.7  W.3.8  W.3.10 |
| Foundational Skills | -Understand Character Traits  -Compare/Contrast  -Ask and Answer Questions  -Write Narrative paragraphs  -Read Fluently  - Dictionary Skills  -Text Features  -Story elements  -Grammar (nouns, verbs)  -Sentence Structure | -Predict  -Infer  -Poetry-Rhythm, Stanza, Rhyming  -Figurative Language  -Cause and effect  -Sequential order  -Compare/Contrast  -Read Fluently  -Write Narrative paragraphs  -Read Fluently | -Pick central message/Theme  -Identify the moral  -Point of View  -Analyze/evaluate illustrations  -Cause and effect  -Context Clues  -Suffixes/Prefixes  -Root/Base Words  -Read Fluently | -Pick central message/Theme  -Research (text evidence)  -Read Fluently |
| Key Strategies or Action Words | -Small Groups  -Read Alouds/Novel Studies  -Technology/Google Slides  -Text Evidence  -Narrative Diamond  -Narrative (Entertaining Beginnings, Elaborative Detail, Suspense) | -Small Groups  -Novel Studies/Weekly Reader or Scholastic News  -Question Words  -Text Evidence  -Narrative (Main Event, Extended Ending)  -Text features | -Point of view  -Plot/Theme  -Transition Words  -Opinion Writing/Reasons that support  -Revising with added detail  --Novel Studies/Weekly Reader or Scholastic News | -Novel Studies/Weekly Reader or Scholastic News  -Expository Writing  -Research  -Publish with Technology |
| Assessments of Power Standards:  Formative and Summative | Observation  Peer editing  Weekly/Biweekly assessments of skills  Comprehension assessments  IXL  ReadWorks  Common Assessment  STAR | Observation  Peer editing  Weekly/Biweekly assessments of skills  Comprehension assessments  IXL  ReadWorks  Common Assessment  STAR | Observation  Peer editing  Weekly/Biweekly assessments of skills  Comprehension assessments  IXL  ReadWorks  Common Assessment | Observation  Peer editing  Weekly/Biweekly assessments of skills  Comprehension assessments  IXL  ReadWorks  ACT Aspire  Common Assessment  STAR |

Pottsville School District Grade 4 Reading “Year at a Glance”

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| --- | --- | --- | --- | --- |
|  | Chapter or Unit(s) Choosing Books, Genre, Figurative Language, Matilda | Chapter or Unit(s) Poetry, Figurative Language, Shiloh | Chapter or Unit(s) Non-fiction and Historical fiction, The Mostly True Adventures of Homer P. Figg | Chapter or Unit(s) Test Prep/Skills Review, Swindle |
|  | Target Dates: August-October | Target Dates: October-December | Target Dates: January-March | Target Dates: March-May |
| Standards | RL.4.1  RL.4.2  RL.4.3  RL.4.4  RL.4.6  RL.4.7  RL.4.9  RL.4.10  RI.4.1  RI.4.2  RI.4.4  RI.4.5  RI.4.6  RI.4.7  RI.4.8  RI.4.10  RF.4.3  RF.4.3.A  RF.4.4  RF.4.4.A  RF.4.4.B  RF.4.4.C | RL.4.1  RL.4.2  RL.4.3  RL.4.4  RL.4.5  RL.4.6  RL.4.7  RL.4.9  RL.4.10  RI.4.1  RI.4.2  RI.4.4  RI.4.5  RI.4.6  RI.4.7  RI.4.8  RI.4.10  RF.4.3  RF.4.3.A  RF.4.4  RF.4.4.A  RF.4.4.B  RF.4.4.C | RL.4.1  RL.4.2  RL.4.3  RL.4.4  RL.4.6  RL.4.9  RL.4.10  RI.4.1  RI.4.2  RI.4.3  RI.4.4  RI.4.5  RI.4.6  RI.4.7  RI.4.8  RI.4.9  RI.4.10  RF.4.3  RF.4.3.A  RF.4.4  RF.4.4.A  RF.4.4.B  RF.4.4.C | RL.4.1  RL.4.2  RL.4.3  RL.4.4  RL.4.5  RL.4.6  RL.4.7  RL.4.9  RL.4.10  RI.4.1  RI.4.2  RI.4.3  RI.4.4  RI.4.5  RI.4.6  RI.4.7  RI.4.8  RI.4.9  RI.4.10  RF.4.3  RF.4.3.A  RF.4.4  RF.4.4.A  RF.4.4.B  RF.4.4.C |
| Foundational Skills | * Understanding of a text * Recount stories * Describe characters * Determine the meaning of words and phrases * Refer to parts of a text * Distinguish between 1st and 3rd person POV * Explain and use illustrations in relation to understanding the text * Compare and contrast * Read and comprehend literature and informational texts at the high end of grades 2-3 text complexity independently and proficiently * Determine main idea * Use text features and search tools to locate information efficiently * Decode multi syllable words * Common Prefixes/suffixes * Read grade-appropriate irregularly spelled words * Read grade-level text with sufficient accuracy and fluency * Read grade-level text with purpose and understanding * Self-correct | * Understanding of a text * Recount stories * Describe characters * Determine the meaning of words and phrases * Refer to parts of a text * Distinguish between 1st and 3rd person POV * Explain and use illustrations in relation to understanding the text * Compare and contrast * Read and comprehend literature and informational texts at the high end of grades 2-3 text complexity independently and proficiently * Determine main idea * Use text features and search tools to locate information efficiently * Decode multi syllable words * Common Prefixes/suffixes * Read grade-appropriate irregularly spelled words * Read grade-level text with sufficient accuracy and fluency * Read grade-level text with purpose and understanding * Self-correct | * Understanding of a text * Recount stories * Describe characters * Determine the meaning of words and phrases * Refer to parts of a text * Distinguish between 1st and 3rd person POV * Explain and use illustrations in relation to understanding the text * Compare and contrast * Read and comprehend literature and informational texts at the high end of grades 2-3 text complexity independently and proficiently * Determine main idea * Use text features and search tools to locate information efficiently * Decode multi syllable words * Common Prefixes/suffixes * Read grade-appropriate irregularly spelled words * Read grade-level text with sufficient accuracy and fluency * Read grade-level text with purpose and understanding * Self-correct | * Understanding of a text * Recount stories * Describe characters * Determine the meaning of words and phrases * Refer to parts of a text * Distinguish between 1st and 3rd person POV * Explain and use illustrations in relation to understanding the text * Compare and contrast * Read and comprehend literature and informational texts at the high end of grades 2-3 text complexity independently and proficiently * Determine main idea * Use text features and search tools to locate information efficiently * Decode multi syllable words * Common Prefixes/suffixes * Read grade-appropriate irregularly spelled words * Read grade-level text with sufficient accuracy and fluency * Read grade-level text with purpose and understanding * Self-correct |
| Key Strategies or Action Words | * Small Groups * Read Alouds * Novel Studies * Technology Integration * Flocabulary * Nearpod * AR Goals * Anchor Charts * Kahoot * Cooperative Learning * Modeling | * Small Groups * Read Alouds * Novel Studies * Technology Integration * Flocabulary * Nearpod * AR Goals * Anchor Charts * Kahoot * Cooperative Learning * Modeling | * Small Groups * Read Alouds * Novel Studies * Technology Integration * Flocabulary * Nearpod * AR Goals * Anchor Charts * Kahoot * Cooperative Learning * Modeling | * Small Groups * Read Alouds * Novel Studies * Technology Integration * Flocabulary * Nearpod * AR Goals * Anchor Charts * Kahoot * Cooperative Learning * Modeling |
| Assessments of Power Standards:  Formative and Summative | * Observations * Bell ringers * Rubric bases assessments * Quizzes * Projects * Comprehension Assessments * STAR | * Observations * Bell ringers * Rubric bases assessments * Quizzes * Projects * Comprehension Assessments * STAR | * Observations * Bell ringers * Rubric bases assessments * Quizzes * Projects * Comprehension Assessments * STAR | * Observations * Bell ringers * Rubric bases assessments * Quizzes * Projects * Comprehension Assessments * STAR |

