

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 6: What a Surprise!

Overview: During this unit, students will explore anchor and paired texts around the theme of “What a Surprise.!” Throughout the unit students will experience literature regarding how animals live and grow, and about people from the past. 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:

Animals take on new traits as they grow.

Fairy Tales provide us with valuable life lessons.

We can learn a great deal from people from the past.

Essential Questions:

How do some animals change as they grow?

How can you learn about animals that lived long ago?

What can you learn from reading a fairy tale?

What good things happen when people work together?

Why might a person from long ago still be important today?

Standards	Topics and Objectives	Activities	Resources	Assessments
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.	Topics	Teacher Read Aloud: “Diego’s Double Surprise” Students will complete a main ideas worksheet for the read aloud story. https://www.education.com/worksheet/article/reading-comprehension-main-idea/	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017 Unit 6 – Lesson 26 Anchor Text: “The Mysterious Tadpole”	Benchmark Assessment: • Exact Path
	Story Structure			
	Infer/Predict			
RI.2.3. Describe the connection between a series of historical events, scientific ideas or	Conclusions			Summative Assessment: Lesson 26 Vocabulary and Comprehension Tests
	Twenty-First Century Themes and Skills include:	Vocabulary: Oral Vocabulary Multiple-Meaning Words (CRP4)	Genre: Fantasy	Formative Assessment: • Lesson 26 Cold Reads • Running Records
	• The Four C’s • Environmental Awareness			

<p>concepts, or steps in technical procedures in a text.</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>Objectives</p> <p>Students will identify settings, characters, and plot in a story.</p> <p>Students will use text clues to figure out what the author means or what might happen next.</p> <p>Students will access prior knowledge to exchange information about a topic.</p>	<p>Students will work with a partner to share vocabulary words and definitions orally.</p> <p>Speaking and Listening: Cooperative Storytelling (CRP4, CRP6, CRP11) Students will work in small groups to create a tell a story.</p> <p>Grammar: Contractions Students will work individually to practice identifying contractions. https://www.education.com/worksheet/article/match-the-contractions/</p> <p>Opinion Writing: Response Poem (2-LS4-1, 8.1.2.A.2, CRP11) Using word processing software, students will write a poem about frogs</p>	<p>Paired Selection: “From Eggs to Frogs”</p> <p>Genre: Informational Text</p> <p>Companion Text: “Caught on Camera: The Alpine Frog” (Genre: Informational Text) https://newsela.com/read/elementary-ice-frog/id/34964/</p> <p><i>Scholastic Magazine</i></p>	<ul style="list-style-type: none"> • Anecdotal Notes • Unit Progress Monitoring Assessments <p>Alternative Assessments: Students will share their read aloud worksheet ideas.</p> <p>Students will share their cooperative stories with the class.</p> <p>Students will write and share their frog poems</p>
<p>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.</p> <p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.7. Identify the main purpose of a text, including</p>	<p>Topics</p> <p>Fact and Opinion</p> <p>Question</p> <p>Author’s Purpose</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C’s • Environmental Literacy • Global Awareness 	<p>Teacher Read Aloud: “Epperson’s Icicle” Students will complete a main ideas worksheet for the read aloud story. https://www.education.com/worksheet/article/reading-comprehension-main-idea/</p> <p>Vocabulary: Oral Vocabulary Shades of Meaning (CRP4)</p>	<p>Texts: Journeys English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 6 – Lesson 27 Anchor Text: “The Dog That Dug for Dinosaurs”</p> <p>Genre: Biography</p> <p>Paired Selection: “La Brea Tar Pits”</p>	<p>Summative Assessment: Lesson 27 Vocabulary and Comprehension Tests</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Lesson 27 Cold Reads • Running Records • Anecdotal Notes • Unit Progress Monitoring Assessments

