

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	Meet the Challenge	6
2	Wild Encounters	6
3	Revolution!	6
4	The Power of Storytelling	6
5	Under Western Skies	6
6	Journey to Discovery	6

English Language Arts Grade 5

Unit 1: Meet the Challenge

Overview: During this unit, students will explore anchor and paired texts around the theme of “Meet the Challenge.” Throughout the unit students will experience literature related to establishing and meeting challenges. Additionally, students will write and revise narrative essays and will continue to hone their ability to read, write and spell correctly via the Orton-Gillingham program. Lastly, students will prepare for PARCC’s Narrative Reading and Writing Tasks.

Time Frame: 6 Weeks

Enduring Understandings:

Experiments allow people to test new ideas.

Visual arts and drama enriches a text by adding further dimensions.

Overcoming a challenge strengthens a person’s belief in themselves.

Essential Questions:

How can an experiment clarify an idea?

How can art and performance help people understand a text?

Why is determination a good quality for a politician to have?

How can being active in sports improve someone’s attitude?

How can overcoming a challenge change someone’s life?

Standards	Topics and Objectives	Activities	Resources	Assessments
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described. W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of	Topics Story Structure Summarize Irony Point of View Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> The Four C’s Civic Literacy 	Teacher Read Aloud: “Ode to Lunch” Students will use a theme, cause, and effect worksheet to take notes on the read aloud. https://www.education.com/worksheet/article/theme-cause-and-effect-reading-log/ Vocabulary: Using Context (CRP4)	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017 Unit 1 – Lesson 1 Anchor Text: “A Package for Mrs. Jewls” from <i>Wayside School Is Falling Down</i> Genre: Humorous Fiction Paired Selection: “Questioning Gravity”	Benchmark Assessment: <ul style="list-style-type: none"> Common Formative Assessment Exact Path Summative Assessments: Lesson 1 Vocabulary and Comprehension Tests Formative Assessment: <ul style="list-style-type: none"> Lesson 1 Cold Reads

<p>different perspectives of a topic.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Objectives</p> <p>Students will explain how a story's elements fit together to provide its structure.</p> <p>Students will summarize a story's most important events.</p> <p>Students will engage effectively in collaborative discussion.</p>	<p>Students will work in small groups to define vocabulary words using context clues. https://www.education.com/worksheet/article/context-clues-table/</p> <p>Speaking and Listening: Research and Media Literacy: Conduct Research to Solve a Problem (9.2.8.B.3, CRP7, CRP8, CRP11, 6.1.8.C.4.c)</p> <p>Students will use the Internet to research how a common invention helps solve problems.</p> <p>Grammar: Complete Sentences Students will practice writing complete sentences.</p> <p>Writing: Short Story (9.2.8.B.3, 8.1.5.A.2, CRP4, CRP6, CRP11) Using word processing software, students will write a short story on a self-chosen topic.</p>	<p>Genre: Readers' Theater</p> <p>Companion Texts: "The Emperor's New Clothes" (Genre: Fable) https://www.commonlit.org/extended/the-emperor-s-new-clothes?search_id=4301386</p> <p><i>Scholastic Magazine</i></p>	<ul style="list-style-type: none"> Running Records Anecdotal Notes Unit Progress Monitoring Assessments <p>Alternative Assessments: Students will share their read aloud notes with a peer.</p> <p>Students will peer review their sentences for correctness.</p> <p>Students will use a writer's checklist to self-edit their short stories.</p> <p>Students will illustrate and share their short stories.</p>
	<p>Topics</p> <p>Narrative Writing</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> The Four C's 	<p>Students will begin to write narratives by considering other authors' work, by setting goals, and by using factual details to construct a fictitious story. (9.2.8.B.3, 8.1.5.A.2, CRP4, CRP6, CRP11)</p>	<p>Text: Reading and Writing Project <i>Firsthand</i>, 2013 Narrative Craft, Grade 5, Unit 1</p> <p>Bend I: <i>Generating Personal Narratives</i>, Lessons 1 to 5</p> <p>Companion Texts: "Brothers" (Genre: Narrative) https://www.readworks.org/article/Brothers/efbbc02d-9591-</p>	<p>Formative Assessment: Instructors will identify student's baseline strengths and areas of need using on-demand writing assessments.</p> <p>Summative Assessment: Instructors and students will evaluate progress toward writing narratives using writing checklists.</p>
<p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>Objectives</p> <p>Students will employ different methods to construct narratives.</p>			

