

# 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 1: Neighborhood Visit

**Overview:** During this unit, students will explore anchor and paired text around the theme of “Neighborhood Visit.” Throughout the unit students will consider what it means to be a part of a family, care for pets, build friendships, and participate in the community. Additionally, students will write and revise narrative essays and will continue to hone their ability to read, write, and spell correctly via the Orton-Gillingham program.

**Time Frame:** 6 Weeks

**Enduring Understandings:**

*Pets need to be treated with love and care.*

*Families have fun together.*

*It is important to be a good friend.*

**Essential Questions:**

*What is a perfect pet like?*

*What are some things that families like to do together?*

*What do pets need to be healthy and happy?*

*How do good friends act?*

*How is school like a community?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<b>RI.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.</b>  <b>RI.2.4. Determine the meaning of words and phrases in a text relevant to</b>	<b>Topics</b>  Sequence of Events  Infer/Predict  Author’s Word Choice	Teacher Read Aloud: “The Perfect Pet”  Students will create a sequence map based on the read aloud story <a href="https://www.education.com/worksheet/article/create-a-story-map-worksheet/">https://www.education.com/worksheet/article/create-a-story-map-worksheet/</a>  Vocabulary: Alphabetical Order ( <b>CRP4</b> )	<b>Texts:</b> <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017  Unit 1 – Lesson 1 Anchor Text: “Henry and Mudge” (Genre: Realistic Fiction)	<b>Unit Benchmark Assessment:</b> <ul style="list-style-type: none"> <li>Common Formative Assessment</li> <li>Exact Path</li> </ul> <b>Summative Assessment:</b>
	Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> <li>The Four C’s</li> </ul>			

<p><b>a grade 2 topic or subject area.</b></p> <p><b>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</b></p> <p><b>RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</b></p> <p><b>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</b></p> <p><b>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b></p>	<p>• Civic Literacy</p> <p><b>Objectives</b></p> <p>Students will identify the sequence of events.</p> <p>Students will use the Infer/Predict strategy to figure out what the author means or what might happen next.</p> <p>Students will access prior knowledge to exchange information about a topic.</p>	<p>Students will work with a partner to put vocabulary words in alphabetical order using index cards.</p> <p>Speaking and Listening: Holding a Conversation Teacher will model the effective traits of holding a conversation.</p> <p>Grammar: Subjects and Predicates Students will work individually to practice identifying subjects and predicates. <a href="https://www.education.com/lesson-plan/subject-and-predicate/">https://www.education.com/lesson-plan/subject-and-predicate/</a></p> <p>Writing: Narrative: Sentences That Tell a True Story Writing: Narrative: Story Sentences (CRP6) Students will create sentences for a narrative about the characteristics of a good pet.</p>	<p>Paired Selection: “All in the Family” (Genre: Informational Text)</p> <p><b>Companion Text:</b> “Canine Carvings: Earliest Humans Documented Man’s Best Friend” (Genre: Informational Text) <a href="https://newsela.com/read/elelem-dog-rock-art/id/38061/">https://newsela.com/read/elelem-dog-rock-art/id/38061/</a></p> <p><i>Scholastic Magazine</i></p>	<p>Lesson 1 Vocabulary and Comprehension Tests</p> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Lesson 1 Cold Reads</li> <li>• Running Records</li> <li>• Anecdotal Notes</li> <li>• Unit Progress Monitoring Assessments</li> </ul> <p><b>Alternative Assessments:</b> Students will role play holding conversations.</p> <p>Students will respond to oral questioning and retell the events from the teacher read aloud</p> <p>Students will share their narrative sentences.</p>
<p><b>W.2.3. Write narratives, in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use</b></p>	<p><b>Topics</b></p> <p>Narrative Writing</p> <p>Twenty-First Century Themes and Skills include:</p>	<p>Students will generate ideas for writing by using a graphic organizer. (CRP6) <a href="https://www.scholastic.com/content/dam/teachers/blogs/genia-connell/migrated-">https://www.scholastic.com/content/dam/teachers/blogs/genia-connell/migrated-</a></p>	<p><b>Texts:</b> Reading and Writing Project <i>Firsthand</i>, 2013 Small Moments, Lessons from the Masters, Improving</p>	<p><b>Formative Assessment:</b> Instructors will identify student’s baseline strengths and areas of need using on-demand writing assessments.</p>

temporal words to signal event order, and provide a sense of closure.