Pottsville School District Grade 4 ELA “Year at a Glance”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Chapter or Unit(s) | Chapter or Unit(s) | Chapter or Unit(s) | Chapter or Unit(s) |
|  | Target Dates: Q1 | Target Dates: Q2 | Target Dates:Q3 | Target Dates:Q4 |
| Standards | 4.RL.1     4.RIT.1    4.RF.3   4.W.1  4.RL.2     4.RIT.2    4.RF.4   4.W.2  4.RL.3     4.RIT.3                  4.W.2A  4.RL.4     4.RIT.4    4.L.1     4.W.3  4.RL.7     4.RIT.6    4.L.2    4.*W.5*  *4.RL.9     4.RIT.7    4.L.3     4.W.6*  *4.RL.10   4.RIT.8    4.L.4    4.W.10*                  4.RIT.9   4.L.5                  4.RIT.10 | 4.RL.1    4.RIT.1     4.RF.3    4.W.1  4.RL.2    4.RIT.2     4.RF.4    4.W.2  4.RL.3    4.RIT.3                    4.W.2A  4.RL.4    4.RIT.4     4.L.1      4.W.3  4.RL.5    4.RIT.6      4.L.2      4.W.5  4.RL.6    4.RIT.7      4.L.3      4.W.6  4.RL.7    4.RIT.8      4.L.4     4.W.10  4.RL.9    4.RIT.9      4.L.5  4.RL.10  4.RIT.10 | 4.RL.1     4.RIT.1     4.RF.3    4.W.1  4.RL.2     4.RIT.2     4.RF.4    4.W.2  4.RL.3     4.RIT.3                    4.W.2A  4.RL.4     4.RIT.4     4.L.1       4.W.3  4.RL.7     4.RIT.5     4.L.2       4.W.5  4.RL.9     4.RIT.6      4.L.3      4.W.6  4.RL.10   4.RIT.7      4.L.4      4.W.7                  4.RIT.8       4.L.5     4.W.10                  4.RIT.9                  4.RIT.10 | 4.RL.1     4.RIT.1     4.RF.3   4.W.1  4.RL.2     4.RIT.2     4.RF.4   4.W.2  4.RL.3     4.RIT.3                   4.W.2A  4.RL.4     4.RIT.4      4.L.1     4.W.4  4.RL.7     4.RIT.5      4.L.2     4.W.5  4.RL.9     4.RIT.6      4.L.3      4.W.6  4.RL.10   4.RIT.7      4.L.4      4.W.8                  4.RIT.8       4.L.5     4.W.9                  4.RIT.9                      4.W.10                  4.RIT.10 |
| Foundational Skills | -story elements  -main idea  -author’s purpose  -genres  -character traits  -inferencing  -figurative language  -remain on topic  -elaborate/support with detail | -theme  -summary  -POV  -main idea  -fact/opinion; opinion writing  -cause and effect  -transitions  -details  -poems/drama/prose | -dialogue  -theme  -compare texts  -introductions and closings  -timed writing  -main idea  -POV | -informational text  -plot  -figurative language  -narrative writing  -research skills  -timed writing  -theme  -comparing text |
| Key Strategies or Action Words | Context Clues  Decoding Words  Spelling  Vocabulary  Creating topic sentences  Blurbs | Context Clues  Decoding Words  Vocabulary  Word referents  Spelling  “What does it look like, why is it important?” | Context Clues  Decoding Words  Vocabulary  Hooks  Closing paragraphs | Context Clues  Decoding Words  Vocabulary  Country Reports  Narratives |
| Assessments of Power Standards:  Formative and Summative | Formative observations  Bell ringers  Essays  Rubric based Assessment  Journeys  ACT Aspire Interims | Formative observations  Bell ringers  Essays  Rubric based Assessment  Journeys  ACT Aspire Interims | Formative observations  Bell ringers  Essays  Rubric based Assessment  Journeys  ACT Aspire Interims | Formative observations  Bell ringers  Essays  Rubric based Assessment  Journeys  ACT Aspire Interims |