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

W.5.4. Produce clear and coherent writing in which the

			4529-8681-86d1d0c0a99f#!articleTab:content/ “Magic in the Classroom” (Genre: Narrative) https://www.readworks.org/article/Magic-in-the-Classroom/df51456e-d2f0-4b82-9318-e63f6d5b6ca1#!articleTab:content/ <i>Scholastic Magazine</i>	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.
	Topics Theme Question Elements of Drama Characterization Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> The Four C’s 	Teacher Read Aloud: “The Iron Princess” Students will use a theme, cause, and effect worksheet to take notes on the read aloud. https://www.education.com/worksheet/article/theme-cause-and-effect-reading-log/ Vocabulary: Prefixes <i>non-</i> , <i>un-</i> , <i>dis-</i> , <i>mis-</i> (CRP4) Students will work in small groups to identify and define words that use these prefixes. Speaking and Listening: Present a Multimedia Story Adaptation (9.2.8.B.3, CRP11)	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017 Unit 1 – Lesson 2 Anchor Text: “A Royal Mystery” Genre: Play Paired Selection: “The Princess and the Pea” Genre: Fairytale Companion Text: “The Water of Life” (Genre: Fiction) https://www.commonlit.org/en/texts/the-water-of-life?search_id=4301897	Summative Assessment: Lesson 2 Vocabulary and Comprehension Tests Formative Assessment: <ul style="list-style-type: none"> Lesson 2 Cold Reads Running Records Anecdotal Notes Unit Progress Monitoring Assessments
	Objectives Students will determine the theme of a play from details in the text. Students will engage effectively in collaborative discussion.			Alternative Assessments: Students will share their read aloud notes with a peer. Students will peer review their sentences for correctness.

<p>development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Topics</p> <p>Compare and Contrast</p> <p>Infer/Predict</p> <p>Idioms</p> <p>Formal and Informal Language</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C’s • Civic Literacy <p>Objectives</p> <p>Students will compare and contrast characters in a story.</p>	<p>Students will use Prezi to create an adaptation of the read aloud story. www.prezi.com</p> <p>Grammar: Kinds of Sentences Students will practice identifying types of sentences. https://www.education.com/exercise/types-of-sentences/</p> <p>Writing: Description (9.2.8.B.3, 8.1.5.A.2, CRP4, CRP6, CRP11) Using word processing software, students will write a description of a self-chosen topic.</p> <p>Teacher Read Aloud: “Should We Let Politics Become Personal?” Students will use a theme, cause, and effect worksheet to take notes on the read aloud. https://www.education.com/worksheet/article/theme-cause-and-effect-reading-log/</p> <p>Vocabulary: Using Context (CRP4) Students will work in small groups to define vocabulary words using context clues. https://www.education.com/worksheet/article/context-clues-table/</p>	<p><i>Scholastic Magazine</i></p> <p>Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017</p> <p>Unit 1 – Lesson 3 Anchor Text: “Off and Running”</p> <p>Genre: Realistic Fiction</p> <p>Paired Selection: “Vote for Me!”</p> <p>Genre: Persuasive Text</p> <p>Companion Text: “Explaining the Ins and Outs of the Electoral College” (Genre: Opinion)</p>	<p>Students will use a writer’s checklist to self-edit their descriptions</p> <p>Students will present their multimedia story adaptations.</p> <p>Summative Assessment: Lesson 3 Vocabulary and Comprehension Tests</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Lesson 3 Cold Reads • Running Records • Anecdotal Notes • Unit Progress Monitoring Assessments <p>Alternative Assessments: Students will share their read aloud notes with a peer.</p>
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<p>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>Students will quote accurately when making inferences and predictions.</p> <p>Students will engage effectively in collaborative discussion.</p>	<p>Speaking and Listening: Participate in a Debate (9.2.8.B.3) Students will prepare for and engage in a mock debate about voting. https://www.education.com/activity/article/mock-debate/</p> <p>Grammar: Compound Sentences Students will practice writing compound sentences.</p> <p>Writing: Dialogue (9.2.8.B.3, 8.1.5.A.2, CRP4, CRP6, CRP11) Using word processing software, students will write a dialogue between two literary characters.</p>	<p>https://newsela.com/read/undersanding-electoral-college/id/20509/</p> <p><i>Scholastic Magazine</i></p>	<p>Students will peer review their sentences for correctness.</p> <p>Students will act out their dialogue.</p> <p>Students will role play a mock debate.</p>
<p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Topics</p> <p>Narrative Writing</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 write narrative stories and begin the process of revising by adding elaboration.</p>	<p>Students will write narrative stories and revise by developing story elements, by adding elaboration, and by focusing writing a strong conclusion. (9.2.8.B.3, 8.1.5.A.2, CRP4, CRP6, CRP11)</p>	<p>Texts: Reading and Writing Project <i>Firsthand</i>, 2013 Narrative Craft, Grade 5, Unit 1</p> <p>Bend II: <i>Moving Through the Writing Process: Rehearsing's, Drafting, Revision, and Editing</i>, Lessons 6 to 12</p>	<p>Formative Assessment: Instructors will identify student's baseline strengths and areas of need using on-demand writing assessments.</p> <p>Summative Assessment: Instructors and students will evaluate progress toward writing narratives using writing checklists.</p> <p>Instructors will use exemplar pieces of student writing at each grade level to evaluate developmental needs of students.</p> <p>Alternative Assessments</p>

