

# 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 5: Changes, Changes Everywhere

**Overview:** During this unit, students will explore anchor and paired texts around the theme of “Changes, Changes Everywhere.” Throughout the unit students will experience literature regarding animal care, friendship, art, and plants. 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:

*Art can tell us about the past.*

*Good friends help each other.*

*Great stories are worth repeating.*

#### Essential Questions:

*How do animals care for their young?*

*How do friends help each other?*

*How is art connected to the past?*

*Why are some stories told over and over again?*

*How do plants grow and change?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<b>RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</b>  <b>RI.2.7. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</b>	<b>Topics</b>	Teacher Read Aloud: “From Duckling to Duck”	<b>Texts:</b> <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	<b>Benchmark Assessment:</b>
	Main Idea and Details	Students will complete a main ideas worksheet for the read aloud story.		<ul style="list-style-type: none"> <li>Common Formative Assessment</li> </ul>
	Infer/Predict	<a href="https://www.education.com/worksheet/article/reading-comprehension-main-idea/">https://www.education.com/worksheet/article/reading-comprehension-main-idea/</a>	Unit 5 – Lesson 21 Anchor Text: “Penguin Chick”	<ul style="list-style-type: none"> <li>Exact Path</li> </ul>
	Cause and Effect			<b>Summative Assessment:</b> Lesson 21 Vocabulary and Comprehension Tests
	Twenty-First Century Themes and Skills include:	Vocabulary: Oral	Genre: Narrative Nonfiction	
	<ul style="list-style-type: none"> <li>The Four C’s</li> <li>Environmental Literacy</li> </ul>	Vocabulary Dictionary Entry <b>(CRP4)</b>	Paired Selection: “Emperor Penguins”	<b>Formative Assessment:</b>

<p><b>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</b></p> <p><b>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.</b></p>	<p>• Global Awareness</p> <p><b>Objectives</b></p> <p>Students will identify a topic, main idea, and details.</p> <p>Students will use details to infer a main idea.</p> <p>Students will access prior knowledge to exchange information about a topic.</p>	<p>Students will work with a partner to share vocabulary words and definitions orally.</p> <p>Speaking and Listening: Answer a Question (<b>CRP4</b>)</p> <p>Students will work with a partner to role play asking and answering questions.</p> <p>Grammar: What Is an Adjective?</p> <p>Students will work individually to practice with adjectives.</p> <p><a href="https://www.education.com/worksheet/article/find-the-adjectives/">https://www.education.com/worksheet/article/find-the-adjectives/</a></p> <p>Informative Writing: Problem-Solution Paragraph (<b>9.2.4.A.4, 8.1.2.A.2, CRP11</b>)</p> <p>Using word processing software, students will write a problem-solution paragraph.</p>	<p>Genre: Informational Text</p> <p><b>Companion Texts:</b></p> <p>“An Owl is a Bird” (Genre: Informational Text)</p> <p><a href="https://www.readworks.org/article/Birds-of-Prey/b0b8b4db-c4dd-48b7-a8f7-2cb5a196a527#!articleTab:content/contentSection:0560ac56-e8c4-4e1d-8ade-c08e6c66e74e/">https://www.readworks.org/article/Birds-of-Prey/b0b8b4db-c4dd-48b7-a8f7-2cb5a196a527#!articleTab:content/contentSection:0560ac56-e8c4-4e1d-8ade-c08e6c66e74e/</a></p> <p><i>Scholastic Magazine</i></p>	<ul style="list-style-type: none"><li>• Lesson 21 Cold Reads</li><li>• Running Records</li><li>• Anecdotal Notes</li><li>• Unit Progress Monitoring Assessments</li></ul> <p><b>Alternative Assessments:</b></p> <p>Students will share their read aloud worksheet ideas.</p> <p>Students will role play with a partner.</p> <p>Students will discuss why it is important to learn how to solve problems.</p> <p>Students will write and share their problem-solution paragraphs.</p>
	<p><b>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</b></p> <p><b>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.</b></p> <p><b>RL.2.7. Use information gained from the illustrations and</b></p>	<p><b>Topics</b></p> <p>Understanding Characters</p> <p>Question</p> <p>Figurative Language</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"><li>• The Four C’s</li><li>• Global Awareness</li><li>• Financial Awareness</li></ul>	<p>Teacher Read Aloud: “The Middle Seat”</p> <p>Students will complete a character chart for the read aloud story.</p> <p><a href="https://www.education.com/worksheet/article/character-actions/">https://www.education.com/worksheet/article/character-actions/</a></p> <p>Vocabulary: Oral Vocabulary Idioms (<b>CRP4, CRP6</b>)</p> <p>Students will work with a partner to share vocabulary</p>	<p><b>Texts:</b></p> <p><i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 5 – Lesson 22</p> <p>Anchor Text: “Gloria Who Might Be My Best Friend”</p> <p>Genre: Realistic Fiction</p> <p>Paired Selection: “How to Make a Kite”</p>

