

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.

UNIT	TOPIC	Weeks
1	Meet the Challenge	6
2	Wild Encounters	6
3	Revolution!	6
4	The Power of Storytelling	6
5	Under Western Skies	6
6	Journey to Discovery	6

English Language Arts

Grade 5

Unit 3: Revolution!

Overview: During this unit, students will explore anchor and paired texts around the theme of “Revolution!” Throughout the unit students will experience literature related to the environment and protecting animals. Additionally, students write memoirs and will continue to hone their ability to read, write, and spell correctly via the Orton-Gillingham program. Lastly, students will prepare for PARCC’s Literary Analysis Reading and Writing Tasks.

Time Frame: 6 Weeks

Enduring Understandings:

Revolutions have when there are deep divides in society.

New governments are formed when people come together and make compromises.

Essential Questions:

What can individuals do to help shape a new government?

How can people’s differences of opinion lead to a revolution?

How can an individual’s acts of bravery shape history?

What events or feelings would lead someone to fight for freedom?

How are patriotism and courage related?

Standards	Topics and Objectives	Activities	Resources	Assessments
RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text. RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). W.5.7. Conduct short research projects that use several sources to build knowledge	Topics	Teacher Read Aloud: “Mother and Son” Students will use a theme, cause, and effect worksheet to take notes on the read aloud.	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017 Unit 3 – Lesson 11 Anchor Text: “Dangerous Crossing” Genre: Historical Fiction	Benchmark Assessments: <ul style="list-style-type: none"> Common Formative Assessment Exact Path
	Cause and Effect Visualize Visual Elements Primary Source Twenty-First Century Themes and Skills include:	https://www.education.com/worksheet/article/theme-cause-and-effect-reading-log/ Vocabulary: Reference Materials (CRP7, CRP4, CRP11) Students will use online reference materials, like	Paired Selection: “Revolution and Rights” Genre: Informational Text	Summative Assessments: Lesson 11 Vocabulary and Comprehension Tests Formative Assessment:
	<ul style="list-style-type: none"> The Four C’s Civic Literacy Global Awareness Objectives			<ul style="list-style-type: none"> Lesson 11 Cold Reads Running Records

<p>through investigation of different perspectives of a topic.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Students will identify causes and effects in historical fiction.</p> <p>Students will use details in the story to visualize each event.</p> <p>Students will engage effectively in collaborative discussion.</p>	<p>Wikipedia or dictionary.com to define vocabulary words.</p> <p>Speaking and Listening: Research Early American Government (CRP7, CRP11, 6.1.8.C.3)</p> <p>Students will use the Internet to research early American government and take notes.</p> <p>Grammar: Subject and Object Pronouns</p> <p>Students will practice writing sentences that correctly use subject and object pronouns, labeling each.</p> <p>Writing: Opinion Essay (9.2.8.B.3, 8.1.5.A.2, CRP4, CRP6, CRP7, CRP11, 6.1.8.C.3)</p> <p>Using word processing software, students will write an opinion essay about the causes of the American Revolution.</p>	<p>Companion Text:</p> <p>“The Townshend Acts” (Genre: Informational Text) https://newsela.com/read/lib-ushistory-townshend-acts/id/28175/</p> <p><i>Scholastic Magazine</i></p>	<ul style="list-style-type: none"> • Anecdotal Notes • Unit Progress Monitoring Assessments <p>Alternative Assessments:</p> <p>Students will share their read aloud notes with a peer.</p> <p>Students will peer review their sentences for correctness.</p> <p>Students will use a writer’s checklist to self-edit their essays</p> <p>Students will read their essays aloud.</p>
<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing</p>	<p>Topics</p> <p>Writing Memoirs</p> <p>Twenty-First Century Themes and Skills include: The Four C’s</p> <p>Objectives</p> <p>Students will consider the elements of a memoir.</p>	<p>Students will read memoirs in order to understand how they are constructed. (CRP4)</p>	<p>Texts:</p> <p>Reading and Writing Project <i>Firsthand</i>, 2013, Shaping Texts, Grade 5, Unit 3</p> <p>Bend I: <i>Generating Ideas about Our Lives and Finding Depth in the Moments We Choose</i>, Lessons 1 to 6</p> <p>Companion Text:</p>	<p>Formative Assessment:</p> <p>Instructors will identify student’s baseline strengths and areas of need using on-demand writing assessments.</p> <p>Summative Assessment:</p> <p>Instructors and students will evaluate progress toward writing essays using writing checklists.</p>

as needed by planning, revising, editing, rewriting, or trying a new approach.

