

# **Englewood Public School District**

## **English Language Arts**

### **Grades 1 to 5**

#### **Journeys Literacy Program**

Grades One to Five will be implementing the research-based balanced literacy program published by Houghton Mifflin Harcourt, entitled *Journeys*. This literacy program provides students with research-based curriculum materials. Teachers utilize read alouds, guided reading, shared reading, and independent reading, integrated with various writing opportunities and techniques as a means to a whole literacy approach. The new program includes flexible grouping based on student needs, one-on-one specific skills instruction, independent reading, and ongoing assessment to continually direct instruction.

#### **Teachers College Reading and Writing Project**

Units of Study in Opinion, Information, and Narrative Writing, K–5, is a new publication from Lucy Calkins and her colleagues at the Teachers College Reading and Writing Project. For each grade level Lucy and her team have designed and piloted a yearlong curriculum founded on the expectations of the Common Core State Standards and built on the experience of decades of intensive literacy instruction with hundreds of thousands of students and educators.

#### **Orton-Gillingham**

The Orton-Gillingham method is language-based and success-oriented. The scholars are directly taught reading, handwriting, and written expression as one logical body of knowledge. Learners move step by step from simple to more complex material in a sequential, logical manner that enables scholars to master important literacy skills. The Orton-Gillingham methodology utilizes phonetics and emphasizes visual, auditory, and kinesthetic learning styles. Instruction begins by focusing on the structure of language and gradually moves towards reading. This program provides scholars with immediate feedback and a predictable sequence that integrates reading, writing, and spelling. This comprehensive approach to reading instruction benefits all scholars.

<b>UNIT</b>	<b>TOPIC</b>	<b>Weeks</b>
<b>1</b>	<b>Good Citizens</b>	<b>6</b>
<b>2</b>	<b>Look and Listen</b>	<b>6</b>
<b>3</b>	<b>Lesson Learned</b>	<b>6</b>
<b>4</b>	<b>Natural Wonders</b>	<b>6</b>
<b>5</b>	<b>Going Places</b>	<b>6</b>
<b>6</b>	<b>Reading Adventures</b>	<b>6</b>

# Englewood Public School District

## English Language Arts

### Grade 3

#### Unit 6: Reading Adventures

**Overview:** During this unit, students will explore anchor and paired texts around the theme of “Reading Adventures.” Throughout the unit students will experience literature about magnets, being physically active, and about what we can learn from each other. Students will continue to hone their ability to read, write and spell correctly via the Orton-Gillingham program.

**Time Frame:** 6 Weeks

#### Enduring Understandings:

*Goals give people a reason to work towards success.*

*Magnets affect our lives more than we think.*

*Physically activity is vital for good health.*

#### Essential Questions:

*How does having a goal help people succeed?*

*How would your life be different without magnets?*

*What are some benefits of being physically active?*

*What can you learn from champions?*

*How can children and adults learn from each other?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<b>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</b>  <b>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza;</b>	<b>Topics</b>  Main Ideas and Details  Analyze/Evaluate  Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> <li>The Four C's</li> </ul>	Review Vocabulary Strategies: Suffix -ion <b>(CRP4)</b> Students will work with a small group to create a presentation that demonstrates strategies for using the suffix. Speaking and Listening: Brainstorming Problems and Solutions <b>(CRP4, CRP8, 9.2.4.A.4)</b>  Grammar: Abbreviations	<b>Texts:</b> <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017  Unit 6 – Lesson 26 Anchor Text: “The Foot Race Across American”  Genre: Narrative Nonfiction  Paired Selection: “Paca and The Beetle: A Folktale From Brazil”	<b>Benchmark Assessment:</b> <ul style="list-style-type: none"> <li>Common Formative Assessment</li> <li>Exact Path</li> </ul> <b>Summative Assessment:</b> Lesson 26 Vocabulary and Comprehension Tests  <b>Formative Assessment:</b>
	<b>Objectives</b>			

