

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

	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: 1 <sup>st</sup> 9 weeks	Target Dates: 2 <sup>nd</sup> 9 weeks	Target Dates: 3 <sup>rd</sup> 9 weeks	Target Dates: 4 <sup>th</sup> 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.SI.2 K.RL.3 K.RIT.3 K.RFS.3 K.SI.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.SI.2 K.RL.3 K.RIT.3 K.RFS.3 K.SI.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.SI.2 K.RL.3 K.RIT.3 K.RFS.3 K.SI.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.SI.2 K.RL.3 K.RIT.3 K.RFS.3 K.SI.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	<ul style="list-style-type: none"> <li>•We take them where they are and love them.</li> </ul>	<ul style="list-style-type: none"> <li>•Letter Recognition</li> <li>•Beginning Sight words</li> <li>•Name Writing</li> <li>•Beginning Sounds</li> </ul>	<ul style="list-style-type: none"> <li>•All Letters and Sounds</li> <li>•20 Sight Words</li> <li>•Beginning sentence writing</li> </ul>	<ul style="list-style-type: none"> <li>•All Sight Words (40)</li> <li>•Independent sentence writing</li> </ul>
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”

	Chapter or Unit(s)	Chapter or Unit(s)	Chapter or Unit(s)	Chapter or Unit(s)
	Target Dates: 1 <sup>st</sup> 9 weeks	Target Dates: 2 <sup>nd</sup> 9 weeks	Target Dates: 3 <sup>rd</sup> 9 weeks	Target Dates: 4 <sup>th</sup> 9 weeks
Standards	1.RL.1    1.RFS.1    1.W.2 1.RL.3    1.RFS.2    1.W.6 1.RIT.1    1.RFS.3    1.W.8 1.RIT.2    1.RFS.4 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.RL.1    1.RFS.1    1.W.2 1.RL.3    1.RFS.2    1.W.6 1.RL.5    1.RFS.3    1.W.8 1.RIT.1    1.RFS.4 1.RIT.2                    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.RL.1    1.RFS.1    1.W.2 1.RL.3    1.RFS.2    1.W.6 1.RIT.1    1.RFS.3    1.W.8 1.RIT.2    1.RFS.4 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.RL.1    1.RFS.1    1.W.2 1.RL.3    1.RFS.2    1.W.6 1.RIT.1    1.RFS.3    1.W.8 1.RIT.2    1.RFS.4 1.RIT.4                    1.SL.1 1.RIT.5    1.L.1    1.SL.1 1.RIT.7    1.L.2 1.SL.1    1.L.4 1.RIT.10
Foundational Skills	<ul style="list-style-type: none"> <li>•Recognize details in text</li> <li>•Describe characters, settings, and events in stories</li> <li>•Use illustrations to make meaning</li> <li>•Understand spoken words, syllables, and sounds</li> <li>•Write texts with a topic</li> </ul>	<ul style="list-style-type: none"> <li>•Recognize details in text</li> <li>•Describe characters, settings, and events in stories</li> <li>•Use illustrations to make meaning</li> <li>•Understand spoken words, syllables, and sounds</li> <li>•Use context clues</li> <li>•Write texts with topic and facts</li> <li>•Use grammar rules in writing</li> </ul>	<ul style="list-style-type: none"> <li>•Recognize details in text</li> <li>•Describe characters, settings, and events in stories</li> <li>•Use illustrations to make meaning</li> <li>•Understand spoken words, syllables, and sounds</li> <li>•Determine meaning of unknown and multimeaning words</li> <li>•Use grammar rules in writing</li> </ul>	<ul style="list-style-type: none"> <li>•Recognize details in text</li> <li>•Describe characters, settings, and events in stories</li> <li>•Use illustrations to make meaning</li> <li>•Understand spoken words, syllables, and sounds</li> <li>•Write texts with topic , facts and closure</li> <li>•Use grammar rules in writing</li> </ul>
Key Strategies or Action Words	MobiMax Vocab Flash Cards Guided Reading Chromebook Apps for word building Systematic Sequential Phonics Haggerty Phonics	MobiMax Vocab Flash Cards Guided Reading Chromebook Apps for word building Systematic Sequential Phonics Haggerty Phonics	MobiMax Vocab Flash Cards Guided Reading Chromebook Apps for word building Systematic Sequential Phonics Haggerty Phonics	MobiMax Vocab Flash Cards Guided Reading Chromebook Apps for word building Systematic Sequential Phonics Haggerty Phonics
Assessments of Power Standards: Formative and Summative	DIBELS                    NWEA Journeys Phonics Test Spelling Test Chunks testing	DIBELS                    NWEA Journeys Phonics Test Spelling Test Chunks testing	DIBELS                    NWEA Journeys Phonics Test Spelling Test Chunks testing	DIBELS                    NWEA Journeys Phonics Test Spelling Test Chunks testing

