

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	Neighborhood Visit	6
2	Nature Watch	6
3	Tell Me About It!	6
4	Heroes and Helpers	6
5	Changes, Changes Everywhere	6
6	What a Surprise!	6

Englewood Public School District

English Language Arts

Grade 2

Unit 4: Heroes and Helpers

Overview: During this unit, students will explore anchor and paired text around the theme of “Heroes and Helpers.” Throughout the unit students will experience literature about being helpful, being tenacious, and being a hero. Additionally, students will write and revise poetry and continue to hone their ability to read, write and, spell correctly via the Orton-Gillingham program.

Time Frame: 6 Weeks

Enduring Understandings:

It is important not to give up.

Heroes have specific traits.

Being helpful is important.

Essential Questions:

How can helping others make you feel good?

Why is it important to keep trying even if something is difficult to do?

Why are reading and writing important?

How are signs helpful?

What makes someone a hero?

Standards	Topics and Objectives	Activities	Resources	Assessments
RL.2.3. Describe how characters in a story respond to major events and challenges using key details. RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections. RF.2.4. Read with sufficient accuracy and fluency to support comprehension.	Topics Story Structure Infer/Predict Understanding Characters Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> The Four C’s Global Awareness Financial Literacy 	Teacher Read Aloud: “A Better Way to Save” Students will create a sequence map based on the read aloud story https://www.education.com/worksheet/article/create-a-story-map-worksheet/ Vocabulary: Homophones (CRP4) Students will work in pairs to match and define homophones. Speaking and Listening: Create Audio Recordings (8.1.2.A.4, CRP4)	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017 Unit 4 – Lesson 16 Anchor Text: “Mr. Tanen’s Tie Trouble” Genre: Realistic Fiction Paired Selection: “The Jefferson Daily News” Genre: Informational Text Companion Text:	Benchmark Assessment: <ul style="list-style-type: none"> Exact Path Summative Assessment: Lesson 16 Vocabulary and Comprehension Tests Formative Assessment: <ul style="list-style-type: none"> Lesson 16 Cold Reads Running Records Anecdotal Notes Unit Progress Monitoring Assessments
	Objectives			

<p>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Students will identify and describe settings, characters, and plots.</p> <p>Students will make inferences and predictions.</p> <p>Students will access prior knowledge to exchange information about a topic.</p>	<p>Students will use technology to create and share their own audio recordings.</p> <p>Grammar: Pronouns (8.1.2.A.4) Students will play the interactive game, “Sentence Builder: Pronouns” https://www.education.com/game/sentence-builder-pronouns/</p> <p>Narrative Writing: Story Paragraph (8.1.2.A.2, CRP6, CRP11) Using word processing software, students will write a narrative story paragraph on a topic of their choice.</p>	<p>“Shoot and Score” (Genre: Fiction) https://www.readworks.org/article/Shoot-and-Score!/56f491bc-ef93-4dce-9417-5292969969fa#!articleTab:content/</p> <p><i>Scholastic Magazine</i></p> <p>Video: “How to Write an Imaginative Narrative for Kids” https://www.youtube.com/watch?v=iQ3RwPeerOg</p>	<p>Alternative Assessments Students will share their audio recordings with the class.</p> <p>Students will present their think aloud notes.</p> <p>Students will respond to oral questioning and retell the events from the teacher read aloud.</p> <p>Students will write and share their narrative story paragraphs.</p>
	<p>Topics</p> <p>Poetry Writing</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C’s <p>Objectives</p> <p>Students will write poetry.</p>	<p>Using word processing software, students will write poetry. (8.1.2.A.2, CRP6, CRP11)</p>	<p>Texts: Reading and Writing Project <i>Firsthand</i>, 2013 Big Thoughts in Small Packages, Grade 2, Unit 4</p> <p>Bend I: <i>Seeing with Poets’ Eyes</i>, Lesson 1 to 5</p> <p>Video: “Poetry for Kids” https://www.youtube.com/watch?v=JmkgAWAGtbE</p>	<p>Formative Assessment: Instructors will identify student’s baseline strengths and areas of need using on-demand writing assessments.</p> <p>Summative Assessment: Instructors and students will evaluate progress toward writing poetry using writing checklists.</p> <p>Instructors will use exemplar pieces of student writing at each grade level to evaluate developmental needs of students.</p> <p>Alternative Assessments Instructor will maintain a running record of student growth in writing skills.</p>

RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Compare formal and informal uses of English.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

Topics	Teacher Read Aloud: “The Crowd Roared!”	Texts:	Instructor and students will use rubrics for student self-assessment.
Sequence of Events	Students will create a sequence map based on the read aloud story	<i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	Instructor will provide students with writing checklists for self-reflection.
Visualize Formal and Informal Language	https://www.education.com/worksheet/article/create-a-story-map-worksheet/	Unit 4 – Lesson 17 Anchor Text: “Luke Goes to Bat”	Students will share their final writing products with the class.
Twenty-First Century Themes and Skills include:	Vocabulary: Antonyms (CRP4)	Genre: Realistic Fiction	Summative Assessment: Lesson 17 Vocabulary and Comprehension Tests
<ul style="list-style-type: none"> The Four C’s Global Awareness 	Give half of your students a big card with a vocabulary word, and the other half a big card with an antonym for each vocabulary word. Tell them that they need to find their antonym.	Paired Selection: “Jackie Robinson”(6.1.4.D.14)	Formative Assessment: <ul style="list-style-type: none"> Lesson 17 Cold Reads Running Records Anecdotal Notes Unit Progress Monitoring Assessments
Objectives	Genre: Informational Text	Companion Text:	Alternative Assessments
Students will identify the order of events in a story.	“The Champion of Quiet” (Genre: Fiction)	Students will share their synonyms with the class.	
Students will recount what happened in a story in order.	https://www.commonlit.org/en/texts/the-champion-of-quiet?search_id=3929277	Students will present their antonym pairs.	
Students will visualize story details as they are read aloud to.	Speaking and Listening: Compare and Contrast Media Messages (CRP4)	<i>Scholastic</i> Magazine	Students will respond to oral questioning and retell the events from the teacher read aloud.
Students will access prior knowledge to exchange information about a topic.	Students will watch a video and discuss the differences in opinions on the messages perceived.		Students will write and share their narrative story paragraphs.
	Grammar: Subject-Verb Agreement		

Students will independently practice subject-verb agreement
<https://www.education.com/lesson-plan/subjects-verbs-get-along/>

Narrative Writing: Story Paragraph (8.1.2.A.2, CRP6, CRP11)

Using word processing software, students will write a narrative story paragraph on a topic of their choice.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

Topics	Teacher Read Aloud:	Texts:	Summative Assessment:
Understanding Characters	“Doctor Salk’s Treasure”	<i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	Lesson 18 Vocabulary and Comprehension Tests
Analyze/Evaluate	Students will create a sequence map based on the read aloud story https://www.education.com/worksheet/article/create-a-story-map-worksheet/	Unit 4 – Lesson 18 Anchor Text: “My Name Is Gabriela”	
Author’s Word Choice		Genre: Biography	
Twenty-First Century Themes and Skills include:	Vocabulary: Suffixes -y, -ful (CRP4)	Paired Selection: “Poems About Reading and Writing”	Formative Assessment:
<ul style="list-style-type: none"> The Four C’s Global Awareness 	Students will work in pairs to create and define words that use these suffixes	Genre: Poetry	<ul style="list-style-type: none"> Lesson 18 Cold Reads Running Records Anecdotal Notes Unit Progress Monitoring Assessments
Objectives	Speaking and Listening:	Companion Text:	Alternative Assessments
Students will figure out a character’s feelings and traits based on their actions, speech, and relationships.	Recount an Experience (CRP4)	“The Sign” (Genre: Historical Fiction) https://www.commonlit.org/en/texts/the-sign?search_id=3929480	Students will present their sequence maps to a small group.
Students will use knowledge of characters to analyze and evaluate texts.	Students will retell a personal experience to a partner.		
Students will access prior knowledge to exchange information about a topic.	Grammar: The Verb <i>Be</i> Students will individually practice writing sentences that use the verb “to be”	<i>Scholastic</i> Magazine	Students will respond to oral questioning and retell the events from the teacher read aloud.