<p>describe how each successive part builds on earlier sections.</p> <p><b>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</b></p> <p><b>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.</b></p>	<p>Students will determine the main ideas and explain how details support them.</p> <p>Students will analyze and evaluate details in narrative nonfiction.</p>		<p>Students will practice identifying abbreviations.  <a href="https://www.education.com/worksheet/article/match-it-up-abbreviations-and-acronyms/">https://www.education.com/worksheet/article/match-it-up-abbreviations-and-acronyms/</a></p> <p>Narrative Writing: Compare and Contrast Paragraph <b>(8.1.5.A.2, CRP4, CRP8, CRP11)</b>          Using word processing software, students will compare and contrast two possible solutions to one real world problem.</p>	<p>Genre: Folktale</p> <p>Paired Selection: “Fast Track, Ode to My Shoes”</p> <p>Genre: Poetry</p> <p><b>Companion Text:</b>          “Crossing the Finish Line”          (Genre: Informational Text)  <a href="https://www.readworks.org/article/Crossing-the-Finish-Line/fd4124ae-f85b-4c9d-87ca-4a1021071ba8#!articleTab:content/">https://www.readworks.org/article/Crossing-the-Finish-Line/fd4124ae-f85b-4c9d-87ca-4a1021071ba8#!articleTab:content/</a></p> <p><i>Scholastic Magazine</i></p>	<ul style="list-style-type: none"> <li>• Lesson 26 Cold Reads</li> <li>• Running Records</li> <li>• Anecdotal Notes</li> <li>• Unit Progress Monitoring Assessments</li> </ul> <p><b>Alternative Assessments:</b>          Groups will present their vocabulary strategy presentations.</p> <p>Students will have a group discussion on why it is important to be able to create solutions for real life problems</p> <p>Students will write and share aloud their paragraphs.</p>
	<p><b>Topics</b></p> <p>Cause and Effect</p> <p>Summarize</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>• The Four C’s</li> </ul>	<p><b>Objectives</b></p> <p>Students will describe the relationship between causes and effects.</p>	<p>Review Vocabulary Strategies: Homographs and Homophones <b>(CRP4)</b>          Students will work with a small group to create a presentation that demonstrates strategies for identifying homophones and homographs.</p> <p>Speaking and Listening: Delivering a News Report <b>(CRP6)</b>          Students will read a news report then give a summary of it aloud.</p> <p>Grammar: Contractions</p>	<p><b>Texts:</b>  <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 6 – Lesson 27          Anchor Text: “The Power of Magnets”</p> <p>Genre: Expository Nonfiction</p> <p>Paired Selection:          “Electromagnets and You”</p> <p>Genre: Photo Essay</p> <p>Paired Selection: “Science Fair Project, Magnets”</p>	<p><b>Summative Assessment:</b>          Lesson 27 Vocabulary and Comprehension Tests</p> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Lesson 27 Cold Reads</li> <li>• Running Records</li> <li>• Anecdotal Notes</li> <li>• Unit Progress Monitoring Assessments</li> </ul> <p><b>Alternative Assessments:</b></p>

<p><b>W.3.7. Conduct short research projects that build knowledge about a topic.</b></p> <p><b>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</b></p>	<p>Students will demonstrate understanding of a text by summarizing.</p>	<p>Students will practice using contractions  <a href="https://www.education.com/worksheet/article/contraction-s-construction/">https://www.education.com/worksheet/article/contraction-s-construction/</a></p> <p>Narrative Writing: Problem and Solution Paragraph  <b>(6.1.4.C.16, CRP4, CRP8, CRP11, 8.1.5.A.2)</b>          Using word processing software, students will compare and contrast two possible real life applications of magnets.</p>	<p>Genre: Poetry</p> <p><b>Video:</b>          “Magnetism”  <a href="https://www.youtube.com/watch?v=yXCeuSiTOug">https://www.youtube.com/watch?v=yXCeuSiTOug</a></p>	<p>Groups will present their vocabulary strategy presentations.</p> <p>Students will read aloud their news reports.</p> <p>Students will write and share aloud their paragraphs.</p>
	<p><b>Topics</b></p> <p>Fact and Opinion</p> <p>Visualize</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>The Four C’s</li> </ul> <p><b>Objectives</b></p> <p>Students will distinguish facts from opinions.</p> <p>Students will use details to visualize what the author describes.</p>	<p>Review Vocabulary Strategies: Word Roots <b>(CRP4)</b>          Students will work with a small group to create a presentation that demonstrates strategies for identifying word roots.</p> <p>Speaking and Listening: Making a Descriptive Presentation <b>(CRP4)</b>          Students will create a descriptive presentation on a topic of their choice.</p> <p>Grammar: Commas in Sentences          Students will practice using commas in sentences.  <a href="https://www.education.com/worksheet/article/more-commas-sentence/">https://www.education.com/worksheet/article/more-commas-sentence/</a></p> <p>Writing: Instructions <b>(CRP4, CRP11, 8.1.5.A.2)</b></p>	<p><b>Texts:</b>  <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 6 – Lesson 28          Anchor Text: “Becoming Anything He Wants to Be”</p> <p>Genre: Biography</p> <p>Paired Selection: “My Blue Belt Day!”</p> <p>Genre: Journal Entry</p> <p>Paired Selection: “I Chop Chop, Long Jump”</p> <p>Genre: Poetry</p> <p><b>Companion Text:</b>          “My Life Hasn’t Changed” (Genre: Informational Text)  <a href="https://www.readworks.org/article/My-Life-Hasnt-Changed/f6005802-4e42-4b37-">https://www.readworks.org/article/My-Life-Hasnt-Changed/f6005802-4e42-4b37-</a></p>	<p><b>Summative Assessment:</b>          Lesson 28 Vocabulary and Comprehension Tests</p> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>Lesson 28 Cold Reads</li> <li>Running Records</li> <li>Anecdotal Notes</li> <li>Unit Progress Monitoring Assessments</li> </ul> <p><b>Alternative Assessments:</b>          Groups will present their vocabulary strategy presentations.</p> <p>Students will present their descriptive presentations</p>

**RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.**

**RI.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).**

**SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.**

**RF.3.4. Read with sufficient accuracy and fluency to support comprehension.**

**RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.**

**RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.**

**W.3.7. Conduct short research projects that build knowledge about a topic.**

**RF.3.4. Read with sufficient accuracy and fluency to support comprehension.**

		Using word processing software, students will write instructions on how to succeed at a sport.	8b8a-054993c7a372#!articleTab:content/  <i>Scholastic Magazine</i>	Students will role play giving and following instructions.
	<b>Topics</b>	Review Vocabulary Strategies: Prefixes <i>un-</i> , <i>dis-</i> ( <b>CRP4</b> )	<b>Texts:</b> <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	<b>Summative Assessment:</b> Lesson 29 Vocabulary and Comprehension Tests
	Understanding Characters	Students will work with a small group to create a presentation that demonstrates strategies for using these prefixes.	Unit 6 – Lesson 29 Anchor Text: “A New team of Heroes”	<b>Formative Assessment:</b> <ul style="list-style-type: none"><li>• Lesson 29 Cold Reads</li><li>• Running Records</li><li>• Anecdotal Notes</li><li>• Unit Progress Monitoring Assessments</li></ul>
	Monitor/Clarify		Genre: Drama	
	Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"><li>• The Four C’s</li></ul>	Speaking and Listening: Gather Information ( <b>CRP7, 2.6.4.A.1</b> ) Students will use a graphic organizer to gather information about the importance of physical activity. <a href="https://www.education.com/worksheet/article/nonfiction-notetaker/">https://www.education.com/worksheet/article/nonfiction-notetaker/</a>	Paired Selection: “C-H-A-M-P-I-O-N”  Genre: Informational Text	
	<b>Objectives</b>		Paired Selection: “Defender, Spellbound”  Genre: Poetry	<b>Alternative Assessments:</b> Groups will present their vocabulary strategy presentations.  Students will peer review their prewriting graphic organizers.
	Students will describe characters and explain how their actions contribute to the sequence of events.	Grammar: What is a Preposition? Students will practice writing sentences that use prepositions. <a href="https://www.education.com/worksheet/article/list-of-prepositions/">https://www.education.com/worksheet/article/list-of-prepositions/</a>	<b>Companion Text:</b> “Pro Goalkeepers Celebrate 9 Year Old’s Soccer Loss” (Genre: Informational Text) <a href="https://newsela.com/read/elementary/soccer-goalie-kid-viral-video/id/45622/activities/">https://newsela.com/read/elementary/soccer-goalie-kid-viral-video/id/45622/activities/</a>	
	Students will monitor and clarify their understanding of the text.	Writing: Prewrite: Research Report ( <b>2.6.4.A.1, 8.1.5.A.2, CRP4, CRP7, CRP11</b> ) Students will use a graphic organizer to prewrite for their research reports about	“What A Pro Knows: Playing to Win” (Genre: Informational Text) <a href="https://www.commonlit.org/extends/what-a-pro-knows-playing-to-win?search_id=4190270">https://www.commonlit.org/extends/what-a-pro-knows-playing-to-win?search_id=4190270</a>  <i>Scholastic Magazine</i>	

the importance of physical activity.  
<https://www.education.com/worksheet/article/steps-to-writing-a-research-paper/>

**RL.3.1** Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RL.3.2.** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