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

	Chapter or Unit(s)	Chapter or Unit(s)	Chapter or Unit(s)	Chapter or Unit(s)
	Target Dates: 1 <sup>st</sup> 9 weeks	Target Dates: 2 <sup>nd</sup> 9 weeks	Target Dates: 3 <sup>rd</sup> 9 weeks	Target Dates: 4 <sup>th</sup> 9 weeks
Standards	2.RL.1 2.RFS.3 2.W.1 2.RL.2 2.RFS.4 2.W.2 2.RL.3 2.W.3 2.RL.4 2.SL.1 2.W.6 2.RL.5 2.SL.2 2.W.8 2.RL.6 2.SL.3 2.RL.7 2.SL.4 2.L.1 2.RL.10 2.SL.5 2.L.2 2.RIT.1 2.L.3 2.RIT.2 2.L.4 2.RIT.3 2.L.5 2.RIT.4 2.L.6 2.RIT.5 2.RIT.7 2.RIT.9 2.RIT.10	2.RL.1 2.W.1 2.RL.2 2.W.2 2.RL.6 2.W.7 2.RL.7 2.RL.10 2.L.1 2.RIT.1 2.L.4 2.RIT.2 2.L.5 2.RIT.6 2.L.6 2.RIT.9 2.RIT.10	2.RL.1 2.W.1 2.RL.2 2.W.3 2.RL.6 2.W.5 2.RL.7 2.RL.9 2.SL.6 2.RL.10 2.L.1 2.RIT.1 2.L.2 2.RIT.2 2.RIT.10	2.RL.1 2.W.1 2.RL.2 2.W.2 2.RL.7 2.W.3 2.RL.10 2.RIT.1 2.SL.5 2.RIT.2 2.SL.6 2.RIT.10
Foundational Skills	<ul style="list-style-type: none"> <li>•Story Elements</li> <li>•Story Structure</li> </ul>	<ul style="list-style-type: none"> <li>•Rhymes</li> <li>•Alliteration</li> <li>•Main Idea</li> <li>•Opinion</li> </ul>	<ul style="list-style-type: none"> <li>•Key Details</li> <li>•Characters</li> <li>•Setting</li> <li>•Plot</li> </ul>	<ul style="list-style-type: none"> <li>•Key Details</li> <li>•Characters</li> <li>•Setting</li> <li>•Plot</li> </ul>
Key Strategies or Action Words	Structure: Who, what, when , why details Visualize Haggerty Phonics	Illustrations Text Features Graphic features Haggerty Phonics	Compare/Contrast Main Idea Technical Texts Haggerty Phonics	Comprehension Main Idea Focus of Paragraph Haggerty Phonics
Assessments of Power Standards: Formative and Summative	Comprehension Assessments- Journeys Common Assessments DRA DIBELS NWEA	Comprehension Assessments- Journeys Common Assessments DRA DIBELS NWEA	Comprehension Assessments- Journeys Common Assessments DRA DIBELS NWEA	Comprehension Assessments- Journeys Common Assessments DRA DIBELS NWEA

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

	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	3.RL.3  3.W.6 3.W.7 3.W.10  3.SL.1 3.SL.2 3.SL.4 3.SL.6	3.RIT.2 3.RIT.5 3.RIT.6 3.RIT.7  3.SL.4 3.SL.5 3.L.6  3.RIT.9	3.RL.1 3.W.4 3.RL.4 3.SL.1 3.RL.5 3.SL.3 3.RIT.1 3.SL.4  3.SL.5 3.L.6	3.RL.2 3.W.2 3.SL.1 3.RL.6 3.W.3 3.L.4 3.RL.7 3.W.4 3.L.5 3.RL.9 3.W.5 3.L.6 3.RIT.8	3.RL.10 3.RFS.3 3.SL.1 3.RIT.3 3.RFS.4 3.L.1 3.RIT.4 3.W.1 3.L.2 3.RIT.10 3.W.5 3.L.3
Foundational Skills	<ul style="list-style-type: none"> <li>•Understand Character Traits</li> <li>•Understand text features</li> <li>•Write Expository paragraphs</li> <li>•Report on group or individual projects</li> <li>•Read Fluently</li> </ul>	<ul style="list-style-type: none"> <li>•Predict</li> <li>•Infer</li> <li>•Poetry-Rhythm, Stanza, Rhyming</li> <li>•Idioms</li> <li>•Cause and effect</li> <li>•Sequential order</li> <li>•Compare/Contrast</li> <li>•Read Fluently</li> </ul>	<ul style="list-style-type: none"> <li>•Pick central message</li> <li>•Identify the moral</li> <li>•Opinion Writing</li> <li>•Analyze/evaluate illustrations</li> <li>•Story elements</li> <li>•Use transitions</li> <li>•Contrast graphs/Charts</li> <li>•Context Clues</li> <li>•Dictionary Skills</li> <li>•Suffixes</li> <li>•Root/Base Words</li> <li>•Read Fluently</li> </ul>	<ul style="list-style-type: none"> <li>•Summarize</li> <li>•Develop Hypothesis</li> <li>•Read Fluently</li> </ul>	
Key Strategies or Action Words	Small Groups Read Alouds Technology/Google Slides Graphic Features	Small Groups Highlight Key Words Question Words Common Core Coach books	Point of view Mood Setting Plot/Theme Transition Words Revising with added detail	Expository report Predict Collect data Write final synopsis-5 paragraph report	
Assessments of Power Standards: Formative and Summative	Observation Peer editing Weekly/Biweekly assessments of skills Comprehension assessments IXL ACT Aspire Interims	Observation Peer editing Weekly/Biweekly assessments of skills Comprehension assessments IXL ACT Aspire Interims	Observation Peer editing Weekly/Biweekly assessments of skills Comprehension assessments IXL ACT Aspire Interims	Observation Peer editing Weekly/Biweekly assessments of skills Comprehension assessments IXL ACT Aspire Interims	

