

# 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	Around the Neighborhood	6
2	Sharing Time	6
3	Nature Near and Far	6
4	Exploring Together	6
5	Watch Us Grow	6
6	Three Cheers For Us!	6

# Englewood Public School District

## English Language Arts

### Grades 1

#### Unit 5: Watch Us Grow

**Overview:** This unit focuses on what and how things grow. Students consider how gardens, pets, and trees develop over time while experiencing paired literature from numerous genres. Students will also participate in a writer’s workshop to learn how to write fiction.

**Time Frame:** 6 Weeks

#### Enduring Understandings:

*The purpose of gardens*  
*Animal characteristics and growth*  
*Plant characteristics and growth*  
*Caring for pets*  
*People from other countries*

#### Essential Questions:

*What grows in a garden?*  
*Why do some animals have spots or stripes?*  
*How can you take good care of a pet?*  
*What happens to a tree as it grows?*  
*What can you learn from someone who is from another country?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<b>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</b>  <b>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b>  <b>RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</b>	<b>Topics</b>	Teacher Read Aloud: “Grandpa’s Tree”	<b>Texts:</b> <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	<b>Unit Benchmark Assessments:</b>
	Story Structure	Students will use an event map to take notes		<ul style="list-style-type: none"> <li>Common Formative Assessment</li> </ul>
	Analyze/Evaluate	<a href="https://www.dailyteachingtools.com/language-arts-graphic-organizers.html#11">https://www.dailyteachingtools.com/language-arts-graphic-organizers.html#11</a>	Unit 1: Lesson 21 Anchor Text: “The Garden” (Genre: Fantasy)	<ul style="list-style-type: none"> <li>Exact Path</li> </ul>
	Repetition			<b>Summative Assessment:</b>
	Twenty-First Century Themes and Skills include:		Paired Selection: “Garden Good Guys” (Genre: Informational Text)	Lesson 21 Vocabulary and Comprehension Tests
	<ul style="list-style-type: none"> <li>The Four C’s</li> <li>Global Awareness</li> </ul>	Vocabulary: Prefix <i>re-</i> Students will work independently to practice		

<p><b>RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</b></p> <p><b>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b></p>	<p><b>Objectives</b></p> <p>Students will compare and contrast to understand a story better.</p> <p>Students will use the Monitor/Clarify strategy while reading to aid comprehension.</p> <p>Students will use drawings while sharing information in collaborative conversation.</p>	<p>writing words with the prefix <i>re-</i></p> <p>Speaking and Listening: Giving Clear Explanations (<b>CRP4</b>)</p> <p>Students will work with a partner to practice giving clear explanations</p> <p>Grammar: Subject Pronouns</p> <p>Students will work with a partner to review subject pronouns (<b>CRP4</b>)</p> <p><a href="https://www.education.com/worksheet/article/subject-pronouns-for-kids/">https://www.education.com/worksheet/article/subject-pronouns-for-kids/</a></p> <p>Writing: Narrative: Story Sentences (<b>9.2.4.A.2, CRP6</b>)</p> <p>Students will create sentences for a narrative about gardens and their importance to the community.</p>	<p><b>Companion Texts</b></p> <p>“Carl’s Garden Problem” (Genre: Narrative Fiction)</p> <p><a href="https://www.readworks.org/article/Carls-Garden-Problem/748b9417-0f0f-4b26-9639-1d3b4c885e96#!articleTab:content/">https://www.readworks.org/article/Carls-Garden-Problem/748b9417-0f0f-4b26-9639-1d3b4c885e96#!articleTab:content/</a></p> <p><i>Scholastic Magazine</i></p>	<p><b>Formative Assessment:</b></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 role play giving clear explanations.</p> <p>Students will respond to oral questioning and retell the events from the teacher read aloud.</p> <p>Students will write and share narrative</p>
	<p><b>Topics</b></p> <p>Writing Fiction</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>• The Four C’s</li> </ul> <p><b>Objectives</b></p> <p>Students will be able to write a series.</p>	<p>Students will complete a graphic organizer for a writing series. (<b>CRP11</b>)</p> <p>Students will write a fiction series using word processing software. (<b>8.1.2.A.2, CRP6, CRP11</b>)</p>	<p><b>Texts:</b></p> <p>Reading and Writing Project <i>Firsthand</i>, Heinemann, 2013, Writing Reviews, Grade 1, Unit 4</p> <p>Bend II: Fiction Writers Set Out to Write Series, Lessons 6 to 10</p> <p><b>Video:</b></p> <p>“How to Write A Story for Kids”</p>	<p><b>Formative Assessment:</b></p> <p>Instructors will identify student’s baseline strengths and areas of need using on-demand writing assessments.</p> <p><b>Summative Assessment:</b></p> <p>Instructors and students will evaluate progress toward writing narrative essays.</p>
<p><b>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</b></p> <p><b>W.1.5. With guidance and support from adults, focus on a topic, respond to questions</b></p>				

