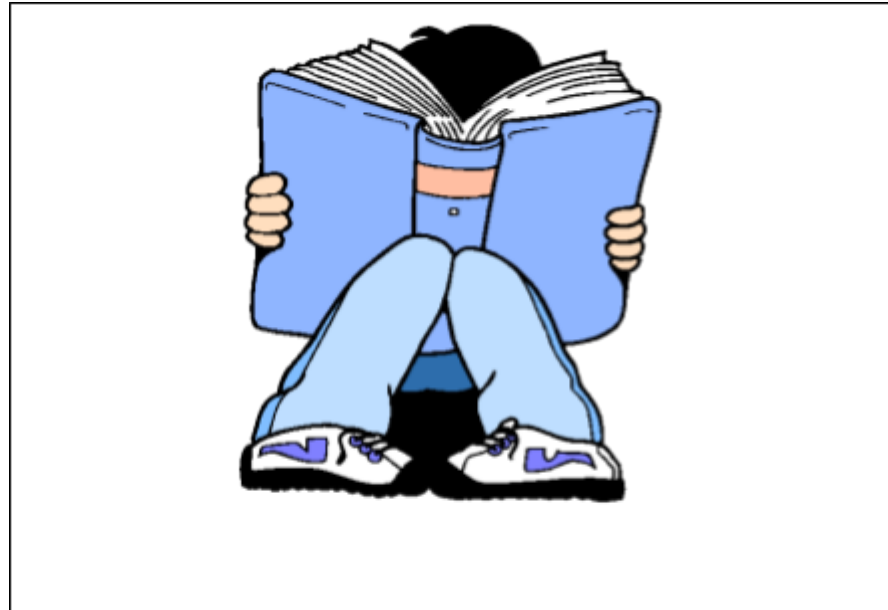# ENGLISH LANGUAGE ARTS

Grade 1: Unit 3

Literary/Informational Reading and Informative Writing

Course Description
(Workshop Model)

First grade English consists of reading, writing, speaking, listening and media literacy skills. During the block of literacy instruction students will learn to use reading strategies that help them become effective readers. Some of these strategies include questioning the author, inferring, visualizing, synthesizing and learning multiple strategies to help students learn to monitor their reading comprehension. The 1st grade curriculum is designed around universal themes and essential questions to promote literary analysis of reading, incorporation of textual evidence when writing and to encourage students to engage in deep meaningful discussions to socialize intelligence. The students are exposed to multiple genres of reading and writing such as fiction, non-fiction, short stories, essays, novels, drama and poetry. Students will compose narrative, informational, expository, persuasive, and other pieces of writing required by the teacher. Writer's workshop is employed so that all students can improve their skills and voices as writers. The teachers will instruct students using the workshop model philosophy with the use of the "I DO, WE DO, YOU DO" method of instruction. Other skills such as grammar, vocabulary, listening and speaking are infused in the exploration of effective reading and writing. The 1st grade English Language Arts course and instruction will lay the foundation for successful achievement in English. The New Jersey Student Learning Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support our students will be fully prepared for the future to compete successfully in the global economy.

Rationale

In order to plan instruction inclusive of all students in the English Language Arts classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Language Arts curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Each standard in reading and writing has been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standard. Given the diverse population of learners in the classrooms, the Essential Elements related to the standards from the Dynamic Learning Maps have been included for the special education students as a means to inform teachers of the learning expectations and outcomes for those students, based on their individual needs.

ESL Framework

This ESL framework was designed to be used by bilingual, dual language, ESL and general education teachers. Bilingual and dual language programs use the home language and a second language for instruction. ESL teachers and general education or bilingual teachers may use this document to collaborate on unit and lesson planning to decide who will address certain components of the New Jersey Student Learning Standard (NJSLS) and language objective. ESL teachers may use the appropriate leveled language objective to build lessons for ELLs which reflects what is covered in the general education program. In this way, whether it is a pull-out or push-in model, all teachers are working on the same Student Learning Standard. The design of language objectives are based on the alignment of the World-Class Instructional Design Assessment (WIDA) Consortium's English Language Development (ELD) standards with the New Jersey Student Learning Standards. WIDA's ELD standards advance academic language development across content areas ultimately leading to academic achievement for English learners. As English learners are progressing through the six developmental linguistic stages, this framework will assist all teachers who work with English learners to appropriately identify the language needed to meet the requirements of the content standard. At the same time, the language objectives recognize the cognitive demand required to complete educational tasks. Even though listening and reading (receptive) skills differ from speaking and writing (expressive) skills across proficiency levels the cognitive function should not be diminished. For example, an Entering Level One student only has the linguistic ability to respond in single words in English with significant support from their home language. However, they could complete a Venn diagram with single words which demonstrates that they understand how the elements compare and contrast with each other or they could respond with the support of their home language (L1) with assistance from a teacher, para-professional, peer or a technology program.

Pacing Chart – Unit 3

Topic: Reading Literary and Informational Text Opinion and Informational Writing	NJSLS	
DISTRICT RESOURCES **Vocabulary:** Oral Vocabulary, Words to Know (High-Frequency Words), Domain Specific Vocabulary, Selection Vocabulary, and Terms About Reading/Language Arts **Reading Instruction:** Journeys: Marine Habitats, Jungle Animals, Seasons, Citizenship, Animals **Guided Reading:** Teachers will meet daily with guided reading groups using the materials specific to their students' reading level, with the end goal being students reading at level I by the end of first grade. Although teachers will be conducting running records as part of each unit assessment, running records may be conducted during the unit as students master the reading behaviors for the level they are currently on. **Writer's Workshop:** Journeys: Informative Writing (Sentences that Inform, Instructions in a Letter, Report)	**Reading Standards:** **Literature** RL.1.1, RL.1.2, Rl.1.5, **Informational** RI.1.1, RI.1.3, RI.1.4, RI.1.5, RI.1.8, RI.1.9, RI.1.10 **Reading Foundational Skills:** RF.1.2A, B,C, D, RF.1.3A,C, G, RF.1.4A, B, C **Writing Standards:** W.1.1, W.1.2, W.1.7, W.1.8 **Language Standards:** L.1.1A,B,C, E, H,J, L.1.2A,D, E, L.1.4A,C, L.1.5A,B,D, L.1.6 **Speaking and Listening Standards:** SL.1.1A,B,C, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6	**Instruction: 8 weeks** **Assessment: 1 week**

Effective Pedagogical Routines/Instructional Strategies	
Collaborative problem solving	Word Study Drills
Writing to learn Making	Flash Cards
thinking visible	Interviews
Note-taking Rereading	Role Playing
& rewriting	Diagrams, charts and graphs
Establishing text-based norms for discussions & writing	Storytelling Coaching
Establishing metacognitive reflection & articulation as a regular pattern	Reading partners Visuals
in learning	Reading Aloud
Quick writes	Model (I Do), Prompt (We Do), Check (You Do)
Pair/trio Sharing	Mind Mapping Trackers
Turn and Talk	Multiple Response Strategies
Charting Gallery	Choral reading
Walks	Reader's/Writer's Notebooks
Whole class discussions	
Modeling Conferencing	

Educational Technology

Standards 8.1.2.B.1, 8.1.2.E.1, 8.1.2.F.1

Creativity and Innovation
□ Illustrate and communicate original ideas and stories using digital tools and <u>media-rich resources</u>.

Example: Students can use the digital tools at <u>readwritethink.org</u> (classroom resources) to publish an informational piece written for animals into a class book. <u>Letter Generator</u> will teach students about the parts of a letter as they compose, type, and print their letters. <u>Book Cover Creator</u> will let the students create covers for books they write and read. Books can also be published at student treasures (https://studenttreasures.com).

Research and Information Literacy
□ Use digital tools and online resources to explore a problem or issue.

Example: The text Rules and Laws can be used to engage students in researching rules and laws in different schools or states.

Critical Thinking, Problem Solving, and Decision-Making
□ Use geographic mapping tools to plan and sole problems.