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

	Chapter or Unit(s): 1	Chapter or Unit(s): 2	Chapter or Unit(s): 3	Chapter or Unit(s): 4
	Target Dates: Aug-Oct	Target Dates: Oct.-Dec	Target Dates: Jan-March	Target Dates: March-May
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	<ul style="list-style-type: none"> <li>•Main Idea</li> <li>•Author’s Purpose</li> <li>•Story Elements</li> <li>•Genres</li> <li>•Character Traits</li> <li>•Inferences</li> <li>•Figurative Language</li> <li>•Pillar/Expository writing</li> <li>•Elaboration/Supportive detail</li> <li>•Remaining on topic</li> </ul>	<ul style="list-style-type: none"> <li>•Theme</li> <li>•Summarize</li> <li>•Main Idea</li> <li>•Point of View</li> <li>•Cause and Effect</li> <li>•Fact and opinion</li> <li>•Difference between •Poems, drama, and prose</li> <li>•Main Idea</li> <li>•Opinion writing</li> <li>•Transitions</li> <li>•Details</li> </ul>	<ul style="list-style-type: none"> <li>•Dialogue</li> <li>•Theme</li> <li>•Compare Texts</li> <li>•Main Idea</li> <li>•Point of View</li> <li>•Introductions/closings</li> <li>•Timed Writings</li> </ul>	<ul style="list-style-type: none"> <li>•Informational Text</li> <li>•Compare Text</li> <li>•Summarize</li> <li>•Plot</li> <li>•Theme</li> <li>•Figurative Language</li> <li>•Narrative Writing</li> <li>•Research skills</li> <li>•Timed Writing</li> </ul>
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	<ul style="list-style-type: none"> <li>•Drama-Multimedia effects</li> <li>•Context clues</li> <li>•Connotation/Denotation</li> <li>•Dialogue/Dialect</li> <li>•Synthesizing a story/Satire</li> <li>•Author’s purpose</li> <li>•Genres</li> <li>•Story Elements</li> <li>•Nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>•Continue previous skills</li> <li>•Figurative Language</li> <li>•Fact and opinion</li> <li>•Vocabulary Development</li> <li>•Inferences</li> <li>•Compare/Contrast</li> <li>•Point of View</li> <li>•Imagery</li> <li>•Symbolism</li> <li>•Foreshadowing/Flash Back</li> <li>•Mood/tone</li> <li>•Characterization</li> <li>•Summarizing</li> </ul>	<ul style="list-style-type: none"> <li>•Continue previous skills</li> <li>•Myths/Folktales</li> <li>•Plot /Story lines</li> <li>•Text structure</li> <li>•Sequencing</li> <li>•Legend/Fables/Tall Tales</li> <li>•Theme</li> </ul>	<ul style="list-style-type: none"> <li>•Continue previous skills</li> <li>•Nonfiction</li> <li>•Text Structure</li> <li>•Main Idea</li> <li>•Supporting Details</li> <li>•Poetry</li> </ul>
Key Strategies or Action Words	Story Works Magazine Brain Pop, Flocabulary/Kahoot Cornell Notetaking Reading binders Novel Studies A-Z stories A.R. Reading Anchor Charts Time for Kids	Story Works Magazine Brain Pop, Flocabulary/Kahoot Cornell Notetaking Reading binders Novel Studies A-Z stories A.R. Reading Anchor Charts Time for Kids	Story Works Magazine Brain Pop, Flocabulary/Kahoot Cornell Notetaking Reading binders Novel Studies A-Z stories A.R. Reading Anchor Charts Time for Kids	Story Works Magazine Brain Pop, Flocabulary/Kahoot Cornell Notetaking Reading binders Novel Studies A-Z stories A.R. Reading Anchor Charts Time for Kids
Assessments of Power Standards:	Drama/Fluency Rubrics Quizzes	Drama/Fluency Rubrics Quizzes	Drama/Fluency Rubrics Quizzes	Drama/Fluency Rubrics Quizzes