<p>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>	<p>Objectives</p> <p>Students will identify statements as fact or opinion.</p> <p>Students will ask questions about text before, during, and after reading.</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: Research Question (CRP4, CRP6, CRP11)</p> <p>Students will work with a partner to create and share research questions.</p> <p>Grammar: What Is an Adverb?</p> <p>Students will work individually to practice identifying adverbs.</p> <p>https://www.education.com/worksheet/article/spot-the-adverb/</p> <p>Opinion Writing: Paragraph (8.1.2.A.2, CRP11)</p> <p>Using word processing software, students will write an opinion paragraph on one reading passage</p>	<p>Genre: Informational Text</p> <p>Companion Text:</p> <p>“Tine Dinosaur Discovered” (Genre: Informational Text)</p> <p>https://www.readworks.org/article/Tiny-Dinosaur-Discovered!/d243eb2a-396e-42ff-8213-f7942b287259#!articleTab:content/</p> <p>“Dinosaur Discovery” (Genre: Informational Text)</p> <p>https://www.readworks.org/article/Dinosaur-Discovery/15783a31-6bf3-42d4-bde7-27e8f4eb8bdd#!articleTab:content/</p> <p><i>Scholastic Magazine</i></p>	<p>Alternative Assessments:</p> <p>Students will share their read aloud worksheet ideas.</p> <p>Students will share their research questions with the class.</p> <p>Students will write and share their opinion paragraphs.</p>
<p>RL.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.</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>Topics</p> <p>Sequence of Events</p> <p>Analyze/Evaluate</p> <p>Compare and Contrast</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> The Four C’s <p>Objectives</p>	<p>Teacher Read Aloud: “Cinderella Stories”</p> <p>Students will complete a main ideas worksheet for the read aloud story.</p> <p>https://www.education.com/worksheet/article/reading-comprehension-main-idea/</p> <p>Vocabulary: Oral Vocabulary</p> <p>Classify/Categorize (CRP4)</p> <p>Students will work with a partner to classify and</p>	<p>Texts:</p> <p><i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 6 – Lesson 28</p> <p>Anchor Text: “Yeh-Shen”</p> <p>Genre: Fairytale</p> <p>Paired Selection: “Cinderella”</p> <p>Genre: Fairytale</p>	<p>Summative Assessment:</p> <p>Lesson 28 Vocabulary and Comprehension Tests</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> Lesson 28 Cold Reads Running Records Anecdotal Notes Unit Progress Monitoring Assessments

<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>Students will identify the order of events in a story.</p> <p>Students will recount what happened in a story in order.</p> <p>Students will use knowledge of characters and events to analyze and evaluate a text.</p> <p>Students will access prior knowledge to exchange information about a topic.</p>	<p>categorize vocabulary words by part of speech orally.</p> <p>Speaking and Listening: Retelling a Story (CRP4, CRP6, CRP11)</p> <p>Students will work with a partner to retell the read aloud story.</p> <p>Grammar: Possessive Nouns (8.1.2.A.4)</p> <p>Students will play a game to practice creating possessive nouns using apostrophes https://www.education.com/game/possessive-apostrophe-quiz/</p> <p>Writing: Opinion: Response Paragraph (8.1.2.A.2, CRP11)</p> <p>Using word processing software, students will write an opinion paragraph on one reading passage</p>	<p>Video:</p> <p>“Opinion Writing for Kids: Choosing a Topic” https://www.youtube.com/watch?v=qv4rHG6rrr8&t=6s</p> <p>“The Story of Ashputtle” https://www.youtube.com/watch?v=L7e5HEkUXiY</p>	<p>Alternative Assessments:</p> <p>Students will share their read aloud worksheet ideas.</p> <p>Students will write and share their response paragraphs.</p>
<p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</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>Topics</p> <p>Understanding Characters</p> <p>Summarize</p> <p>Point of View</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C’s • Global Awareness 	<p>Teacher Read Aloud: “A Lesson in Happiness”</p> <p>Students will complete a main ideas worksheet for the read aloud story. https://www.education.com/worksheet/article/reading-comprehension-main-idea/</p> <p>Vocabulary: Oral Vocabulary Antonyms (CRP4)</p>	<p>Texts:</p> <p><i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 6 – Lesson 29</p> <p>Anchor Text: “Two of Everything”</p> <p>Genre: Folktale</p> <p>Paired Selection: “Stone Soup”</p>	<p>Summative Assessment:</p> <p>Lesson 29 Vocabulary and Comprehension Tests</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Lesson 29 Cold Reads • Running Records • Anecdotal Notes • Unit Progress Monitoring Assessments

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.

Objectives

Students will identify characters' feelings and traits based on their actions, words, and relationships.

Students will summarize for understanding during reading.