Example: After reading At Home in the Ocean and Water, students will view maps and learn about the geography and location of the oceans and bodies of water. Besides the maps, <u>worldatlas.com</u> provides interesting facts and information about Mali (flags, travel, weather, people and photos of the area).
http://www.state.nj.us/eduaction/cccs/standards/8/

Computer Skills

Basic Computer Skills

Turn on the monitor

Turn off the monitor

Turn on the computer

Turn off the computer

Log on

Log off

Verbally identify computer parts:

  Computer

  Monitor

  Screen

  Keyboard

  Mouse

  Mouse Pad

Double click to open programs

Word Processing Skills

Use caps lock and shift keys

Use backspace and delete keys

Use enter key

Type first and last name

Type simple sentence with capital and period

Highlight text with mouse

Change font, size, color of text

Career Ready Practices
Standards
CRP1, CRP2, CRP4, CRP12

· **CRP1. Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Example: Students will demonstrate, in whole and small group content learning activities, an understanding, respect, and adherence to the classroom rules and expectations for active student participation i.e., thinking critically, reasoning, problem solving, collaborating, listening, speaking, defending your position in Accountable Talk discussions and taking turns so that all student voices are heard.

· **CRP2. Apply appropriate academic and technical skills.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

Example: Students will be expected to use their prior learning and experience with analyzing primary source documents (photos, maps, artifacts, timelines, etc.) to determine which academic (reading, writing, content knowledge…) and technical skills (computer, images, online sources…) they can use to answer a challenging document based question rules and laws that requires the students to problem solve, collaborate, reflect and publicly share their thinking with the class.

· **CRP4. Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Example: Students can use information from the texts in the unit to make a letter persuasive and humorous. The students will communicate their ideas about how to persuade someone to do something, with humor, by writing and illustrating a persuasive letter.

· **CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Example: To build their conceptual understanding of how and why farms and animals are important, the students will need to work collaboratively in groups or teams analyzing and discussing primary documents, which will require them to problem solve and thinking critically, and engage in Accountable Talk discussions sharing their understanding collegially, and respectfully questioning each other's opinions/positions insuring that all students are active contributors to their team or group as they identify possible solutions.

http://www.state.nj.us/education/aps/cccs/career/CareerReadyPractices.pdf

WIDA Proficiency Levels: At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	· Specialized or technical language reflective of the content areas at grade level · A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level · Oral or written communication in English comparable to proficient English peers
5- Bridging	· Specialized or technical language of the content areas · A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports · Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.
4- Expanding	· Specific and some technical language of the content areas · A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs · Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support
3- Developing	· General and some specific language of the content areas · Expanded sentences in oral interaction or written paragraphs · Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	· General language related to the content area · Phrases or short sentences · Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support

1- Entering	· Pictorial or graphic representation of the language of the content areas · Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

Time/General	Processing	Comprehension	Recall
· Extra time for assigned tasks	· Extra Response time	· Precise step-by-step directions	· Teacher-made checklist
· Adjust length of assignment	· Have students verbalize steps	· Short manageable tasks	· Use visual graphic organizers
· Timeline with due dates for reports and projects	· Repeat, clarify or reword directions	· Brief and concrete directions	· Reference resources to promote independence
· Communication system between home and school	· Mini-breaks between tasks	· Provide immediate feedback	· Visual and verbal reminders
· Provide lecture notes/outline	· Provide a warning for transitions	· Small group instruction	· Graphic organizers
· Pacing Guides/Visual Checklists	· Reading partners	· Emphasize multi-sensory learning	

Assistive Technology	Tests/Quizzes/Grading	Behavior/Attention	Organization
· Computer/whiteboard	· Extended time	· Consistent daily structured routine	· Individual daily planner
· Tape recorder	· Study guides	· Simple and clear classroom rules	· Display a written agenda
· Spell-checker	· Shortened tests	· Frequent feedback	· Note-taking assistance
· Audio-taped books	· Read directions aloud		· Color code materials

Differentiated Instruction
Accommodate Based on Students' Individual Needs: Strategies

- Leveled Text ·

  Chunking text

- Choice Board/Menu

- Tiered Instruction

- Small group instruction

- Sentence starters/frames

- Writing scaffolds

- Tangible items/pictures (i.e., to facilitate vocabulary acquisition)

- Use of oral assessment

- Tiered learning centers

- Tiered questioning

- Data-driven student partnerships

Interdisciplinary Connections

Comprehensive Health & Physical Education Connection: 2.1.2.B.1

    As a follow-up to "Animal Picnic", students can explore a variety of nutritious foods they can pack for a picnic.

Math Connection: 1.MD.C.4

    After reading "Seasons", make a class graph of the students' favorite season.. Draw a bar for each and divide it into squares. Compare the number of students in each month by creating math problems, such as "How many more peoples'' favorite season was Summer than Winter?" or "What was the class' favorite season?"

Social Studies Connection6.1.4.A.1

    After reading "Rules and Laws," students will participate in a class discussion on how rules and laws created protect the rights of people, help resolve conflicts, and promote the common good.   Students will review their class rules and discuss why they are important.

Enrichment

Accommodate Based on Students Individual Needs: Strategies

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district's curriculum. Teachers are to accommodate based on student individual needs.

· Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.

· Pose questions and exhibit sincere curiosity about principles and how things work.

· The ability to grasp concepts and make real world and cross-curricular connections.

· Generate theories and hypotheses and pursue methods of inquiry.

· Produce products that express insight, creativity, and excellence.

· Possess exceptional leadership skills.

· Evaluate vocabulary

· Elevate Text Complexity

· Inquiry based assignments and projects

· Independent student options

· Tiered/Multi-level activities

· Purposeful Learning Center

· Open-ended activities and projects

· Form and build on learning communities

· Providing pupils with experiences outside the 'regular' curriculum

· Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.

· A higher quality of work than the norm for the given age group.

· The promotion of a higher level of thinking and making connections.

· The inclusion of additional subject areas and/or activities (cross-curricular).

· Using supplementary materials in addition to the normal range of resources.

Assessments

Required District/State Assessments	Suggested Formative/Summative Classroom Assessments
● DIBELS (Refer to the district assessment calendar for the appropriate testing window) · TERRANOVA (Refer to the district assessment calendar for the appropriate testing window) · End of Unit Assessment (Students with CPL ≥3.5) · ESL Unit Level Assessment (Students with CPL ≤3.4) · W-APT oral language proficiency test / ACCESS	· Short constructed response questions · Multiple Choice questions · Quizzes · Reader Response folders/notebooks · Quick writes · Writer's folders/notebooks · Projects · Portfolio · Exit Slips · Graphic Organizers · Presentations (incorporating Web 2.0 tools) · Homework · Anecdotal Notes · Student Conferencing

Grade: 1	ELA Standards	Standards in each Lesson				
		11	12	13	14	15
	LANGUAGE					
L.1.1A	Print all upper- and lowercase letters.	X	X			
L.1.1B	Use common, proper, and possessive nouns.	X				
L.1.1C	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).			X		X
L.1.1D	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).					
L.1.1E	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).				X	X
L.1.1F	Use frequently occurring adjectives.					
L.1.1G	Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).					
L.1.1H	Use determiners (e.g., articles, demonstratives).		X			X
L.1.1I	Use frequently occurring prepositions (e.g., *during, beyond, toward*).					
L.1.1J	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		X	X		
L.1.2A	Capitalize dates and names of people.	X				
L.1.2B	Use end punctuation for sentences.					
L.1.2C	Use commas in dates and to separate single words in a series.					
L.1.2D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.		X		X	
L.1.2E	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		X			
L.1.4A	Use sentence-level context as a clue to the meaning of a word or phrase.		X			

L.1.4B	Use frequently occurring affixes and inflection (e.g., -ed, -s, - ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.						X
L.1.4C	Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).				X		
L.1.5A	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	X					
L.1.5B	Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).		X				
L.1.5C	Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).						