<p>Formative and Summative</p>	<p>Poster projects/presentations  Book tests  Prezi's  Quizlets  Graphic orgainzers  Mobi Max  IXL  A-Z tests  Comprehension assessments</p>	<p>Poster projects/presentations  Book tests  Prezi's  Quizlets  Graphic orgainzers  Mobi Max  IXL  A-Z tests  Comprehension assessments</p>	<p>Poster projects/presentations  Book tests  Prezi's  Quizlets  Graphic orgainzers  Mobi Max  IXL  A-Z tests  Comprehension assessments</p>	<p>Poster projects/presentations  Book tests  Prezi's  Quizlets  Graphic orgainzers  Mobi Max  IXL  A-Z tests  Comprehension assessments</p>
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Pottsville School District Grade 6 ELA “Year at a Glance”

	Chapter or Unit(s)Narrative	Chapter or Unit(s)Informative	Chapter or Unit(s) Argumentative	Chapter or Unit(s) Review
	Target Dates: 1 <sup>st</sup> 9 weeks	Target Dates: 2 <sup>nd</sup> nine weeks	Target Dates:3 <sup>rd</sup> 9 weeks	Target Dates: 4 <sup>th</sup> nine weeks
Standards	<p>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</p> <p>W.6.3 L.6.4                      W.6.5 L.6.3                      W.6.4 L.6.1                      W.6.6</p>	<p>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</p> <p>W.6.7 L.6.3                      W.6.8 L.6.1                      W.6.9 L.6.4                      W.6.6                      W.6.2</p>	<p>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</p> <p>W.6.7 L.6.1                      w.6.8 L.6.4                      W.6.6 L.6.3                      W.6.1</p>	<p>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</p> <p>W.6.6 L.6.1                      W.6.3 L.6.3                      L.6.4</p>
Foundational Skills	<ul style="list-style-type: none"> <li>•Read on grade level</li> <li>•Infer</li> <li>•Denotation/Connotation</li> <li>•“Cite”</li> <li>•Elements of Narrative</li> <li>•Word choice</li> <li>•Transitions</li> <li>•Parts of speech</li> <li>•Capitalization/Punctuation rules</li> </ul>	<ul style="list-style-type: none"> <li>•Read on grade level</li> <li>•Variety of vocabulary</li> <li>•Summarize</li> <li>•Series of events</li> <li>•Evaluating credible sources</li> <li>•Summarization</li> <li>•Plagiarism</li> <li>•Parts of Speech</li> <li>•Capitalization/Punctuation rules</li> </ul>	<ul style="list-style-type: none"> <li>•Read on grade level</li> <li>•Central Idea</li> <li>•Experience with nonfiction</li> <li>•Evaluating credible sources</li> <li>•Opinion VS Fact</li> <li>•Claim vs Evidence</li> <li>•Summarization</li> <li>•Plagiarism</li> <li>•Parts of Speech</li> <li>•Capitalization/Punctuation rules</li> </ul>	<ul style="list-style-type: none"> <li>•Read on grade level</li> <li>•Theme</li> <li>•Tone/Mood</li> <li>•Narrative Writing</li> <li>•Background in dialogue</li> <li>•Characters, Setting</li> <li>•Transitions</li> <li>•Parts of Speech</li> <li>•Capitalization/Punctuation rules</li> </ul>
Key Strategies or Action Words	<p>Novel Study                      Cooperative Learning                      Modeling                      Peer editing</p>	<p>Novel Study                      Cooperative Learning                      Modeling                      Peer editing</p>	<p>Novel Study                      Cooperative Learning                      Modeling                      Peer editing</p>	<p>Novel Study                      Cooperative Learning                      Modeling                      Peer editing</p>
Assessments of Power Standards: Formative and Summative	<p>Chapter quizzes                      Novel tests                      Observation                      Starters/Exit Slips                      Narrative elements/Vocab test                      Essays                      ACT Aspire Interims</p>	<p>Chapter quizzes                      Novel tests                      Observation                      Starters/Exit Slips                      Narrative elements/Vocab test                      Essays                      ACT Aspire Interims</p>	<p>Chapter quizzes                      Novel tests                      Observation                      Starters/Exit Slips                      Narrative elements/Vocab test                      Essays                      ACT Aspire Interims</p>	<p>Chapter quizzes                      Novel tests                      Observation                      Starters/Exit Slips                      Narrative elements/Vocab test                      Essays                      ACT Aspire Interims</p>