**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.**

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

**RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes,**

- The Four C's

### Objectives

Students will generate ideas for writing.

[files/personal\\_narrative\\_graphic\\_organizer\\_snapshot.pdf](#)

Narrative Writing, Grade 2, Unit 1

Bend I: *Studying the Masters for Inspiration and Ideas*, Lessons 1 to 7

### Video:

“Writing a Personal Narrative: Brainstorming”  
<https://www.youtube.com/watch?v=AxInWagSaA0>

### Summative Assessment:

Instructors and students will evaluate progress toward writing narrative essays.

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.

**Topics**  
 Compare and Contrast  
 Question

Teacher Read Aloud: “More Than a Best Friend”  
 Students will create a Venn Diagram based on the read aloud.

**Texts:**  
*Journeys* English Language Arts Program, Houghton Mifflin Harcourt, 2017

**Summative Assessment:**  
 Lesson 2 Vocabulary and Comprehension Tests

Informational Text

Vocabulary: Using a Glossary (CRP4)

Unit 1 – Lesson 2

**Formative Assessment:**

<p>repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><b>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.</b></p> <p><b>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</b></p>	<p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>• The Four C's</li> <li>• Civic Literacy</li> </ul>	<p>Students will work with a partner to practice using a glossary.</p>	<p>Anchor Text: "My Family" (Genre: Informational Text)</p>	<ul style="list-style-type: none"> <li>• Lesson 2 Cold Reads</li> <li>• Running Records</li> <li>• Anecdotal Notes</li> <li>• Unit Progress Monitoring Assessments</li> </ul>
	<p><b>Objectives</b></p> <p>Students will describe how ideas or concepts are alike and different.</p> <p>Students will explain how specific images in informational text contribute to and clarify text.</p> <p>Students will ask questions to demonstrate understanding of key details.</p> <p>Students will access prior knowledge to exchange information about a topic.</p>	<p>Speaking and Listening: Answering Questions (<b>CRP4</b>)</p> <p>Students will work with a small group to create questions and practice answering them aloud.</p> <p>Grammar: Simple Sentences</p> <p>Students will work individually to practice writing simple sentences.</p> <p>Writing: Narrative: Friendly Letter (<b>9.2.4.A.2, 8.1.2.A.2, CRP6, CRP11</b>)</p> <p>Students will write a letter to a family member asking questions about his/her role in the community using word processing software</p>	<p>Paired Selection: "Family Poetry" (Genre: Poetry)</p> <p><b>Companion Text:</b> "Grandpa and Me" (Genre: Informational Fiction) <a href="https://www.readworks.org/article/Grandpa-and-Me/d2464bd5-2c4b-4194-a2d6-4e794e7eb593#!articleTab:content/">https://www.readworks.org/article/Grandpa-and-Me/d2464bd5-2c4b-4194-a2d6-4e794e7eb593#!articleTab:content/</a> <i>Scholastic Magazine</i></p>	<p><b>Alternative Assessments:</b></p> <p>Students will role play asking and answering questions.</p> <p>Students will respond to oral questioning and retell the events from the teacher read aloud</p> <p>Students will share their letters.</p> <p>Students will discuss why it is important to learn how to write a letter.</p>
<p><b>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</b></p>	<p><b>Topics</b></p> <p>Author's Purpose</p> <p>Analyze/Evaluate</p> <p>Compare and Contrast</p>	<p>Teacher Read Aloud: "Choosing a Pet"</p> <p>Students will use a think aloud worksheet. <a href="http://snippetsbysarah.blogspot.com/2012/11/think-alouds-with-freebie.html">http://snippetsbysarah.blogspot.com/2012/11/think-alouds-with-freebie.html</a></p>	<p><b>Texts:</b> <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 1 – Lesson 3 Anchor Text: "Dogs" (Genre: Informational Text)</p>	<p><b>Summative Assessment:</b> Lesson 3 Vocabulary and Comprehension Tests</p> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Lesson 3 Cold Reads</li> <li>• Running Records</li> </ul>
<p><b>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works)</b></p>	<p>Twenty-First Century Themes and Skills include:</p>	<p>Vocabulary: Multiple-Meaning Words (<b>CRP4</b>)</p>		