Pottsville School District Grade 5 ELA “Year at a Glance”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Chapter or Unit(s) | Chapter or Unit(s) | Chapter or Unit(s) | Chapter or Unit(s) |
|  | Target Dates: Q1 | Target Dates: Q2 | Target Dates:Q3 | Target Dates:Q4 |
| Standards | W.5.1 L.5.1 RL.5.1 RI.5.1  W.5.2 L.5.2 RL.5.2 RI.5.2  W.5.3 L.5.3 RL.5.3 RI.5.3  W.5.4 L.5.4 Rl.5.6 RI.5.4  W.5.6 L.5.5 RL.5.7 RI.5.6  W.5.7 L.5.6 RL.5.9 RI.5.8  W.5.8 RL.5.10 RI.5.9  W.5.9 RF.5.1 RI.5.10 RF.5.2  W.5.10 RF.5.3  RF.5.4 | W.5.1 L.5.1 RL.5.1 RI.5.1  W.5.2 L.5.2 RL.5.2 RI.5.2  W.5.3 L.5.3 RL.5.3 RI.5.3  W.5.4 L.5.4 RL.5.4 RI.5.4  W.5.6 L.5.5 RL.5.5 RI.5.7  W.5.8 L.5.6 RL.5.6 RI.5.8  W.5.9 RL.5.7 RI.5.9  W.5.10 RF.5.1 RL.5.9 RI.5.10  RF.5.2 RL.5.10  RF.5.3  RF.5.4 | W.5.1 L.5.1 RL.5.1 RI.5.1  W.5.2 L.5.2 RL.5.2 RI.5.2  W.5.3 L.5.3 RL.5.3 RI.5.3  W.5.4 L.5.4 RL.5.7 RI.5.4  W.5.6 L.5.5 RL.5.9 RI.5.5  W.5.8 L.5.6 RL.5.10 RI.5.6  W.5.9 RI.5.7  W.5.10 RF.5.1 RI.5.8  RF.5.2 RI.5.9  RF.5.3 RI.5.10  RF.5.4 | W.5.1 L.5.1 RL.5.1 RI.5.1  W.5.2 L.5.2 RL.5.2 RI.5.2  W.5.3 L.5.3 RL.5.3 RI.5.3  W.5.4 L.5.4 RL.5.7 RI.5.4  W.5.6 L.5.5 RL.5.9 RI.5.8  W.5.8 L.5.6 RI.5.9  W.5.9 RI.5.10  W.5.10 RF.5.1  RF.5.2  RF.5.3  RF.5.4 |
| Foundational Skills | •Make inferences  •Elements of a Narrative  •Word study (vocab, using context clues )  •Recognizing dialogue  •Synthesizing a story  •Reasons author’s write  •Genres-categories & subcategories  Cite evidence from a text  Making connections  Making Predictions | • previous skills  •Figurative Language  •Vocabulary Development  •Inferring  Questioning  Constructed Responses | • previous skills  •Myths/Folktales  •Plot /Story lines  Nonfiction categories | •Continue previous skills  •Nonfiction  •Text Structure |
| Key Strategies or Action Words | Cornell Notetaking  Reading folders  Novel Studies  A-Z stories  A.R. Reading  Anchor Charts  Cooperative learning groups  Rubrics  Author’s purpose  6 strategies of good readers  Author’s purpose  Point of View  Text evidence  Summarizing  Main idea/supporting details | Cooperative groups  Cornell Notetaking  Reading folders  Novel Studies  A-Z stories  A.R. Reading  Anchor Charts  Peer/Self assessments  •Compare/Contrast  •Point of View  •Imagery  •Symbolism  •Foreshadowing/Flash Back  •Mood/tone  •Characterization  Plot line  Simile, metaphor, hyperbole, personification, alliteration, idiom  Generalizations | Cornell Notetaking  Reading folders  Novel Studies  A-Z stories  A.R. Reading  Anchor Charts  •Text structure  •Sequencing  •Legend/Fables/Tall Tales  •Theme  •Imagery  •Symbolism  •Foreshadowing/Flash Back  •Mood/tone  •Characterization | Cornell Notetaking  Reading folders  Novel Studies  A-Z stories  A.R. Reading  Anchor Charts  •Main Idea  •Supporting Details  •Poetry  Testing strategies |
| Assessments of Power Standards:  Formative and Summative | Drama/Fluency Rubrics  Quizzes  Poster projects/presentations  Book tests  Prezi’s  Quizlets  Graphic orgainzers  IXL  A-Z tests  Comprehension assessments | Drama/Fluency Rubrics  Quizzes  Poster projects/presentations  Book tests  Prezi’s  Quizlets  Graphic orgainzers  IXL  A-Z tests  Comprehension assessments | Drama/Fluency Rubrics  Quizzes  Poster projects/presentations  Book tests  Prezi’s  Quizlets  Graphic orgainzers  IXL  A-Z tests  Comprehension assessments | Drama/Fluency Rubrics  Quizzes  Poster projects/presentations  Book tests  Prezi’s  Quizlets  Graphic orgainzers  IXL  A-Z tests  Comprehension assessments |

Pottsville School District Grade 6 Reading “Year at a Glance”

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| --- | --- | --- | --- | --- |
|  | Chapter or Unit(s)Narrative | Chapter or Unit(s)Informative | Chapter or Unit(s) Argumentative | Chapter or Unit(s) Review |
|  | Target Dates: 1st 9 weeks | Target Dates: 2nd nine weeks | Target Dates:3rd 9 weeks | Target Dates: 4th nine weeks |
| Standards | RL.6.1 RI.6.1  RL.6.2 RI.6.2  RL.6.3 RI.6.4  RL.6.4 RI.6.6  RL.6.6 RI.6.7  RL.6.7 RI.6.8  RL.6.10 RI.6.10  W.6.3 L.6.4  W.6.5 L.6.3  W.6.4 L.6.1  W.6.6 | RL.6.1 RI.6.1  RL.6.2 RI.6.2  RL.6.3 RI.6.4  RL.6.4 RI.6.6  RL.6.5 RI.6.7  RL.6.6 RI.6.8  RL.6.10 RI.6.9  RI.6.10  W.6.7 L.6.3  W.6.8 L.6.1  W.6.9 L.6.4  W.6.6  W.6.2 | RL.6.1 RI.6.1  RL.6.2 RI.6.2  RL.6.3 RI.6.3  RL.6.4 RI.6.4  RL.6.5 RI.6.6  RL.6.6 RI.6.7  RL.6.10 RI.6.8  RI.6.10  W.6.7 L.6.1  w.6.8 L.6.4  W.6.6 L.6.3  W.6.1 | RL.6.1 RI.6.1  RL.6.2 RI.6.2  RL.6.3 RI.6.4  RL.6.4 RI.6.6  RL.6.5 RI.6.7  RL.6.6 RI.6.8  RL.6.10 RI.6.10  W.6.6 L.6.1  W.6.3 L.6.3  L.6.4 |
| Foundational Skills | •Read on grade level  •Infer  •Denotation/Connotation  •“Cite”  •Elements of Narrative  •Word choice  •Transitions  •Parts of speech  •Capitalization/Punctuation rules | •Read on grade level  •Variety of vocabulary  •Summarize  •Series of events  •Evaluating credible sources  •Summarization  •Plagiarism  •Parts of Speech  •Capitalization/Punctuation rules | •Read on grade level  •Central Idea  •Experience with nonfiction  •Evaluating credible sources  •Opinion VS Fact  •Claim vs Evidence  •Summarization  •Plagiarism  •Parts of Speech  •Capitalization/Punctuation rules | •Read on grade level  •Theme  •Tone/Mood  •Narrative Writing  •Background in dialogue  •Characters, Setting •Transitions  •Parts of Speech  •Capitalization/Punctuation rules |
| Key Strategies or Action Words | Novel Study: Out of my Mind  Cooperative Learning  Modeling  Peer editing | Novel Study: Watsons Go to Birmingham  Cooperative Learning  Modeling  Peer editing | Novel Study: City of Ember  Cooperative Learning  Modeling  Peer editing | Novel Study: Red Kayak  Cooperative Learning  Modeling  Peer editing |
| Assessments of Power Standards:  Formative and Summative | Chapter quizzes  Novel tests  Observation  Starters/Exit Slips  Narrative elements/Vocab test  Essays  ACT Aspire Interims | Chapter quizzes  Novel tests  Observation  Starters/Exit Slips  Narrative elements/Vocab test  Essays  ACT Aspire Interims | Chapter quizzes  Novel tests  Observation  Starters/Exit Slips  Narrative elements/Vocab test  Essays  ACT Aspire Interims | Chapter quizzes  Novel tests  Observation  Starters/Exit Slips  Narrative elements/Vocab test  Essays  ACT Aspire Interims |