and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

**RF.1.4. Read with sufficient accuracy and fluency to support comprehension.**

**RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.**

**RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.**

<https://www.youtube.com/watch?v=OFWcSnRIAmc>

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.

Students will share their final writing products with the class.

Topics				
Conclusions	Teacher Read Aloud: “How Bat Learned to Fly”(1-LS3-1)	<b>Texts:</b> <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017		<b>Summative Assessment:</b> Lesson 22 Vocabulary and Comprehension Tests
Visualize	Students will use an event map to take notes			
Using Context	<a href="https://www.dailyteachingtools.com/language-arts-graphic-organizers.html#11">https://www.dailyteachingtools.com/language-arts-graphic-organizers.html#11</a>	Unit 1: Lesson 22 Anchor Text: “Amazing Animals” (Genre: Informational Text) (1-LS3-1)		<b>Formative Assessment:</b>
Twenty-First Century Themes and Skills include:	Vocabulary: Using a Dictionary Entry (CRP4)	Paired Selection: “The Ugly Duckling” (Genre: Folktale)		<ul style="list-style-type: none"> <li>• Lesson 22 Cold Reads</li> <li>• Running Records</li> <li>• Anecdotal Notes</li> </ul>
<ul style="list-style-type: none"> <li>• The Four C’s</li> <li>• Environmental Literacy</li> </ul>				
Objectives				

<p><b>RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</b></p> <p><b>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b></p> <p><b>SL.1.6. Produce complete sentences when appropriate to task and situation.</b></p>	<p>Students will use text evidence and prior knowledge to draw conclusions.</p> <p>Students will visualize while reading to aid comprehension.</p> <p>Students will use writing to share information in collaborative conversation.</p>	<p>Students will work in pairs to practice using a dictionary.</p> <p>Speaking and Listening: Using Text Features <b>(CRP4)</b> Students will work with a partner to practice using text features <a href="https://www.education.com/lesson-plan/whats-in-a-text-feature/">https://www.education.com/lesson-plan/whats-in-a-text-feature/</a></p> <p>Grammar: The Pronouns <b>(CRP4)</b> In teams, students will play a game (Pick the Pronouns) <a href="https://www.education.com/worksheet/article/grammar-pick-pronoun/">https://www.education.com/worksheet/article/grammar-pick-pronoun/</a></p> <p>Writing: Narrative: Story Sentences <b>(CRP6)</b> Students will create sentences for a narrative about animal survival. <b>(1-LS3-1)</b></p>	<p><b>Companion Text:</b> “How Animals Stay Safe” (Genre: Informational Text)<b>(1-LS3-1)</b> <a href="https://www.readworks.org/article/How-Animals-Stay-Safe/ae51abaa-25c2-45b5-9b30-6950d6886af0#!articleTab:content/">https://www.readworks.org/article/How-Animals-Stay-Safe/ae51abaa-25c2-45b5-9b30-6950d6886af0#!articleTab:content/</a></p> <p><i>Scholastic Magazine</i></p>	<ul style="list-style-type: none"> <li>Unit Progress Monitoring Assessments</li> </ul> <p><b>Alternative Assessments</b> Students will share aloud their conclusions drawn from reading passages.</p> <p>Students will respond to oral questioning and retell the events from the teacher read aloud.</p> <p>Students will illustrate the parts of a dictionary entry.</p> <p>Students will write and share narrative sentences.</p>
	<b>Topics</b>	Teacher Read Aloud: “Around the World in a Day” Students will create a list of cause and effect events from the story.	<b>Texts:</b> <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	<b>Summative Assessment:</b> Lesson 23 Vocabulary and Comprehension Tests
	Cause and Effect			
	Monitor/Clarify			
<p><b>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</b></p> <p><b>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b></p>	Figurative Language	Vocabulary: Define Words <b>(CRP4)</b>	Unit 1: Lesson 23 Anchor Text: Whistle for Willie (Genre: Realistic Fiction)	<b>Formative Assessment:</b>
	Twenty-First Century Themes and Skills include:			<ul style="list-style-type: none"> <li>Lesson 23 Cold Reads</li> <li>Running Records</li> </ul>