<p>contribute to and clarify a text.</p> <p><b>RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</b></p> <p><b>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</b></p> <p><b>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</b></p>	<ul style="list-style-type: none"> <li>• The Four C's</li> <li>• Environmental Awareness</li> <li>• Civic Literacy</li> </ul>	<p>Students will work with a partner to define multiple meaning words.</p>	<p>Paired Selection: "Helping Paws" (Genre: Informational Text)</p>	<ul style="list-style-type: none"> <li>• Anecdotal Notes</li> <li>• Unit Progress Monitoring Assessments</li> </ul>
	<p><b>Objectives</b></p> <p>Students will identify the author's main purpose in a text.</p> <p>Students will use the analyze/evaluate strategy to think carefully about the details in a selection.</p> <p>Students will share and support opinions about a topic.</p>	<p>Speaking and Listening: Share an Experience <b>(CRP4)</b></p> <p>Students will share aloud an experience they had with a pet.</p> <p>Grammar: Kinds of Sentences</p> <p>Students will work individually to practice writing different types of sentences</p> <p><a href="https://www.education.com/lesson-plan/types-of-sentences/">https://www.education.com/lesson-plan/types-of-sentences/</a></p> <p>Writing: Narrative: Sentences That Describe <b>(CRP6)</b></p> <p>Students will create sentences for a narrative that describe different types of pets.</p>	<p><b>Companion Text:</b> "The Sandwich Thief" (Genre: Fiction) <a href="https://www.readworks.org/article/The-Sandwich-Thief/67d94a92-1484-48e2-bc52-210318b40f45#!articleTab:content/">https://www.readworks.org/article/The-Sandwich-Thief/67d94a92-1484-48e2-bc52-210318b40f45#!articleTab:content/</a></p> <p><i>Scholastic Magazine</i></p>	<p><b>Alternative Assessments:</b></p> <p>Students will share their pet experiences.</p> <p>Students will respond to oral questioning and retell the events from the teacher read aloud</p> <p>Students will peer review their narrative sentences.</p>
	<p><b>Topics</b></p> <p>Narrative Writing</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>• The Four C's</li> </ul>	<p>Students will peer review each other's narrative pieces using a writing checklist and rubric. <b>(CRP4, CRP6)</b></p> <p>Students will edit and revise their own narrative pieces using word processing</p>	<p><b>Texts:</b> Reading and Writing Project <i>Firsthand</i>, 2013 Small Moments, Lessons from the Masters, Improving Narrative Writing, Grade 2, Unit 1</p>	<p><b>Formative Assessment:</b> Instructors will identify student's baseline strengths and areas of need using on-demand writing assessments.</p>

<p>event order, and provide a sense of closure.</p> <p><b>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.</b></p> <p><b>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</b></p>	<p><b>Objectives</b></p> <p>Students will revise with intent.</p>	<p>software. (8.1.2.A.2, CRP4, CRP11)</p>	<p>Bend II: <i>Noticing Author's Craft: Studying Imagery, Tension, and Literary Language in Owl Moon</i> Lessons 8 to 14</p> <p><b>Video:</b> "Writing a Personal Narrative: Revising for Kids" <a href="https://www.youtube.com/watch?v=HLcjb0t6SRI">https://www.youtube.com/watch?v=HLcjb0t6SRI</a></p>	<p><b>Summative Assessment:</b> Instructors and students will evaluate progress toward writing narrative essays.</p> <p>Instructors will use exemplar pieces of student writing at each grade level to evaluate developmental needs of students.</p> <p><b>Alternative Assessments</b> Instructor will maintain a running record of student growth in writing skills.</p> <p>Instructor and students will use rubrics for student self-assessment.</p> <p>Instructor will provide students with writing checklists for self-reflection.</p>
	<p><b>Topics</b></p> <p>Cause and Effect</p> <p>Summarize</p> <p>Figurative Language</p>	<p>Teacher Read Aloud: "Bats: Beastly or Beautiful?"(2-LS4-1) Students will use a think aloud worksheet. <a href="http://snippetsbysarah.blogspot.com/2012/11/think-alouds-with-freebie.html">http://snippetsbysarah.blogspot.com/2012/11/think-alouds-with-freebie.html</a></p>	<p><b>Texts:</b> <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 1 – Lesson 4</p>	<p><b>Summative Assessment:</b> Lesson 4 Vocabulary and Comprehension Tests</p> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>Lesson 4 Cold Reads</li> </ul>



folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

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

**L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.**

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

Twenty-First Century

Themes and Skills include:

- The Four C's
- Civic Literacy

### Objectives

Students will identify cause-and-effect relationships.

