

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
Standards	<p>Target Dates: 1<sup>st</sup> 9 weeks</p> <p>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.8 K.W.5 K.L.2 K.RL.9 K.RIT.9 K.W.6 K.L.4 K.RL.10 K.RIT.10 K.W.7 K.L.5 K.W.8 K.L.6</p>	<p>Target Dates: 2<sup>nd</sup> 9 weeks</p> <p>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.8 K.W.5 K.L.2 K.RL.9 K.RIT.9 K.W.6 K.L.4 K.RL.10 K.RIT.10 K.W.7 K.L.5 K.W.8 K.L.6</p>	<p>Target Dates: 3<sup>rd</sup> 9 weeks</p> <p>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.8 K.W.5 K.L.2 K.RL.9 K.RIT.9 K.W.6 K.L.4 K.RL.10 K.RIT.10 K.W.7 K.L.5 K.W.8 K.L.6</p>	<p>Target Dates: 4<sup>th</sup> 9 weeks</p> <p>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.8 K.W.5 K.L.2 K.RL.9 K.RIT.9 K.W.6 K.L.4 K.RL.10 K.RIT.10 K.W.7 K.L.5 K.W.8 K.L.6</p>
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) Target Dates: 1 <sup>st</sup> 9 weeks	Chapter or Unit(s) Target Dates: 2 <sup>nd</sup> 9 weeks	Chapter or Unit(s) Target Dates: 3 <sup>rd</sup> 9 weeks	Chapter or Unit(s) 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) Target Dates: 1 <sup>st</sup> 9 weeks	Chapter or Unit(s) Target Dates: 2 <sup>nd</sup> 9 weeks	Chapter or Unit(s) Target Dates: 3 <sup>rd</sup> 9 weeks	Chapter or Unit(s) 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.9 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)
Standards	<p>Target Dates:</p> <p>3.RL.3 3.RIT.2 3.RIT.5 3.RIT.6 3.RIT.7</p> <p>3.W.6 3.W.7 3.W.10</p> <p>3.SL.1 3.SL.2 3.SL.4 3.SL.6</p>	<p>Target Dates:</p> <p>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</p> <p>3.RIT.9</p>	<p>Target Dates:</p> <p>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</p>	<p>Target Dates:</p> <p>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</p>
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	<p>Small Groups</p> <p>Read Alouds</p> <p>Technology/Google Slides</p> <p>Graphic Features</p>	<p>Small Groups</p> <p>Highlight Key Words</p> <p>Question Words</p> <p>Common Core Coach books</p>	<p>Point of view</p> <p>Mood</p> <p>Setting</p> <p>Plot/Theme</p> <p>Transition Words</p> <p>Revising with added detail</p>	<p>Expository report</p> <p>Predict</p> <p>Collect data</p> <p>Write final synopsis-5 paragraph report</p>
Assessments of Power Standards: Formative and Summative	<p>Observation</p> <p>Peer editing</p> <p>Weekly/Biweekly assessments of skills</p> <p>Comprehension assessments</p> <p>IXL</p> <p>ACT Aspire Interims</p>	<p>Observation</p> <p>Peer editing</p> <p>Weekly/Biweekly assessments of skills</p> <p>Comprehension assessments</p> <p>IXL</p> <p>ACT Aspire Interims</p>	<p>Observation</p> <p>Peer editing</p> <p>Weekly/Biweekly assessments of skills</p> <p>Comprehension assessments</p> <p>IXL</p> <p>ACT Aspire Interims</p>	<p>Observation</p> <p>Peer editing</p> <p>Weekly/Biweekly assessments of skills</p> <p>Comprehension assessments</p> <p>IXL</p> <p>ACT Aspire Interims</p>

