



ENGLISH LANGUAGE ARTS K-8

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ELEMENTARY POWER STANDARDS

- Power Standards focus on the most critical skills, in tandem with the full curriculum, when engaging in teaching and learning to mitigate the potential long-term learning gap impact. The District-developed Power Standards for Academic Success highlights grade level standards emphasizing depth over breadth in English language arts, mathematics, science and social studies. The Power Standards are not to be taught as a standalone curriculum, which they are not.
- They are to be explicitly taught within instruction using approved curricula for core elementary content areas.

POWER STANDARDS

They are taken from the NextGen ELA standards

They are to be explicitly taught within instruction using approved curricula for core elementary content areas.

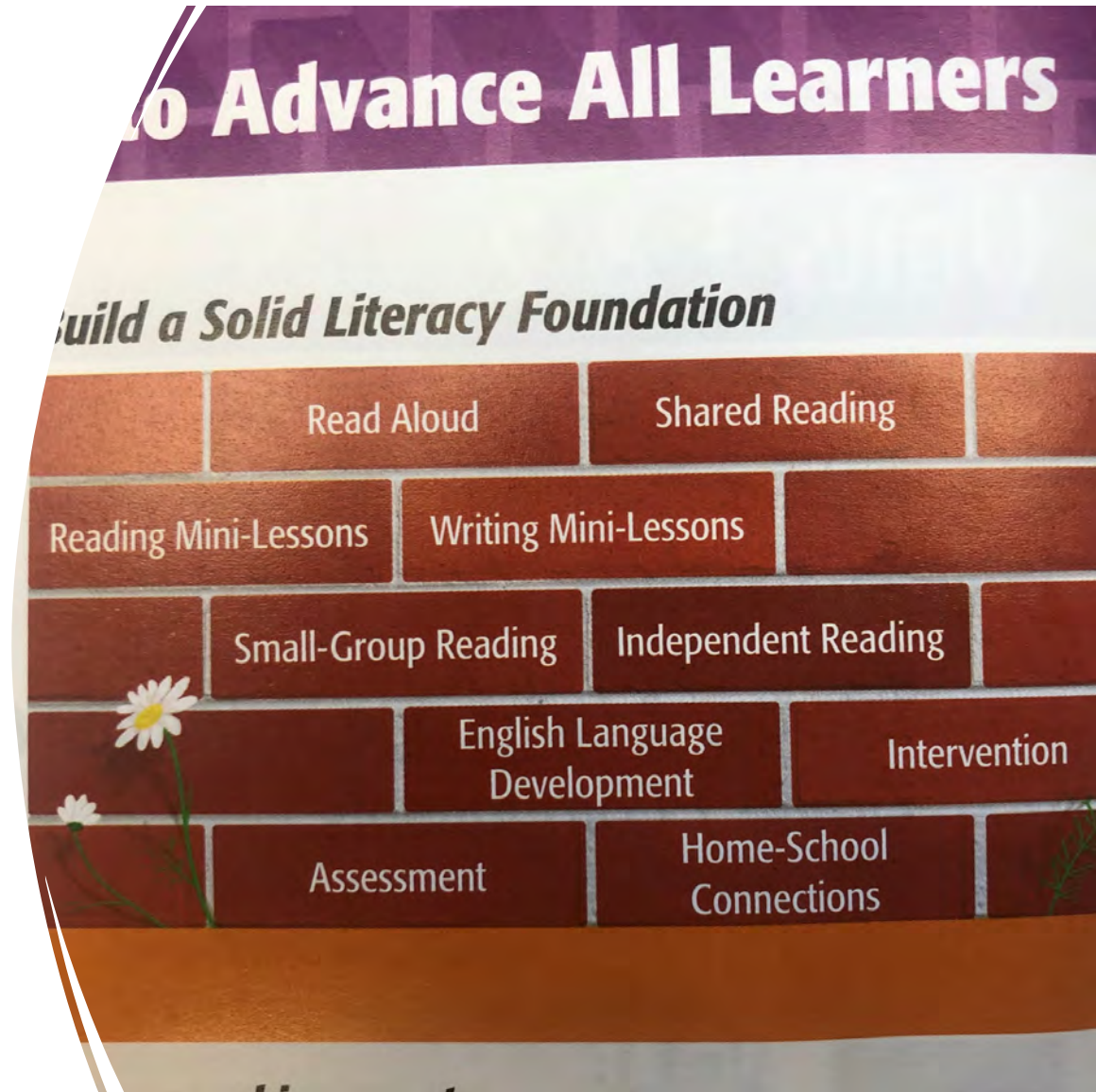
Power Standards for Academic Success are structured by grade level and content area as follows:

Conceptual Understanding, or broad concepts for the grade level, communicate the big picture,

- Key Ideas support that Conceptual Understanding,
- Required Skills communicate what students should know and be able to do to succeed in the next grade level.

POWER STANDARDS AND BENCHMARK K-6

- Power standards are embedded and threaded throughout the Benchmark Program to build a solid Literacy Foundation in all components of Literacy Instruction.



POWER STANDARDS REPEAT AND ARE TAUGHT CYCLICALLY

For Mastery by the end of the Academic Year!

Let's compare Fourth grade Units 1 & 6



FOURTH GRADE UNIT 1 WEEK 1 POWER STANDARDS -

Interactive Read-Aloud	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
	Choose a recommended trade book or a selection from the Read-Aloud Handbook.	Choose a recommended trade book or a selection from the Read-Aloud Handbook.	Choose a recommended trade book or a selection from the Read-Aloud Handbook.	Choose a recommended trade book or a selection from the Read-Aloud Handbook.	Choose a recommended trade book or a selection from the Read-Aloud Handbook.
Reading Mini-Lessons	1 Introduce Unit 1: Government in Action SL.4.1b, SL.4.1c, SL.4.1d, SL.4.2, L.4.4	4 "Solving Problems": Explain How an Author Uses Reasons and Evidence RI.4.2, RI.4.8, SL.4.1c			

FOURTH GRADE UNIT 6 WEEK 1 POWER STANDARDS

Interactive Read-Aloud	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
	Choose a recommended trade book or a selection from the Read-Aloud Handbook.	Choose a recommended trade book or a selection from the Read-Aloud Handbook.	Choose a recommended trade book or a selection from the Read-Aloud Handbook.	Choose a recommended trade book or a selection from the Read-Aloud Handbook.	Choose a recommended trade book or a selection from the Read-Aloud Handbook.
Reading Mini-Lessons	1 Introduce Unit 6: Confronting Challenges SL.4.1a, SL.4.1b, SL.4.2, L.4.4	4 Refer to Details and Examples in a Text to Draw Inferences RL.4.1, RL.4.3, SL.4.1a	7 "The Valiant Little Tailor": Explain Key Events and Summarize RL.4.1, RL.4.2, SL.4.1a, SL.4.1c	10 Build Vocabulary: Determine the Meaning of Words and Phrases in a Text RL.4.4, RF.4.4c, SL.4.1a, L.4.4a, L.4.4c	13 Describe the Characters, Setting, and Events in a Quest Story RL.4.1, RL.4.3, SL.4.1a
	2 "Rabbit and Coyote": Explain Key Events and Summarize RL.4.1, RL.4.2, SL.4.1a, SL.4.1c	5 Determine a Story's Theme RL.4.1, RL.4.2			14 Use Text Evidence to Compare and Contrast the Treatment of Similar Themes RL.4.1, RL.4.2, RL.4.3, RL.4.9



