

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 2: Nature Watch

Overview: During this unit, students will explore anchor and paired texts around the theme of “Nature Watch.” Throughout the unit students will read about animal homes, gardening, and weather. Additionally, students will write and revise science experiments, and will continue to hone their ability to read, write, and spell correctly via the Orton-Gillingham program.

Time Frame: 6 Weeks

Enduring Understandings:

Animals live in a variety of habitats.

Stories carry messages that we can live by.

Animals that live in the ocean have unique traits.

Essential Questions:

What are animal homes like?

What can you learn from planting a garden?

How can some storms be dangerous?

How can stories help you learn a lesson?

What is special about animals that live in the ocean?

Standards	Topics and Objectives	Activities	Resources	Assessments
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. 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.	Topics Text and Graphic Features Questions Using Context	Teacher Read Aloud: “City Life Is for the Birds” Students will create a sequence map based on the read aloud story https://www.education.com/worksheet/article/create-a-story-map-worksheet/ Vocabulary: Base Words and Prefixes <i>un-, re-</i> (CRP4) Students will work in pairs to match base words to	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017 Unit 2 – Lesson 6 Anchor Text: “Animals Building Homes” (Genre: Informational Text) Paired Selection: “Whose Home Is This?” (Genre: Informational Text) Companion Text:	Unit Benchmark Assessment: <ul style="list-style-type: none"> Exact Path Summative Assessment: Lesson 6 Vocabulary and Comprehension Tests Formative Assessment: <ul style="list-style-type: none"> Lesson 6 Cold Reads Running Records
	Objectives			

<p>RI.2.7. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p>	Students will identify text and graphic features used in informational texts.	their prefixes, and define them.	“Endangered Species: The Marine Otter” (Genre: Informational Text)(6.1.4.B.5) https://newsela.com/read/element-es-marine-otter/id/41895/	<ul style="list-style-type: none"> • Anecdotal Notes • Unit Progress Monitoring Assessments
	Students will apply information from texts and graphic features to locate facts or information to guide comprehension.	Speaking and Listening: Research Starts with a Question Students will watch the video “Developing a Research Question” https://www.youtube.com/watch?v=LWLYCYeCFak	“Endangered Species: The Grizzly Bear” (Genre: Informational Text)(6.1.4.B.5) https://newsela.com/read/element-es-grizzly-bear/id/41009/	Alternative Assessments Students will create their own research questions.
	Students will ask questions to clarify what is read aloud. Students will use drawings while sharing information in collaborative conversation.	Grammar: More Plural Nouns (8.1.2.A.4) Students will play an interactive game, “Ski Race,” on plural nouns https://www.education.com/game/irregular-plural-nouns-skirace/ Writing: Informational Paragraph (8.1.2.A.2, CRP6, CRP11, 2-LS4-1) Students will write an informational paragraph on an animal’s habitat using word processing software.	<i>Scholastic Magazine</i>	Students will present their think aloud notes. Students will respond to oral questioning and retell the events from the teacher read aloud. Students will write and share their informational paragraphs.
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.2. Demonstrate command of the conventions of standard English</p>	<p>Topics</p> <p>Writing – Information</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 view examples of science experiments.</p> <p>Students will design and write science experiments about water using word processing software. (8.1.2.A.2, CRP6, CRP11, 2-ESS2-3)</p>	<p>Texts: Reading and Writing Project <i>Firsthand</i>, 2013 Lab Reports and Science Books, Grade 2, Unit 2</p> <p>Bend I: <i>Writing as Scientists Do</i>, Lessons 1 to 6</p> <p>Video:</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>

<p>capitalization, punctuation, and spelling when writing.</p> <p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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.</p> <p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p>	<p>Students will design and write science experiments.</p>			<p>“5 Fun Science Experiments with Kids” https://www.youtube.com/watch?v=BeLT-O8Mz2M</p>	<p>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>Alternative Assessments 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>Students will share their final writing products with the class.</p>
	<p>Topics</p>	<p>Teacher Read Aloud: “Trouble in the Lily Garden” Students will create a sequence map based on the read aloud story https://www.education.com/worksheet/article/create-a-story-map-worksheet/</p>	<p>Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 2 – Lesson 7 Anchor Text: “The Ugly Vegetables” (Genre: Realistic Fiction)</p>	<p>Summative Assessment: Lesson 7 Vocabulary and Comprehension Tests</p> <p>Formative Assessment:</p> <ul style="list-style-type: none">• Lesson 7 Cold Reads• Running Records	
	<p>Conclusions</p>				
	<p>Analyze/Evaluate</p>				
	<p>Story Structure</p>				
<p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.3. Describe how characters in a story</p>					