**W.3.7.** Conduct short research projects that build knowledge about a topic.

**RF.3.4.** Read with sufficient accuracy and fluency to support comprehension.

Topics	Review Vocabulary Strategies: Compound Words ( <b>CRP4</b> )	<b>Texts:</b> <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	<b>Summative Assessment:</b> Lesson 30 Vocabulary and Comprehension Tests
Conclusions	Students will work with a small group to create a presentation that demonstrates strategies for identifying and using compound words.	Unit 6 – Lesson 30 Anchor Text: “Saving Buster”	<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>Lesson 30 Cold Reads</li> <li>Running Records</li> <li>Anecdotal Notes</li> <li>Unit Progress Monitoring Assessments</li> </ul>
Question		Genre: Realistic Fiction	
Twenty-First Century Themes and Skills include:		Paired Selection: “Acting Across Generations”	
• The Four C’s		Genre: News Article	<b>Alternative Assessments:</b> Groups will present their vocabulary strategy presentations.  Students will self-check their drafts using a rubric before revising.
<b>Objectives</b>	Speaking and Listening: conduct a Research Report ( <b>2.6.4.A.1, CRP4, CRP7</b> ) Students will take notes on the video in regards to how to apply the information to their own research reports. <a href="https://www.youtube.com/watch?v=qfuWM897mjI">https://www.youtube.com/watch?v=qfuWM897mjI</a>	Paired Selection: “Company’s Coming”	
Students will use details to draw conclusions and demonstrate understanding of a text.		Genre: Poetry	
Students will ask questions before, during, and after reading to check understanding.	Grammar: Correct Pronouns Students will practice choosing the correct pronouns. <a href="https://www.education.com/worksheet/article/pick-a-pronoun/">https://www.education.com/worksheet/article/pick-a-pronoun/</a>	<b>Companion Text:</b> “Summer with Papaji” (Genre: Fiction) <a href="https://www.commonlit.org/en/texts/summer-with-papaji?search_id=4190690">https://www.commonlit.org/en/texts/summer-with-papaji?search_id=4190690</a>	
	Writing: Draft, Edit, Revise, Publish: Research Report ( <b>2.6.4.A.1, CRP4, CRP7, 8.1.5.A.2, CRP11</b> ) Using word processing software, students will write, edit, revise and publish their research reports about the	<i>Scholastic</i> Magazine	



<p><b>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</b></p> <p><b>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><b>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p>	importance of physical activity.			
	<b>Topics</b>	Students will experience 30 minutes of instruction daily to enhance their ability to decode words, spell words correctly, and to comprehend what they hear and read.	Institute for Multi-Sensory Education, Orton-Gillingham, 2014	<p><b>Pre-Assessment, Formative Assessment and Summative Assessment:</b></p> <p>Instructors will implement three levels of assessments to evaluate students:</p> <ul style="list-style-type: none"> <li>• Phonemic awareness</li> <li>• Naming and recognizing letters</li> <li>• The formation of letters</li> <li>• Phoneme/grapheme relationships</li> <li>• Decoding multi-syllabic words</li> <li>• Memorization techniques</li> <li>• Fluency of reading and writing</li> <li>• Auditory sound discriminations</li> <li>• Sentence structure</li> <li>• Vocabulary building</li> </ul>
	Language – Orton-Gillingham			
	<b>Objectives</b>		Five-Part Weekly Program:	
	Students will review phonetics concepts.		1. Three-Part Drill 2. Teaching a New Concept 3. Decoding and Learning Centers 4. Red Words 5. Comprehension	
	Students will learn new phoneme/rules via a multi-sensory approach.			
	Students will decode multi-syllabic words.			
	Students will spell high frequency words correctly.			
	Students will comprehend what they hear and read.			

#### **Accommodations and Modifications:**

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

This particular unit has limited language barriers due to the physical nature of the curriculum.

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

<b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Shorten assignments to focus on mastery of key concepts.</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Develop and post routines</li> <li>● Label classroom materials</li> <li>● Word walls</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Provide audiotapes of textbooks and have the student follow the text while listening</li> <li>● Allow students to use a dual language dictionary</li> </ul>	<b>Special Education</b> <ul style="list-style-type: none"> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>● Work with paraprofessional</li> <li>● Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.</li> <li>● Work with a partner</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Provide extra time to complete assignments.</li> <li>● Adjust the pace of lessons</li> </ul>	<b>At-Risk</b> <ul style="list-style-type: none"> <li>● Review behavior expectations and adjust for personal space or other behaviors as needed.</li> <li>● Using visual demonstrations, illustrations, and models</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> </ul>	<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> </ul>
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**Integration of 21<sup>st</sup> Century Standards NJSL 9:**

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Interdisciplinary Connections:**

**Social Studies:**



6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

**Physical Education:**

2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity

**Integration of Technology Standards NJSL 8:**

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

**Career Ready Practices:**

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.