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

	Chapter or Unit(s) Unit 1: <i>A Wrinkle in Time, The Miraculous Eclipse, The monster in the Cave, Wave of Terror, Would you Move to Mars?</i>	Chapter or Unit(s) 2: <i>The Adventures of Tom Sawyer, Swear to Howdy, Various Information Texts</i>	Chapter or Unit(s) 3: <i>The Lions of Little Rock, Sounder, The Day America Changed Forever, This is What Courage Looks like, I Too</i>	Chapter or Unit(s) 4: <i>I Am Malala, Who is Malala Yousafzai, Behind the Wire Fence, I beat the Odds, Annabel Lee</i>
	Target Dates: 1 <sup>st</sup> 9 weeks	Target Dates: 2 <sup>nd</sup> nine weeks	Target Dates: 3 <sup>rd</sup> 9 weeks	Target Dates: 4 <sup>th</sup> 9 weeks
Standards	<p>7.RL.1 7.RTI.1 7.W.2</p> <p>7.RL.2 7.RTI.3 7.W.3</p> <p>7.RL.3 7.RTI.6 7.W.4</p> <p>7.RL.4 7.RTI.10 7.W.5</p> <p>7.RL.6 7.W.6</p> <p>7.RL.10 7.L.1 7.W.7</p> <p>7.SL.1 7.L.2 7.W.9</p> <p>7.SL.6 7.L.3 7.W.10</p> <p>7.L.4</p> <p>7.L.5</p> <p>7.L.6</p>	<p>7.RL.1 7.RTI.2 7.W.2</p> <p>7.RL.2 7.RTI.4 7.W.4</p> <p>7.RL.4 7.RTI.5 7.W.5</p> <p>7.RL.5 7.RTI.10 7.W.6</p> <p>7.RL.7 7.W.8</p> <p>7.RL.9 7.L.1 7.W.9</p> <p>7.RL.10 7.L.2 7.W.10</p> <p>7.SL.1 7.L.3</p> <p>7.SL.6 7.L.4</p> <p>7.L.5</p> <p>7.L.6</p>	<p>7.RL.1 7.RTI.2 7.W.1</p> <p>7.RL.2 7.RTI.7 7.W.2</p> <p>7.RL.4 7.RTI.8 7.W.4</p> <p>7.RL.5 7.RTI.10 7.W.5</p> <p>7.RL.7 7.W.6</p> <p>7.RL.10 7.L.1 7.W.8</p> <p>7.SL.1 7.L.2 7.W.9</p> <p>7.SL.4 7.L.3 7.W.10</p> <p>7.SL.6 7.L.4</p> <p>7.L.5</p> <p>7.L.6</p>	<p>7.RL.1 7.RTI.2 7.W.1</p> <p>7.RL.2 7.RTI.8 7.W.2</p> <p>7.RL.7 7.RTI.9 7.W.4</p> <p>7.RL.10 7.RTI.10 7.W.5</p> <p>7.W.6</p> <p>7.SL.1 7.L.1 7.W.9</p> <p>7.SL.4 7.L.2 7.W.10</p> <p>7.SL.6 7.L.3</p> <p>7.L.4</p> <p>7.L.5</p> <p>7.L.6</p>
Foundational Skills	<p><b>Literature/Informational Texts</b></p> <ul style="list-style-type: none"> <li>•Elements of Fantasy and Drama</li> <li>•Novel Studies</li> <li>•Parts of a Story (Plot, Diagram, setting, theme)</li> <li>•Literary Terms</li> <li>•Narrative Writing Diamond</li> <li>•Entertaining Beginning</li> <li>•Elaborative Detail</li> <li>•Extended Endings</li> <li>•Word Study</li> <li>•Roots/Affixes</li> <li>•Conventions of Standard English</li> <li>•Usage and Mechanics</li> </ul>	<p><b>Literature/Informational Texts</b></p> <ul style="list-style-type: none"> <li>•Informational texts</li> <li>•Figurative language</li> <li>•Characterization</li> <li>•Pt of view</li> <li>•Genre/Author’s purpose</li> <li>•Main Idea</li> <li>•Effective Leads</li> <li>•Elaboration/Supporting Detail</li> <li>•Introduction/Conclusion</li> <li>•Word referents</li> <li>•Word Study</li> <li>•Roots/Affixes</li> <li>•Conventions of standard English</li> <li>•Usage and Mechanics</li> </ul>	<p><b>Literature/Informational Texts</b></p> <ul style="list-style-type: none"> <li>•Informational Text</li> <li>•Elements of poetry</li> <li>•Genre/Author’s purpose</li> <li>•Main Idea</li> <li>•Effective Leads</li> <li>•Elaboration/Supporting Detail</li> <li>•Introduction/Conclusion</li> <li>•Word referents</li> <li>•Word Study</li> <li>•Roots/Affixes</li> <li>•Conventions of standard English</li> <li>•Usage and Mechanics</li> </ul>	<p><b>Literature/Informational Texts</b></p> <ul style="list-style-type: none"> <li>•Elements of poetry</li> <li>•Elements of Nonfiction</li> <li>•THIEVES Method</li> <li>•Research techniques</li> <li>•Argumentative Pillar</li> <li>•Distinctive Main reasons</li> <li>•Supporting Evidence</li> <li>•Evaluating argument of others</li> <li>•Word Study</li> <li>•Roots/Affixes</li> <li>•Conventions of standard English</li> <li>•Usage and Mechanics</li> </ul>
Key Strategies or Action Words	<p>Writer’s Notebook</p> <p>Performance based tests</p> <p>Inquiry based lessons</p> <p>Rubric based assessments</p> <p>Student options on projects/test</p> <p>Discussion boards</p> <p>Padlet</p>	<p>Writer’s Notebook</p> <p>Performance based tests</p> <p>Inquiry based lessons</p> <p>Rubric based assessments</p> <p>Student options on projects/test</p> <p>Discussion boards</p> <p>Padlet</p>	<p>Writer’s Notebook</p> <p>Performance based tests</p> <p>Inquiry based lessons</p> <p>Rubric based assessments</p> <p>Student options on projects/test</p> <p>Discussion boards</p>	<p>Writer’s Notebook</p> <p>Performance based tests</p> <p>Inquiry based lessons</p> <p>Rubric based assessments</p> <p>Student options on projects/test</p> <p>Discussion boards</p>