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

				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.
	Topics	Teacher Read Aloud: "Learning the Ropes" Students will use a theme, cause, and effect worksheet to take notes on the read aloud. https://www.education.com/worksheet/article/theme-cause-and-effect-reading-log/	Texts: <i>Journeys</i> English Language Arts Program, Houghton Mifflin Harcourt, 2017	Summative Assessment: Lesson 4 Vocabulary and Comprehension Tests
	Sequence of Events			
	Monitor/Clarify			
	Rhythm		Unit 1 – Lesson 4 Anchor Text: "Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood"	Formative Assessment:
	Narrative Pacing			<ul style="list-style-type: none"> Lesson 4 Cold Reads Running Records Anecdotal Notes Unit Progress Monitoring Assessments
	Twenty-First Century Themes and Skills include:	Vocabulary: Suffixes <i>-ion</i> , <i>-tion</i> (CRP4) Students will work in small groups to identify and define words that use these suffixes.	Genre: Narrative Nonfiction Paired Selection: "Score!" Genre: Poetry	
	Objectives		Companion Text: "New Focus on Fitness Helps Texas Students Get Physical" (Genre: Informational) https://newsela.com/read/texas-pe-program/id/24619/	Alternative Assessments: Students will share their read aloud notes with a peer.
	Students will identify a sequence of events in informational texts.	Speaking and Listening: Research and Media Literacy: Answer a Research Question (9.2.8.B.3, CRP7, CRP11) Students will generate research questions and use the Internet to research answers.	<i>Scholastic</i> Magazine	Students will peer review their sentences for correctness.
	Students will use text details to monitor and clarify understanding.			
	Students will engage effectively in collaborative discussion.	Grammar: Common and Proper Nouns		Students will share their research questions.

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

Students will engage in a noun scavenger hunt.
<https://www.education.com/lesson-plan/common-and-proper-noun-scavenger-hunt/>

Writing: Prewrite: Fictional Narrative **(9.2.8.B.3, 8.1.5.A.2, CRP4, CRP6, CRP11, 2.6.6.A.1)**

Using word processing software, students will prewrite using an outline for a fictional narrative on the theme of physical activity.

Teacher Read Aloud: "Fair or Foul?"

Students will use a theme, cause, and effect worksheet to take notes on the read aloud.

<https://www.education.com/worksheet/article/theme-cause-and-effect-reading-log/>

Vocabulary: Suffixes *-ly*, *-ful* **(CRP4)**

Students will work in small groups to identify and define words that use these suffixes.

Speaking and Listening:

Participate in a Group Discussion **(9.2.8.B.3)**

Students will engage in a group discussion about the read aloud story.

