

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

Englewood Public School District

English Language Arts

Grade 5

Unit 6: Journey to Discovery

Overview: During this unit, students will explore anchor and paired texts around the theme of “Journey to Discovery.” Throughout the unit students will experience literature related to what we can learn from animals, cultures, people, and nature. Additionally, students will continue to hone their ability to read, write and spell correctly via the Orton-Gillingham program.

Time Frame: 6 Weeks

Enduring Understandings:

Animals adapt and survive in different ways.

Each culture has unique ways of behaving.

Essential Questions:

What can people learn by reading about how different animals adapt and survive?

What lessons can we other cultures?

How does the study of fossils relate to our everyday lives?

Why are people fascinated by nature?

What traits help make a person good at solving problems?

Standards	Topics and Objectives	Activities	Resources	Assessments
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. RF.5.4. Read with sufficient accuracy and fluency to support comprehension. W.5.8. Recall relevant information from experiences	Topics Text and Graphic Features Visualize Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> The Four C's 	Vocabulary: Multiple-Meaning Words (CRP4, 9.2.8.B.3) Students will practice using context clues to determine definitions of multiple meaning words Speaking and Listening: Summarize a Media Source (CRP4, 9.2.8.B.3) Students will watch the video “Useful Pet Animals”	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017 Unit 6 – Lesson 26 Anchor Text: “Animals on the Move” Genre: Informational Text Paired Selection: “Skywoman’s Rescue”	Benchmark Assessment: <ul style="list-style-type: none"> Exact Path Summative Assessment: Lesson 26 Vocabulary and Comprehension Tests Formative Assessment: <ul style="list-style-type: none"> Lesson 26 Cold Reads Running Records
	Objectives Students will use text and graphic features to understand			

<p>or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>relationships between ideas in a text.</p> <p>Students will use context clues when reading to improve understanding.</p>	<p>in My Community” and take summary notes.</p> <p>https://www.youtube.com/watch?v=Ba9IOqN8rK8</p> <p>Grammar: Possessive Nouns Students will play an interactive game to practice using apostrophes in possessive nouns.</p> <p>https://www.education.com/game/undersea-explorers-3/</p> <p>Writing: Informative Writing: Definition Paragraph Focus: Elaboration (9.2.8.B.3, 8.1.5.A.2, CRP4, CRP6, CRP8, CRP11, 5-ESS3-1) Using word processing software, students will elaborate on ideas for helping animals in the community.</p>	<p>Genre: Play</p> <p>Companion Text: “The Market Square Dog” (Genre: Short Story) https://www.commonlit.org/en/texts/the-market-square-dog?search_id=4355132</p> <p><i>Scholastic Magazine</i></p>	<ul style="list-style-type: none"> • Anecdotal Notes • Unit Progress Monitoring Assessments <p>Alternative Assessments: Students will share their media summary notes with a peer.</p> <p>Students will peer review their paragraphs using rubrics.</p> <p>Students will use a writer’s checklist to self-edit their paragraphs.</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.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to</p>	<p>Topics</p> <p>Theme</p> <p>Analyze/Evaluate</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 identify the theme in a reader’s theater.</p>	<p>Vocabulary: Suffixes <i>-ness, -less, -ment</i> (CRP4) Students will work in small groups to identify and define words that use these suffixes</p> <p>Speaking and Listening: Socratic Seminar (CRP4, 9.2.8.B.3) Students will engage in a Socratic Seminar about the theme of the text read in their reader’s theatre.</p> <p>http://www.readwritethink.org/professional-development/strategy-</p>	<p>Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 6 – Lesson 27 Anchor Text: “Mysteries at Cliff Palace”</p> <p>Genre: Reader’s Theater</p> <p>Paired Selection: “Cave of the Crystals”</p> <p>Genre: Reader’s Theater</p>	<p>Summative Assessments: Lesson 27 Vocabulary and Comprehension Tests</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Lesson 27 Cold Reads • Running Records • Anecdotal Notes • Unit Progress Monitoring Assessments