<p><b>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</b></p> <p><b>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b></p> <p><b>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</b></p> <p><b>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</b></p>	<ul style="list-style-type: none"> <li>• The Four C's</li> </ul> <p><b>Objectives</b></p> <p>Students will identify and understand cause-and-effect relationships.</p> <p>Students will monitor and clarify while reading a story to aid comprehension.</p> <p>Students will engage effectively in collaborative conversation.</p>	<p>Students will work with a partner to define words.</p> <p>Speaking and Listening: Opinions (<b>CRP4</b>) Teacher will model how to give opinions. Students will practice in small groups.</p> <p>Grammar: Possessive Pronouns Ask students to choose an object in the classroom and use a possessive pronoun in a statement or question, e.g. "Is that your desk or is it hers? (while pointing to the person at the desk)"</p> <p>Writing: Narrative: Story Summary (<b>CRP6</b>) Students will create a narrative story summary about taking care of a pet.</p>	<p>Paired Selection: "Pet Poems" (Genre: Poetry)</p> <p><b>Companion Text:</b> "Big Questions: How can you tell if your cat is happy and likes you?" (Genre: Informational Text) <a href="https://newsela.com/read/elementary/big-q-cat-happiness/id/36686/">https://newsela.com/read/elementary/big-q-cat-happiness/id/36686/</a></p> <p>"Impossible to Train" (Genre: Fiction) <a href="https://www.commonlit.org/en/texts/impossible-to-train?search_id=3786752">https://www.commonlit.org/en/texts/impossible-to-train?search_id=3786752</a></p> <p><i>Scholastic Magazine</i></p>	<ul style="list-style-type: none"> <li>• Anecdotal Notes</li> <li>• Unit Progress Monitoring Assessments</li> </ul> <p><b>Alternative Assessments</b> Students will share aloud their conclusions drawn from reading passages.</p> <p>Students will respond to oral questioning and retell the events from the teacher read aloud.</p> <p>Students will role play effective ways to give opinions.</p> <p>Students will work with a partner to practice using possessive nouns aloud</p> <p>Students will write and share narrative story summaries.</p> <p><b>Formative Assessment:</b> Instructors will identify student's baseline strengths and areas of need using on-demand writing assessments.</p> <p><b>Summative Assessment:</b></p>
	<p><b>Topics</b></p> <p>Writing Fiction</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 use peer review and writing checklists to evaluate the quality realistic fiction. (<b>CRP4</b>) <a href="https://www.education.com/worksheet/article/strategies-for-revision-checklist/">https://www.education.com/worksheet/article/strategies-for-revision-checklist/</a></p>	<p><b>Texts:</b> Reading and Writing Project <i>Firsthand</i>, Heinemann, 2013, Writing Reviews, Grade 1, Unit 4</p> <p>Bend III: Becoming More Powerful at Realistic Fiction, Lessons 11 to 15.</p>	

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.	Objectives		Video: “Realistic Fiction Writing for Kids: Revising” <a href="https://www.youtube.com/watch?v=SV3bVnnltwY">https://www.youtube.com/watch?v=SV3bVnnltwY</a>	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.  <b>Alternative Assessments</b> 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.  Students will share their final writing products with the class.
	RF.1.4. Read with sufficient accuracy and fluency to support comprehension.  RI.1.1. Ask and answer questions about key details in a text.	Topics	Teacher Read Aloud: “Visiting Butterflies” 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 24 Anchor Text: “A Tree Is a Plant” (Genre: Informational Text)(1-LS3-1)