Students will summarize story events and ideas.

Students will access prior knowledge to exchange information about a topic.

Vocabulary: Context Clues (**CRP4**)

Students will work with a partner to practice defining words based on context clues using a partner talk  
<https://www.education.com/lesson-plan/using-context-clues-to-understand-word-meanings/>

Speaking and Listening: Brainstorming (**CRP6**)

Students will complete a brainstorming graphic organizer in preparation for writing a narrative  
[https://www.scholastic.com/content/dam/teachers/blogs/genia-connell/migrated-files/personal\\_narrative\\_graphic\\_organizer\\_snapshot.pdf](https://www.scholastic.com/content/dam/teachers/blogs/genia-connell/migrated-files/personal_narrative_graphic_organizer_snapshot.pdf)

Grammar: What is a Noun?  
Students will watch video, "Schoolhouse Rock- What is a noun?"  
<https://www.youtube.com/watch?v=WWZpLS1I6uM>

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

Students will write a personal narrative, using word processing software.

Anchor Text: Diary of a Spider (Genre: Humorous Fiction)

Paired Selection: "A Swallow and a Spider" (Genre: Fable)

**Companion Text:**

"Believe It or Not, Spiders Are Actually More Afraid of You" (Genre: Informational Text)(**2-LS4-1**)  
<https://newsela.com/read/element-sci-misunderstood-spiders/id/36978/activities/>

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- Running Records
- Anecdotal Notes
- Unit Progress Monitoring Assessments

### Alternative

#### Assessments:

Students will share their brainstorming worksheet with a partner.

Students will respond to oral questioning and retell the events from the teacher read aloud

Students will use a writer's checklist to self-assess their narratives.



**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.**

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

**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.**

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

Topics	Teacher Read Aloud: “Lester” Students will use a think aloud worksheet. <a href="http://snippetsbysarah.blogspot.com/2012/11/think-alouds-with-freebie.html">http://snippetsbysarah.blogspot.com/2012/11/think-alouds-with-freebie.html</a>	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017  Unit 1 – Lesson 5 Anchor Text: “Teacher’s Pets”  Genre: Realistic Fiction  Paired Selection: “See Westburg by Bus!”  Genre: Informational Text	Summative Assessment: Lesson 5 Vocabulary and Comprehension Tests  <b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>Lesson 5 Cold Reads</li> <li>Running Records</li> <li>Anecdotal Notes</li> <li>Unit Progress Monitoring Assessments</li> </ul>
Story Structure  Visualize  Author’s Word Choice	Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> <li>The Four C’s</li> <li>Civic Literacy</li> </ul>	Vocabulary: Base Words and Endings – <i>ed</i> , – <i>ing</i> ( <b>CRP4</b> ) Students will work with a partner to create words that use the endings – <i>ed</i> , – <i>ing</i>	
Objectives	Students will identify and describe settings, characters, and plot.  Students will visualize story events.	Speaking and Listening: Making a Choice ( <b>CRP4</b> ) Students will work in small groups to practice going through the process of making a choice.  Grammar: Singular and Plural Nouns Students will work individual to practice distinguishing between plural and singular nouns. <a href="https://www.education.com/worksheet/article/singular-or-plural/">https://www.education.com/worksheet/article/singular-or-plural/</a>  Writing: Narrative: True Story	<b>Alternative Assessments:</b> Students will share their think aloud worksheets with a partner.  Students will role play choice making.  Students will respond to oral questioning and retell the events from the teacher read aloud  Students will use a writer’s checklist to self-assess their narratives.
	Students access prior knowledge to exchange information about a topic.	Companion Text: “Friendly Faces” (Genre: Informational Text) <a href="https://www.readworks.org/article/Friendly-Faces/ec6754ed-0bd2-4cf0-9173-da56db6d4b5a#!articleTab:content/">https://www.readworks.org/article/Friendly-Faces/ec6754ed-0bd2-4cf0-9173-da56db6d4b5a#!articleTab:content/</a>  <i>Scholastic</i> Magazine	

(8.1.2.A.2, CRP6, CRP11, 9.2.4.A.2)

Students will write a personal narrative that discusses a memory about community workers (ex: teachers, bus drivers, etc), using word processing software.