Code	Description					
L.1.5D	Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.				X	
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).				X	
READING: FOUNDATIONAL SKILLS						
RF.1.1A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).					
RF.1.2A	Distinguish long from short vowel sounds in spoken single-syllable words.				X	
RF.1.2B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	X	X	X		X
RF.1.2C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.		X		X	X
RF.1.2D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	X	X	X	X	
RF.1.3A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	X	X	X		X
RF.1.3B	Decode regularly spelled one-syllable words.					
RF.1.3C	Know final -e and common vowel team conventions for representing long vowel sounds.				X	X
RF.1.3D	Distinguish long and short vowels when reading regularly spelled one-syllable words.					
RF.1.3E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.					
RF.1.4A	Read grade-level text with purpose and understanding.	X	X	X	X	X
RF.1.4B	Read grade-level text orally with accuracy, appropriate rate, and expression.		X	X	X	
RF.1.4C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			X		X
READING: LITERATURE						
RL.1.1	Ask and answer questions about key details in a text.		X		X	
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.		X			
RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.					

RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.					
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.				X	
RL.1.6	Identify who is telling the story at various points in a text.					
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.					
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.					

RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.						
READING: INFORMATIONAL TEXT							
RI.1.1	Ask and answer questions about key details in a text.	X		X			X
RI.1.2	Identify the main topic and retell key details of a text.						
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	X		X			X
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.			X			X
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.	X	X	X	X		X
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.						
RI.1.7	Use the illustrations and details in a text to describe its key ideas.						X
RI.1.8	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.	X					
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	X	X	X		X	X
RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.	X					
WRITING							
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.			X		X	
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.	X	X	X	X	X	
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.						
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.						X
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.						X
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).	X				X	

| W.1.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | X | | X | X | |

	SPEAKING AND LISTENING					
SL.1.1A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	X		X	X	X
SL.1.1B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	X		X	X	X
SL.1.1C	Ask questions to clear up any confusion about the topics and texts under discussion.	X	X			X
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.				X	X
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.				X	X
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	X	X	X	X	
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	X				
SL.1.6	Produce complete sentences when appropriate to task and situation.	X		X	X	X

Grade: 1	Lessons: 11-15	Topic: Literary/Informational Reading and Informative Writing

Standards: NJSLS:

Reading Literature: 1.1,1.2,1.5   Reading Informational Text: 1.1, 1.3, 1.4, 1.5, 1.8, 1.9, 1.10

Reading Foundational Skills: 1.2A, B,C, D, 1.3A,C, G,1.4A, B, C   Writing: 1.1, 1.2, 1.7, 1.8

Speaking and Listening: 1.1A,B,C,1.2, 1.3, 1.4, 1.5, 1.6   Language: 1.1A,B,C, E, H,J, 1.2A,D, E, 1.4A,C, 1.5A,B,D, 1.6

Journeys Unit

Lesson 11: What kinds of plats and animals would you find in the ocean?

  This unit helps students learn about marine habitats. Students will:
·Compare and contrast different text
·Write sentences that inform
·Analyze/evaluate a text

Lesson 12: How are jungle animals different from animals on a farm?

This unit allows student to use factual information to learn about life science, particularly jungle animals. Students will:
·Determine a sequence of events
·Compare and contrast jungle animals with farm animals
·Identify, talk about, and learn vocabulary to describe animals in both habitats.

Lesson 13: What changes do the different seasons cause?

  This unit allows student to learn about the different seasons. Students will:
·Determine a cause and effect relationships
· Write sentences that inform
·Identify, talk about, and learn vocabulary to describe a school day.

Lesson 14: Why is it important to have rules?

  This unit allows student to civics, and the topic of citizenship. Students will:
·Draw conclusions
· Infer and make predictions

 ·Write a report

Lesson 15: What makes birds different from mammals?

This unit allows student to understand different types of animals. Students will:
·Compare and Contrast birds and mammals
·Write a report

Required Resources

At Home in the Ocean, *Rozanne Lanczak Willaims*
How Leopard Got His Spots, *Gerald McDermott*
Seasons, *Pat Cummings*
The Big Race, *Pam Munoz Ryan*
Animal Groups, *James Bruchac*

New Jersey Student Learning Standard (NJSLS) RL.1.1

NJSLS: RL.1.1. Ask and answer questions about key details in a text.

Essential Element of the NJSLS: Identify details in familiar stories.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Understand what key details are. · Determine what key details are in a text. · Recall key details of texts. · Ask and answer questions about key details. · Ask and prompt who, what, where, when, why and how regarding details of a text. · Answer when prompted and use key details from the text. · Ask and answer questions about key details, with support.	· Who was the story about? · What was this story about? · What happened in the story? Include key details. · What happened in the beginning, middle and end of the story?	· Create a story web with the class identifying key details from the story. · After reading a story, ask questions that require the student to recall key story details. Have the students share their ideas with a partner before sharing with the class. · After reading and answering story related questions, ask the students what happened in the beginning, middle and end of story. Record the responses on chart paper (or a large graphic organizer) divided into three columns labeled beginning, middle and end. As a follow-up, the teacher can divide the class into three groups (beginning, middle or end) and each member of the groups will individually write/illustrate what happened during their assigned part of the story.

· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Ask questions and answer "Wh _" questions in simple sentences. · Using simple words, students will give details/recall key details. · Distinguish between key details and insignificant details.	· Who was the story about? · What was the story about? · What happened in the story? Share two key details. · What happened in the beginning, middle and end of the story?	· Using a Graphic Organizer, write the main idea of a known story and list three details that are significant to the story plot. · After reading a story, with teacher support, respond to questions using textual evidence to identify key details.
· ESL Student Levels	· Ask simple questions and	· Who was the story about	· Out of three illustrations provided by the

1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	orally answer yes/no or either/or questions with single words. · Using a drawing and/or simple words, orally give details/recall key details. · Using visual representation, distinguish between key details and insignificant details. · Listen for information through audio and/or teacher read aloud.	_____ or _____? · Was the story about _____ or _____? · In the story, did _____ happen? · In the beginning, (middle and end) of the story, did _____ happen? (teacher will use characters, plot, and events from appropriately leveled stories when asking these questions)	teacher, select the picture that shows the main idea of the story. · Using a graphic organizer, draw two details that are significant to the story plot. · After reading a story, respond to "Wh _" questions or questions with single words using visual cues from the text.

http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm
(CCSS unpacked, grade level progression of each standard and additional resources)

New Jersey Student Learning Standard (NJSLS) RL.1.2

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

Essential Element of the NJSLS: With guidance and support, recount major events in familiar stories.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Identify the key details of a story. · Retell stories in their words capturing the key details. · Explain the story's central idea or message.	· What is the story mainly about? · How can I retell what happened in the story in sequential order? · What problems did the characters have? · How was the problem solved? · What lessons were learned in the story? · Why is it important to put events in the right order when retelling a story?	· Given the title of a known story, list or sketch three key details from the story. · Shared Reading: Teacher reads text aloud. Group discusses character, setting, and plot. · Students independently sequence illustrations from the text to show the details of the story in order. · Place a copy of a short song, poem, or nursery rhyme on the cover of a brown bag. Inside the bag place props or other materials to help the child with the retelling of it. Ask students to use specific details

· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Understand key details. · Understand sequential order. · Identify and verbalize key details and main events within a story. · Retell stories in sequential order using simple sentences and some content-based vocabulary.	· What is the story mainly about? · How can I retell what happened in the story? · Who are the characters? · What lessons were learned in the story? · Why is it important to put events in the right order when retelling a story?	· Given the illustrations of a known story, list or sketch three key details from the story. · Shared Reading: Teacher reads text aloud. Teacher will chart character, setting, and plot discussed by group. · Students will work with a partner to sequence illustrations from the text to show the details of the story in order. · Place a copy of a nursery rhyme on the cover of a brown bag. Inside the bag place props or other materials to help the child with the retelling of it. Students may use story to assist in matching details.

· ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Understand key details. · Understand sequence. · Understand key details and main events. · Retell stories by answering choice questions using single words.	· Is the story about _____ or _____? · What happened first, second, third, in the story? · Is _____ a key detail?	· Given a choice of 2 illustrations with details, draw a picture from the story · After teacher reads an appropriately leveled text with illustrations, teacher will chart characters, setting, and plot. · Students will place illustrations from the book in sequential order (1, 2, 3) · Students will choose an illustration from a known story and describe the illustration using single words or simple phrases.

http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm
(CCSS unpacked, grade level progression of each standard and additional resources)

New Jersey Student Learning Standard (NJSLS) RL.1.4

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

Essential Element of the NJSLS: With guidance and support, identify sensory or feeling words in a familiar story.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Recognize feeling words and phrases in texts. · Recognize sensory words in texts. · Describe what feeling or sense the words and phrases are appealing to.	· How does this story or poem make you feel when you read it? · How do you know when the character(s) feels happy, sad, or angry? · Does the character use his five senses in this story? · Identify what the characters are feeling in the story? · What words in the story tell us what the setting looks like? · Is this a story or a poem? How do you know?	· Create an anchor chart listing the five senses, with the class, list words that indicate use of the senses: see, hear, smell, touch and taste words. · Re-read the story identifying sensory words in the context. Have students explain why. · Brainstorm with the class a list of feeling words. Create, post, and reference a feeling words anchor chart for student use. Encourage the students to use these words in their interactions and in their writing. · Have the students draw and write how a story character was feeling at the beginning middle and end of the story. · Given a paragraph from a story, underline all words or phrases that appeal to the senses. · Given a poem, highlight all words that suggest feelings.

· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Understand the differences between, words, phrases and sentences. · Identify words, phrases and sentences. · Ask and answer questions about story details. · Identify words that indicate use of the five senses (see, hear, smell, touch, taste).	· How does this story or poem make you feel when you read it? · Does the character use his/her five senses in this story? · How do we know the character feels happy, sad or angry? · Identify what the	· Make a book or picture using different textured fabric (net, felt, fur) or other objects (sandpaper, buttons, cotton balls.) · Given a paragraph from a story, underline all words or phrases that describe senses while working with a partner and a senses word bank · Choose illustrations that describe characters using sight, hearing, taste, touch, smell · Given a poem, highlight all words that suggest feelings. Work with a partner to make a picture

		characters are feeling in the story? · What words in the story tell us what the setting looks like? · Is this a story or a poem?	book and use fabric to add texture to the pictures (use pictures to describe the connection i.e. furry bear).
	· Identify words that communicate feelings (e.g., happy, sad, angry, worry, fear). · Use simple sentences to identify feelings or senses in an appropriately leveled poem or story after listening to or reading the poem.		
· ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Understand the difference between words, phrases and sentences. · Answer questions about story details. · Use single words to identify feelings or senses in an appropriately leveled poem or story, after listening to the poem.	· Does the poem/story make you happy or sad? · Is the character happy, sad or angry? · Is this a story? Poem?	· Given a paragraph, teacher will point out key words that describe sense and students will highlight those words. · Chart words that describe feelings.

http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm
(CCSS unpacked, grade level progression of each standard and additional resources)

New Jersey Student Learning Standard (NJSLS) RL.1.7

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

Essential Element of the NJSLS: Identify illustrations or objects/tactual information that go with a familiar story.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Interpret illustrations to develop a better understanding of the story. · Identify an illustration that helps to describe the character, setting, events. · Explain how illustrations describe important story elements. · Describe story elements using story details.	· What is an illustration? · Where can we look to find details about the story characters (ex. How they look, where they live…)? · How do illustrations help us understand events in the story? · Where does the story take place (setting)? How do you know?	· Prior to reading, picture walk through the story's illustrations; encourage students to make inferences about the characters, setting and events. · After a read aloud, re-visit the story's illustrations and determine if the illustrations tell about the character, setting or story events. · Have the students identify, write, and illustrate two major story events. · Have the students identify, write, and illustrate the main characters from the story.

· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Understand that illustrations support the story · Identify an illustration that helps to describe the character or setting. · Know that illustrations describe important story details. · Understand how to identify story details that describe story elements. · List elements of the story.	· What is an illustration? · Which picture describes the character? Setting? · Does this illustration provide any detail about the story? · What are the elements of the story _____, _____ or _____? · Where does the story take place? _____ or_____?	· Prior to reading, picture walk through the story's illustrations, as a whole group discuss the pictures and chart the details and any story predictions. · After a read aloud, re-visit the story's illustrations and choose two illustrations that show information about the character, setting or story events. · As a whole group have students identify the main characters. Allow students to provide their own illustration of a selected character. · Have the students work with a partner to identify /illustrate two story events.
· ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking	· Understand that illustrations support the story · Understand events · Characters	· Which picture is from the story? · Who is that the character? · Is the setting _____ or	· Prior to reading, picture walk through the story's illustrations, and as a whole group label details of the pictures (a bird, a tree, the snow, etc.). Chart the details to compare to the

· Special Education Students - Low Group	· Setting · Understand that an illustration that describes the character or setting. · State elements of the story.	_____? · Did _____ or _____ happen first? · Is this picture about the character or the setting? · Can you name a part of the story you see in this picture?	story later. · After a read aloud, re-visit the story's illustrations and choose two illustrations that show the character or setting. · Students will select from a choice of two drawings that shows either character or setting. They can then recreate the character or setting. · Have the students work with a partner to match an illustration to an event.

http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm
(CCSS unpacked, grade level progression of each standard and additional resources)

New Jersey Student Learning Standard (NJSLS) RL.1.9

NJSLS: RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

Essential Element of the NJSLS: With guidance and support identify adventures or experiences of characters in a story as same or different.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Identify the characters in stories. · Describe characters' experiences in the stories. · Identify similarities and differences in characters' experiences in stories. · Identify similarities and differences in what happened to the characters. · Determine how characters solve problems.	· How are the characters similar (compare)? · How are the characters different (contrast)? · How do authors use compare/contrast to help readers understand information? · How do readers use signal words to identify compare/contrast?	· Ask students to use their own words to explain the meaning of the word compare, and compare two given objects listing their similarities. · Given a story, two characters, and one event, list how the characters responded noting similarities and differences. · Use a Venn Diagram to compare and contrast characters or events in a story.

· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Identify the characters in a story. · Know how to compare and contrast. · Know what an adventure is and what an experience is. · Make comparisons between characters. · Compare and contrast the adventures and experiences of characters in appropriately leveled stories using simple sentences and general, content-based vocabulary.	· What is the same about the characters (compare)? · What is different about the characters (contrast)? · Did the authors use compare/contrast to help readers understand information? · Can the readers use signal words to identify compare/contrast?	· Using a graphic organizer, students will compare objects listing their similarities. · Given a story, two characters, and one event, and working with a partner, list how the characters responded noting similarities and differences (key word bank provided). · Use a Venn Diagram to compare and contrast events in a story with a partner.
· ESL Student Levels	· Understand compare and	· Are the characters the	· Students will use a graphic organizer and a

1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	contrast. · Understand adventure and experience. · Compare and contrast the adventures and experiences of characters in appropriately leveled stories using and/or or using single words.	same? · Are the characters different? · Was the experience _____ or _____? · Did they go on an adventure?	word bank to compare two objects. · Given a story, two characters and one event, draw the characters' differences. · Use a Venn Diagram to draw something the same and different about an event.

(CCSS unpacked, grade level progression of each standard and additional resources)

New Jersey Student Learning Standard (NJSLS) RL.1.10

NJSLS: RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above.