<p>words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b></p> <p><b>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</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 use characters' thoughts to identify their feelings and traits.</p> <p>Students will ask questions to identify characters traits.</p> <p>Students will access prior knowledge to exchange information about a topic.</p>	<p>idioms and definitions orally.</p> <p>Speaking and Listening: Explain a Procedure (<b>CRP4</b>) Students will work with a partner to role play explaining a procedure.</p> <p>Grammar: Using Adjectives Students will work individually to practice with adjectives. <a href="https://www.education.com/worksheet/article/sight-adjectives/">https://www.education.com/worksheet/article/sight-adjectives/</a></p> <p>Writing: Informative: Compare-and-Contrast Paragraph (<b>1.2.2.A.1, 8.1.2.A.2, CRP11</b>) Using word processing software, students will write a compare and contrast paragraph comparing two art pieces from two historical eras. <a href="https://www.philamuseum.org/collections/search.html">https://www.philamuseum.org/collections/search.html</a></p>	<p>Genre: Informational Text</p> <p><b>Companion Texts:</b> “Jenny’s Move” (Genre: Narrative Fiction) <a href="https://www.readworks.org/article/Jennys-Move/05b4f859-04d7-486b-857b-dc371c87687b#!articleTab:content/">https://www.readworks.org/article/Jennys-Move/05b4f859-04d7-486b-857b-dc371c87687b#!articleTab:content/</a>  <i>Scholastic Magazine</i></p>	<p><b>Alternative Assessments:</b> Students will share their read aloud worksheet ideas.</p> <p>Students will role play with a partner.</p> <p>Students will write and share their compare-contrast paragraphs.</p>
	<p><b>Topics</b></p> <p>Conclusion</p> <p>Summarize</p> <p>Sequence of Events</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>The Four C’s</li> </ul>	<p>Teacher Read Aloud: “Nothing but a Quilt” Students will complete a main ideas worksheet for the read aloud story. <a href="https://www.education.com/worksheet/article/reading-comprehension-main-idea/">https://www.education.com/worksheet/article/reading-comprehension-main-idea/</a></p>	<p><b>Texts:</b> <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 5 – Lesson 23 Anchor Text: “The Goat in the Rug”</p> <p>Genre: Narrative Nonfiction</p>	<p><b>Summative Assessment:</b> Lesson 23 Vocabulary and Comprehension Tests</p> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>Lesson 23 Cold Reads</li> <li>Running Records</li> <li>Anecdotal Notes</li> </ul>
<p><b>RI.2.1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</b></p> <p><b>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b></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.  RF.2.4. Read with sufficient accuracy and fluency to support comprehension.	<ul style="list-style-type: none"><li>Financial Literacy</li><li>Global Awareness</li></ul>	Vocabulary: Oral Vocabulary Compound Words (CRP4) Students will work with a partner to share vocabulary words and definitions orally.	Paired Selection: “Basket Weaving”  Genre: Informational Text	<ul style="list-style-type: none"><li>Unit Progress Monitoring Assessments</li></ul>
	<b>Objectives</b>  Students will draw conclusions about texts.  Students will summarize to draw conclusions.  Students will access prior knowledge to exchange information about a topic.	Speaking and Listening: Using Digital Visual Aids (CRP4, CRP6, CRP11) Students will work with a partner to practice creating digital visual aids.  Grammar: Irregular Verbs Students will work individually to practice with irregular verbs. <a href="https://www.education.com/worksheet/article/irregular-past-tense-verbs-1/">https://www.education.com/worksheet/article/irregular-past-tense-verbs-1/</a>  Informative Writing: Informational Paragraph (8.1.2.A.2, CRP11, CRP6) Using word processing software, students will write an informational paragraph about a nontraditional piece of art.	<b>Companion Texts:</b> “Memory Quilts” (Genre: Informational Text) <a href="https://www.readworks.org/article/Memory-Quilts/5bfe4c60-ceb9-444f-bfb5-02a4ea5dd9d9#!articleTab:content/">https://www.readworks.org/article/Memory-Quilts/5bfe4c60-ceb9-444f-bfb5-02a4ea5dd9d9#!articleTab:content/</a>  <i>Scholastic Magazine</i>	<b>Alternative Assessments:</b> Students will share their read aloud worksheet ideas.  Students will share their digital visual aids with the class.  Students will write and share their informational paragraphs.
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.  RL.2.5. Describe the overall structure of a story, including	<b>Topics</b>  Cause and Effect  Visualize  Point of View  Twenty-First Century Themes and Skills include:	Teacher Read Aloud: “Tiger in the Water: A Folktale from Malaysia” Students will complete a main ideas worksheet for the read aloud story. <a href="https://www.education.com/worksheet/article/reading-comprehension-main-idea/">https://www.education.com/worksheet/article/reading-comprehension-main-idea/</a>	<b>Texts:</b> <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017  Unit 5 – Lesson 24 Anchor Text: “Half-Chicken”  Genre: Folktale	<b>Summative Assessment:</b> Lesson 24 Vocabulary and Comprehension Test  <b>Formative Assessment:</b> <ul style="list-style-type: none"><li>Lesson 24 Cold Reads</li><li>Running Records</li><li>Anecdotal Notes</li></ul>