Pottsville School District “Year at a Glance” \_\_6th\_ELA 2021-22\_\_\_

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| --- | --- | --- | --- | --- |
|  | Chapter or Unit(s) Narrative | Chapter or Unit(s) Informative | Chapter or Unit(s) Argumentative | Chapter or Unit(s) Review |
|  | Target Dates: 1st 9 weeks | Target Dates: 2nd 9 weeks | Target Dates: 3rd 9 weeks | Target Dates: 4th 9 weeks |
| Standards | W.6.2.F W.6.3 W.6.3.A W.6.3.B W.6.3.C W.6.2.C W.6.3.D W.6.3.E W.6.2.B  RL.6.1  RI.6.1  RL.6.2  RI.6.2 RL.6.3  RI.6.4 RI.6.6 RI.6.7 RI.6.8 RL.6.10  W.6.6 L.6.5.B L.6.6 L.6.5.C | RL.6.1 RL.6.2 RL.6.3  RI.6.4 RI.6.6 RL.6.5 RI.6.7 RL.6.6  RI.6.8 RL.6.10 RI.6.9 RI.6.10  W.6.2  W.6.1.A W.6.1.B W.6.1.C W.6.1.D W.6.2.D W.6.7  W.6.8 W.6.9  W.6.10 SL.6.3 SL.6.2 SL.6.1.D SL.6.5  L.6.5 | W.6.1.E W.6.1  RL.6.1  RI.6.1 RL.6.2 RL.6.3  RL.6.4  RI.6.4 RI.6.6 RI.6.7 RL.6.10  RI.6.8  W.6.4 W.6.5 SL.6.4  L.6.1.H L.6.2.B L.6.2.C L.6.3.A L.6.3.B L.6.4 | RL.6.1  RL.6.2  RI.6.2 RL.6.3  RI.6.4 RI.6.6 RI.6.7 RL.6.6  RI.6.8  L.6.1.A L.6.1.B L.6.1.C L.6.1.D L.6.1.F L.6.2 L.6.3 L.6.2.D L.6.5  L.6.5.A |
| Prerequisite skills  (prior knowledge, skills needed for student to master the standard) | Read on grade level  Parts of speech  Transitions  Compound sentences  Independent/dependent clause  Elements of Narrative | Summarize Plagiarism  Task, Purpose, Audience  Maintaining tone  Variety of vocabulary | Main Idea Nonfiction vs Fiction  Opinion vs fact  Summarize  Plagiarism  Evaluating credible sources | Tone/Mood  Narrative Writing  Background in dialogue  Characters, Setting  Transitions  Parts of Speech  Capitalization/Punctuation rules |
| Key Strategies or Action Words | Cooperative Learning  Modeling Peer editing  Brain Pop  Vocabulary  Manipulatives  Interactive notebook | Cooperative Learning  Modeling  Peer editing  Brain Pop  Vocabulary  Manipulatives  Interactive notebook | Cooperative Learning Modeling  Peer editing  Brain Pop Vocabulary  Manipulatives  Interactive notebook | Cooperative Learning  Modeling  Peer editing  Brain Pop  Vocabulary  Manipulatives  Interactive notebook |
| Assessments of Power Standards:  Formative and Summative | Observations  Starter  Weekly Brain Buzzers (online comprehension check) Vocabulary quizzes  Essays  Interactive note taking | Observations  Starters  Weekly Brain Buzzers (online comprehension check) Vocabulary quizzes  Essays  Interactive note taking | Observations  Starters  Weekly Brain Buzzers (online comprehension check) Vocabulary quizzes  Essays  Interactive note taking  ACT Aspire interims | Observations  Starters  Weekly Brain Buzzers (online comprehension check) Vocabulary quizzes  Essays  Interactive note taking  ACT Aspire Interims |

Pottsville School District Grade 7 ELA “Year at a Glance”

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| --- | --- | --- | --- | --- |
|  | Chapter or Unit(s) Unit 1: Informative/Expository | Chapter or Unit(s) 2: Narrative | Chapter or Unit(s) 3: Informative/Expository | Chapter or Unit(s) 4:Persuasive/Argumentative |
|  | Target Dates: 1st 9 weeks | Target Dates: 2nd nine weeks | Target Dates: 3rd 9 weeks | Target Dates: 4th 9 weeks |
| Standards | RI.7.1  RI.7.4  RI.7.6  RI.7.7  RI.7.9  W.7.2 (A-F)  W.7.4  SL.7.1  SL.7.2  L.7.1  L.7.2  L.7.3 (A & B)  L.7.4 (A-D)  L.7.6 | RL.7.1  W.7.4  SL.7.1  SL.7.2  L.7.1  L.7.2  L.7.3 (A & B)  L.7.4 (A-D)  L.7.6 | RI.7.1  RI.7.4  RI.7.6  RI.7.7  RI.7.9  W.7.2 (A-F)  W.7.4  SL.7.1  SL.7.2  L.7.1  L.7.2  L.7.3 (A & B)  L.7.4 (A-D)  L.7.6 | W.7.4  SL.7.1  SL.7.2  L.7.1  L.7.2  L.7.3 (A & B)  L.7.4 (A-D)  L.7.6 |
| Foundational Skills | Cite textual evidence  Ability to determine the meaning of words/phrases  Point of View/Author’s Perspective/Purpose  Write to explain a topic/Convey ideas and concepts | Cite textual evidence  Analysis of story elements  Figurative Language  Point of View  Write narrative to develop real/imagined experiences  Use narrative techniques | Cite textual evidence  Ability to determine the meaning of words/phrases  Point of View/Author’s Perspective/Purpose  Write to explain a topic/Convey ideas and concepts | Cite textual evidence  Write arguments to support claims  Support claims with logical reasoning |
| Key Strategies or Action Words | Novel Study  Informative/Expository  Modeling  Peer Editing | Novel Study  Narrative  Modeling  Peer Editing  Elements of a Story  Plot  Theme  Literary Terms | Novel Study  Informative/Expository  Modeling  Peer Editing | Novel Study  Persuasive/Argumentative  Modeling  Peer Editing  Author’s Purpose |
| Assessments of Power Standards:  Formative and Summative | Padlet  Starters/Exit Slips  Weekly Check-Ins  Daily Lessons/Observations  Essays  Quizzes  Tests  Projects  Interims | Padlet  Starters/Exit Slips  Weekly Check-Ins  Daily Lessons/Observations  Essays  Quizzes  Tests  Projects  Interims | Padlet  Starters/Exit Slips  Weekly Check-Ins  Daily Lessons/Observations  Essays  Quizzes  Tests  Projects  Interims | Padlet  Starters/Exit Slips  Weekly Check-Ins  Daily Lessons/Observations  Essays  Quizzes  Tests  Projects  Interims |