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

SL.5.3. Summarize the points a speaker makes and explain

Topics	Teacher Read Aloud: "A Taxing Poem"	Texts:	Summative Assessments:
Fact and Opinion	Students will use a theme, cause, and effect worksheet to take notes on the read aloud.	<i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	Lesson 12 Vocabulary and Comprehension Tests
Question		Unit 3 – Lesson 12	Formative Assessment:
Tone	https://www.education.com/worksheet/article/theme-cause-and-effect-reading-log/	Anchor Text: "Can't You Make Them Behave, King George?"	<ul style="list-style-type: none"> Lesson 12 Cold Reads Running Records Anecdotal Notes Unit Progress Monitoring Assessments
Twenty-First Century Themes and Skills include:	Vocabulary: Figurative Language (CRP4)	Genre: Narrative Nonfiction	
<ul style="list-style-type: none"> The Four C's Civic Literacy Global Awareness 	Students will make posters with original examples of similes, metaphors, and idioms.	Paired Selection: "Tea Time!"	
Objectives		Genre: Narrative Nonfiction	
Students will identify facts and opinions.		Companion Text: "Time Machine (1773): The Boston Tea Party" (Genre: Informational text)	Alternative Assessments:

"Sailing to San Blas"
(Genre: Memoir)
https://www.commonlit.org/en/texts/sailing-to-san-blas?search_id=4307858

"A Cobra in the Garden"
(Genre: Memoir)
https://www.commonlit.org/en/texts/a-cobra-in-the-garden?search_id=4307922

Scholastic Magazine

Instructors will use exemplar pieces of student writing at each grade level to evaluate developmental needs of students.

Alternative Assessments
Instructor will maintain a running record of student growth in writing skills.

Instructor and students will use rubrics for student self-assessment.

Instructor will provide students with writing checklists for self-reflection.

<p>how each claim is supported by reasons and evidence.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Students will ask questions about people and events.</p> <p>Students will engage effectively in collaborative discussion.</p>	<p>Speaking and Listening: Summarize and Paraphrase Information (CRP7)</p> <p>Students will paraphrase the read aloud passage.</p> <p>https://www.education.com/worksheet/article/paraphrasing-a-passage-2018/</p> <p>Grammar: Verb Tenses</p> <p>Students will categorize verbs into the correct tenses.</p> <p>https://www.education.com/worksheet/article/show-what-you-know-about-verb-tense/</p> <p>Writing: Problem-Solution Composition (9.2.8.B.3, 8.1.5.A.2, CRP4, CRP6, CRP8, CRP11, 6.1.8.C.3.a)</p> <p>Using word processing software, students will write a problem-solution essay providing other alternatives to the Boston Tea Party.</p>	<p>https://newsela.com/read/historic-news-bostonteaparty/id/17456/</p> <p><i>Scholastic Magazine</i></p>	<p>Students will share their read aloud notes with a peer.</p> <p>Students will present and explain their posters.</p> <p>Students will use a writer's checklist to self-edit their essays</p> <p>Students will create assessments on verb tenses and share them with a partner.</p>
<p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>Topics</p> <p>Conclusions and Generalizations</p> <p>Analyze/Evaluate</p> <p>Text Structure</p> <p>Domain-Specific Vocabulary</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> The Four C's 	<p>Teacher Read Aloud: "Lydia's Journey"</p> <p>Students will use a theme, cause, and effect worksheet to take notes on the read aloud.</p> <p>https://www.education.com/worksheet/article/theme-cause-and-effect-reading-log/</p> <p>Vocabulary: Reference Materials (CRP7, CRP11)</p>	<p>Texts:</p> <p><i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 3 – Lesson 13</p> <p>Anchor Text: "They Called Her Molly Pitcher"</p> <p>Genre: Narrative Nonfiction</p> <p>Paired Selection: "A Spy for Freedom"</p>	<p>Summative Assessment:</p> <p>Lesson 13 Vocabulary and Comprehension Tests</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> Lesson 13 Cold Reads Running Records Anecdotal Notes Unit Progress Monitoring Assessments