<p>describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p><b>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.</b></p> <p><b>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</b></p> <p><b>RI.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how to</i></b></p>	<p>• The Four C's</p> <p><b>Objectives</b></p> <p>Students will identify cause-and-effect relationships.</p> <p>Students will visualize story details as they are read aloud to.</p> <p>Students will access prior knowledge to exchange information about a topic.</p>	<p>Vocabulary: Oral Vocabulary Antonyms <b>(CRP4)</b></p> <p>Students will work with a partner to share vocabulary words and antonyms orally.</p> <p>Speaking and Listening: Compare and Contrast <b>(CRP4, CRP6)</b></p> <p>Students will work with a partner to create a Venn diagram for two of the reading passages.  <a href="https://www.education.com/worksheet/article/simple-venn-diagram/">https://www.education.com/worksheet/article/simple-venn-diagram/</a></p> <p>Grammar: Irregular Action Verbs</p> <p>Students will work individually to practice with irregular action verbs.  <a href="https://www.education.com/worksheet/article/present-to-past-tense/">https://www.education.com/worksheet/article/present-to-past-tense/</a></p> <p>Informative Writing: Research Report <b>(9.2.4.A.4, 8.1.2.A.2 2-LS4-1, CRP11)</b></p> <p>Using word processing software, students will write a research report about an animal, including explanation of its habitat</p>	<p>Paired Selection: "The Lion and the Mouse"</p> <p>Genre: Traditional Tale</p> <p><b>Companion Texts:</b>          "Stop the Hungry Giant Fish" (Genre: Folktale)  <a href="https://www.commonlit.org/en/texts/stop-the-hungry-giant-fish?search_id=4019559">https://www.commonlit.org/en/texts/stop-the-hungry-giant-fish?search_id=4019559</a></p> <p><i>Scholastic Magazine</i></p>	<p>• Unit Progress Monitoring Assessments</p> <p><b>Alternative Assessments:</b></p> <p>Students will share their read aloud worksheet ideas.</p> <p>Students will share their Venn diagrams with the class.</p> <p>Students will discuss why it is important to learn how to write a research report</p> <p>Students will write and share their research reports.</p>
	<p><b>Topics</b></p> <p>Text and Graphic Features</p>	<p>Teacher Read Aloud: "Johnny Appleseed and His Apples"</p>	<p><b>Texts:</b></p>	<p><b>Summative Assessment:</b></p> <p>Lesson 25 Vocabulary and Comprehension Tests</p>



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.**

**RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.**

**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).**

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

Monitor/Clarify

Cause and Effect

Twenty-First Century Themes and Skills include:

- The Four C's
- Environmental Awareness
- Health Literacy

### Objectives

Students will use text and graphic features to support understanding of a text.

Students will monitor understanding of a text and clarify any confusing parts.

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

Teacher Read Aloud: "From Duckling to Duck"

Students will complete a main ideas worksheet for the read aloud story.

<https://www.education.com/worksheet/article/reading-comprehension-main-idea/>

Vocabulary: Oral Vocabulary Using Context (**CRP4**)

Students will work with a partner to share vocabulary words and context clues orally.

Speaking and Listening: Following Directions in a Procedure (**CRP4**)

Students will work with a partner to role play giving and following directions/procedures.

Grammar: More Irregular Action Verbs  
Students will work individually to practice with irregular verbs.  
<https://www.education.com/worksheet/article/irregular-past-tense-verbs-2/>

Informative Writing: Research Report (**2-LS2-1, 8.1.2.A.2, CRP11**)  
Using word processing software, students will write

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Unit 5 – Lesson 25  
Anchor Text: "From Seed to Plant"

Genre: Informational Text

Paired Selection: "Super Soil"

Genre: Informational Text

### Companion Texts:

"My Bean Plant" (Genre: Informational Fiction)

<https://www.readworks.org/article/My-Bean-Plant/fa0005fa-4213-475e-8ee3-16509b485a9c#!articleTab:content/>

*Scholastic* Magazine

### Formative Assessment:

- Lesson 25 Cold Reads
- Running Records
- Anecdotal Notes
- Unit Progress Monitoring Assessments

### Alternative Assessments:

Students will share their read aloud worksheet ideas.

Students will role play with a partner.

Students will discuss why it is important to learn how to write a research report

Students will write and share their research reports.

<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><b>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p>	a research report about what plants need in order to grow and thrive.			
	<b>Topics</b>	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	<b>Pre-Assessment, Formative Assessment and Summative Assessment:</b> Instructors will implement three levels of assessments to evaluate students: <ul style="list-style-type: none"> <li>• Phonemic awareness</li> <li>• Naming and recognizing letters</li> <li>• The formation of letters</li> <li>• Phoneme/grapheme relationships</li> <li>• Decoding multi-syllabic words</li> <li>• Memorization techniques</li> <li>• Fluency of reading and writing</li> <li>• Auditory sound discriminations</li> <li>• Sentence structure</li> <li>• Vocabulary building</li> </ul>
	Language – Orton-Gillingham			
	<b>Objectives</b>			
	Students will review phonetics concepts.			
	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.			

#### **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.

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

**Performing Arts:**

1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

**Science:**

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

2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.

**Integration of Technology Standards NJSLS 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.