POWER STANDARDS ALIGN WITH THE BENCHMARK LITERACY PROGRAM

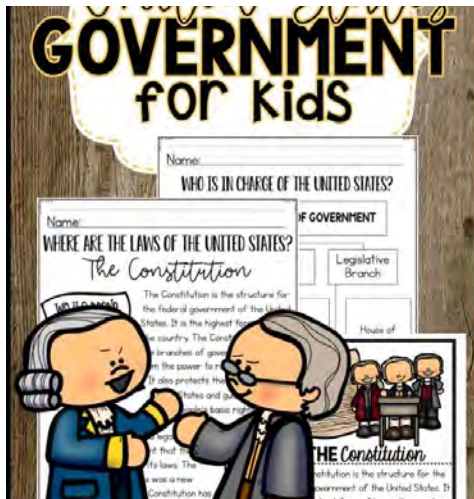
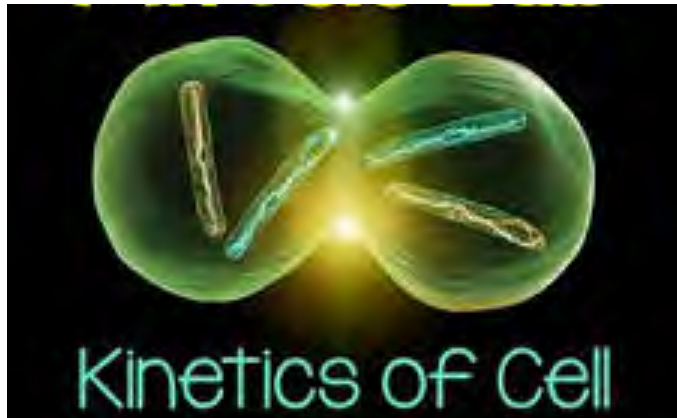
- What Is Benchmark Literacy?
- Builds foundational skills such as phonics, word study, and fluency.
- Scaffolds ALL students to access complex informational and literary texts.
- Guides students to use text evidence in close reading.
- Provides opportunities for students to develop collaborative conversations.

The POWER STANDARDS speak to these skills!



LET'S TAKE A
CLOSER LOOK AT GRADE
LEVELS - AND WHERE
POWER STANDARDS AND
SKILLS ARE TAUGHT

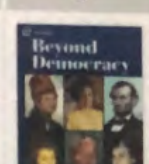
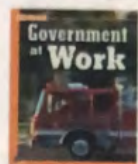
Unit Metacognitive Strategy	Unit Comprehension Strategy	K	1	2	3	4	5	6
Visualize	Analyze Character	X	X	X	X			
Summarize & Synthesize	Analyze Story Elements	X	X	X	X			
Determine Text Importance	Compare & Contrast	X	X	X	X	X	X	X
Make Inferences	Draw Conclusions	X	X	X	X	X	X	X
Make Connections	Identify Cause & Effect	X	X	X	X	X	X	X
Ask Questions	Identify Main Idea & Supporting Details	X	X	X	X	X	X	X
Determine Text Importance	Identify Sequence of Events	X	X	X	X	X	X	X
Make Connections or Visualize	Make Inferences	X	X	X	X	X	X	X
Make Inferences	Make Predictions	X	X	X	X			
Fix-Up Monitoring	Summarize Information	X	X	X		X	X	X
Summarize & Synthesize	Evaluate Author's Purpose					X	X	X
Make Connections	Distinguish & Evaluate Fact & Opinion				X	X	X	X



SOCIAL STUDIES AND SCIENCE POWER STANDARDS ARE REINFORCED THROUGH THE KNOWLEDGE STRANDS IN BENCHMARK ELA!

- There is vertical alignment in the Units taught from Kindergarten through grade six which reinforces ELA standards and skills as well as builds depth of knowledge in content area topics.

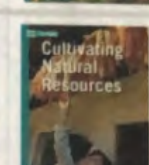
1 Government and Citizenship



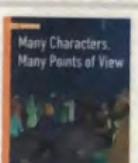
2 Character



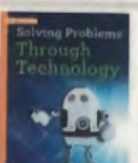
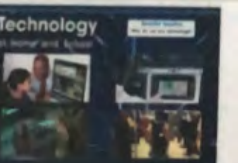
3 Life Science



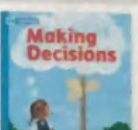
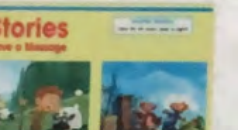
4 Point of View