	Empowering Writers Vocabulary.Com Flocabulary.com	Empowering Writers Vocabulary.Com Flocabulary.com	Padlet Empowering Writers Vocabulary.Com Flocabulary.com	Padlet Empowering Writers Vocabulary.Com Flocabulary.com
Assessments of Power Standards: Formative and Summative	Quizzes/Test, CommonLit.org, exit Slips, projects/Performance based tests, Vizia, Padlet, Poll Everywhere, Friday: 5, 4, 3, 2,1+ 5 key words from the pages, 4 facts related to main topic, 3 new words, 2 facts already knew, and 1 question you still have	Quizzes/Test, CommonLit.org, exit Slips, projects/Performance based tests, Vizia, Padlet, Poll Everywhere, Friday: 5, 4, 3, 2,1+ 5 key words from the pages, 4 facts related to main topic, 3 new words, 2 facts already knew, and 1 question you still have	Quizzes/Test, CommonLit.org, exit Slips, projects/Performance based tests, Vizia, Padlet, Poll Everywhere, Friday: 5, 4, 3, 2,1+ 5 key words from the pages, 4 facts related to main topic, 3 new words, 2 facts already knew, and 1 question you still have	Quizzes/Test, CommonLit.org, exit Slips, projects/Performance based tests, Vizia, Padlet, Poll Everywhere, Friday: 5, 4, 3, 2,1+ 5 key words from the pages, 4 facts related to main topic, 3 new words, 2 facts already knew, and 1 question you still have