<p>support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Students will analyze and evaluate details in a text to understand theme.</p>	<p>guides/socratic-seminars-30600.html</p>	<p>Companion Text: “Eleven” (Genre: Short Story) https://www.commonlit.org/en/texts/eleven?search_id=4355425</p>	<p>Alternative Assessments: Students will share their read aloud notes with a peer.</p>
	<p>Students will describe character traits and how a characters interact in a text.</p>	<p>Grammar: Titles and Abbreviations Students will practice writing sentences that use title abbreviations.</p> <p>Writing: Informative Writing: Journal Entry Focus: Purpose (9.2.8.B.3, 8.1.5.A.2, CRP4, CRP6, CRP8, CRP11, 2.4.6.A.4) Using word processing software, students will write a journal entry that focuses on problem resolution between two characters in one of the reading passages</p>	<p><i>Scholastic Magazine</i></p>	<p>Students will peer review their sentences for correctness.</p> <p>Students will use a writer’s checklist to self-edit their journal entries.</p>
<p>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.</p>	<p>Topics</p> <p>Fact and Opinion</p> <p>Question</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> The Four C’s 	<p>Vocabulary: Idioms (CRP4, CRP6, 9.2.8.B.3) Students will create puns using idioms. https://www.education.com/worksheet/article/puns-with-idioms/</p> <p>Speaking and Listening: Participate in a Debate (CRP4, 9.2.8.B.3) Students will engage in a mock debate. https://www.education.com/activity/article/Stage_Debate_high/</p> <p>Grammar: Commas in Sentences</p>	<p>Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 6 – Lesson 28 Anchor Text: “Fossils: A Peek Into the Past”</p> <p>Genre: Informational Text</p> <p>Paired Selection: “Trapped in Tar!”</p> <p>Genre: Informational Text</p> <p>Companion Text: “Scientists Link DNA That Is 22,000 Years Old to Modern</p>	<p>Summative Assessment: Lesson 28 Vocabulary and Comprehension Tests</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> Lesson 28 Cold Reads Running Records Anecdotal Notes Unit Progress Monitoring Assessments <p>Alternative Assessments:</p>
<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Objectives</p> <p>Students will identify fact and opinion during readings.</p> <p>Students will ask questions while reading.</p>			
<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p>				

historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

Writing: Informative
Writing: Prewrite an Informational Essay Focus: Organization
(9.2.8.B.3, 8.1.5.A.2, CRP4, CRP6, CRP11)
Using word processing software, students will create an outline as prewriting for an informational essay.

Topics	Vocabulary: Word Origins (CRP4, 9.2.8.B.3)	Texts:	Summative Assessments:
Main Ideas and Details	Students will sort words based on their roots. https://www.education.com/worksheet/article/root-word-sort/	<i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	Lesson 30 Vocabulary and Comprehension Tests
Summarize		Unit 6 – Lesson 30 Anchor Text: “Get Lost! The Puzzle of Mazes”	Formative Assessment:
Twenty-First Century Themes and Skills include:			<ul style="list-style-type: none"> Lesson 30 Cold Reads Running Records Anecdotal Notes Unit Progress Monitoring Assessments
<ul style="list-style-type: none"> The Four C’s 	Speaking and Listening: Plan and Deliver an Opinion Speech (CRP4, 9.2.8.B.3) Students will use a prewriting worksheet to prepare for delivering an opinion speech. https://www.education.com/download/worksheet/170371/whats-your-opinion.pdf	Genre: Informational Text Paired Selection: “Journey to Cuzco” Genre: Myth	
Objectives		Companion Text: “Trading Pumpkins” (Genre: Narrative Fiction) https://www.readworks.org/article/Trading-Pumpkins/9075249d-2d17-418e-9ebe-cff45091aba4	Alternative Assessments:
Students will identify main ideas and details in informational text.	Grammar: Other Punctuation Students will make collages with phrases from magazines that use different types of punctuation (ex: commas, colon, semicolon, ellipsis)	<i>Scholastic</i> Magazine	Students will deliver an opinion speech
Students will summarize an informational text.	Writing: Informative Writing: Draft and Revise an Informational Essay Focus: Elaboration (9.2.8.B.3,		Students will present and explain their collages.
			Students will use a writer’s checklist to self-edit their essays.

8.1.5.A.2, CRP4, CRP6, CRP11)

Using word processing software, students will write an informational essay on a self-chosen topic while focusing on elaborating upon ideas.

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

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

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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:
Language – Orton-Gillingham			
Objectives		Five-Part Weekly Program:	
Students will review phonetics concepts.		1. Three-Part Drill	• Phonemic awareness
Students will learn new phoneme/rules via a multi-sensory approach.		2. Teaching a New Concept	• Naming and recognizing letters
Students will decode multi-syllabic words.		3. Decoding and Learning Centers	• The formation of letters
Students will spell high frequency words correctly.		4. Red Words	• Phoneme/grapheme relationships
Students will comprehend what they hear and read.		5. Comprehension	• Decoding multi-syllabic words
			• Memorization techniques
			• Fluency of reading and writing
			• Auditory sound discriminations
			• Sentence structure
			• Vocabulary building

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"> • Students may require peer support during presentations on advertisements • Students may find commercials in their own language to evaluate • 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 	<ul style="list-style-type: none"> • Students may require peer support during presentations on advertisements • 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 	<ul style="list-style-type: none"> • Students may require peer support during presentations on advertisements • 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 	<ul style="list-style-type: none"> • Students can pair with peers during presentation on advertisements • Students may find additional advertisements to evaluate • 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

<ul style="list-style-type: none"> ● Allow students to use a dual language dictionary 		expectations and adjust for personal space or other behaviors as needed.	
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: Comprehensive Health and Physical Education: 2.4.6.A.4 Demonstrate successful resolution of a problem(s) among friends and in other relationships Science: 5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment			
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.			