Essential Element of the NJSLS: With guidance and support, actively engage in shared reading for a clearly stated purpose.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Participate in reading activities, either in a group or independently. · Articulate the purpose of the reading activities. · Model and develop engaging reading habits that lead to reading increasingly complex texts independently.	· Can I retell and recall the events in the story/poem? · Does this story/poem remind you of any other stories/poems you have read? How are they the same? · Predict what you think will happen next in the story? · What makes you think that will happen? · How do you know explain using key details from the text?	· Given a poem, read and explain what the poem is about. Share with a partner. · Given a Toolkit Text article, read and explain what the article is about. Write your response using details from the article to support your response. · As a whole group create a list of words and use the words to create a class poem. Have the class recite and illustrate the poem. · Expose students to a variety of poems (e.g., acrostic, haiku, and limerick).

· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Recall and retell familiar stories. · Recite poems. · Read with fluency. · Read short sentences of leveled prose and poetry.	· Can I retell and recall the events in the story/poem? · Does this story/poem remind you of any other stories/poems you have read? · What do you think will happen next in the story? · What makes you think that will happen? · Can you use one key detail from the text to explain?	· Given a poem, read and answer questions to explain what the poem is about. Work with a partner. · Given an article, read and answer questions explain what the article is about. Use highlighted details from the article to support your response. · As a whole group create a list of words and use the words to create a class poem. Have the class recite and illustrate the poem. · Expose students to a variety of poems (e.g., acrostic, haiku, and limerick).
· ESL Student Levels 1-2.4	· Recall familiar stories. · Understand poetry.	· Did _____ happen in the story/poem?	· Teacher will read poem and model how to determine what the poem is about.

· WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Understand reading with fluency. · Read single words of leveled prose and poetry in English.	· Is this poem similar to _____? · Do you think _____ or _____ will happen next?	· Teacher will chunk and read an article and model how to retell story with details. · As a whole group create a list of words and use the words to create a classroom poem. Have the class recite and illustrate the poem. · Expose students to a variety of poems (e.g., acrostic, haiku, and limerick).

http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm
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New Jersey Student Learning Standard (NJSLS) RI.1.1

NJSLS: RI.1.1. Ask and answer questions about key details in a text.

Essential Element of the NJSLS: Identify details in familiar text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Understand what key details are. · Determine what key details are in a text. · Recall key details of texts. · Ask and answer questions about key details. · Ask and prompt who, what where, when, why and how regarding details of a text. · Answer when prompted and use key details from the text. · Ask and answer questions about key details, with support.	· What is this text about? · What is the most important idea or part of this text? · What can we learn from this text? · What details are important? · What details help us know how ____ does ____? · What events happened first, second, third/last? · Can you identify the main event? · How do you know this is the main event?	· After reading an informational text, explore the idea of asking and answering questions. Students will learn to use this strategy as they read a text. Teacher can model if necessary. · After reading a Toolkit Text article, respond to multiple choice questions and analyze the details that helped them select the correct answer by highlighting important key details within the text. · With a partner, ask students to read a short informational paragraph and provide students with higher level thinking questions to respond to as they engage in an Accountable Talk discussion.

· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Ask and answer questions with simple sentences about key details in a leveled text. · Understand how to ask a question about text. · Understand how to answer questions about text. · Answer who, what, where, when and how questions. · Identify main events, and key details within a text.	▪ What is this text about? ▪ What is the most important idea or part of this text? ▪ Did we learn anything from this text? ▪ Did you find details that are important? ▪ What events happened first, second, third? ▪ Did you identify the main event? ▪ How do you know this is the main event?	▪ After reading an informational text, explore the idea of asking and answering questions using sentence starters. Students will learn to use this strategy as they read a text. Teacher will model. ▪ After reading a Toolkit Text article, respond to multiple choice questions and highlight important key details within the text with a partner. ▪ Ask partners to read a short, leveled informa-tional paragraph; next, partners engage in an Accountable Talk discussion using teacher provided higher order thinking questions.

· ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Ask questions and answer choice questions using single words about important details in a leveled text. · Understand how to ask a question about text. · Understand how to answer questions about text. · Answer who, what, where, when and how questions. · Know there are key details and main events in a text.	· Is the text about _____ or _____? · Is _____ an important idea? · Is _____ an important detail? · Did you identify the main event? · Did _____ happen first, second or third?	· After listening to an appropriately leveled informational text with illustrations, students will answer yes/no questions based off of the illustrations and text. · Students will listen to an appropriately leveled article with illustrations, match the illustrations to single words or phrase that state key details from the text. · Students will listen to an excerpt from a text, and as a whole group, students will engage in an Accountable Talk discussion based on the illustrations from the text. Anchor chart, illustrations, and word bank will be provided.

http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm
(CCSS unpacked, grade level progression of each standard and additional resources)

New Jersey Student Learning Standard (NJSLS) RI.1.2

NJSLS: RI.1.2. Identify the main topic and retell key details of a text.

Essential Element of the NJSLS: With guidance and support, identify details related to the topic of a text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Identify the key details of a text. · Retell texts in their own words capturing the key details. · Identify the main topic of the text.	· What can we learn from this text? · What is this text mostly about? How do you know? · What is the most important idea or part of this text? · Can you retell the information you learned to a friend? · What are the most important details your partner needs to know?	· After reading an informational text, have the students write the main topic of the text. · After reading a Toolkit Text article, have students underline the key details of the text ad share their details with a friend. · With a partner ask students to read a short informational paragraph and identify/write 3 key details from the text. · Model retelling the key details from a text in your own words. Provide opportunities for students to practice retelling information they learned from a text to a partner.

· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Read a leveled informational text and retell key details supporting the main idea in simple, related sentences with repetitive structures. · Identify topics within text. · Identify main ideas, key details in text. · Understand how to retell text, recounting key details.	· What we did we learn from this text? · What is the book mostly about? · What are the important details from the text? · Can you retell the text (beginning, middle and end) to a friend?	· After listening to an appropriately leveled article with illustrations, draw a picture with details to demonstrate the key ideas of a text. · After reading an informational text, the teacher and students will underline the key details. Complete an anchor chart retelling the story with details. · Given an appropriately leveled informational text with illustrations, read the text and after being provided the main idea students will highlight the details and incorporate the information in a graphic organizer.
· ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking	· Read a leveled informational text and retell key details supporting the main idea by using single words to	· Did we learn _____ or _____ from the text? · Is this book about _____?	· After teacher reads an appropriately leveled article with illustrations and states main idea, students will draw a picture to include details and main idea.

· Special Education Students - Low Group	answer questions. · Understand details and main idea. · Know topic of the text. · Know how to explain the text.	· Is _____ or _____ a detail of the text? · What happened in the beginning? · What happened in the middle? · What happened at the end?	· After reading an informational text, teacher will model how to underline key details. As a class they will complete an anchor chart about the text. · Given an excerpt of the text with illustrations, students will work on a partially completed graphic organizer incorporating details from the excerpt.

http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm

(CCSS unpacked, grade level progression of each standard and additional resources)

New Jersey Student Learning Standard (NJSLS) RI.1.3

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

Essential Element of the NJSLS: Identify individuals, events, or details in a familiar informational text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Identify the key people, events, ideas, or information in a text. · Explain how two individuals, events, ideas or pieces of information are linked.	· What can we learn from this text? · How are the two ideas within this text connected? · Do these illustrations/ graphics/pictures give you a hint to what will happen next? · What are the main events in the text? · What happened first, next, last? · What did the characters in the text do next?	· Given a Venn Diagram, show and explain the difference between informational texts and narratives. · Given three key points form an informative text, underline the supporting detail for each. · After reading an article, identify the main idea and the supporting details highlighting them within the text. Compare and contrast your findings with a partner engaging in a meaningful discussion.

· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Orally compare and contrast the individuals, events, ideas or information in a leveled informational text using key vocabulary in a series of simple, related sentences. · Understand the purpose and structure of an informational text. · Use written and graphic elements to derive meaning (comprehension) of informational text. · Know that individuals and events are connected within	· What can we learn from this text? · Are the two ideas within this text connected? · Do these illustrations/ graphics/pictures give you a hint to what will happen next? · What is the main event in the text? · What happened first, next, last? · Can you tell what the characters in the text do next?	· Given a partially completed Venn Diagram, compare and contrast the difference between informational texts and narratives. · Given three key points from an informative text, underline the supporting detail for each with a partner. · After reading an article and being provided the main idea, locate the supporting details highlighting them within the text. Working with a partner, compare and contrast and engage in a meaningful discussion.