Pottsville School District Grade 8 ELA “Year at a Glance”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Chapter or Unit:  Getting to Know You - Setting smart goals, establishing a growth mindset.  Close Reading and Analysis and reading strategies with literary terms vocabulary.  First 20 Days - [link to lesson ideas](https://www.rtsd.org/cms/lib/PA01000218/Centricity/Domain/797/20120912133228640.pdf)  Reading and Writing Inventory - set goals  Email etiquette and letter writing  FOCUS TEXTS: The Sea Devil by Arthur Gordon, & articles on CommonLit, NewsELA, or ReadWorks  The Outsiders by Hinton  Poetry - Nothing Gold Can Stay  Picture books - Chrysanthemum, Dot  Self-Selected Texts - using AR as tool to gauge progress  WRITING - narrative, persuasive letter, short response to reading, diagnostic on argument writing, Hero Tribute | Chapter or Unit(s)  Civil Rights, Overcoming Obstacles Theme and Solving Murder Mysteries  FOCUS TEXTS::  Warriors Don’t Cry memoir of Battle to Integrate LR’s Central High by Beals (teaming up with Ark History class)  The Tell-Tale Heart by Poe, Raymond’s Run by Bambara, The Landlady by Roald Dahl  Arkansas Driver’s License Manual  Articles connected on CommonLit to focus texts  Poetry - The Raven  ACCEL only - The Giver  Self-Selected Texts - using AR as tool to gauge progress  Concrete vs Abstract writing and inference, connotation and denotation  WRITING - Argument essay scaffolded with Says, Means, Matters GO (with Poe analysis), Poetry, RACE for short response to reading, Eulogy | Chapter or Unit(s)  Dystopia and the Holocaust  FOCUS TEXTS:  The Giver by Lowry  The Diary of Anne Frank play  I Have a Dream Speech - MLK Jr.  Poetry - Abandoned Farmhouse by Kooser, IF by Kipling,  Articles on CommonLit - esp nonfiction  ACCEL only - Night by Eli Wiesel  Self-Selected Texts - using AR as tool to gauge progress  WRITING: Setting poem, Flashback Narrative and practice revision strategies with N2SSWTSW, outlawed words, Argument Writing on topic of choice with research, ACT Aspire writing prompt practice - timed writing | Chapter or Unit(s)  Holocaust and Poetry  FOCUS TEXTS:  The Diary of Anne Frank play con’t  Poetry - The Road Less Traveled, Invictus, Where I’m From, The Rose That Grew From Concrete,  Self-Selected Texts - using AR as tool to gauge progress  WRITING: poem - Where I’m From, Letter to My Future Self |
|  | Target Dates: Q1 | Target Dates: Q2 | Target Dates: Q3 | Target Dates: Q4 |
| Standards | RL.8.1,RL.8.2, RL.8.4, RL.8.9, RL.8.10  R.8.1, R.8.2, R.8.4, R.8.8, R.8.10  W.8.1, W.8.2, W.8.4, W.8.6, W.8.9-A/B, W.8.10  SL.8.1 - A, SL.8.2, SL.8.5  L.8.1 - A-K, L.8.2 - A-D, L.8.3 - A-B,  L.8.4 - A-D, L.8.5 - A-D, L.8.6 | R.8.1, RL.8.2, R.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9, RL.8.10  R.8.1, R.8.2, R.8.3, R.8.4, R.8.5, R.8.6, R.8.8, R.8.10  W.8.1 A-E, W.8.2 - A - F, W.8.4, W.8.5, W.8.6, W.8.7, W.8.9 A/B, W.8.10  SL.8.1 - A-D, SL.8.2  L.8.1 - A-K, L.8.2 - A-D, L.8.3 - A-B, L.8.4 - A-D, L.8.5 - A-D, L.8.6 | RL.8.1, RL.8.2, RL.8.3, RL8.4, RL.8.7, RL.8.9, RL.8.10  R.8.1, R.8.2, R.8.4, R.8.5, R.8.6, R.8.8, R.8.9, R.8.10  W.8.1 - A-E, W.8.2 - A-F, W.8.3 - NARRATIVE A-E, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9 A/B, W.8.10  SL.8.1 - A-D, SL.8.3, SL.8.4, SL.8.5, SL.8.6  L.8.1 - A-K, L.8.2 - A-D, L.8.3 - A-B, L.8.4 - A-D, L.8.5 - A-D, L.8.6 | RL.8.1, RL.8.2, RL.8.4, RL8.9, RL.8.10  R.8.1, R.8.2, R.8.4, R.8.10  W.8.1, W.8.4, W.8.10  SL.8.5, SL.8.6  L.8.1 - A-K, L.8.2 - A-D, L.8.3 - A-B, L.8.4 - A-D, L.8.5 - A-D, L.8.6 |
| Foundational Skills | Write a 5 paragraph essay with thesis statement - expository writing  Genre and Author's purpose  Main Idea  Elaboration/Supporting details  Plot diagram  Literary terms - esp. Point of view, characterization, theme, conflict  Parts of speech and sentence structure  Using conventions correctly in writing  Reading at grade level or above,  All standards from 7th grade and before | How to write thesis statements effectively  All standards from 7th grade  Literary Terms from yellow pages  Expository and Argumentative  Distinctive Main reasons and supporting reasons  Strong sentence variety  Grammar study  Vocabulary improvement  Text connections  Use of language | Argumentative Writing  Audience awareness  Evaluating the argument of others  Critical language  Point of view - all sides  Introduce supporting evidence  Effective Leads  Revising, Editing, Final Draft | Argumentative Writing  Expository Writing  Narrative Writing  Reading on grade level |
| Key Strategies or Action Words | RACE Response to reading Strategy [notes](https://docs.google.com/document/d/1JYJeKS2whr1i3xulagHvv2Yvl2qaSB2b_uX8kEoIoGc/edit?usp=sharing) - restate, answer, cite, explain, expand  3 a Day ELA daily starters - [example](https://docs.google.com/presentation/d/1gkjcB5q41vFv7y3tO251lhKo_NDaaxssxaAksQjTaYc/edit?usp=sharing) - review all standards every day - consistent  Literary Terms - [yellow pages](https://docs.google.com/document/d/1Q4Mm1kP01z_fu1aLWsmgZEjtXnC_iudtZgd4PyIXioE/edit?usp=sharing)  Scavenger Hunt  Close reading and text annotation  How do the reading strategies of previewing, prior knowledge, prediction and questioning help me to become a better reader?  What purpose is there in choosing reading materials independently?What is the purpose of having assigned reading materials? What are some of the strategies I can use to improve my reading level, comprehension and ability? How can decoding words improve my reading comprehension? Can I recognize most of the words in the texts provided? What literary terms are operating in the passage?  Do I know all the literary terms from my yellow pages? What is my text level of reading?  What is it like to follow along with my reading aloud?  Does my audience enjoy listening to me read? | RACE Response to reading strategy  3aDay ELA daily starters-review all standards  Literary Terms  Escape Rooms and Crime Scene Analysis  Obstacle Course for Outsiders  Research Project on Civil Rights and Integrating Central High  MLA Citations  Close reading and text annotation  What strategies do good readers use to understand text?  Why is knowing and understanding literary elements important?  How do lit. terms affect writing for the reader?  What strategies do good writers use to create interesting text?  -How do inferencing strategies improve your reading and writing?  -How do strategies help you to become a better reader?  What is the usefulness of being able to infer the intentions of the author? | RACE Response to reading strategy  3aDay ELA daily starters-review all standards  Spongebob Mock Trial  Traitor Among Us Escape Room  Test Prep Stations  Research Project on Holocaust  Elements of Drama - literary terms  Introduce supporting evidence in writing  Writing effective leads for Argument essays  Close reading | RACE Response to reading strategy  3aDay ELA daily starters-review all standards  Elements of Poetry Literary Terms  Expository writing  Review all skills previously taught  Poetry analysis  Persuasive Business Proposal project  Formal letter to future self |
| Assessments of Power Standards:  Formative and Summative | Rubric-based checklists  Student created projects/presentations in different formats - students given choices/options  Formative Assessments/Interim  STAR Reading test  Diagnostics on Commonlit.org  Vocabulary quizzes & Vocab.com & Flocabulary  IXL for grammar & language remediation  Edpuzzle for comprehension and all reading strategies  Throughout Unit:  **Word Study**  Story words to enhance comprehension and to build robust vocabulary - use Vocab.com  **Conventions of Language**: Mini-lessons based on student need  **Read Independently:**  Library Skills  Read 10 + minutes/day | Argument Writing  Progress with self-selected reading  Rubric-based checklists  Student created projects/presentations in different formats - students given choices/options  Formative Assessments/Interim  Exit tickets - 321 questioning  Edpuzzle for comprehension and all reading strategies  Student created projects/presentations - students given choices/options  Vocab.com  & Flocabulary  IXL for Grammar & language  remediation  Throughout Unit:  **Word Study**  Story words to enhance comprehension and to build robust vocabulary  **Conventions of Language**: Mini-lessons based on student need  **Read Independently:**  Library Skills  Read 10+ minutes/day | Argument Writing, IXL and Commonlit practice on biweekly  Rubric-based checklists  Student created projects/presentations in different formats - students given choices/options  Formative Assessments/Interim  Edpuzzle for comprehension and all reading strategies  Vocab.com  & Flocabulary  IXL for Grammar & language remediation  Throughout Unit:  **Word Study**  Story words to enhance comprehension and to build robust vocabulary  **Conventions of Language**: Mini-lessons based on student need  **Read Independently:**  Library Skills  Read 10+ minutes/day | Rubric-based checklists  Student created projects/presentations in different formats - students given choices/options  Formative Assessments/Interim  Edpuzzle for comprehension and all reading strategies  Vocab.com  & Flocabulary  Throughout Unit:  **Word Study**  Story words to enhance comprehension and to build robust vocabulary  **Conventions of Language**: Mini-lessons based on student need  **Read Independently:**  Library Skills  Read 10+ minutes/day |

