

# 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 3: Nature Near and Far

**Overview:** During this unit, students will study nature, including ocean life, the rainforest, and how the seasons affect wildlife and the environment. Students will also consider why it is important for people to create and follow rules. Students will also hone their ability to write reviews and nonfiction literature.

**Time Frame:** 6 Weeks

**Enduring Understandings:**

- *Many unique plants and animals live in the ocean.*
- *Wild animals behave differently from domesticated animals.*
- *Seasons effect the environment.*
- *Rules are needed to keep order.*

**Essential Questions:**

- *What kind of plants and animals would you find in the ocean?*
- *How are jungle animals different from animals on a farm?*
- *What changes do the different seasons cause?*
- *Why is it important to have rules?*
- *What makes birds different from mammals?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<b>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</b>	<b>Topics</b>	Teacher Read Aloud: “The Piano Lessons”	<b>Texts”</b> <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	<b>Unit Benchmark Assessment:</b> <ul style="list-style-type: none"> <li>• Exact Path</li> </ul>
<b>RI.1.1. Ask and answer questions about key details in a text.</b>	Author’s Purpose	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>		
	Analyze/Evaluate			
	Details		Unit 1: Lesson 11 Anchor Text: “At Home in the Ocean” (Genre: Informational Text)	<b>Summative Assessment:</b> Lesson 11 Vocabulary and Comprehension Tests
<b>RI.1.3. Describe the connection between two</b>	Twenty-First Century Themes and Skills include:	Vocabulary: Classify and Categorize Words		<b>Formative Assessment:</b>

<p><b>individuals, events, ideas, or pieces of information in a text.</b></p> <p><b>RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.</b></p> <p><b>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</b></p> <p><b>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</b></p>	<ul style="list-style-type: none"> <li>• The Four C's</li> <li>• Global Awareness</li> <li>• Civic Literacy</li> </ul> <p><b>Objectives</b></p> <p>Students will identify an author's purpose and the reasons the author gives to support points.</p> <p>Students will analyze and evaluate text to aid comprehension.</p> <p>Students will use notes to engage effectively in collaborative conversation.</p> <p><b>Topics</b></p> <p>Writing Nonfiction Chapter Books</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 work in small groups to classify and categorize words <b>(CRP4)</b></p> <p>Speaking and Listening: Facts about an Ocean Animal and its Habitat Students will work in groups to create a poster about different animal habitats <b>(CRP4, 1-LS3)</b></p> <p>Grammar: Proper Nouns Students will work independently to write sentences that use proper nouns</p> <p>Writing: Informative: Sentences That Inform Students will practice writing detailed sentences about animal habitats using a worksheet <b>(CRP6, 1-LS3)</b></p> <p><a href="https://www.education.com/worksheet/article/sentence-writing-9/">https://www.education.com/worksheet/article/sentence-writing-9/</a></p> <p>Students will complete a graphic organizer for their chapter books. <b>(CRP6)</b></p> <p><a href="https://www.education.com/worksheet/article/how-to-brainstorm/">https://www.education.com/worksheet/article/how-to-brainstorm/</a></p>	<p>Paired Selection: "Water" (Genre: Informational Text)</p> <p><b>Companion Texts:</b></p> <p>"What Lives in the Ocean?" (Genre: Informational Text)</p> <p><a href="https://www.readworks.org/article/Oceans/725c3a44-98eb-43ca-861b-17a712d25a77#!articleTab:content/contentSection:44fc79c4-74ed-49e7-9c2f-05c64437eb41/">https://www.readworks.org/article/Oceans/725c3a44-98eb-43ca-861b-17a712d25a77#!articleTab:content/contentSection:44fc79c4-74ed-49e7-9c2f-05c64437eb41/</a></p> <p>"Big or Small, Sean Animals Swim the Same" (Genre: Informational Text)</p> <p><a href="https://newsela.com/read/el-em-ocean-animals-choreography/id/40837/">https://newsela.com/read/el-em-ocean-animals-choreography/id/40837/</a></p> <p><i>Scholastic Magazine</i></p> <p><b>Texts:</b></p> <p>Reading and Writing Project</p> <p><i>Firsthand</i>, Heinemann, 2013, Nonfiction Chapter Books, Grade 1, Unit 2</p>	<ul style="list-style-type: none"> <li>• Lesson 11 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 vocabulary responses and grammar sentences.</p> <p>Students will present their posters</p> <p>Students will respond to oral questioning and retell the events from the teacher read aloud.</p> <p>Students will present their informative sentences.</p> <p>Formative Assessment: Instructors will identify student's baseline strengths and areas of need using on-demand writing assessments.</p>
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<p><b>W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</b></p> <p><b>W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</b></p> <p><b>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b></p>	<p><b>Objectives</b></p> <p>Students will write a chapter book with greater independence.</p>	<p>Students will work in groups to research their topic for their chapter book.</p> <p>Students will write a rough draft of a nonfiction chapter book using word processing software <b>(8.1.2.A.2, CRP6, CRP11)</b></p>	<p>Bend III: Writing Chapter Books with Greater Independence</p> <p><b>Video:</b> “Informational Writing” <a href="https://www.youtube.com/watch?v=DN4d76QP_MA">https://www.youtube.com/watch?v=DN4d76QP_MA</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>Students will share their final writing products with the class.</p>
	<p><b>Topics</b></p> <p>Sequence of Events</p> <p>Question</p> <p>Story Lesson</p>	<p>Teacher Read Aloud: “Turtle, Frog, and Rat” Students will use an event map to take notes <a href="https://www.dailyteachingtools.com/language-arts-graphic-organizers.html#11">https://www.dailyteachingtools.com/language-arts-graphic-organizers.html#11</a></p>	<p><b>Texts:</b> <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 1: Lesson 12</p>	<p><b>Summative Assessment:</b> Lesson 12 Vocabulary and Comprehension Tests</p> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Lesson 12 Cold Reads</li> <li>• Running Records</li> <li>• Anecdotal Notes</li> </ul>