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5. With guidance and support from peers and adults,

• Civic Literacy

Objectives

Students will draw conclusions and make generalizations using text details.

Students will analyze text details to identify the author's purpose.

Students will evaluate the author's purpose.

Students will engage effectively in collaborative discussion.

Students will use online reference materials like dictionary.com to define vocabulary words.

Speaking and Listening: Dramatize a Story Event (CRP4, 9.2.8.B.3)

Students will work in small groups to dramatize a story event.

Grammar: Regular and Irregular Verbs
Students will practice identifying and using irregular verbs.
<https://www.education.com/exercise/irregular-verbs-3/>

Writing: Persuasive Letter (9.2.8.B.3, 8.1.5.A.2, CRP4, CRP6, CRP8, CRP11, 6.1.8.D.3)
Using word processing software, students will write a persuasive letter to a colonist encouraging him/her to join the resistance against the British.

Genre: Play

Companion Text:

"Non-Colonists in the American Revolution" (Genre: Informational Text)
<https://www.readworks.org/article/Non-Colonists-in-the-American-Revolution/d3cceb2f-5813-4060-80d9-9b707e8764f0#!articleTab:content/>

Scholastic Magazine

Alternative Assessments:

Students will share their read aloud notes with a peer.

Students will perform their dramatizations.

Students will use a writer's checklist to self-edit their letters.

Students will peer review their letters using a rubric.

Topics

Writing Memoirs

Twenty-First Century Themes and Skills include:
The Four C's

Objectives

Students will write a first draft of a memoir.

Students will write a first draft of a memoir and edit their work to construct a strong author's voice.

(9.2.8.B.3, 8.1.5.A.2, CRP4, CRP6, CRP11)
<https://www.education.com/worksheet/article/adding-voice-to-your-writing/>

Texts:

Reading and Writing Project *Firsthand*, 2013, Shaping Texts, Grade 5, Unit 3

Bend II: *Structuring, Drafting, and Revising a Memoir*, Lessons 7 to 11

Formative Assessment:

Instructors will identify student's baseline strengths and areas of need using on-demand writing assessments.

Summative Assessment:

Instructors and students will evaluate progress toward writing memoirs using writing checklists.

develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

			Instructors will use exemplar pieces of student writing at each grade level to evaluate developmental needs of students.
			Alternative Assessments Instructor will maintain a running record of student growth in writing skills.
			Instructor and students will use rubrics for student self-assessment.
			Instructor will provide students with writing checklists for self-reflection.
			Summative Assessment: Lesson 14 Vocabulary and Comprehension Tests
			Formative Assessment:
			<ul style="list-style-type: none"> • Lesson 14 Cold Reads • Running Records • Anecdotal Notes • Unit Progress Monitoring Assessments
			Alternative Assessments: Students will share their read aloud notes with a peer.
			Students will present their timelines to a small group.
	Topics	Teacher Read Aloud: "Freedom for Chatham Freeman" Students will use a theme, cause, and effect worksheet to take notes on the read aloud. https://www.education.com/worksheet/article/theme-cause-and-effect-reading-log/	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017 Unit 3 – Lesson 14 Anchor Text: "James Forten" from Now Is Your Time Genre: Biography Paired Selection: "Modern Minute Man" Genre: Informational Text
	Sequence of Events		
	Summarize		
	Explain Historical Events Main Ideas and Details		
	Twenty-First Century Themes and Skills include:	Vocabulary: Greek and Latin Roots (CRP4) With a partner, students will create a list of Greek and Latin roots then create as many words as they can using them.	Companion Text: "Revolutionary Leaders: Jose Marti" (Genre: Informational Text) https://newsela.com/read/bio-revolutionaries-jose-marti/id/35609/
	• The Four C's		
	• Civic Literacy	Speaking and Listening: Create and Present a Timeline (CRP4, 6.1.8.D.3)	
	Objectives		
	Students will recognize and explain a sequence of events.		
	Students will summarize information from a text.		
	Students will engage effectively in collaborative discussion.		

