

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

English Language Arts Grades 1

Unit 4: Exploring Together

Overview: During this unit, students will consider different ways that people explore, including space travel and transportation. Students will also think about the past and what we can learn about people of different eras. Students will also hone their ability to write reviews and fictional literature.

Time Frame: 6 Weeks

Enduring Understandings:

Space exploration

Forms of transportation

Food production

Learning from history

Essential Questions:

What do astronauts do?

What are some different ways to travel?

What do farmers need to grow food?

Why is it important to learn about people from the past?

How can you help a friend who feels sad?

Standards	Topics and Objectives	Activities	Resources	Assessments
RF.1.4. Read with sufficient accuracy and fluency to support comprehension. RI.1.2. Identify the main topic and retell key details of a text. RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. SL.1.1. Participate in collaborative conversations	Topics Main Idea and Details Question Author's Purpose Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> The Four C's Global Awareness 	Teacher Read Aloud: "One Giant Leap" Students will use a think aloud worksheet.)(1-ESS1-1) http://snippetsbysarah.blogspot.com/2012/11/think-alouds-with-freebie.html Vocabulary: Suffixes -y, -ful Students will work independently to practice writing words with different suffixes	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017 Unit 1: Lesson 16 Anchor Text: "Let's Go to the Moon!" (Genre: Informational Text)(1-ESS1-1) Paired Selection: "Mae Jemison" (Genre: Biography) Companion Texts:	Unit Benchmark Assessment: <ul style="list-style-type: none"> Exact Path Summative Assessment: Lesson 16 Vocabulary and Comprehension Tests Formative Assessment: <ul style="list-style-type: none"> Lesson 16 Cold Reads Running Records Anecdotal Notes

<p>with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>Students will identify the main idea and details about a topic.</p> <p>Students ask questions while reading a selection and look for text evidence to answer them.</p> <p>Students will engage effectively in collaborative conversation.</p>	<p>Speaking and Listening: Using Text Features (CRP4)</p> <p>Students will work with a partner to practice using text features https://www.education.com/lesson-plan/whats-in-a-text-feature/</p> <p>Grammar: Questions (CRP4)</p> <p>Students will work with a partner to practice writing effective questions and answers</p> <p>Writing: Narrative: Sentences About Yourself</p> <p>Students will work individually to practice writing narrative sentences https://www.education.com/worksheet/article/write-fun-activities/</p>	<p>“A Day in the Life” (Genre: Biography) https://www.timeforkids.com/k1/day-in-the-life/</p> <p>“Enter New Worlds: Feel Like an Astronaut” (Genre: Informational Text) https://newsela.com/read/element-space-virtual-reality/id/43760/ (1-ESS1-1)</p> <p><i>Scholastic Magazine</i></p>	<ul style="list-style-type: none"> Unit Progress Monitoring Assessments <p>Alternative Assessments:</p> <p>Students will share their narrative sentences.</p> <p>Students will role play asking and answering questions effectively.</p> <p>Students will create a poster demonstrating text features.</p> <p>Students will respond to oral questioning and retell the events from the teacher read aloud.</p>
<p>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.</p> <p>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.</p>	<p>Topics</p> <p>Writing Reviews</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> The Four C’s <p>Objectives</p> <p>Students will be able to write a book review.</p>	<p>Students will complete a graphic organizer for a book review. https://freeology.com/wp-content/files/bookreview.pdf</p> <p>Students will write a book review using word processing software. (8.1.2.A.2, CRP6, CRP11)</p>	<p>Texts:</p> <p>Reading and Writing Project <i>Firsthand</i>, Heinemann, 2013, Writing Reviews, Grade 1, Unit 3</p> <p>Bend III: Writing Persuasive Book Reviews, Lessons 14 to 18</p> <p>Video:</p> <p>“How to Write a Book Review”</p>	<p>Formative Assessment:</p> <p>Instructors will identify student’s baseline strengths and areas of need using on-demand writing assessments.</p> <p>Summative Assessment:</p> <p>Instructors and students will evaluate progress toward writing narrative essays.</p>

<https://www.youtube.com/watch?v=Xfm3lhVCQQ>

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.