<p><b>RI.1.1. Ask and answer questions about key details in a text.</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 Literacy</li> </ul> <p><b>Objectives</b></p> <p>Students will understand the sequence of events and describe the major events.</p> <p>Students will ask and answer questions about key details while reading.</p> <p>Students will use writing to share information in collaborative conversation.</p>	<p>Vocabulary: Homophones Students will work in pairs to define homophones (<b>CRP4</b>)</p> <p>Speaking and Listening: Giving Clear Directions (<b>CRP4</b>) Students will work in small groups to practice giving directions</p> <p>Grammar: Commands (<b>CRP4</b>) Students will work with a partner to practice writing and giving commands</p> <p>Writing: Informative: Directions Students will compose a list of directions using word processing software (<b>8.1.2.A.2, CRP6, CRP11</b>)</p>	<p>Anchor Text: "How Leopard Got His Spots" (Genre: Folktale)</p> <p>Paired Selection: "The Rain Forest" (Genre: Informational Text)</p> <p><b>Companion Text:</b> "Dragonfly" (Genre: Poem) <a href="https://www.commonlit.org/en/texts/dragonfly?search_id=3741959">https://www.commonlit.org/en/texts/dragonfly?search_id=3741959</a></p> <p>"Endangered Species: The Leopard" <a href="https://newsela.com/read/em-es-leopard/id/37863/">https://newsela.com/read/em-es-leopard/id/37863/</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 their vocabulary responses and grammar sentences.</p> <p>Students will respond to oral questioning and retell the events from the teacher read aloud.</p> <p>Students will role play giving clear directions and commands.</p>
<p><b>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</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.1.7. Use the illustrations and details in a text to describe its key ideas.</b></p>	<p><b>Topics</b></p> <p>Cause and Effect</p> <p>Visualize</p> <p>Seasons</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>• The Four C's</li> <li>• Environmental Literacy</li> <li>• Global Awareness</li> </ul>	<p>Teacher Read Aloud: "The Prickly Pride of Texas" 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>Vocabulary: Word Endings <i>-ed, -ing, or -s</i></p>	<p><b>Texts:</b> <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 1: Lesson 13 Anchor Text: "Seasons" (Genre: Informational Text)</p> <p>Paired Selection: "Four Seasons for Animals"</p>	<p><b>Summative Assessment:</b> Lesson 13 Vocabulary and Comprehension Tests</p> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Lesson 13 Cold Reads</li> <li>• Running Records</li> <li>• Anecdotal Notes</li> <li>• Unit Progress Monitoring Assessments</li> </ul>

**RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).**

Objectives		(Genre: Informational Text) <b>Companion Texts:</b> “Look at Leaves” (Genre: Informational Text) <a href="https://www.readworks.org/article/Look-at-Leaves!/ee9d1941-f9cb-44bd-9f99-55ce82f7a85c#!articleTab:content/">https://www.readworks.org/article/Look-at-Leaves!/ee9d1941-f9cb-44bd-9f99-55ce82f7a85c#!articleTab:content/</a> “Weather and Climate: The Seasons” <a href="https://newsela.com/read/el-em-sci-the-seasons/id/31541/">https://newsela.com/read/el-em-sci-the-seasons/id/31541/</a>  <i>Scholastic Magazine</i>  <b>Video:</b> “Schoolhouse Rocks Subjects and Predicates” <a href="https://www.youtube.com/watch?v=fdUXxdmhIsW">https://www.youtube.com/watch?v=fdUXxdmhIsW</a>	Alternative Assessments
Students will understand cause and effect.	Students will work independently to practice writing words with different endings		Students will share their Venn diagrams
Students will visualize while reading a selection to aid comprehension.	Speaking and Listening: Discuss Informational Text: Compare and Contrast ( <b>CRP4</b> ) Students will work in pairs to create a Venn Diagram <a href="http://www.calendarprintabletemplates.com/free-printable-venn-diagram-template.html">http://www.calendarprintabletemplates.com/free-printable-venn-diagram-template.html</a>		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.	Grammar: Subjects and Verbs After watching the video, students will work independently to label subjects and verbs in sentences.  Writing: Informative: Sentences That Inform Writing: Informative: Sentences That Inform Students will practice writing detailed sentences about how seasons affect animals using a worksheet ( <b>CRP6, 1-LS3</b> ) <a href="https://www.education.com/worksheet/article/sentence-writing-9/">https://www.education.com/worksheet/article/sentence-writing-9/</a>		Students will present their informative sentences to small groups.

**W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.**

**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.**

## Topics

Writing Reviews

Twenty-First Century Themes and Skills include:

- The Four C's

## Objectives

Students will be able to critique the quality of writing.

Students will peer review others' writings using a writing checklist and rubric. **(CRP4)**

## Texts:

Reading and Writing Project  
*Firsthand*, Heinemann, 2013, Writing Reviews, Grade 1, Unit 3

Bend I: Best in Show:  
Judging Our Collections,  
Lessons 1 to 7

## Video:

"Editing Writing for Kids"  
<https://www.youtube.com/watch?v=XP5yWz-MNpM>

## 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.

Students will peer review using rubrics and checklists.

**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.**

				Students will share their final writing products with the class.
	<b>Topics</b>	Teacher Read Aloud: “The Tortoise and the Hare”	<b>Texts:</b> <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	<b>Summative Assessment:</b> Lesson 14 Vocabulary and Comprehension Tests
	Conclusions			
	Infer/Predict	Students will use an event map to take notes		
	Cause and Effect	<a href="https://www.dailyteachingtools.com/language-arts-graphic-organizers.html#11">https://www.dailyteachingtools.com/language-arts-graphic-organizers.html#11</a>		
	Twenty-First Century Themes and Skills include:		Unit 1: Lesson 14 Anchor Text: “The Big Race” (Genre: Fantasy)	<b>Formative Assessment:</b>
	<ul style="list-style-type: none"> <li>• The Four C’s</li> <li>• Civic Literacy</li> </ul>		Paired Selection: “Rules and Laws” (Genre: Informational Text) <b>(6.1.4.A.1)</b>	<ul style="list-style-type: none"> <li>• Lesson 14 Cold Reads</li> <li>• Running Records</li> <li>• Anecdotal Notes</li> <li>• Unit Progress Monitoring Assessments</li> </ul>
	<b>Objectives</b>	Vocabulary: Shades of Meaning Students will work in small groups to determine shades of meaning <b>(CRP4)</b>	<b>Companion Texts:</b> “Why Do We Need Rules?” (Genre: Informational Text) <b>(6.1.4.A.1)</b> <a href="https://www.readworks.org/article/Why-Do-We-Need-Rules/39180fc3-9d95-44e7-b220-9383a0634130#!articleTab:content/">https://www.readworks.org/article/Why-Do-We-Need-Rules/39180fc3-9d95-44e7-b220-9383a0634130#!articleTab:content/</a>	<b>Alternative Assessments</b> Students will role play speaking skills
	Students will use text evidence and prior knowledge to draw conclusions about a story.	Speaking and Listening: Speaking About a Topic Students will practice speaking skills with a partner. <b>(CRP4)</b>		Students will respond to oral questioning and retell the events from the teacher read aloud.
	Infer and predict while reading a story to aid comprehension.	Grammar: Verbs and Time <b>(CRP4)</b> Students will work with a partner to practice writing past and present tense verbs. <a href="https://www.education.com/worksheet/article/past-present-tense/">https://www.education.com/worksheet/article/past-present-tense/</a>	“Driving with Furry Friends Can be Dangerous” (Genre: Informational Text) <a href="https://newsela.com/read/el-em-driving-with-fido/id/39205/">https://newsela.com/read/el-em-driving-with-fido/id/39205/</a>	Students will present their informative report to the class.
	Students will use notes to engage effectively in collaborative conversation.			Students will debate the importance and purpose of rules and laws.