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

	Chapter or Unit(s) <i>Outsiders/Sea Devil</i>	Chapter or Unit(s) <i>Tell-Tale Heart, Raymonds Run, Giver,poetry</i>	Chapter or Unit(s) <i>Diary of Anne Frank, Night, JFK speeches</i>	Chapter or Unit(s)
	Target Dates: Q1	Target Dates: Q2	Target Dates: Q3	Target Dates: Q4
Standards	<p>8.RL.1 8.RIT.1 8.W.1            8.RL.2 8.RIT.10 8.W.2            8.RL.4 8.W.4            8.RL.10 8.W.5            8.SL.1 8.W.9            8.SL.6 8.W.10            8.L.1            8.L.2            8.L.3            8.L.4            8.L.5            8.L.6</p>	<p>8.RL.1 8.RIT.1 8.W.1            8.RL.2 8.RIT.2 8.W.4            8.RL.4 8.RIT.4 8.W.5            8.RL.10 8.RIT.10 8.W.9            8.SL.1 8.W.10            8.SL.5            8.SL.6            8.L.1            8.L.2            8.L.3            8.L.4            8.L.5            8.L.6</p>	<p>8.RL.1 8.RIT.1 8.W.1            8.RL.2 8.RIT.2 8.W.3            8.RL.3 8.RIT.4 8.W.4            8.RL.4 8.RIT.8 8.W.5            8.RL.10 8.RIT.10 8.W.9            8.SL.1 8.W.10            8.SL.4            8.SL.5            8.SL.6            8.L.1            8.L.2            8.L.3            8.L.4            8.L.5            8.L.6</p>	<p>8.RL.1 8.RIT.1 8.W.1            8.RL.2 8.RIT.2 8.W.2            8.RL.3 8.RIT.4 8.W.3            8.RL.10 8.RIT.8 8.W.4            8.RIT.10 8.W.5            8.SL.1 8.W.9            8.SL.4 8.W.10            8.SL.5            8.SL.6            8.L.1            8.L.2            8.L.3            8.L.4            8.L.5            8.L.6</p>
Foundational Skills	<ul style="list-style-type: none"> <li>•Expository Writing</li> <li>•Introduce Pillar</li> <li>•Genre &amp; Author’s purpose</li> <li>•Main Idea</li> <li>•Elaboration/Supporting Details</li> <li>•Introduction/conclusion</li> <li>•Research</li> <li>•Plot Diagram</li> <li>•Literary Terms</li> <li>•Parts of speech</li> <li>•Characterization/Theme</li> <li>•Conflict</li> <li>•Word Study</li> <li>•Author’s purpose/Style</li> </ul>	<ul style="list-style-type: none"> <li>•Expository &amp; Argumentative</li> <li>•WritingArgument Pillar</li> <li>•Glossary</li> <li>•Distinctive Main reasons</li> <li>•Specific distinctive supporting reasons</li> <li>•Strong sentence variety</li> <li>•Grammar study</li> </ul>	<ul style="list-style-type: none"> <li>•Argumentative Writing</li> <li>•Audience Awareness</li> <li>•Evaluating the Argument of others</li> <li>•Critical Language</li> <li>•Pont of view</li> <li>•Introduce supporting evidence</li> <li>•Effective Leads</li> </ul>	<ul style="list-style-type: none"> <li>•Expository Writing</li> <li>•Review all skills previously taught</li> </ul>
Key Strategies or Action Words	<p>Plot Development            Characterization/Theme            Summarize            Compare/Contrast            ACE Strategy (answer,cite, expand)            Empowering writers website</p>	<p>ACE Strategy            Inferences/Connotation/            Denotation            Text connections            Use of Language            Empowering writers website</p>	<p>Persuasive Analysis            Author’s purpose            Mentor text            Drama            Empowering writers website</p>	<p>Persuasive elements            Poetry terms            Research            Poetry analysis            Persuasive Business proposal project            Formal letter to future self</p>

Assessments of Power Standards: Formative and Summative	Rubric-based Checklist Student created project/presentation Formative assessments ACT Aspire Interim	Rubric-based Checklist Student created project/presentation Formative assessments ACT Aspire Interim	Rubric-based Checklist Student created project/presentation Formative assessments ACT Aspire Interim	Rubric-based Checklist Student created project/presentation Formative assessments ACT Aspire Interim
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Pottsville School District Grade 9 ELA “Year at a Glance”

	Chapter or Unit(s) <i>The Most Dangerous Game, Cask of Amontillado, The Gift of the Magi</i>	Chapter or Unit(s) Novel Study/Research: <i>The Pigman, To Kill a Mockingbird, Meet Paul Zindel</i> , 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, <i>Odyssey, Medal of Honor, Hero’s Journey</i>
	Target Dates: Q1	Target Dates: Q2	Target Dates: Q3	Target Dates: Q4
Standards	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
Foundational Skills	<ul style="list-style-type: none"> <li>•Narrative Writing</li> <li>•Introduce Pillar</li> <li>•Effective Leads</li> <li>•Elaboration/Supportive</li> <li>•Details</li> <li>•Introduction/Conclusion</li> <li>•Plot Diagram</li> <li>•Literary Terms</li> <li>•Vocabulary</li> <li>•Parts of Speech</li> <li>•Introduction to clauses</li> </ul>	<ul style="list-style-type: none"> <li>•Expository Writing</li> <li>•Introduce pillar</li> <li>•Distinctive Main Reasons</li> <li>•Specific Distinctive •Supporting reasons</li> <li>•Strong sentence Variety</li> <li>•Response to text</li> <li>•Research</li> <li>•Parallel structure, clauses, phrases</li> <li>•Verbals</li> <li>•vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>•Expository Writing</li> <li>•Audience Awareness</li> <li>•Critical Language</li> <li>•Point of view</li> <li>•Introduce supporting evidence</li> <li>•Compare/contrast</li> <li>•Evaluating sources, parenthetical citations, embedding quotes,</li> <li>•Summaries/paraphrases</li> <li>•Response to text</li> <li>•Pronoun/antecedent agreement</li> <li>•Semicolons, colons, dashes</li> <li>•Word choice</li> <li>•Drama terms</li> </ul>	<ul style="list-style-type: none"> <li>•Expository Writing</li> <li>•Review of previous skills</li> <li>•Annotated bibliography</li> <li>•Test prep</li> <li>•Grammar study</li> <li>•Epic poetry-vocabulary</li> </ul>