Students will create a timeline on the events of the American Revolution.
<https://www.education.com/worksheet/article/timeline-organizer/>

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Students will engage in group discussion to clarify points of their graphic organizers.

Grammar: Commas and Semicolons
 Students will practice correcting comma splices with semicolons.
<https://www.education.com/worksheet/article/comma-splicing/>

Writing: Prewrite:
 Persuasive Essay (**CRP4, CRP6, CRP8**)
 Students will complete a graphic organizer in preparation for writing a persuasive essay.
<https://www.education.com/worksheet/article/persuasive-writing-guide-2018/>



RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Topics	Teacher Read Aloud:	Texts:	Summative Assessment:
Compare and Contrast	“Citizen Spies”	<i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	Lesson 15 Vocabulary and Comprehension Tests
Monitor/Clarify	Students will use a theme, cause, and effect worksheet to take notes on the read aloud.	Unit 3 – Lesson 15	Formative Assessment:
Text and Graphic Features Text Structure	https://www.education.com/worksheet/article/theme-cause-and-effect-reading-log/	Anchor Text: “We Were There, Too! Joseph Plumb Martin and Sybil Ludington”	<ul style="list-style-type: none"> Lesson 15 Cold Reads Running Records Anecdotal Notes Unit Progress Monitoring Assessments
Twenty-First Century Themes and Skills include:	Vocabulary: Prefixes <i>in-</i> , <i>-im</i> , <i>il-</i> , <i>-ir</i> (CRP4)	Genre: Biography	
<ul style="list-style-type: none"> The Four C’s Civic Literacy 	Students will work in small groups to identify and define	Paired Selection: “Patriotic Poetry”	
Objectives		Genre: Poetry	

<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Students will compare and contrast to understand relationships between people, events, and ideas.</p> <p>Students will use text details to monitor and clarify understanding.</p> <p>Students will engage effectively in collaborative discussion.</p>	<p>words that use these prefixes.</p> <p>Speaking and Listening: Discuss Poetic Elements (CRP4)</p> <p>Students will analyze “The Rose that Grew from Concrete” for poetic elements https://www.commonlit.org/en/texts/the-rose-that-grew-from-concrete?search_id=4314271</p> <p>Grammar: Transitions Students will practice choosing and using appropriate transition words. https://www.education.com/exercise/transition-words-3/</p> <p>Writing: Draft, Revise, Edit, Publish: Persuasive Essay (9.2.8.B.3, 8.1.5.A.2, CRP4, CRP6, CRP8, CRP11)</p> <p>Using word processing software, students will write a persuasive essay on a self-chosen topic.</p>	<p>Companion Text: “Revolutionary Leaders: Thomas Paine” (Genre: Informational Text) https://newsela.com/read/bio-thomas-paine</p> <p><i>Scholastic Magazine</i></p>	<p>Alternative Assessments: Students will share their read aloud notes with a peer.</p> <p>Students will peer review engage in large group discussion about poetry elements.</p> <p>Students will use a writer’s checklist to self-edit their essays.</p> <p>Students will share their essays aloud to a partner.</p>
<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization</p>	<p>Topics</p> <p>Writing Memoirs</p> <p>Twenty-First Century Themes and Skills include: The Four C’s</p>	<p>Students will write a second memoir that they self-edit by including a metaphor. (CRP6)</p>	<p>Texts: Reading and Writing Project <i>Firsthand</i>, 2013, Shaping Texts, Grade 5, Unit 3</p> <p>Bend III: <i>A Second Memoir</i>, Lessons 12 to 19</p>	<p>Formative Assessment: Instructors will identify student’s baseline strengths and areas of need using on-demand writing assessments.</p> <p>Summative Assessment:</p>