Pottsville School District Grade 9 ELA “Year at a Glance”

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| --- | --- | --- | --- | --- |
|  | Chapter or Unit(s)*The Most Dangerous Game, Cask of Amontillado, The Gift of the Magi* | Chapter or Unit(s) Novel Study/Research: *The Pigman, To Kill a Mockingbird, Meet Paul Zindel*, Nonfiction on Civil Rights, South, Depression | Chapter or Unit(s) Romeo and Juliet, Poetry, and research: Romeo and Juliet, Shakespeare, The Globe Theater, London | Chapter or Unit(s) Epic Poetry, Narrative Poetry, *Odyssey, Medal of Honor, Hero’s Journey* |
|  | Target Dates: Q1 | Target Dates: Q2 | Target Dates: Q3 | Target Dates: Q4 |
| Standards | 9.RL.1 9.L.1  9.RL.2 9.L.2  9.RL.3 9.L.3  9.RL.4 9.L.4  9.RL.5 9.L.5  9.RL.10 9.L.6  9.W.3 9.SL.1  9.W.4 9.SL.3  9.W.5  9.W.6  9.W.9  9.W.10 | 9.RL.1 9.L.1  9.RL.2 9.L.2  9.RL.3 9.L.3  9.RL.4 9.L.4  9.RL.9 9.L.5  9.RL.10 9.L.6  9.W.1  9.W.2 9.SL.1  9.W.4  9.W.5 9.RI.1  9.W.6 9.RI.3  9.W.8 9.RI.9  9.W.9 9.RI.10  9.W.10 | 9.RL.1 9.L.1  9.RL.3 9.L.2  9.RL.4 9.L.3  9.RL.5 9.L.4  9.RL.7 9.L.5  9.RL.10 9.L.6  9.W.2  9.W.4 9.SL.1  9.W.5  9.W.6 9.RI.1  9.W.7 9.RI.2  9.W.9 9.RI.7  9.W.10 9.RI.8  9.RI.10 | 9.RL.1 9.L.1 9.SL.1  9.RL.2 9.L.2 9.SL.2  9.RL.3 9.L.3 9.SL.3  9.RL.6 9.L.4 9.SL.4  9.RL.10 9.L.5 9.SL.5  9.W.1 9.L.6  9.W.3  9.W.4 9.RI.1  9.W.5 9.RI.4  9.W.6 9.RI.5  9.W.7 9.RI.6  9.W.8 9.RI.10  9.W.9  9.W.10 |
| Foundational Skills | **Narrative  Writing**  Effective Leads  Elaboration/Supporting Details  Introduction/Conclusion  Memoir writing  Personal Narratives  **Reading/Literature**  Plot diagram  Review Lit. Terms  Short Stories-The Most Dangerous Game, Cask of Amontillado, The Gift of the Magi  **Language/Vocabulary**  Vocabulary--literature text study  Grammar study- review parts of speech and intro to phrases and clauses | **Expository  Writing**  Introduce Pillar  Distinctive Main Reasons  Specific Distinctive Supporting Reasons  Strong Sentence Variety  Response to text  Research  **Reading/Literature/Informational**  The Pigman (Reg)  To Kill a Mockingbird (Pre AP)  Meet Paul Zindel-NF  Various NF pieces on the Depression, Civil Rights, the South, Women in the 30’s  **Language/Vocabulary**  Parallel structure, clauses, phrases, and  verbals  Vocabulary--literature text vocabulary | **Expository  Writing**  Audience Awareness  Critical Language  Point of View  Introduce Supporting Evidence  Compare/Contrast  Research- evaluating sources, parenthetical citations, embedding quotes, summaries, and paraphrases  Response to text  **Reading/Literature/Informational**  Romeo and Juliet  Various NF  pieces on Shakespeare, the Globe Theater, London, Elizabethan Era  **Language/Vocabulary**  Pronoun/antecedent agreement, semicolons, colons, dashes  Wordiness  Vocabulary study-drama terms | **Expository Writing**  Review all skills previously taught  Annotated bibliography  **Reading/Literature/Informational**  Poetry Analysis-Epic Poetry-The Odyssey  Non fiction-Medal of Honor  Hero’s Journey  **Language/Vocabulary**  Test Prep-Grammar study  Vocabulary Study-epic poetry |
| Key Strategies or Action Words | Annotate  Modeling  Response to text-ACE strategy  Theme/Characterization  Memoir | Point of View  Characterization  Symbolism  Thesis statement  Annotate  Response to text | Drama  Compare/Contrast  Expository Analysis  Thesis statement  Response to text  Critical Response  Research  Citing Sources  MLA | Epic Poetry  Hero’s Journey  Oral Tradition  Station Rotation |
| Assessments of Power Standards:  Formative and Summative | Bell ringers/Exit Tickets  Marker Board strategic questioning assessment  3-2-1  Analyzing Student work  ACT exemplars | Bell ringers/Exit Tickets  Marker Board strategic questioning assessment  3-2-1  Analyzing Student work  ACT exemplars | Bell Ringers/Exit Tickets  Marker Board strategic questioning assessment  3-2-1  Analyzing Student work  ACT exemplars | Bell Ringers/Exit Tickets  Marker Board strategic questioning assessment  3-2-1  Analyzing Student work  ACT exemplars |