<p>Key Strategies or Action Words</p>	<p>Modeling Text annotation QAR-Question answer relationship Technology: Google Classroom, Padlet, Videos, noredink.com Vocabulary .com Empowering writers.com</p>	<p>Point of view Characterization/Symbolism Modeling Thesis Statement Text annotation QAR-Question answer relationship Technology: Google Classroom, Padlet, Videos, noredink.com, vocabulary.com, empowering writers.com</p>	<p>Drama Compare/Contrast Thesis Statement MLA Citing sources Modeling Text annotation QAR-Question answer relationship Technology: Google Classroom, Padlet, Videos, noredink.com,vocabulary.com,empowering writers.com</p>	<p>Epic Poetry Modeling Text annotation QAR-Question answer relationship Rotation Stations Technology: Google Classroom, Padlet, Videos, noredink.com Vocabulary.com, empoweringwriters.com</p>
<p>Assessments of Power Standards: Formative and Summative</p>	<p>Bell ringers/Exit Tickets Marker Board strategic questioning assessment 3-2-1 Analyzing Student work ACT exemplars</p>	<p>Bell ringers/Exit Tickets Marker Board strategic questioning assessment 3-2-1 Analyzing Student work ACT exemplars</p>	<p>Bell Ringers/Exit Tickets Marker Board strategic questioning assessment 3-2-1 Analyzing Student work ACT exemplars</p>	<p>Bell Ringers/Exit Tickets Marker Board strategic questioning assessment 3-2-1 Analyzing Student work ACT exemplars</p>

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

	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				
Foundational Skills				
Key Strategies or Action Words				
Assessments of Power Standards: Formative and Summative				

Pottsville School District Grade 11 -12 ELA “Year at a Glance”

	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.11-12.2 RI.11-12.3 L.11-12.1 RL.11-12.3 RI.11-12.4 L.11-12.2 RL.11-12.4 RI.11-12.5 L.11-12.3 RL.11-12.5 RI.11-12.7 L.11-12.4 RL.11-12.6 RI.11-12.8 L.11-12.5 RL.11-12.7 RI.11-12.9 L.11-12.6 RL.11-12.9 RI.11-12.10 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
Foundational Skills	<ul style="list-style-type: none"> <li>•Analysis</li> <li>•Support Arguments with evidence</li> <li>•Determine Theme</li> <li>•Summarize objectively</li> <li>•Paraphrase Author’s message</li> <li>•Embed credible source information into own commentary</li> <li>•Follow MLA Format</li> <li>•Use high level of vocabulary</li> <li>•Develop the elements of higher level writing style</li> <li>•Develop better punctuation, spelling, mechanics, and usage</li> </ul>	<ul style="list-style-type: none"> <li>•Analysis</li> <li>•Support Arguments with evidence</li> <li>•Observe point of view of Narration</li> <li>•Determine Theme</li> <li>•Summarize objectively</li> <li>•Paraphrase Author’s message</li> <li>•Embed credible source information into own commentary</li> <li>•Follow MLA Format</li> <li>•Use high level of vocabulary</li> <li>•Develop the elements of higher level writing style</li> <li>•Develop better punctuation, spelling, mechanics, and usage</li> </ul>	<ul style="list-style-type: none"> <li>•Emphasis on gained knowledge Expository (Explain/Inform)</li> <li>•Use some scientific language</li> <li>•Argue/Persuade</li> <li>•Write from different points of view</li> <li>•Use APA Format when appropriate</li> <li>•Follow MLA Format</li> <li>•Use high level of vocabulary</li> <li>•Develop the elements of higher level writing style</li> <li>•Develop better punctuation, spelling, mechanics, and usage</li> </ul>	<ul style="list-style-type: none"> <li>•Analysis</li> <li>•Support Arguments with evidence</li> <li>•Determine Theme</li> <li>•Summarize objectively</li> <li>•Paraphrase Author’s message</li> <li>•Embed credible source information into own commentary</li> <li>•Follow MLA Format</li> <li>•Develop the elements of higher level writing style</li> <li>•Develop better punctuation, spelling, mechanics, and usage</li> </ul>



Key Strategies or Action Words	Argumentation Division and Classification Definition Comparison	Plot Analysis Diction Analysis Setting Analysis Characterization Analysis Thematic Statement Universal Statement Meaning of work as a whole	Exposition of information Argumentation Persuasions Research paper/project	Creative Writing Argumentation Literary Analysis Dialogue Analysis Theme Analysis
Assessments of Power Standards: Formative and Summative	Pre and post test Prewriting Draft of essay Peer review Conference and revisions	Pre and post test Prewriting Draft of essay Peer review Conference and revisions	Pre and post test Prewriting Draft of essay Peer review Conference and revisions	Pre and post test Prewriting Draft of essay Peer review Conference and revisions