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

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

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

Topics	Teacher Read Aloud: "The Rainy Trip"	Texts:	Summative Assessment:
Compare and Contrast	Students will use a think aloud worksheet. http://snippetsbysarah.blogspot.com/2012/11/think-alouds-with-freebie.html	<i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	Lesson 17 Vocabulary and Comprehension Tests
Visualize		Unit 1: Lesson 17	
Dialogue		Anchor Text: "The Big Trip" (Genre: Fantasy)	Formative Assessment:
Twenty-First Century Themes and Skills include:	Vocabulary: Defining Words (CRP4)	Paired Selection: "Lewis and Clark's Big Trip" (Genre: Informational Text)	<ul style="list-style-type: none"> Lesson 17 Cold Reads Running Records Anecdotal Notes
<ul style="list-style-type: none"> The Four C's Global Awareness 	Students will work with a partner to define vocabulary words		

<p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>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.</p>	<p>Objectives</p> <p>Students will compare and contrast characters in a story.</p> <p>Students will visualize while reading a story.</p> <p>Students will contribute to a discussion by sharing ideas for a K-W chart.</p>	<p>Speaking and Listening: Speaking to Persuade (6.1.4.D.12) Students will write a brief oral report about how travel has influenced America</p> <p>Grammar: Compound Sentences Students will practice writing compound sentences.</p> <p>Writing: Narrative: Sentences About Yourself Students will work individually to practice writing narrative sentences https://www.education.com/worksheet/article/write-fun-activities/</p>	<p>Companion Texts: “Deep Ocean Explorers” (Genre: Informational Text) https://www.readworks.org/article/Deep-Ocean-Explorers/c4b651fe-4860-457d-ba90-24186576b313#!articleTab:content/</p> <p>“Lots of Interesting Animals Travel for Food, Nesting and Even Sunlight” (Genre: Informational Text) https://newsela.com/read/element-world-amazing-migrations/id/29761/</p> <p><i>Scholastic Magazine</i></p>	<ul style="list-style-type: none"> Unit Progress Monitoring Assessments <p>Alternative Assessments: Students will share their narrative sentences.</p> <p>Students will present their oral reports.</p> <p>Students will respond to oral questioning and retell the events from the teacher read aloud</p> <p>Students will create a KWL chart on compound sentences.</p>
	<p>Topics</p> <p>Author’s Purpose</p> <p>Summarize</p> <p>Conclusions</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> The Four C’s Global Awareness Financial Literacy <p>Objectives</p>	<p>Teacher Read Aloud: “The Three Wishes” Students will use an event map to take notes https://www.dailyteachingtools.com/language-arts-graphic-organizers.html#11</p> <p>Vocabulary: Multiple-Meaning Words (CRP4) Students will work in pairs to define multiple meaning words.</p>	<p>Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 1: Lesson 18 Anchor Text: “Where Does Food Come From?” (Genre: Informational Text)</p> <p>Paired Selection: Jack and the Beanstalk (Genre: Fairy Tale)</p> <p>Companion Texts:</p>	<p>Summative Assessment: Lesson 18 Vocabulary and Comprehension Tests</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> Lesson 18 Cold Reads Running Records Anecdotal Notes Unit Progress Monitoring Assessments

choosing flexibly from an array of strategies.

Students will identify an author's purpose.

Students will identify the reasons an author gives to support points in the selection.

Students will use writing to share information in collaborative conversation.