Narrative Writing:
Descriptive Paragraph
(8.1.2.A.2, CRP6, CRP11)
Using word processing software, students will write a descriptive paragraph on a person in their family.

Students will write and share their descriptive paragraphs.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

Topics				
Poetry Writing	Students will experiment with language and sound to create poetry by practicing with figurative language. https://www.education.com/lesson-plan/el-support-lesson-figurative-language/	Texts: Reading and Writing Project <i>Firsthand</i> , 2013 Big Thoughts in Small Packages, Grade 2, Unit 4 Bend II: <i>Delving Deeper: Experimenting with Language and Sound to Create Meaning</i> , Lessons 6 to 10	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 poetry using writing checklists. 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.	
Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> The Four C's 				
Objectives				
Students will experiment with language and sound to create poetry.				

<p>RI.2.6. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RL.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p>				Students will share their final writing products with the class.
	Topics	Teacher Read Aloud: “Wild Friends, Wow!” Students will create a sequence map based on the read aloud story https://www.education.com/worksheet/article/create-a-story-map-worksheet/	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	Summative Assessment: Lesson 19 Vocabulary and Comprehension Tests
	Text and Graphic Features Question Point of View		Unit 4 – Lesson 19 Anchor Text: “The Signmaker’s Assistant”	Formative Assessment:
	Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> • The Four C’s • Health Literacy • Global Awareness 	Vocabulary: Shades of Meaning (CRP4) Students will work in pairs to determine shades of meaning of vocabulary words	Genre: Humorous Fiction Paired Selection: “The Trouble with Signs” Genre: Play	<ul style="list-style-type: none"> • Lesson 19 Cold Reads • Running Records • Anecdotal Notes • Unit Progress Monitoring Assessments
	Objectives		Companion Text: “Understanding Elevators” (Genre: Informational Fiction) https://www.readworks.org/article/Understanding-Elevators/e78e4075-b02e-42d8-84c2-aff50215c2d2#!articleTab:content/ <i>Scholastic</i> Magazine	Alternative Assessments Students will share their synonyms with the class.
	Students will use text and graphic features to support understanding.	Speaking and Listening: Matching Game: Synonyms (CRP4) Give half of your students a big card with a vocabulary word, and the other half a big card with a synonym for each vocabulary word. Tell them that they need to find their synonym		Students will respond to oral questioning and retell the events from the teacher read aloud.
	Students will ask and answer questions while reading to guide comprehension.			
	Students will access prior knowledge to exchange information about a topic.	Grammar: Commas in Dates and Places Students will individually practice using commas https://www.education.com/worksheet/article/day-and-date-6/		Students will write and share their fictional stories.
		Narrative Writing: Fictional Story (8.1.2.A.2, CRP6, CRP11, 9.2.4.A.2)		Students will peer review their stories using a rubric.