<p><b>RI.1.2. Identify the main topic and retell key details of a text.</b></p> <p><b>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</b></p> <p><b>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</b></p> <p><b>L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b></p> <p><b>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b></p>	<p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>• The Four C's</li> <li>• Environmental Awareness</li> </ul> <p><b>Objectives</b></p> <p>Students will identify and describe the sequence of events.</p> <p>Students will use the question strategy while reading a selection to aid comprehension.</p> <p>Students will contribute to a discussion by sharing ideas for a K-W chart.</p>	<p>Vocabulary: Multiple-Meaning Words (<b>CRP4</b>) Students will work with a partner to define vocabulary words</p> <p>Speaking and Listening: Life Cycle Report (<b>CRP4</b>) Students will use a sequence chain graphic organizer and create a life cycle report with a partner.</p> <p>Grammar: Indefinite Pronouns (<b>CRP4</b>) Students will work independently to practice using indefinite pronouns <a href="https://www.k12reader.com/worksheet/indefinite-pronouns/">https://www.k12reader.com/worksheet/indefinite-pronouns/</a></p> <p>Writing: Narrative: Story (<b>8.1.2.A.2, CRP6, CRP11</b>) Students will write a story that focuses on the life of plants, using word processing software</p>	<p>Paired Selection: "Grow, Apples, Grow!" (Genre: Informational Text)</p> <p><b>Companion Text:</b> "What Plants Need" (Informational Fiction)(<b>1-LS3-1</b>) <a href="https://www.readworks.org/article/What-Plants-Need/e75436af-c59d-460d-85a5-2ea1be9ed8e3#!articleTab:content/">https://www.readworks.org/article/What-Plants-Need/e75436af-c59d-460d-85a5-2ea1be9ed8e3#!articleTab:content/</a></p> <p><i>Scholastic Magazine</i></p>	<ul style="list-style-type: none"> <li>• Running Records</li> <li>• Anecdotal Notes</li> <li>• Unit Progress Monitoring Assessments</li> </ul> <p><b>Alternative Assessments</b> Students will share aloud their conclusions drawn from reading passages.</p> <p>Students will respond to oral questioning and retell the events from the teacher read aloud.</p> <p>Students will share their life cycle reports with the class.</p> <p>Students will write and share their stories.</p>
<p><b>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</b></p> <p><b>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b></p>	<p><b>Topics</b></p> <p>Understanding Characters</p> <p>Summarize</p> <p>Narrator</p> <p>Twenty-First Century Themes and Skills include:</p>	<p>Teacher Read Aloud: "Senor Coyote, the Judge" <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>Vocabulary: Synonyms with Introduction to Thesaurus (<b>CRP4</b>)</p>	<p><b>Texts:</b> <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 1: Lesson 25 Anchor Text: "The New Friend" (Genre: Realistic Fiction)</p>	<p><b>Summative Assessment:</b> Lesson 25 Vocabulary and Comprehension Tests</p> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Lesson 25 Cold Reads</li> <li>• Running Records</li> </ul>

<p><b>RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</b></p> <p><b>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b></p>	<ul style="list-style-type: none"> <li>• The Four C's</li> <li>• Civic Literacy</li> </ul> <p><b>Objectives</b></p> <p>Students will understand characters in a story.</p> <p>Students will summarize by reading a story to aid comprehension.</p> <p>Students will use writing to share information in collaborative conversation.</p>	<p>Students will work in small groups to create a visual that demonstrates synonyms for vocabulary words</p> <p>Speaking and Listening: Speaking About a Topic Students will prepare a brief oral report about their culture <b>(6.1.4.D.13)</b></p> <p>Grammar: Contractions <b>(CRP4)</b> Students will work with a partner to practice reading contractions aloud <a href="https://www.education.com/worksheet/article/reading-contractions/">https://www.education.com/worksheet/article/reading-contractions/</a></p> <p>Writing: Narrative: Story <b>(8.1.2.A.2, CRP6, CRP11,6.1.4.D.13)</b> Students will write a narrative about another culture, using word processing software</p>	<p>Paired Selection: "Symbols of Our Country" (Genre: Informational Text)<b>(6.1.4.D.17)</b></p> <p><b>Companion Texts:</b> "Visit Mexico" (Genre: Informational Text) <a href="https://www.timeforkids.com/k1/mexico/">https://www.timeforkids.com/k1/mexico/</a></p> <p>"Countries of the World: Laos" (Genre: Informational Text) <a href="https://newsela.com/read/element-country-laos/id/39694/">https://newsela.com/read/element-country-laos/id/39694/</a></p> <p><i>Scholastic Magazine</i></p>	<ul style="list-style-type: none"> <li>• Anecdotal Notes</li> <li>• Unit Progress Monitoring Assessments</li> </ul> <p><b>Alternative Assessments</b> Students will share aloud their conclusions drawn from reading passages.</p> <p>Students will respond to oral questioning and retell the events from the teacher read aloud.</p> <p>Students will share their synonym visuals with the class.</p> <p>Students will write and share their stories.</p>
<p><b>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</b></p> <p><b>L.1.1. Demonstrate command of the conventions of standard</b></p>	<p><b>Topics</b></p> <p>Writing Fiction</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>• The Four C's</li> </ul> <p><b>Objectives</b></p>	<p>Students will use a publishing checklist to prepare their books for publication. <a href="https://www.education.com/worksheet/article/publishing-checklist-and-reflection/">https://www.education.com/worksheet/article/publishing-checklist-and-reflection/</a></p> <p>Students will publish a realistic fiction book using</p>	<p><b>Texts:</b> Reading and Writing Project <i>Firsthand</i>, Heinemann, 2013, Writing Reviews, Grade 1, Unit 4</p> <p>Bend IV: Getting Ready to Publish Our Second Series, Lessons 16 to 20</p>	<p><b>Formative Assessment:</b> Instructors will identify student's baseline strengths and areas of need using on-demand writing assessments.</p> <p><b>Summative Assessment:</b> Instructors and students will evaluate progress</p>