Pottsville School District Grade 10 ELA “Year at a Glance”

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|  | Chapter or Unit(s) Short stories, poetry, songs  “Eleven” “Harrison Bergeron” “The Fight”  etc. | Chapter or Unit(s)  memoirs, essays, speeches including excerpts only  *Farewell to Manzanar*  “Montgomery Boycott”  “Plot Against People”  etc. | Chapter or Unit(s) *The Tragedy of Julius Caesar*, *Antigone* | Chapter or Unit(s): *Tuesdays at Morrie’s, A Separate Peace, Anthem* |
|  | Target Dates: Q1 | Target Dates:Q2 | Target Dates:Q3 | Target Dates:Q4 |
| Standards | RI.9-10. 1  RL.10. 1  RI&L. 2  RI&L. 3  SL.6  RL.3  RI.7  W.4  W.5  W..8  W.9  SL.1  W.7  W.6  SL2 | RI.10. 1  RL.10. 1  W.9.A  RL.10  RL..2  RL..3  W..9.A  RL.10  RL.5  W2  SL1  SL3  SL4  SL5  SL6 | RI.10. 1  RL.10. 1  RI 5  RI 6  RI 7  RI 8  RI 9  SL2  SL3  SL4  SL5  SL6  W1  W7  W8  W9 | RI.10. 1  RL.10. 1  W1  W10  SL6 |
| Foundational Skills | reading and writing  skills | basic language skills~literal and figurative use of language | Key vocabulary: speaker, purpose, rhetoric | vocabulary from year, such as explicit, implicit, textual evidence |
| Key Strategies or Action Words | Interactive lessons  Careful selection of  short stories and essays  Modeling  small and large group discussions | Interactive lessons  Careful selection of excerpts from  *Julius Caesar*  Modeling  small and large group discussions | Analyze speeches and commercials and Create persuasive writings  careful selection of speeches | Interactive lessons  Careful selection of passages  Modeling  small and large group discussions |
| Assessments of Power Standards:  Formative and Summative | questioning techniques  Observation  Analyzing last year’s Aspire results  STAR testing  IXL  constructed responses  essay  Moodle self-checks  Quizizz  Kahoot  Vocabulary.com  Close reads | Observation  Analyzing last year’s Aspire results  STAR testing  IXL  constructed responses  essay  Moodle self-checks  Quizizz  Kahoot  Vocabulary.com  Close reads  questioning techniques | questioning techniques  Annotating speeches, debating issues, and writing persuasive essay  vocabulary.com  Moodle self-checks | Observation  Analyzing last year’s Aspire results  STAR testing  IXL  constructed responses  essay  Moodle self-checks  Quizizz  Kahoot  Vocabulary.com  Close reads  questioning techniques |

Pottsville School District “Year at a Glance” Junior English

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|  | **Native American and Early American Literature** | ***The Crucible*** | **The Narrative (short stories)** | **The Argument**  **(research paper)** | ***The Great Gatsby*** | **Poetry** |
| Target Dates | *August 18-Sept. 15* | *Sept. 16-Oct. 29* | *Nov. 1-Dec. 21* | *Jan. 4-March 18* | *March 28-May 6* | *May 9-May 20* |
| Standards | RL.11-12.1  RL.11-12.2  RL.11-12.3  RL.11-12.4  RL.11-12.9  RL.11-12.10  RI.11-12.1  RI.11-12.8  RI.11-12.9  RI.11-12.10  W.11-12.4  W.11-12.9  W.11-12.10  SL.11-12.1  (A, B, C, D)  SL.11-12.2  SL.11-12.3  SL.11-12.4  SL.11-12.5  SL.11-12.6  L.11-12.1  L.11-12.2  L.11-12.3  L.11-12.4 | RL.11-12.1  RL.11-12.2  RL.11-12.3  RL.11-12.7  RL.11-12.10  W.11-12.1  W.11-12.2  W.11-12.4  W.11-12.9  W.11-12.10  SL.11-12.1  (A, B, C, D)  SL.11-12.2  SL.11-12.3  SL.11-12.4  SL.11-12.5  SL.11-12.6  L.11-12.1  L.11-12.2  L.11-12.3  L.11-12.4 | RL.11-12.2  RL.11-12.3  RL.11-12.4  RL.11-12.6  RL.11-12.9  RL.11-12.10  W.11-12.3  (A, B, C, D, E)  W.11-12.4  W.11-12.9  W.11-12.10  SL.11-12.1  (A, B, C, D)  SL.11-12.2  SL.11-12.3  SL.11-12.4  SL.11-12.5  SL.11-12.6  L.11-12.1  L.11-12.2  L.11-12.3  L.11-12.4 | RL.11-12.1  RL.11-12.2  RI.11-12.2  RI.11-12.3  RI.11-12.4  RI.11-12.5  RI.11-12.6  RI.11-12.7  RI.11-12.8  RI.11-12.10  W.11-12.1  (A, B, C, D, E)  W.11-12.2  (A, B, C, D, E, F)  W.11-12.4  W.11-12.5  W.11-12.6  W.11-12.7  W.11-12.8  W.11-12.9  W.11-12.10  SL.11-12.1  (A, B, C, D)  SL.11-12.2  SL.11-12.3  SL.11-12.4  SL.11-12.5  SL.11-12.6  L.11-12.1 (A-K)  L.11-12.2 (B and C)  L.11-12.3  L.11-12.4 | RL.11-12.1  RL.11-12.2  RL.11-12.3  RL.11-12.4  RL.11-12.5  RL.11-12.7  RL.11-12.10  W.11-12.2  (A, B, C, D, E. F)  W.11-12.4  W.11-12.9  W.11-12.10  SL.11-12.1  (A, B, C, D)  SL.11-12.2  SL.11-12.3  SL.11-12.4  SL.11-12.5  SL.11-12.6  L.11-12.1  L.11-12.2  L.11-12.3  L.11-12.4 | RL.11-12.1  RL.11-12.2  RL.11-12.3  RL.11-12.4  RL.11-12.6  RL.11-12.7  RL.11-12.10  SL.11-12.1  (A, B, C, D)  SL.11-12.2  SL.11-12.3  SL.11-12.4  SL.11-12.5  SL.11-12.6  L.11-12.1  L.11-12.2  L.11-12.3  L.11-12.4 |
| Prerequisite skills  (prior knowledge, skills needed for student to master the standard) | Reading comprehension on grade level  General understanding of American history  Familiarity with reading texts and articulating written thoughts  Basic literary and writing vocabulary | Knowledge of the structure and genre of drama  General understanding of American history  Sustained reading  Auditory learning  Basic literary and writing vocabulary | Understanding of the narrative plotline  Life experiences to draw on for narrative writing  Basic literary and writing vocabulary | Ability to use technology for research  Understanding of reputable sources for research  Basic literary and writing vocabulary | Knowledge of the structure and genre of realistic fiction  Sustained reading  General understanding of the Roaring Twenties  Auditory learning  Basic literary and writing vocabulary | Knowledge and application of poetry terms  Life experiences to draw on for connections  Basic literary and writing vocabulary |
| Key Strategies or Action Words | Vocabulary 1-2  Rhetorical Appeals  Rhetorical Triangle  Annotations  Implicit/Explicit  Connotation  Figurative Language  Venn Diagram  CommonLit | Vocabulary 3-5  OPTIC  Character Analysis  Narrative Plotline  Two-Pager | Vocabulary 6-7  Narrative Plotline  Point of View  Perspectives  Tone  Dialogue  Punctuation  Personal Narrative | Vocabulary 8-10  CNN10  Reputable Sources  Fact V. Opinion  MLA Formatting  OWL Purdue  Current Events  Grammar  ACT Review | Vocabulary 11-12  Diction/Syntax  Expository | Vocabulary 13-14  Figurative Language  Imagery  Tone |
| Assessments of Power Standards:  Formative and Summative | Observations  Class Discussions  Star Test  Quizzes  QuickWrites  Entrance/Exit Slips  Writing Samples  Unit Test | Observations  Class Discussions  Quizzes  QuickWrites  Entrance/Exit Slips  Two-Pager  Unit Test | Observations  Class Discussions  Star Test  Quizzes  QuickWrites  Entrance/Exit Slips  Narrative Essay  Unit Test | Observations  Class Discussions  Quizzes  QuickWrites  Entrance/Exit Slips  Argumentative Essay  Unit Test | Observations  Class Discussions  Quizzes  QuickWrites  Entrance/Exit Slips  Expository Essay  Two-Pager  Unit Test | Observations  Class Discussions  Star Test  Quizzes  QuickWrites  Entrance/Exit Slips  Poetry Project  Songs of Myself  Unit Test |