5 Technology and Society



6 Theme



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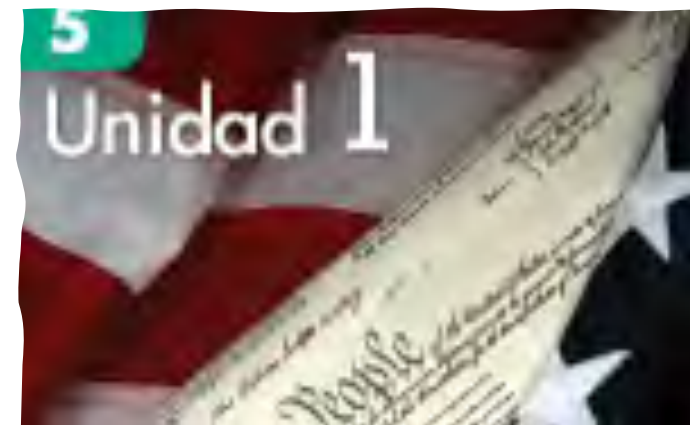
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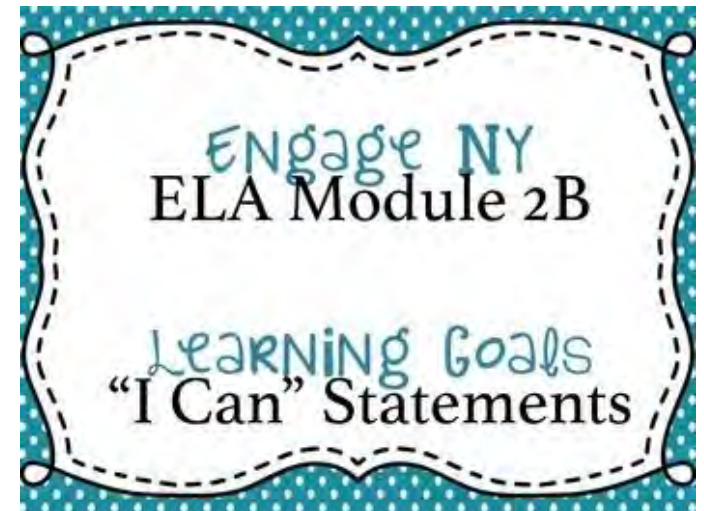
POWER STANDARDS FOR MLL/ENL - BENCHMARK LITERACY

- Develop English learners' literacy, language, academic vocabulary, and content knowledge.
- Leveled books enable ELs to begin reading and access increasingly complex text.
- Intervention resources improve older ELs' literacy skills and content knowledge.
English Language Development Component
- Native language materials help Spanish speakers learn transferable skills.



POWER STANDARDS AND ENGAGENY MODULES GR. 7TH-8TH

- Grade 8 ELA Module 1
- Finding Home: Refugees
- In this module, students will develop their ability to read and understand complex text as they consider the challenges of fictional and real refugees. In the first unit, students will begin *Inside Out & Back Again*, by Thanhha Lai, analyzing how critical incidents reveal the dynamic nature of the main character, Ha, a 10-year-old Vietnamese girl whose family is deciding whether to flee during the fall of Saigon. The novel, poignantly told in free verse, will challenge students to consider the impact of specific word choice on tone and meaning. Students will build their ability to infer and analyze text, both in discussion and through writing. They then will read informational text to learn more about the history of war in Vietnam, and the specific historical context of Ha's family's struggle during the fall of Saigon. In Unit 2, students will build knowledge about refugees' search for a place to call home. They will read informational texts that convey universal themes of refugees'



Power standards are embedded and threaded throughout the EngageNY Module lessons for grades 7 and 8.

engage^{ny}

POWER STANDARDS FOR GRADES 7-8

GRADE 7: MODULE 2A: OVERVIEW ENGLISH LANGUAGE ARTS OUTCOMES

Reading Informational Text

- RI.7.1. Cite several pieces of textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text. • I can cite several pieces of text-based evidence to support an analysis of informational text.
- RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. • I can determine a theme or the central ideas informational text. • I can analyze the development of a theme or central idea throughout the text. • I can objectively summarize informational text.
- RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). • I can analyze the interactions between individuals, events, and ideas in a text. •
- RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. • I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas).

Long- Term Learning Targets

- I can cite several pieces of text-based evidence to support an analysis of informational text.
- I can determine a theme or the central ideas informational text.
- I can analyze the development of a theme or central idea throughout the text.
- I can objectively summarize informational text.
- I can analyze the interactions between individuals, events, and ideas in a text. •
- I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas).
- I can read grade-level informational texts proficiently and independently
- I can read above-grade-level texts with scaffolding and support.