are appropriate to task, purpose, and audience.	Objectives				Instructors and students will evaluate progress toward writing memoirs using writing checklists.
	Students will write a second memoir that reconsiders the finer points of the essay.				Instructors will use exemplar pieces of student writing at each grade level to evaluate developmental needs of students.
					Alternative Assessments Instructor will maintain a running record of student growth in writing skills.
					Instructor and students will use rubrics for student self-assessment.
					Instructor will provide students with writing checklists for self-reflection.
RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	Topics	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	Pre-Assessment, Formative Assessment	
RF.5.4. Read with sufficient accuracy and fluency to support comprehension.	Objectives	Students will review phonetics concepts.		Summative Assessment: Instructors will implement three levels of assessments to evaluate students:	
L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Students will learn new phoneme/rules via a multi-sensory approach.			<ul style="list-style-type: none">• Phonemic awareness• Naming and recognizing letters• The formation of letters	
L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Students will decode multi-syllabic words.			<ul style="list-style-type: none">• Phoneme/grapheme relationships• Decoding multi-syllabic words• Memorization techniques	
	Students will spell high frequency words correctly.			<ul style="list-style-type: none">• Fluency of reading and writing	

<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Students will comprehend what they hear and read.</p> <ul style="list-style-type: none"> • Auditory sound discriminations • Sentence structure • Vocabulary building 			
<p>RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Topics</p> <p>PARCC LATs</p>	<p>Instructors will select the reading and writing LAT lessons that best meets their students' needs.</p>	<p><u>Reading PARCC LAT Lessons</u></p> <p> Literary Analysis Tasks</p>	<p>Formative Assessment: Reading PARCC LAT Lesson 8</p>
	<p>Objectives</p> <p>Students will gain a better understanding of EBSRs and TECRs.</p>		<p>Lesson 5: Using Context Clues for the Vocabulary EBSR</p>	<p>Summative Assessment: Writing PARCC LAT Lesson 8</p>
	<p>Students will hone their understanding of narrative elements.</p> <p>Students will practice completing LATs.</p>		<p>Lesson 6: The Evidence-Based Selected Response</p> <p>Lesson 7: The Technology-Enhanced Constructed Response</p> <p>Lesson 8: Practice Completing the LAT</p>	
			<p><u>Writing PARCC LAT Lessons</u></p> <p> Literary Analysis Tasks</p> <p>Lesson 4: Selecting Textual Evidence to Support Reasons</p> <p>Lesson 5: Drafting the Prose Constructed Response Outline</p> <p>Lesson 6: Writing Quality Body Paragraphs</p> <p>Lesson 7: Practice Completing the Prose Constructed Response</p>	

Lesson 8: Writing
Advanced-Proficient Prose
Constructed Responses

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 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/

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.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Anchor chart with common themes will be provided for reference ● Shorten assignments to focus on mastery of key concepts. ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Give directions/instructions verbally and in simple written format. ● Provide audiotapes of 	<ul style="list-style-type: none"> ● Anchor chart with common themes will be provided for reference ● Utilize modifications & accommodations delineated in the student’s IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Give 	<ul style="list-style-type: none"> ● Anchor chart with common themes will be provided for reference ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do 	<ul style="list-style-type: none"> ● Students will compare and contrast other books they have read with similar themes ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction

<p>textbooks and have the student follow the text while listening</p> <ul style="list-style-type: none"> • Allow students to use a dual language dictionary 	<p>directions/instructions verbally and in simple written format.</p> <ul style="list-style-type: none"> • Provide extra time to complete assignments. • Adjust the pace of lessons 	<ul style="list-style-type: none"> • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and adjust for personal space or other behaviors as needed. • Oral prompts can be given. 	
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Integration of 21st Century Standards NJSL 9:

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:

Social Studies:

6.1.8.D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution

6.1.8.C.3.a Explain how taxes and government regulation can affect economic opportunities, and assess the impact

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.