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

Students will work with a partner to create antonyms orally for vocabulary words.

Speaking and Listening: Share an Experience (**CRP4, CRP6, CRP11**)

Students will orally share an experience with a small group.

Grammar: Possessive Pronouns (**8.1.2.A.4**)

Students will play a game to practice creating possessive pronouns
<https://www.education.com/game/sentence-builder-pronouns/>

Opinion Writing: Response Essay (**8.1.2.A.2, CRP11**)
Using word processing software, students will write an essay that responds to one reading passage.

Genre: Traditional Tale

Companion Text:

“Why the Sky Is Far Away”
(Genre: Folktale)
https://www.commonlit.org/en/texts/why-the-sky-is-far-away?search_id=4104418

Scholastic Magazine

Alternative Assessments:

Students will share their read aloud worksheet ideas.

Students will peer review each other's essays using a rubric.

Students will write and share their response essays.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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

Topics

Compare and Contrast

Visualize

Using Context

Twenty-First Century Themes and Skills include:

- The Four C's
- Global Awareness

Teacher Read Aloud: “Steve Jobs: Inventor”

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 Roots Words (**CRP4**)

Texts:

Journeys English Language Arts Program, Houghton Mifflin Harcourt, 2017

Unit 6 – Lesson 30
Anchor Text: “Now & Ben”

Genre: Informational Text

Paired Selection: “A Model Citizen”

Summative Assessment:

Lesson 30 Vocabulary and Comprehension Tests

Formative Assessment:

- Lesson 30 Cold Reads
- Running Records
- Anecdotal Notes
- Unit Progress Monitoring Assessments

<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>• Financial Literacy</p> <p>Objectives</p> <p>Students will compare and contrast text details.</p> <p>Students will visualize text details using their imagination.</p> <p>Students will access prior knowledge to exchange information about a topic.</p>	<p>Students will work with a partner to share orally identify root words.</p> <p>Speaking and Listening: Presentations (6.1.4.D.12, 9.2.4.A.4, CRP6, CRP11)</p> <p>Students will create a presentation on a famous American in history</p> <p>Grammar: Choose Between Adjectives and Adverbs (8.1.2.A.4)</p> <p>Students will play a game to practice differentiating between adjectives and adverbs https://www.education.com/game/adjective-adverb-sentence-builder/</p> <p>Opinion Writing: Response Essay (6.1.4.D.12, 8.1.2.A.2, CRP11)</p> <p>Using word processing software, students will write an essay that responds to one reading passage and explains how that person affected America</p>	<p>Genre: Informational Text</p> <p>Companion Text: “Journalist Ida B. Wells Wrote Articles to Help African-Americans, Women” (Genre: Informational)</p> <p>“Great Americans” (Genre: Informational) https://www.readworks.org/article/Great-Americans/8df8b158-63d0-4022-b7d9-5c8fac2e089a#!articleTab:content/</p> <p><i>Scholastic Magazine</i></p>	<p>Alternative Assessments:</p> <p>Students will share their read aloud worksheet ideas.</p> <p>Students will present oral presentations on famous Americans.</p> <p>Students will discuss why it is important to learn presentation skills at a young age.</p> <p>Students will peer review each other’s essays using a rubric.</p> <p>Students will write and share their response essays.</p>
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Topics</p> <p>Language – Orton-Gillingham</p> <p>Objectives</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"> 1. Three-Part Drill 2. Teaching a New Concept 	<p>Pre-Assessment, Formative Assessment and Summative Assessment:</p>

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.	Students will review phonetics concepts.	3. Decoding and Learning Centers	Instructors will implement three levels of assessments to evaluate students: <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 learn new phoneme/rules via a multi-sensory approach.	4. Red Words	
	Students will decode multi-syllabic words.	5. Comprehension	
	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/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Shorten assignments to 	<ul style="list-style-type: none"> • Utilize modifications & 	<ul style="list-style-type: none"> • Using visual 	<ul style="list-style-type: none"> • Curriculum compacting

<p>focus on mastery of key concepts.</p> <ul style="list-style-type: none"> • 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>accommodations delineated in the student's IEP</p> <ul style="list-style-type: none"> • 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>demonstrations, illustrations, and models</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

9.2.4.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.

Social Studies:

6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

Integration of Technology Standards NJSL 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.