<p><b>English grammar and usage when writing or speaking.</b></p> <p><b>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</b></p> <p><b>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</b></p>	<p>Students will be able to publish a realistic fiction book.</p>	<p>word processing software.</p> <p><b>8.1.2. A.2</b></p> <p>Students will share their published works with peers, explaining how the drawings support their ideas.</p>	<p><b>Video:</b>  “Writing for Kids: Publishing”  <a href="https://www.youtube.com/watch?v=D_f-e4OhHU8">https://www.youtube.com/watch?v=D_f-e4OhHU8</a></p>	<p>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>Students will share their final writing products with the class.</p>
<p><b>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</b></p> <p><b>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every</b></p>	<p><b>Topics</b></p> <p>Language – Orton-Gillingham</p> <p><b>Objectives</b></p> <p>Students will review phonetics concepts.</p>	<p>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.</p>	<p>Institute for Multi-Sensory Education, Orton-Gillingham, 2014</p> <p>Five-Part Weekly Program:</p> <ol style="list-style-type: none"> <li>1. Three-Part Drill</li> <li>2. Teaching a New Concept</li> <li>3. Decoding and Learning Centers</li> <li>4. Red Words</li> <li>5. Comprehension</li> </ol>	<p><b>Pre-Assessment, Formative Assessment and Summative Assessment:</b>  Instructors will implement three levels of assessments to evaluate students:</p> <ul style="list-style-type: none"> <li>• Phonemic awareness</li> <li>• Naming and recognizing letters</li> </ul>

<p><b>syllable must have a vowel sound to determine the number of syllables in a printed word</b></p>	<p>Students will learn new phoneme/rules via a multi-sensory approach.</p> <ul style="list-style-type: none"> <li>• The formation of letters</li> <li>• Phoneme/grapheme relationships</li> </ul>		
<p><b>Accommodations and Modifications:</b></p> <p><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 students who spell high frequency words correctly.</p> <p><i>ELL/ESL students:</i> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - <a href="https://www.wida.us/standards/Can-Do's">https://www.wida.us/standards/Can-Do's</a></p> <p><i>Students with 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 teaching the standards.</p> <p><i>Gifted and Talented students:</i> 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>	<p>Students will decode multi-syllabic words</p> <p>Students will spell high frequency words correctly.</p> <p>Students will comprehend what they hear and read.</p> <p>Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Students will demonstrate command of choice.</p> <ul style="list-style-type: none"> <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>		
<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Pre-teach vocabulary</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> </ul>	<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>• Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.</li> <li>• Utilize modifications &amp; accommodations delineated in the student’s IEP</li> <li>• Work with paraprofessional</li> <li>• Work with a partner</li> <li>• Give directions/instructions verbally and in simple written format.</li> </ul>	<p><b>At-Risk</b></p> <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</li> </ul>	<p><b>Gifted and Talented</b></p> <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>

		<p>during the time of the lesson.</p> <ul style="list-style-type: none"> <li>● Oral prompts can be given</li> <li>● Review behavior expectations and adjust for personal space or other behaviors as needed.</li> </ul>	
<p><b>Integration of 21<sup>st</sup> Century Standards NJSL 9:</b>            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.</p>			
<p><b>Interdisciplinary Connections:</b>  <b>Science:</b>            1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.  <b>Social Studies:</b>            6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.            6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p>			
<p><b>Integration of Technology Standards NJSL 8:</b>            8.1.2.A.2 Create a document using a word processing application.</p>			
<p><b>Career Ready Practices:</b>            CRP4. Communicate clearly and effectively and with reason.            CRP6. Demonstrate creativity and innovation.            CRP11. Use technology to enhance productivity.</p>			