Speaking and Listening:
Using Visuals
(6.1.4.D.12)

Students will create a visual for their brief oral report about how travel has influenced America

Grammar: Names of Months, Days, and Holidays
Students will work individual to practice writing names of months, days, and holidays
<https://www.education.com/worksheet/article/learn-months-year/>

Writing: Narrative:
Friendly Letter (9.2.4.A.2, 8.1.2.A.2, 6.1.4.B.4, CRP6, CRP11)
Students will write a letter to a local farmer asking questions about his role in the community using word processing software.

"A Day at the Pumpkin Farm" (Genre: Informational Fiction)
<https://www.readworks.org/article/A-Day-at-the-Pumpkin-Farm/86ec8555-7ea7-4f58-809f-0570ab6bb2e2#!articleTab:content/>

"Do What You Can" (Genre: Fiction)
https://www.commonlit.org/en/texts/do-what-you-can?search_id=3760447

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Alternative Assessments:

Students will present their oral reports with visuals.

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

Students will share their letters.

Students will discuss why it is important to learn how to write a letter.

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.

Topics

Writing Fiction

Twenty-First Century Themes and Skills include:

- The Four C's

Objectives

Students will complete a graphic organizer for writing a realistic fiction piece.
<https://www.education.com/worksheet/article/realistic-writing/>

Students will write a realistic fiction piece based on the role of

Texts:
Reading and Writing Project *Firsthand*, Heinemann, 2013, Writing Reviews, Grade 1, Unit 4

Bend I: Fiction Writers Set Out to Write Realistic Fiction! Lessons 1 to 5

Videos:

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

Students will be able to write realistic fiction.	farmers in the community. (8.1.2.A.2, CRP6, CRP11, 9.2.4.A.2)	“Realistic Fiction Writing for Kids: What Is It?” https://www.youtube.com/watch?v=HZuvk-leHgM “Realistic Fiction Writing for Kids: Writing a Draft” https://www.youtube.com/watch?v=S2kngvOOv1Y	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 share their final writing products with the class.				
RF.1.4. Read with sufficient accuracy and fluency to support comprehension.	Topics	Teacher Read Aloud: “Christina’s Work”	Texts:	Summative Assessment:
RI.1.1. Ask and answer questions about key details in a text.	Sequence of Events	Students will use a graphic organizer to demonstrate sequence of events.	<i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	Lesson 19 Vocabulary and Comprehension Tests
RI.1.4. Ask and answer questions to help determine	Monitor/Clarify		Unit 1: Lesson 19	Formative Assessment:
	Twenty-First Century Themes and Skills include:	Vocabulary: Synonyms (CRP4)	Anchor Text: “Tomas Rivera” 6.1.4.D.12 (Genre: Biography)	• Lesson 19 Cold Reads
	• The Four C’s	Give half of your students a big card with a		• Running Records
	• Global Awareness			

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.

RI.1.4. Ask and answer questions to help determine

or clarify the meaning of words and phrases in a text.

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

Objectives

Students will identify a sequence of events.

Students will monitor understanding of a selection while reading and use of various strategies to clarify text to aid comprehension.

Students will use notes to engage effectively in collaborative conversations.

vocabulary word, and the other half a big card with a synonym for each vocabulary word. Tell them that they need to find their synonym Tape their syllable cards on their chest and on your signal, have them go around the room to look for their pairs.

Speaking and Listening:
Report About a Famous American
(6.1.4.D.14)(6.1.4.D.12)
Students will write a report about a famous American, focusing on the effects the person had on America.

Grammar: Future Tense
(CRP6)
Students will practice using future tense verbs by writing about themselves
<https://www.education.com/worksheet/article/plan-for-the-future/>

Writing: Narrative:
Personal Narrative
(8.1.2.A.2, CRP6, CRP11, 9.2.4.A.2)
Students will write a personal narrative that focuses on their role in the

Paired Selection: “Life Then and Now” (Genre: Informational Text)

Companion Texts:
“Meet Rosa Parks” (Genre: Biography)(**6.1.4.D.12**)
<https://www.readworks.org/article/Meet-Rosa-Parks/f79794b9-dd04-4adf-8dc8-5aa3b79ca270#!articleTab:content/>

“Franklin D. Roosevelt” (Genre: Biography)
(6.1.4.D.12)
<https://www.readworks.org/article/Franklin-D-Roosevelt/d9eb8c89-180e-4620-a637-b52520de75cf#!articleTab:content/>

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- Anecdotal Notes
- Unit Progress Monitoring Assessments

Alternative Assessments:

Students will share their vocabulary words and synonyms.