<p>respond to major events and challenges using key details.</p> <p>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.</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>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	Twenty-First Century Themes and Skills include:		Vocabulary: Homophones (CRP4)	Paired Selection: “They Really are GIANT!” (Genre: Informational Text)	<ul style="list-style-type: none">Anecdotal NotesUnit Progress Monitoring Assessments
	Objectives		Students will work in pairs to identify and define pairs of homophones.	Companion Text: “Kids Dig In” (Genre: Informational Text) https://www.readworks.org/article/Kids-Dig-In/fa2318fc-2d28-4e9f-81ed-52adae6c9914#!articleTab:content/ <i>Scholastic Magazine</i>	Alternative Assessments Students will role play giving verbal directions.
	Students will use information from texts and pictures to draw conclusions.	Students will analyze and evaluate texts while reading to gain understanding.	Speaking and Listening: Communication Games (CRP4) Working with a partner, each partner will practice given directions to the other while he/she is blindfolded.		Students will present their think aloud notes.
	Students will use writing to share information in collaborative conversation.	Grammar: Proper Nouns Students will work individually to create a collage of proper nouns from magazine cutouts.			Students will respond to oral questioning and retell the events from the teacher read aloud.
		Writing: Informational Paragraph (8.1.2.A.2, CRP6, CRP11, 2-LS4-1) Using word processing software, students will write an informational paragraph about gardens.			Students will present and explain their proper noun collages.
					Students will write and share their informational paragraphs.
<p>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.</p> <p>RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of</p>	Topics	Teacher Read Aloud: “Floods: Dangerous Water” 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 Unit 2 – Lesson 8 Anchor Text: “Super Storms” (Genre: Informational Text)	Summative Assessment: Lesson 8 Vocabulary and Comprehension Tests Formative Assessment: <ul style="list-style-type: none">Lesson 8 Cold ReadsRunning Records	
	Main Ideas and Details				
	Visualize				
	Cause and Effect				
	Twenty-First Century Themes and Skills include:				

<p>specific paragraphs within the text.</p> <p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>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.</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.2. Demonstrate command of the conventions of standard English</p>	<ul style="list-style-type: none"> • The Four C's • Environmental Literacy <p>Objectives</p> <p>Students will identify the main idea and supporting details of multi-paragraph informational texts.</p> <p>Students will visualize textual details of what is read aloud to them.</p> <p>Students will access prior knowledge to exchange information about a topic.</p> <p>Topics</p> <p>Informative 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>Vocabulary: Compound Words (CRP4. 8.1.2.A.4)</p> <p>Students will play the interactive game, "Compound Word Fish" https://www.education.com/game/compound-word-fish/</p> <p>Speaking and Listening: Choosing a Research Topic</p> <p>Students will choose a research topic and share it with the class.</p> <p>Grammar: What is a Verb?</p> <p>Students will play action word charades to practice using verbs https://www.education.com/activity/article/actionword-charades_first/</p> <p>Writing: Informational Paragraph (8.1.2.A.2, CRP6, CRP11)</p> <p>Using word processing software, students will write an informational paragraph on weather events.</p> <p>In pairs, students will compare science experiment results and expert reports to consider new questions regarding the experiment. (CRP4)</p> <p>Students will write about their own scientific</p>	<p>Paired Selection: "Weather Poems" (Genre: Poetry)</p> <p>Companion Text: "Hurricanes: Spinning Storms" (Genre: Informational Text) https://www.readworks.org/article/Hurricanes-Spinning-Storms/f7b381b9-b741-493b-a7fb-014d2c13dcd8#!articleTab:content/</p> <p><i>Scholastic Magazine</i></p> <p>Texts:</p> <p>Reading and Writing Project <i>Firsthand</i>, 2013 Lab Reports and Science Books, Grade 2, Unit 2</p> <p>Bend II: Writing to Teach Others about Our Discoveries, Lessons 7 to 11</p>	<ul style="list-style-type: none"> • Anecdotal Notes • Unit Progress Monitoring Assessments <p>Alternative Assessments</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 informational paragraphs.</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>
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<p>capitalization, punctuation, and spelling when writing.</p> <p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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.</p> <p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p>	<p>Students will write to teach others about discoveries that they made while conducting science experiments.</p>	<p>discoveries using word processing software (8.1.2.A.2, CRP6, CRP11)</p>		<p>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>Alternative Assessments 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>Students will share their final writing products with the class.</p>
<p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different</p>	<p>Topics</p> <p>Understanding Characters</p> <p>Summarize</p> <p>Author's Word Choice</p>	<p>Teacher Read Aloud: "On Thin Ice"</p> <p>Students will create a sequence map based on the read aloud story https://www.education.com/worksheet/article/create-a-story-map-worksheet/</p>	<p>Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 2 – Lesson 9 Anchor Text: "How Chipmunk Got His Stripes" (Genre: Folktale)</p>	<p>Summative Assessment: Lesson 9 Vocabulary and Comprehension Tests</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> Lesson 9 Cold Reads Running Records

voice for each character when reading dialogue aloud.