Grammar: Singular and Plural Nouns

Texts:

Journeys English Language Arts Program, Houghton Mifflin Harcourt, 2017

Unit 1 – Lesson 5

Anchor Text: "Elisa's Diary"

Genre: Realistic Fiction

Paired Selection: "Words Free as Confetti"

Genre: Poetry

Companion Text:

"The Writing Assignment"

(Genre: Narrative Fiction)

<https://www.readworks.org/article/The-Writing-Assignment/788e8867-8ac2-40c9-97dd-cc01bf5f70b8#!articleTab:content/>

Scholastic Magazines

Summative Assessment:
 Lesson 5 Vocabulary and Comprehension Tests

Formative Assessment:

- Lesson 5 Cold Reads
- Running Records
- Anecdotal Notes
- Unit Progress Monitoring Assessments

Alternative Assessments:
 Students will share their read aloud notes with a peer.

Students will engage in a group discussion about the read aloud story.

Students will peer review their essays using rubrics.

Students will practice identifying and writing singular and plural nouns.
<https://www.education.com/worksheet/article/great-grammar-singular-plural-nouns/>

Writing: Draft, Revise, Edit, Publish: Fictional Narrative
(9.2.8.B.3, 8.1.5.A.2, CRP4, CRP6, CRP11, 2.6.6.A.1)
 Using word processing software, students will write a fictional narrative on the theme of physical activity.



W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

RF.5.3. Know and apply grade-level phonics and word

Topics		Texts:	Formative Assessment:
Narrative Writing Twenty-First Century Themes and Skills include: The Four C's	Students will revise narrative stories with better quality details, action, and suspense. (9.2.8.B.3, 8.1.5.A.2, CRP4, CRP6, CRP11) Students will revise and edit their narrative stories by considering the stories grammar and mechanics. (9.2.8.B.3, 8.1.5.A.2, CRP4, CRP6, CRP11)	Reading and Writing Project <i>Firsthand</i> , 2013 Narrative Craft, Grade 5, Unit 1 Bend III: <i>Learning From Mentor Texts</i> , Lessons 13 to 21	Instructors will identify student's baseline strengths and areas of need using on-demand writing assessments.
Objectives			Summative Assessment:
Students will enhance narrative writing by adding suspense and detailed action.			Instructors and students will evaluate progress toward writing narratives using writing checklists.
			Instructors will use exemplar pieces of student writing at each grade level to evaluate developmental needs of students.
Topics			
Language – Orton-Gillingham	Students will experience 30 minutes of instruction daily to enhance their ability to	Institute for Multi-Sensory Education, Orton-Gillingham, 2014	Pre-Assessment, Formative Assessment, Summative Assessment:

<p>analysis skills in decoding and encoding words.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</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>decode words, spell words correctly, and to comprehend what they hear and read.</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>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
<p>RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text</p> <p>W.5.3. Write narratives to develop real or imagined</p>	<p>Topics</p> <p>PARCC NWTs</p> <p>Objectives</p> <p>Students will gain a better understanding of EBSRs and TECRs.</p> <p>Students will hone their understanding of narrative elements.</p> <p>Students will practice completing NWTs.</p>	<p>Instructors will select the reading and writing LAT lessons that best meets their students' needs.</p>	<p><u>Reading PARCC NWT Lessons</u></p> <p> Narrative Tasks</p> <p>Lesson 1: Introducing the EBSR and TECR</p> <p>Lesson 2: Narrative Story Reading Strategies</p> <p>Lesson 3: Evaluating Evidence</p> <p>Lesson 4: Practice Completing the Narrative Task</p> <p><u>Writing PARCC NWT Lessons</u></p> <p> Narrative Tasks</p>	<p>Formative Assessment: Reading PARCC NWT Lesson 4</p> <p>Summative: Writing PARCC NWT Lesson 4</p>

experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Lesson 1: Introduction to the Prose Constructed Response on the Narrative Task

Lesson 2: Writing from a Point of View

Lesson 3: Practice Completing the Prose Constructed Response

Lesson 4: From Proficiency to Advanced-Proficiency

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"> • Peer support during research • Shorten assignments to focus on mastery of key concepts. 	<ul style="list-style-type: none"> • Peer support during research • Utilize modifications & accommodations delineated in the student’s 	<ul style="list-style-type: none"> • Peer support during research • Using visual demonstrations, illustrations, and models 	<ul style="list-style-type: none"> • Extend research outside of class • Support peers during research • Curriculum compacting • Inquiry-based instruction

<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>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 	<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"> ● 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:

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:

Social Studies:

6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted

Comprehensive Health and Physical Education:

2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences

Integration of Technology Standards NJSL 8:

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

Career Ready Practices:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP11. Use technology to enhance productivity.