Using word processing software, students will write a fictional story, including community workers as main characters.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Topics	Teacher Read Aloud: “Ordinary Heroes” Students will create a sequence map based on the read aloud story https://www.education.com/worksheet/article/create-a-story-map-worksheet/	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	Summative Assessment: Lesson 20 Vocabulary and Comprehension Tests
Compare and Contrast			
Monitor/Clarify		Unit 4 – Lesson 20	Formative Assessment:
Figurative Language		Anchor Text: “Dex: The Heart of a Hero”	<ul style="list-style-type: none"> Lesson 20 Cold Reads Running Records Anecdotal Notes Unit Progress Monitoring Assessments
Twenty-First Century Themes and Skills include:	Vocabulary: Prefix <i>over-</i> (CRP4) Students will work in pairs to create and define words that use this prefix.	Genre: Fantasy	
<ul style="list-style-type: none"> The Four C’s Health Literacy Global Awareness 		Paired Selection: “Heroes Then and Now”(6.1.4.D.14)	
Objectives		Genre: Informational Text	
Students will compare and contrast characters in a story.	Speaking and Listening: Compare and Contrast (CRP4) Students will work with a partner to create a Venn diagram on two of the in-class texts https://www.education.com/worksheet/article/simple-venn-diagram/	Companion Text: “Heroes Who Stopped Gunman on Train Get Medals for Courage” (Genre: Informational Text) https://newsela.com/read/france-legionhonor/id/11810/	Alternative Assessments Students will present their Venn diagrams in small groups.
Students will ask questions to monitor and clarify what is being read.		<i>Scholastic</i> Magazine	Students will respond to oral questioning and retell the events from the teacher read aloud.
Students will access prior knowledge to exchange information about a topic.	Grammar: Commas in a Series (8.1.2.A.4) Students will individually practice using commas through an interactive game https://www.education.com/game/comma-series-quiz/		Students will write and share their fictional stories.
			Students will peer review their stories using a rubric.

Narrative Writing: Fictional Story (8.1.2.A.2, CRP6, CRP11, 9.2.4.A.2)

Using word processing software, students will write a fictional story, including community workers as main characters.

Topics

Poetry Writing

Twenty-First Century Themes and Skills include:

- The Four C's

Objectives

Students will consider the structures and points of view of poems.

Students will consider the structures and points of view of poems by reading aloud famous poems in small groups. (CRP4)

Texts:

Reading and Writing Project *Firsthand*, 2013 Big Thoughts in Small Packages, Grade 2, Unit 4

Bend III: *Trying Structures on for Size*, Lessons 11 to 17

Companion Text:

“The Mysterious Egg” (Genre: Poem)

https://www.commonlit.org/en/texts/the-mysterious-egg?search_id=3929618

“Poetry Means the World to Me” (Genre: Poem)

https://www.commonlit.org/en/texts/poetry-means-the-world-to-me?search_id=3930244

Scholastic Magazine

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 poetry using writing checklists.

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.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.				Students will share their final writing products with the class.
	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 and Summative Assessment: Instructors will implement three levels of assessments to evaluate students: <ul style="list-style-type: none">• Phonemic awareness• Naming and recognizing letters• The formation of letters• Phoneme/grapheme relationships• Decoding multi-syllabic words• Memorization techniques• Fluency of reading and writing• Auditory sound discriminations• Sentence structure• Vocabulary building
	Language – Orton Gillingham			
	Objectives		Five-Part Weekly Program:	
	Students will review phonetics concepts.		1. Three-Part Drill	
			2. Teaching a New Concept	
RF.2.4. Read with sufficient accuracy and fluency to support comprehension.			3. Decoding and Learning Centers	
L.2.1. 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.		4. Red Words	
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Students will decode multi-syllabic words.		5. Comprehension	
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	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/

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.

<p>English Language Learners</p> <ul style="list-style-type: none"> ● 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 textbooks and have the student follow the text while listening ● Allow students to use a dual language dictionary 	<p>Special Education</p> <ul style="list-style-type: none"> ● 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 directions/instructions verbally and in simple written format. ● Provide extra time to complete assignments. ● Adjust the pace of lessons 	<p>At-Risk</p> <ul style="list-style-type: none"> ● 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 ● 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. 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● 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
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Integration of 21st Century Standards NJSL 9:

9.2.4.A.2: Identify various life roles and civic and work-related activities in the school, home, and community. and work-related activities in the school, home, and community.

Interdisciplinary Connections:

Social Studies:

6.1.4.D.14 Trace how the American identity evolved over time.

Integration of Technology Standards NJSL 8:

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)

Career Ready Practices:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.