Writing: Informative:  
Report (9.2.4.A.4,  
6.1.4.A.1, CRP6, CRP11,  
8.1.2.A.2)

*Scholastic Magazine*

Students will  
independently write an  
informative report about  
why we have rules using  
word processing software

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

**RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.**

**RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).**

### Topics

Compare and Contrast

Monitor/Clarify

Text and Graphic Features

Twenty-First Century Themes and Skills include:

- The Four C's
- Environmental Awareness
- Global Awareness

### Objectives

Students will compare and contrast to understand a selection better.

Students will monitor and clarify while reading a selection to aid comprehension.

Students will use drawings while sharing information in collaborative conversation.

Teacher Read Aloud:  
“The Dancing Wolves”  
Students will use a think aloud worksheet.  
<http://snippetsbysarah.blogspot.com/2012/11/think-alouds-with-freebie.html>

Vocabulary: Suffixes *-er*, *-est*  
Students will work independently to practice writing words with different endings

Speaking and Listening:  
Ask and Answer Questions: Using Information from Media  
Students will ask questions about how they gain information from media and their peers will help answer them using chart paper (CRP4)

Grammar: The Verb “be”

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

Unit 1: Lesson 15  
Anchor Text: “Animal Groups” (Genre: Informational Text)

Paired Selection: “Animal Picnic” (Genre: Play)

**Companion Texts:**  
“Desert Life” (Genre: Informational Text)  
<https://www.timeforkids.com/k1/desert/>

“Animals of the Arctic” (Genre: Informational Text)  
<https://www.readworks.org/article/Animals-of-the-Arctic/cc4f8230-4650-42c0-ba5b-c2c8bf3dc9ab#!articleTab:content/>

**Summative Assessment:**  
Lesson 15 Vocabulary and Comprehension Tests

**Formative Assessment:**

- Lesson 15 Cold Reads
- Running Records
- Anecdotal Notes
- Unit Progress Monitoring Assessments

**Alternative Assessments**  
Students will share their Think Aloud responses with a partner.

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

Students will present their informative report to the class.

Students will play verb bingo using forms of the verb “to be.”  
<http://thebingomaker.com/index.php/bingo-cards/grammar-bingo-cards/action-verbs-bingo-cards.html>

*Scholastic Magazine*

Writing: Informative: Report  
**(1-LS3, CRP6, CRP11, 8.1.2.A.2)**  
 Students will independently write an informative report about what animals must do in order to survive using word processing software

**W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.**

**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.**

### Topics

Writing Reviews

Twenty-First Century Themes and Skills include:

- The Four C’s

### Objectives

Students will be able to write a persuasive review.

Students will complete prewriting graphic organizer in preparation for writing.  
<https://www.education.com/worksheet/article/give-me-five/>  
 Students will independently write a persuasive review of a chosen topic using word processing software  
**(8.1.2.A.2, CRP6, CRP11)**

Reading and Writing Project  
*Firsthand*, Heinemann, 2013, Writing Reviews, Grade 1, Unit 3

Bend II: Writing Persuasive Reviews, Lessons 8 to 13

**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 using writing checklists.

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

<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 syllable must have a vowel sound to determine the number of syllables in a printed word.</b></p> <p><b>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <p><b>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</b></p> <p><b>L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><b>L.1.2. Demonstrate command of the conventions of standard English capitalization,</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 learn new phoneme/rules via a multi-sensory approach.</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 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></p> <p>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> <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>
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punctuation, and spelling when writing.

**L1.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

**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**

- Include folktales from the students’ home country
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label classroom materials
- Word walls
- Give

**Special Education**

- Utilize modifications & accommodations delineated in the student’s IEP
- Work with paraprofessional
- Use multi-sensory teaching approaches that provide

**At-Risk**

- Provide lower level text
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.

**Gifted and Talented**

- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content

directions/instructions verbally and in simple written format.	<p>helpful visual, auditory, and tactile reinforcement of ideas.</p> <ul style="list-style-type: none"> <li>● Work with a partner</li> <li>● Give directions/instructions verbally and in simple written format.</li> </ul>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> </ul>
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**Integration of 21<sup>st</sup> 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:**

1-LS3 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

**Social Studies:**

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

**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.