	· the text. · Describe the main idea. · Distinguish what is an important piece of information. · Link people and their ideas.		
· ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Orally compare and contrast the individuals, events, ideas or information in a leveled informational text using pictures and key, high-frequency single words in English. · Understand the purpose of an informational text. · Understand main idea. · Understand key details. · Know the events of a text.	· Did we learn _____ from the text? · Are the two ideas _____ and _____ connected? · Does this illustration show what will happen next? · Is _____ a main event? · Did_____ happen first, next, last?	· Given two graphic organizers, draw/write using words and phrases, the difference between an informational text and a narrative. Draw to show similarity. · Given a key detail of a short excerpt of text with an illustration, students will locate supporting details from the illustration. · Teacher will model highlighting supporting details within a text.

http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm
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New Jersey Student Learning Standard (NJSLS) RI.1.4

NJSLS: RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Essential Element of the NJSLS: With guidance and support, ask a reader to clarify the meaning of a word in a text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Identify words in text where the meaning is unclear or unknown. · Ask and answer questions to help understand what words and phrases mean in the text. · Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content. · Use strategies when faced with an unknown word.	· What can you do when you come to an unknown word? · What are some strategies you can use when you come to an unknown word? · What does _____ mean in this sentence (text)?	· Create an anchor chart of strategies students can use for unknown words. · Teacher models using a picture, graphic, or illustration to help figure out what an unknown word means. · Teacher displays a passage from a text on chart paper and models how to use context clues to identify the meaning of unknown words and/or sentence comprehension.

· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Identify unknown words in text · Ask questions to help understand what words and phrases mean in the text. · Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content. · Understand how to use strategies when faced with	· Can you do _____ and/or _____ when you get to an unknown word? · Can you use _____ and _____ strategies when you come to an unknown word? · Does _____ mean _____ or _____ in this sentence (text)?	· Create a class anchor chart of strategies students can use for unknown words. · Teacher models using a picture, graphic, or illustration to help figure out what an unknown word means. ▪ Teacher displays a passage from a text on chart paper and models how to use context clues to identify the meaning of unknown words and/or sentence comprehension.

	an unknown word.		
· ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Identify unknown words in text · Understand that you can ask questions to help understand what words and phrases mean in the text. · Know how to show that an unknown word is understood. · Understand there are strategies to use when faced with an unknown word.	· Can you do _____ when you get to an unknown word? · Can you use _____ strategy when you come to an unknown word? · Does _____ mean _____ in this sentence (text)?	· Create a class anchor chart of strategies using visual cues that students can use for unknown words. · Teacher models using a picture, graphic, or illustration to help figure out what an unknown word means. · Teacher displays a passage from a text on chart paper and models how to use context clues to identify the meaning of unknown words and/or sentence comprehension. Teacher will highlight the context clues for the students and provide them with visual reminders and picture prompts when available.

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(CCSS unpacked, grade level progression of each standard and additional resources)

New Jersey Student Learning Standard (NJSLS) RI.1.7 NJSLS:

RI.1.7. Use illustrations and details in a text to describe its key details.

Essential Element of the NJSLS: Identify illustrations or objects/tactual information that go with a familiar text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Interpret illustrations to develop a better understanding of the text. · Identify an illustration that helps describe the key details. · Explain how illustrations describe important key details. · Describe a text using the details.	· What can you learn from the illustrations? · What do you think the writer is trying to say? What in the picture helps you think that? · Why do you think the illustrator put_____ in the picture? · Does the illustration match what the author is saying? · Do you think the text and illustrations are connected?	· After listening to an informational text, draw a picture with details to demonstrate the key idea(s) of the text. · After reading a Toolkit Text article, discuss with a partner, the connection between the illustration and the message of the story. · Display two illustrations from a familiar text, read the words from the text that matches one of the pictures. Have the students decide with a partner which picture matches what you read.

· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Read an adapted or appropriately leveled text and identify the picture or chart it describes with key details. · Recognize what an illustration is (picture, photo, and drawing). · Understand and follow the information in the text using the illustrations provided. · Understand that illustrations help you understand more about the person(s), place(s), thing(s) or idea(s) the text is	· What can you learn about the text from looking at the illustration on page _____? · What do you think the writer is trying to say on page _____? · Did the picture on page _____ help you think that? (refer to previous question) · Does the illustration on page _____ match what the author is saying? · Do you think the words and illustrations match?	· After listening to an informational text, draw a picture with details to demonstrate the key ideas of the text. · After reading a Toolkit Text article, the teacher will facilitate a discussion about the connection between the illustration and the message of the story. Students should be able to share their thinking with a partner. · Display an illustration from a familiar text, and read one page of text aloud. Have the students decide with a partner whether the picture matches what you read. Encourage students to share their thinking.

	about. · Connect the illustrations with the message of the text.		
· ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Read single words and identify the pictures. · Identify the illustration in the story (picture, photo, and drawing). · Using illustrations follow the information in the text. · Understand that illustrations help you understand more about the text and the person, place, thing or idea the text is about. · Connect the illustrations with the message of the story.	· Can you learn about the author's message from the illustrations provided in the text? · Do you think the writer was trying to say _____ when he wrote the text? · Is there an illustration from the text that helps you think that _____? (refer to previous question) · Do you think the words and pictures match?	· After listening to an appropriately leveled informational text with illustrations, students will answer yes/no questions based off on the illustrations and text. · Students will listen to a Toolkit Text article with illustrations, and match the illustrations to single words or phrases that state key details from the text. · Students will listen to a leveled text, and engage in an Accountable Talk discussion of how the text's illustrations tell us what's happening in the text. Anchor chart, illustrations, and word bank will be provided.

http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm
(CCSS unpacked, grade level progression of each standard and additional resources)

New Jersey Student Learning Standard (NJSLS) RI.1.9

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

Essential Element of the NJSLS: With guidance and support, match similar parts of two texts on the same topic.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Describe texts that are read, using various points (e.g., pictures, descriptions, etc.). · Identify the similarities and differences of two texts on the same topic. · Use various points of comparison (e.g., pictures, descriptions, etc.).	· After reading two books, what is the same/different about them? · Do both books have illustrations? If so, how were they used in both books? · What did the illustrations in the books tell you?	· Complete a graphic organizer listing the similarities and differences of two known texts on the same topic. · Discuss with a partner two texts on the same topic comparing and contrasting them and using specific details from the text to support your response. (Think pair share)
· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Orally compare and contrast the information in illustrations, descriptions or procedures in two leveled informational texts using key vocabulary in a series of simple, related sentences. · Understand the two texts on the same topic. · Identify the similarities in the two texts. · Identify the differences between the two texts.	· After reading two books, what is the same/different about them? · Do both books have illustrations? · What did the illustrations in the books tell you?	· Work with a partner to complete a graphic organizer listing the similarities and differences of two known texts on the same topic. · Discuss with a partner two texts on the same topic comparing them and using specific details from the text to support your response. (Think pair share, sentence starters, and anchor charts)

· ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education	· Orally compare and contrast the information in illustrations, descriptions or procedures in two leveled informational texts using	· Is _____ the same in both books? · Is _____ different? · Did the books both have illustrations?	· Complete a graphic organizer drawing similarities of the two texts. Use illustrations from the text as a guide · Teacher will model how to compare two texts on the same topic to support a response.

Students - Low Group	key, single words in English.	· Were the illustrations the same or different?	
	· Understand the two texts on the same topic.		
	· Identify the similarities in the two texts.		
	· Identify the differences between the two texts.		

http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm
(CCSS unpacked, grade level progression of each standard and additional resources)

New Jersey Student Learning Standard (NJSLS) RI.1.10

NJSLS: RI.1.10. With prompting and support, read informational texts at grade level complexity or above.