­­­Pottsville School District “Year at a Glance” **Grade 12 English Teacher: Andrea Hooper**

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|  | Chapter or Unit(s)  **Reading Non-Fiction and Analyzing Non-Fiction**  **through Writing** | Chapter or Unit(s)  **Research and**  **Reading/Writing Work Place and Collegiate Documents** | Chapter or Units(s)  **Reading  Fiction and Analyzing Fiction (Short Stories) through Writing** | Chapter or Unit(s)  **Reading Poetry, Novels, and Drama and** **Analyzing Poetry, Novels,**  **and Drama through Writing** |
|  | Target Dates: **Quarter One** | Target Dates: **Quarter Two** | Target Dates: **Quarter Three** | Target Dates: **Quarter Four** |
| **Standards** | RL.11-12.2 L.11-12.1  RL.11-12.3 L.11-12.2  RL.11-12.4 L..11-12.3  RL.11-12.5 L.11-12.4  RL.11-12.6  RL.11-12.7  RL.11-12.9  RL.11-12.10  W.11-12.1 SL.11-12.1  W.11-12.2 SL.11-12.2  W.11-12.3 SL.11-12.3  W.11-12.4 SL.11-12.4  W.11-12.5 SL.11-12.5  W.11-12.6 SL.11-12.6  W.11-12.7  W.11-12.8  W.11-12.9  W.11-12.10 | RL.11-12.2 RI.11-12.3 L.11-12.1  RL.11-12.3 RI.11-12.7 L.11-12.2  RL.11-12.4 RI.11-12.10 L.11-12.3  RL.11-12.5 L.11-12.4  RL.11-12.7 SL.11-12.1 L.11-12.5  RL.11-12.9 SL.11-12.2 L.11-12.6  RL.11-12.10 SL.11-12.3  W.11-12.1 SL.11-12.4  W.11-12.2 SL.11-12.5  W.11-12.3 SL.11-12.6  W.11-12.4  W.11-12.5  W.11-12.6  W.11-12.7  W.11-12.8  W.11-12.9  W.11-12.10 | RL.11-12.1 RI.11-12.1 L.11-12.1  RL.11-12.2 RI.11-12.4 L.11-12.2  RL.11-12.3 RI.11-12.5 L.11-12.3  RL.11-12.4 RI.11-12.7 L.11-12.4  RL.11-12 .10 RI.11-12.8 L.11-12.5  RI.11-12.10 L.11-12.6  W.11-12.1  W.11-12.2 SL.11-12.1  W.11-12.4 SL.11-12.2  W.11-12.5 SL.11-12.3  W.11-12.6 SL.11-12.4  W.11-12.7 SL.11-12.5  W.11-12.8 SL.11-12.6  W.11-12.9  W.11-12.10 | RL.11-12.1 RI.11-12.3 L.11-12.1  RL.11-12.2 RI.11-12.7 L.11-12.2  RL.11-12.3 RI.11-12.10 L.11-12.3  RL.11-12.4 L.11-12.4  RL.11-12.5 SL.11-12.1 L.11-12.5  RL.11-12.7 SL.11-12.2 L.11-12.6  RL.11-12.10 SL.11-12.3  W.11-12.1 SL.11-12.4  W.11-12.2 SL.11-12.5  W.11-12.3 SL.11-12.6  W.11-12.4  W.11-12.5  W.11-12.6  W.11-12.7  W.11-12.8  W.11-12.9  W.11-12.10 |
| **Prerequisite skills**  **(Prior knowledge, skills needed for student to master the standard)** | * Paraphrase author’s message correctly * Support arguments with evidence * Summarize objectively * Embed credible source information into own commentary * Emphasis on gained knowledge * Expository elements   (explain, inform)   * Employ narrative techniques in narrative essays * Master MLA format | * Analysis of credible source information from a scholarly database * Formulate and support arguments with evidence * Using sources, summarize objectively * Paraphrase author’s message correctly * Embed credible source information into own commentary * Compare APA format to   MLA format   * Follow MLA format for citations and works cited | * Recognize author's thesis and purpose * Formulate thematic statements in organization of literary analysis essays * Analyze character relationships from a story, novel, or poem * Analyze the literary   elements an author  uses to create  meaning   * + Follow MLA format   + Compare APA   + format | * Cite strong and thorough textual evidence * Determine two or more themes and analyze their development over the course of the text * Analyze the impact of an author’s choices * Analyze the impact of word choices on meaning * Understand, analyze, evaluate, and use types of print, digital, and multi-modal media |
| **Key Strategies or Action Words** | Paraphrase  Support  Summarize  Emphasize  Embed  Argue | Analyze  Paraphrase  Summarize  Quote  Embed  Cite | Recognize  Formulate  Analyze  Compare | Read  Comprehend  Cite  Analyze |
| **Assessments of Power Standards:**  **Formative and Summative** | **Formative**: Class Discussion  Think, Pair, Share; Entry and Exit Tickets, Reading Quizzes, Open Response Writing  **Summative:** Written Narrative, Descriptive, and Argumentation Essays | **Formative**: Socrative, Kahoot, Quizlet, Entry and Exit Slips, Google Forms, Google Classroom’s Question Tool  **Summative**: Written Research  Essay | **Formative**: Class Discussion  Reading Quizzes  Open Response Writing  Entrance and Exit Tickets  **Summative**: Written Literary  Analysis Essay | **Formative**: Class Discussion  Reading Quizzes  Open Response Writing  Entrance and Exit Tickets  **Summative**: Written Literary  Argument Essay |