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

Student will write a report about a famous American.

Students will share their reports with the class.

Students will read loud their personal narratives.

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.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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.

Topics	Texts:	Summative Assessment:
Cause and Effect	Teacher Read Aloud: "Chicken Little"	Lesson 20 Vocabulary and Comprehension Tests
Infer/Predict	Students will complete a graphic organizer showing the cause and effect of events in the story.	
Twenty-First Century Themes and Skills include:	Vocabulary: Compound Words (CRP4)	Unit 1: Lesson 20
<ul style="list-style-type: none"> The Four C's 	Students will do a compound word scavenger hunt. Each student one half a compound word. They must go around the room looking for the other half.	Anchor Text: "Little Rabbit's Tale" (Genre: Folktale)
Objectives	Companion Texts:	Formative Assessment:
Students will identify causes and effects.	"The Sheep and the Pig" (Genre: Fable)	<ul style="list-style-type: none"> Lesson 20 Cold Reads
Students will make inferences and predict outcomes based on text evidence in a selection.	Use Sensory Words and Words About Feelings (CRP4)	<ul style="list-style-type: none"> Running Records
Students will use drawings while sharing information in collaborative conversation.	Students will work with a partner to create a word chart for sensory words that apply to a specific feeling.	<ul style="list-style-type: none"> Anecdotal Notes
	Speaking and Listening: Grammar: Prepositions and Prepositional Phrases	<ul style="list-style-type: none"> Unit Progress Monitoring Assessments
	Students will work in small groups to practice using prepositions (CRP4)	Alternative Assessments:
	https://www.education.com/worksheet/article/practice-with-prepositional-phrases/	Students will share their compound words.
		Students will respond to oral questioning and retell the events from the teacher read aloud
		Student will present their sensory word charts.
		Students will write and then read aloud personal narratives.

		<p>Writing: Narrative: Personal Narrative (8.1.2.A.2, CRP6, CRP11) Students will write a personal narrative that incorporates cause and effect, using word processing software.</p>		
<p>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>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.</p> <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Topics</p> <p>Language – Orton-Gillingham</p> <p>Objectives</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"> 1. Three-Part Drill 2. Teaching a New Concept 3. Decoding and Learning Centers 4. Red Words 5. Comprehension 	<p>Pre-Assessment, Formative Assessment and Summative Assessment:</p> <p>Instructors will implement three levels of assessments to evaluate students:</p> <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

L1.2. Demonstrate command of the conventions of standard English capitalization, 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/

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">● Give directions/instructions verbally and in simple written format.● Teacher modeling● Peer modeling	<ul style="list-style-type: none">● Utilize modifications & accommodations delineated in the student’s IEP● Work with paraprofessional	<ul style="list-style-type: none">● Peer Support● Increase one on one time● Teachers may modify instructions by modeling what the student is expected to do	<ul style="list-style-type: none">● Curriculum compacting● Inquiry-based instruction● Independent study● Higher order thinking skills● Adjusting the pace of

<ul style="list-style-type: none"> ● Develop and post routines ● Label classroom materials ● Word walls 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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. ● Oral prompts can be given. ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. 	<p>lessons</p> <ul style="list-style-type: none"> ● Interest based content ● Real world scenarios ● Student Driven Instruction
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Integration of 21st Century Standards NJSL 9:

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.

Interdisciplinary Connections:

Social Studies:

6.1.4.D.14 Trace how the American identity evolved over time

6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

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.

Science:

1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.

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.