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
Standards	<p>Target Dates: Aug-Oct</p> <p>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</p>	<p>Target Dates: Oct-Dec</p> <p>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</p>	<p>Target Dates: Jan-March</p> <p>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.7                      4.W.10                      4.RIT.9                      4.RIT.10</p>	<p>Target Dates: March-May</p> <p>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.RIT.10</p>
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 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	<p>Context Clues</p> <p>Decoding Words</p> <p>Spelling</p> <p>Vocabulary</p> <p>Creating topic sentences</p> <p>Blurbs</p>	<p>Context Clues</p> <p>Decoding Words</p> <p>Vocabulary</p> <p>Word referents</p> <p>Spelling</p> <p>"What does it look like, why is it important?"</p>	<p>Context Clues</p> <p>Decoding Words</p> <p>Vocabulary</p> <p>Hooks</p> <p>Closing paragraphs</p>	<p>Context Clues</p> <p>Decoding Words</p> <p>Vocabulary</p> <p>Country Reports</p> <p>Narratives</p>
Assessments of Power Standards: Formative and Summative	<p>Formative observations</p> <p>Bell ringers</p> <p>Essays</p> <p>Rubric based Assessment</p> <p>Journeys</p> <p>ACT Aspire Interims</p>	<p>Formative observations</p> <p>Bell ringers</p> <p>Essays</p> <p>Rubric based Assessment</p> <p>Journeys</p> <p>ACT Aspire Interims</p>	<p>Formative observations</p> <p>Bell ringers</p> <p>Essays</p> <p>Rubric based Assessment</p> <p>Journeys</p> <p>ACT Aspire Interims</p>	<p>Formative observations</p> <p>Bell ringers</p> <p>Essays</p> <p>Rubric based Assessment</p> <p>Journeys</p> <p>ACT Aspire Interims</p>

Pottsville School District Grade 5 ELA "Year at a Glance"

	Chapter or Unit(s) Target Dates: Q1	Chapter or Unit(s) Target Dates: Q2	Chapter or Unit(s) Target Dates: Q3	Chapter or Unit(s) Target Dates: Q4
<b>Standards</b>	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.5.7 RI.5.6 W.5.7 L.5.6 RL.5.9 RI.5.8 W.5.8 L.5.10 RL.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 RL.5.7 RI.5.7 W.5.10 RF.5.1 RL.5.8 RF.5.2 RL.5.9 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.5.8 W.5.8 L.5.6 RL.5.6 RI.5.9 W.5.9 RL.5.7 RI.5.10 W.5.10 RF.5.1 RF.5.2 RF.5.3 RF.5.4
<b>Foundational Skills</b>	<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>
<b>Key Strategies or Action Words</b>	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
<b>Assessments of Power Standards:</b>	Drama/Fluency Rubrics Quizzes	Drama/Fluency Rubrics Quizzes	Drama/Fluency Rubrics Quizzes	Drama/Fluency Rubrics Quizzes

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

	Chapter or Unit(s) Narrative Target Dates: 1 <sup>st</sup> 9 weeks	Chapter or Unit(s) Informative Target Dates: 2 <sup>nd</sup> nine weeks	Chapter or Unit(s) Argumentative Target Dates: 3 <sup>rd</sup> 9 weeks	Chapter or Unit(s) Review Target Dates: 4 <sup>th</sup> 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 RL.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 RL.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	<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	Novel Study Cooperative Learning Modeling Peer editing	Novel Study Cooperative Learning Modeling Peer editing	Novel Study Cooperative Learning Modeling Peer editing	Novel Study 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 Grade 7 ELA "Year at a Glance"