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.

Twenty-First Century Themes and Skills include:

- The Four C's
- Environmental Literacy

Objectives

Students will describe how characters respond to events and challenges.

Students will use knowledge of characters to summarize and recount what they read.

Students will engage effectively in collaborative conversation.

Vocabulary: 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.

Speaking and Listening:
Listen to Compare and Contrast **(CRP4)**

Students will work with a partner to create a Venn diagram based on read aloud passage
https://www.education.com/activity/article/Diagram_Story_middle/

Grammar: Verbs in the Present

Students will work individually to practice using present tense verbs
<https://www.education.com/worksheet/article/present-tense-for-kids/>

Informative Writing:
Instructions

(8.1.2.A.2, CRP6, CRP11, 2-LS4-1, 9.2.4.A.4)

Using word processing software, students will write instructions on how to locate a particular animal.

Paired Selection: "Why Rabbits Have Short Tails"
(Genre: Traditional Tale)

Companion Text:

"How the Stories Came to Be" (Genre: Folktale)
https://www.commonlit.org/en/texts/how-the-stories-came-to-be?search_id=3875273

Scholastic Magazine

- Anecdotal Notes
- Unit Progress Monitoring Assessments

Alternative Assessments

Students will share their synonyms with the class.

Students will present their Venn diagrams in small groups.

Students will present their think aloud notes.

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

Students will write and share their informational instructions.

Students will discuss why it is important to learn how to write and give instructions.

RI.2.7. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

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

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

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

Topics	Teacher Read Aloud:	Texts:	Summative Assessment:
Fact and Opinion	“Sharks on the Run!” Students will create a sequence map based on the read aloud story https://www.education.com/worksheet/article/create-a-story-map-worksheet/	<i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	Lesson 10 Vocabulary and Comprehension Tests
Monitor/Clarify			
Author’s Purpose		Unit 2 – Lesson 10 Anchor Text: Jellies (Genre: Informational Text)	Formative Assessment:
Twenty-First Century Themes and Skills include:	Vocabulary: Base Words and Suffixes <i>–er, –est</i> (CRP4) Students will work in pairs to match base words to their suffixes, and define them.	Paired Selection: “Splash Photography” (Genre: Informational Text)	<ul style="list-style-type: none"> Lesson 10 Cold Reads Running Records Anecdotal Notes Unit Progress Monitoring Assessments
<ul style="list-style-type: none"> The Four C’s Financial Literacy Global Awareness 		Companion Text: “Life in the Ocean” (Genre: Informational Text) https://www.readworks.org/article/Life-in-the-Ocean/1694bf85-970e-486d-8384-70ce48268c7a#!articleTab:content/	
Objectives		<i>Scholastic</i> Magazine	Alternative Assessments Students will role play holding conversations.
Students will identify given statements as fact and opinion and describe how reasons support the opinions an author makes.	Speaking and Listening: Hold a Conversation (CRP4) Teacher will model how to hold an effective conversation using student volunteers.		Students will present their think aloud notes.
Students will use text details to monitor and clarify understanding.	Grammar: Verbs in the Present, Past and Future Students will write silly sentences using all three verb tenses https://www.education.com/activity/article/silly-pictures/		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.	Informative Writing: Instructions (8.1.2.A.2, CRP6, CRP11, 2-ESS2-3) Using word processing software, students will give		Students will write and share their informational instructions. Students will discuss why it is important to learn how to write and give instructions.

instructions on how to
locate things in the ocean.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

Topics

Informative Writing

Twenty-First Century Themes and Skills include:

- The Four C's

Objectives

Students will write about forces and motion.

Students will write about forces and motion using word processing software.
(8.1.2.A.2, CRP6, CRP11)

Texts:

Reading and Writing Project *Firsthand*, 2013 Lab Reports and Science Books, Grade 2, Unit 2

Bend III: Writing about Forces and Motion in Information Books, Lesson 12 to 19

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

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.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4. Read with sufficient accuracy and fluency to support comprehension. L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2.3. 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	Students will share their final writing products with the class.
	Objectives			Pre-Assessment, Formative Assessment and Summative Assessment:
	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	Instructors will implement three levels of assessments to evaluate students:
	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• Phoneme/grapheme relationships• Decoding multi-syllabic words• Memorization techniques• Fluency of reading and writing• Auditory sound discriminations• Sentence structure• Vocabulary building
	Students will decode multi-syllabic words.			
	Students will spell high frequency words correctly.			
	Students will comprehend what they hear and read.			
Accommodations and Modifications: <i>Students with special needs:</i> 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. <i>ELL/ESL students:</i> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/ <i>Students at risk of school failure:</i> 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"> ● Provide lower level text ● 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"> ● Students will create research questions ● 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.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Interdisciplinary Connections:

Science:

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

2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.

Social Studies:

6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.

Integration of Technology Standards NJSLS 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.