**W.2.3. Write narratives, in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.**

**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

Narrative Writing

Twenty-First Century Themes and Skills include:

- The Four C's

### Objectives

Students will edit their work and prepare for publishing.

Students will use a publishing checklist to prepare their work for publication.

<https://www.education.com/worksheet/article/publishing-checklist-and-reflection/>

Students will publish a realistic fiction book using word processing software.  
**8.1.2.A.2**

### Texts:

Reading and Writing Project  
*Firsthand*, 2013 Small Moments, Lessons from the Masters, Improving Narrative Writing, Grade 2, Unit 1

Bend III: *Study Your Own Authors*  
Lessons 15 to 19

### Video:

“Writing for Kids: Publishing”  
[https://www.youtube.com/watch?v=D\\_f-e4OhHU8](https://www.youtube.com/watch?v=D_f-e4OhHU8)

### 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 narrative essays.

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

### Alternative Assessments

<p><b>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <p><b>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</b></p> <p><b>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><b>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p>		<p>Instructor will maintain a running record of student growth in writing skills.</p> <p>Instructor and students will use rubrics for student self-assessment.</p> <p>Instructor will provide students with writing checklists for self-reflection.</p>																							
	<table> <tr> <th data-bbox="527 646 884 695">Topics</th><th data-bbox="884 646 1268 695"></th><th data-bbox="1268 646 1669 695"></th></tr> <tr> <td data-bbox="527 695 884 797">Language – Orton-Gillingham</td><td data-bbox="884 695 1268 797">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.</td><td data-bbox="1268 695 1669 797">Institute for Multi-Sensory Education, Orton-Gillingham, 2014</td></tr> <tr> <th data-bbox="527 797 884 846">Objectives</th><th data-bbox="884 797 1268 846"></th><th data-bbox="1268 797 1669 846"></th></tr> <tr> <td data-bbox="527 846 884 980">Students will review phonetics concepts.</td><td data-bbox="884 846 1268 980"></td><td data-bbox="1268 846 1669 980">Five-Part Weekly Program: 1. Three-Part Drill 2. Teaching a New Concept 3. Decoding and Learning Centers 4. Red Words 5. Comprehension</td></tr> <tr> <td data-bbox="527 980 884 1115">Students will learn new phoneme/rules via a multi-sensory approach.</td><td data-bbox="884 980 1268 1115"></td><td data-bbox="1268 980 1669 1115"></td></tr> <tr> <td data-bbox="527 1115 884 1250">Students will decode multi-syllabic words.</td><td data-bbox="884 1115 1268 1250"></td><td data-bbox="1268 1115 1669 1250"></td></tr> <tr> <td data-bbox="527 1250 884 1385">Students will spell high frequency words correctly.</td><td data-bbox="884 1250 1268 1385"></td><td data-bbox="1268 1250 1669 1385"></td></tr> <tr> <td data-bbox="527 1385 884 1503">Students will comprehend what they hear and read.</td><td data-bbox="884 1385 1268 1503"></td><td data-bbox="1268 1385 1669 1503"></td></tr> </table>	Topics			Language – Orton-Gillingham	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	Objectives			Students will review phonetics concepts.		Five-Part Weekly Program: 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.		
Topics																									
Language – Orton-Gillingham	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																							
Objectives																									
Students will review phonetics concepts.		Five-Part Weekly Program: 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.																									

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

- 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/](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"> <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</li> </ul>	<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</li> </ul>	<ul style="list-style-type: none"> <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</li> </ul>	<ul style="list-style-type: none"> <li>• Work with peers who need support</li> <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>

<p>student follow the text while listening</p> <ul style="list-style-type: none"> <li>● Allow students to use a dual language dictionary</li> </ul>	<p>verbally and in simple written format.</p> <ul style="list-style-type: none"> <li>● Provide extra time to complete assignments.</li> <li>● Adjust the pace of lessons</li> </ul>	<p>out in large print and hung up for the student to see during the time of the lesson.</p> <ul style="list-style-type: none"> <li>● Review behavior expectations and adjust for personal space or other behaviors as needed.</li> </ul>	
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**Integration of 21<sup>st</sup> 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:**

**Science:**

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

**Integration of Technology Standards NJSL 8:**

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

**Career Ready Practices:**

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.