	<p>Chapter or Unit(s) 1: A <i>Wrinkle in Time, The Miraculous Eclipse, The monster in the Cave, Wave of Terror, Would you Move to Mars?</i></p> <p>Target Dates: 1<sup>st</sup> 9 weeks</p> <p>7.RL.1 7.RTI.1 7.W.2 7.RL.2 7.RTI.3 7.W.3 7.RL.3 7.RTI.6 7.W.4 7.RL.4 7.RTI.10 7.W.5 7.RL.6 7.W.6 7.RL.10 7.W.7 7.SL.1 7.L.2 7.W.9 7.SL.6 7.L.3 7.W.10 7.L.4 7.L.5 7.L.6</p>	<p>Chapter or Unit(s) 2: The <i>Adventures of Tom Sawyer, Swear to Howdy, Various Information Texts</i></p> <p>Target Dates: 2<sup>nd</sup> nine weeks</p> <p>7.RL.1 7.RTI.2 7.W.2 7.RL.2 7.RTI.4 7.W.4 7.RL.4 7.RTI.5 7.W.5 7.RL.5 7.RTI.10 7.W.6 7.RL.7 7.W.8 7.RL.9 7.L.1 7.W.9 7.RL.10 7.L.2 7.W.10 7.SL.1 7.L.3 7.SL.6 7.L.4 7.L.5 7.L.6</p>	<p>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></p> <p>Target Dates: 3<sup>rd</sup> 9 weeks</p> <p>7.RL.1 7.RTI.2 7.W.1 7.RL.2 7.RTI.7 7.W.2 7.RL.4 7.RTI.8 7.W.4 7.RL.5 7.RTI.10 7.W.5 7.RL.7 7.W.6 7.RL.10 7.L.1 7.W.8 7.SL.1 7.L.2 7.W.9 7.SL.4 7.L.3 7.W.10 7.SL.6 7.L.4 7.L.5 7.L.6</p>	<p>Chapter or Unit(s) 4: <i>I Am Malala, Who is Malala Yousafzai, Behind the Wire Fence, I beat the Odds, Annabel Lee</i></p> <p>Target Dates: 4<sup>th</sup> 9 weeks</p> <p>7.RL.1 7.RTI.2 7.W.1 7.RL.2 7.RTI.8 7.W.2 7.RL.7 7.RTI.9 7.W.4 7.RL.10 7.RTI.10 7.W.5 7.W.6 7.SL.1 7.L.1 7.W.9 7.SL.4 7.L.2 7.W.10 7.SL.6 7.L.3 7.L.4 7.L.5 7.L.6</p>
Standards				
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 Performance based tests Inquiry based lessons Student options on projects/test Discussion boards Padlet</p>	<p>Writer's Notebook Performance based tests Inquiry based lessons Rubric based assessments Student options on projects/test Discussion boards Padlet</p>	<p>Writer's Notebook Performance based tests Inquiry based lessons Rubric based assessments Student options on projects/test Discussion boards</p>	<p>Writer's Notebook Performance based tests Inquiry based lessons Rubric based assessments Student options on projects/test Discussion boards</p>

<p>Assessments of Power Standards: Formative and Summative</p>	<p>Empowering Writers Vocabulary.Com Flocabulary.com</p> <p>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</p>	<p>Empowering Writers Vocabulary.Com Flocabulary.com</p> <p>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</p>	<p>Padlet Empowering Writers Vocabulary.Com Flocabulary.com</p> <p>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</p>	<p>Padlet Empowering Writers Vocabulary.Com Flocabulary.com</p> <p>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</p>
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Pottsville School District Grade 8 ELA "Year at a Glance"

Chapter or Unit(s) <i>Outsiders/Sea Devil</i>	Chapter or Unit(s) <i>Heart, Raymonds Run, Giver, poetry</i>	Chapter or Unit(s) <i>Tell-Tale Heart, Night, JFK speeches</i>	Chapter or Unit(s)	
Standards	<p>Target Dates: Q1</p> <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>Target Dates: Q2</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>Target Dates: Q3</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>Target Dates: Q4</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 Writing</li> <li>•Writing/Argument 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>•Point 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	<ul style="list-style-type: none"> <li>Plot Development</li> <li>Characterization/Theme</li> <li>Summarize</li> <li>Compare/Contrast</li> <li>ACE Strategy (answer, cite, expand)</li> <li>Empowering writers website</li> </ul>	<ul style="list-style-type: none"> <li>ACE Strategy</li> <li>Inferences/Connotation/Denotation</li> <li>Text connections</li> <li>Use of Language</li> <li>Empowering writers website</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive Analysis</li> <li>Author's purpose</li> <li>Mentor text</li> <li>Drama</li> <li>Empowering writers website</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive elements</li> <li>Poetry terms</li> <li>Research</li> <li>Poetry analysis</li> <li>Persuasive Business proposal project</li> <li>Formal letter to future self</li> </ul>

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

	Chapter or Unit(s) <i>The 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>
Standards	<p>Target Dates: Q1</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.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>Target Dates: Q2</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.W.6 9.RI.1 9.W.7 9.RI.3 9.W.8 9.RI.9 9.W.9 9.RI.10 9.W.10</p>	<p>Target Dates: Q3</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>Target Dates: Q4</p> <p>9.RL.1 9.L.1 9.RL.2 9.SL.2 9.RL.3 9.SL.3 9.RL.4 9.SL.4 9.RL.10 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 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 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) Target Dates:	Chapter or Unit(s) Target Dates:	Chapter or Unit(s) Target Dates:
Standards			
Foundational Skills			
Key Strategies or Action Words			
Assessments of Power Standards: Formative and Summative			





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