Essential Element of the NJSLS: Actively engage in shared reading of informational text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Participate in group or independent reading activities. · Articulate the purpose of the reading activities. · Model/develop reading habits that lead to reading increasingly com-plex texts independently.	· What do you already know about this topic? · What do you think will happen next? · What clues gave you that idea? · What does your partner think?	· With a partner, read an information text and engage in a discussion about the text. Teacher can provide students with high level questions to guide the discussion. · Turn and talk to your partner about the text and share two or three new things you learned.
· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Read with a purpose. · Work in groups. · Understand what is read individually. · Read short sentences of leveled informational texts.	· What do you already know about this topic? · What do you think will happen next? · Did any clues give you that idea? · What does your partner think?	· With a partner read an appropriately leveled text and highlight/underline key details. Students will answer questions about the text using a word/phrase bank as needed. · Turn and talk to your partner about the text and share two new things you learned.

· ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Understand how to read with a purpose. · Know how to follow along during a read aloud. · Read leveled informational texts with high-frequency and/or content-specific words in English.	· Is _____ or _____ a major detail? · Do you think _____ will happen next? · Did any clues give you that idea? · Does your partner agree or disagree?	· Before reading the informational text, teacher will display and review word cards listing high-frequency words found in the text. · Teacher will read an excerpt from an appropriately leveled text. Students will verbally answer questions asked by the teacher. Students will record these answers by drawing/ labeling picture(s).

http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm
(CCSS unpacked, grade level progression of each standard and additional resources)

New Jersey Student Learning Standard (NJSLS) W.1.1

NJSLS: 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.

Essential Element of the NJSLS: Select a familiar book and use drawing, dictating, or writing to state an opinion about it.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Introduce the topic. · Express an opinion on the topic. · Include a reason to support the opinion. · Include a closing statement or section.	· What is your opinion about _____ from the text? · Where can you find information that supports your opinion? · What are you going to write about? Why? Tell me two reasons you think that. · How will you end your writing?	· Create a class list of topics students can have an opinion about. · Teacher will model writing an informative/explanatory piece then students will independently write a piece on a specific topic. Students can share their work with a partner, small group or whole group. · After students decide what they are going to write about, have them turn to a partner and share their topic before beginning to write independently.
· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Introduce the topic · State an opinion on the topic. · Include a reason to support the opinion. · Include a closing statement	· Do you have an opinion about _____ from the text? · Can you find information that supports your opinion _____ or _____? · Do you know what are you going to write about? Tell me one reason you think that is a good topic. · Do you know how you will you end your writing?	· Create a class list of topics students can have an opinion about. · Teacher will model writing an informative/explanatory piece then students will use a teacher model and word bank to write three sentences on a specific topic. · After students decide what they are going to write about, have them complete a graphic organizer using pictures before beginning to write independently.

· ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education	· Understand topic · State an opinion about the topic · Understand reasoning · Understand conclusions	· Can _____ be an opinion about _____ from the text? · Does _____ information that supports that opinion?	· Create a class list of topics students can have an opinion about. · Teacher will model writing an informative/explanatory piece then students will use a teacher model and word bank to

Students - Low Group		· Do you know what are you going to write about? · Will you end your writing with _____ or _____?	draw two - three pictures with words on a specific topic. · After students decide what they are going to write about, have them complete a visual graphic organizer using pictures and words/phrases. Teacher will conference with students to assist with the writing process based off the pictures.

http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm
(CCSS unpacked, grade level progression of each standard and additional resources)

New Jersey Student Learning Standard (NJSLS) W.1.2

NJSLS: 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.

Essential Element of the NJSLS: Select a familiar topic and use drawing, dictating, or writing to share information about it.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Discern facts from opinion. · Introduce a topic that is well known. · Include some facts about a topic. · Write a closing statement.	· What is your topic sentence? · What details do you have to support your topic? · Where will you get your information?	· Teacher will model writing an informative/explanatory piece then students will independently write a piece on a specific topic. Students can share their work with a partner, small group or whole group. · After students decide what they are going to write about, have them turn to a partner and share their topic sentence before beginning to write independently.
· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Begin to be able to write complete sentences. · Ability to identify facts within a text. · Organize and sequence ideas and orally state them in logical order. · Write an informational text with details using simple sentences incorporating general and content-based vocabulary.	· Do you have a topic sentence? · Do you have details to support your topic? · Where will you get your information?	· Teacher will model writing an informative/explanatory piece. With teacher support, students will draw/write an explanatory piece on a specific topic. Students can share their work with a partner or small group. Students can use a graphic organizer, anchor charts and/or writing templates to assist with their writing. · Before beginning to write, students can turn to a partner and share their idea/topic.

· ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Ability to write words. · Understand the facts located in a text. · Organize ideas to be able to place ideas in sequential order.	· What is your writing and/or drawing about? · Do you have details included? · Did you get your information from	· Teacher will model writing an informational/explanatory piece. Students will draw and label an informative picture on a specific topic. Students can share their work with a partner or small group. · Before drawing, ask students to orally share

	· Write/draw an informational text using a Graphic Organizer.	_____ or _____?	what they are going to draw (topic).

(CCSS unpacked, grade level progression of each standard and additional resources)

New Jersey Student Learning Standard (NJSLS) W.1.5

NJSLS: 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.

Essential Element of the NJSLS: With guidance and support from adults, add more information to own drawing, dictation, or writing to strengthen it.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Respond to adults' and peers' (conferences and writing partner) questions and suggestions. · Reflect on writing and make changes. · Add descriptive words and details. · Recognize and correct spelling, grammar and punctuation errors.	· What is your topic? · What details will you add to support the topic? · How will you revise your writing? · What details are the most important to include in your writing? · Can you explain what happened in the story in sequential order?	· Given two paragraphs, students will revise the writing adding descriptive details and clarifying information. · Include interactive writing experiences that support the use of various revision techniques. · Model for students how to use a graphic organizer to draft sentences. Have the students practice independently incorporating descriptive words and details.

· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Revise writing by adding details using key vocabulary in a series of simple, related sentences. · Generate a topic to write. · Know how to use a graphic organizer to understand that writing should move logically. · Write sentences with details.	· What is your topic? · Did you add to support the topic? · Did you revise your writing? · What details are the most important to include in your writing? · Can you explain what happened in the story in sequential order?	· Given two paragraphs, students will work with a partner to revise the writing adding descriptive details and clarifying information. · Teacher will model how to use of various revision techniques during the writing process. · Model for students how to use a graphic organizer to draft sentences. Have the students work with a partner to practice independently incorporating descriptive words and details from a word/phrase bank.
· ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking	· Revise writing by adding details by drawing pictures and using single words to label pictures.	· Do you have a topic? What is it? · Are there details to support your topic?	· Given one paragraph, students will work in a small group to verbally add details. · Teacher will model how to use various revision techniques during the writing process.

· Special Education Students - Low Group	· Understand what a topic is. · Know how to use a graphic organizer. · Understand how writing moves logically.	· Do you need to revise your writing/drawing? · Is _____ or _____ an important detail to include? · What happened first? Second? Third?	· Teacher will model for students how to use a graphic organizer to draft sentences. Students will practice incorporating details in sentences or pictures. Word/phrase bank will be provided.

http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm
(CCSS unpacked, grade level progression of each standard and additional resources)

New Jersey Student Learning Standard (NJSLS) W.1.6

NJSLS: 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..

Essential Element of the NJSLS: With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Use technology to create and publish writing, with support when necessary. · Use technology to collaborate with peers, with adult support when necessary.	· Can you explain how to turn on a computer? · Do you know how to save information? If so, explain. · Where will you look for information? · Did you find a site that was most helpful? · What information are you looking for?	· After completing a writing piece, model for students how to publish their own work using a computer. · Model for students how to use the internet to locate information that can help them with an assignment. Then give them a topic and with a partner have the students locate information that they will use later in their writing. · Provide students with ten sentences. Have them identify the key words or ideas from each sentence. Engage in a discussion about why the key words/ideas are important to identify.

· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Compose and publish writing using simple sentences with and key vocabulary. · Understand how to use a computer (i.e. mouse, keyboard, etc.). · Understand how to print. · Know how to use the computer toolbar. · Understand how to save documents.	· Can you explain how to turn on a computer? · Do you know how to save information? If so, explain. · Where will you look for information? · What information are you looking for?	· After completing a writing piece, teacher will model for students how to publish their own work using a computer. · Model for students how to use the internet to locate information that can help them with an assignment. Then give them a topic and with a partner have the students locate information that they will use later in their writing.
· ESL Student Levels 1-2.4	· Compose and publish writing in English using	· Can you turn on a computer?	· After completing a writing piece, teacher will model for students how to publish their own

· WIDA 2: Reading, Speaking · Special Education Students - Low Group	pictures and photographs, illustrations, and key single words. · Understand how to use a computer (i.e. mouse, keyboard, etc.). · Understand how to print. · Know how to use the computer toolbar. · Understand how to save documents.	· Can you save information? · Does this button print? · What does _____ do? (mouse, keyboard, etc.)	work using a computer. · Model for students how to use the internet to locate information that can help them with an assignment. As a small group with teacher guidance, students will take turns locating information on a topic.

(CCSS unpacked, grade level progression of each standard and additional resources)

New Jersey Student Learning Standard (NJSLS) W.1.7

NJSLS: 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).

Essential Element of the NJSLS: With guidance and support, participate in shared research and writing projects.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Understand their role in the shared projects. · Contribute to the project from beginning to end. · Use graphic organizers to aid in collaboration.	· What's your role in this project? · What are your teammates' roles? · How do you and your partners agree on decisions about the project? · How would you rate your participation in completing the project?	· As a class, create an anchor chart listing the roles and responsibilities of group members for student reference. · Provide every student with a graphic organizer s/he can use to gather information and assist with the project. · Have students complete a rubric to self-monitor their participation in the project.
· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Understand each role in the shared projects. · Contribute to the project from beginning to end. · Use graphic organizers to aid in collaboration.	· Does everyone have role in this project? · Do you know what your role means that you have to do? · Do you and your partners agree on decisions about the project? · Did you participate during the entire project?	· As a class, create an anchor chart listing the roles and responsibilities of group members for student reference. · Provide every student with a graphic organizer with a word bank that s/he can use to gather information and assist with the project. · Have students complete a visual rubric to self-monitor their participation in the project.

· ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Understand each role in the shared projects. · Contribute to the project from beginning to end. · Understand how to use graphic organizers to aid in collaboration.	· Does everyone have role in this project? · Do you know what your role means that you have to do? · Do you and your partners know how to use the	· As a class, create an anchor chart listing the roles and responsibilities of group members for student reference. · Provide every student with a partially completed graphic organizer with a word bank that s/he can use to draw information and assist with the project.

		graphic organizer? Have you started to complete a graphic organizer?	· Have a student conference to discuss the visual rubric to self-monitor their participation in the project.
		· Did you participate during the entire project?	

http://www.tcoe.org/ERS/CCSS/ELA/Resources.shtm
(CCSS unpacked, grade level progression of each standard and additional resources)

New Jersey Student Learning Standard (NJSLS) W.1.8

NJSLS: W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Essential Element of the NJSLS: With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
· General Education · ESL Student Levels 4-5 · WIDA 2: Reading, Speaking · Special Education Students - High Group	· Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions. · Take notes on the key details of provided information. · Read provided information to answer research questions and take notes. · Recall from their own background knowledge to answer research questions.	· Can you give me information using who, what, when, why and where? · Can you tell me what happened in the story? · What sources did you use to find this information? · Describe why this event or person is important? · How will you rewrite this information in your own words? · How can you express your ideas?	· Visit the school library to show students how to use find resources to answer research questions. · Model using a graphic organizer to take notes to answer questions. Provide the students with copies for their independent use. · Have partners utilize a variety of information sources (text, pictures, digital sources, and prior information) to answer questions on a teacher selected topic. · Model using prior learning on a topic to answer research questions (e.g., using the students' previous learning about Jane Goodall or Wilson Bentley from the IFL unit: Discovering Scientists).

· ESL Student Levels 2.5-3.9 · WIDA 2: Reading, Speaking · Special Education Students -Mid Group	· Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions. · Take notes/highlight key details of provided information. · Listen and follow along to provided information to	· Can you give me information using who, what, and where? · Did _____ or _____ happen in the story? · Did you use sources to find this information? · Is this event or person important because of	· Visit the school library to show students how to use find resources to answer research questions. · Model using a graphic organizer to take notes to answer questions. Provide the students with copies for their independent use. · Have partners utilize a variety of information sources (text, pictures, digital sources, and

	answer research questions and take notes. · Recall from their own background knowledge to answer research questions.	_____ or _____? · Can you rewrite this information in your own words? · Can you express your ideas by _____ or _____?	prior information) to answer questions on a teacher selected topic using a word/phrase bank. · Model using prior learning on a topic to answer research questions (e.g., using the students' previous learning about Jane Goodall or Wilson Bentley from the IFL unit: Discovering Scientists).
· ESL Student Levels 1-2.4 · WIDA 2: Reading, Speaking · Special Education Students - Low Group	· Understand that you can use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions. · Understand how to highlight key details of provided information. · Listen to provided information to answer matching style research questions · Recall from their own background knowledge to answer research questions.	· Can you give me information about the story? Was _____ or ____ (the who)? Did _____ or ____ happen (the what), Did it occur _____ or _____ (the where)? · Did _____ happen in the story? · Do you know how to use sources to find this information? · Is this event or person important because of _____? · Can you rewrite this information in your own words? · Can you express your ideas by ____ ?	· Visit the school library to show students how to use find resources to answer research questions. · Model using a graphic organizer to take notes to answer questions. Provide the students with copies for their independent use. · Have groups utilize a variety of information sources (text, pictures, digital sources, and prior information) to complete a matching worksheet on a teacher selected topic. · Model using prior learning on a topic to answer research questions (e.g., using the students' previous learning about Jane Goodall or Wilson Bentley from the IFL unit: Discovering Scientists).

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(CCSS unpacked, grade level progression of each standard and additional resources)

District Resources
Phonics
When introducing the letter name within this unit, it is suggested that you also introduce the letter sound, which will be addressed with students in greater detail in the upconing units.

Lesson 11:
-Digraph th
-Base Words and –s, -es, -ed, -ing Endings

Lesson 12:
-Digraphs ch, tch
-Possessives with 's
-Phonogram -atch

Lesson 13:
-Digraphs sh, wh, ph
-Contractions with 's, n't

Lesson 14:
-Long a (CVCe)
-Soft c, g, dge
-Phonograms –ake, -ace

Lesson 15:
-Long I (CVCe)
-Digraphs kn, wr, gn, mb
-Phonograms –ine, -ite

School based resources can be used in addition to the district resources, but cannot replace district resources.

District Resources
Guided Reading

Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts.

Running Records

A running record is a tool used to assess students' reading behaviors and comprehension. A benchmark book and a running record form, with text from the book, are used for assessment. Analyzing students' performance will help teachers identify students' reading levels, check their fluency, find weaknesses in comprehension and plan effective guided reading instruction.

Running records will be administered to students as part of the ELA unit assessments. **Benchmark books, identified in the guided reading program, are to be utilized for assessment purposes only.**

District Resources
Guided Reading

A student **on-grade level** should display the following reading behaviors by the end of the school year.

First Grade Level I

· Read fluently, slowing down to figure out new words and then resume speed.

· Actively figures out new words, using a range of strategies.

· Reread to search for meaning.

· Flexibly use meaning, language syntax, and visual information to figure out new words and to monitor reading.

· Sustain problem solving and development of meaning through a longer text and over a two or three day period.

· Remember details to support meaning accumulated through the text.

Comprehension Clubs	CCSS: Text Exemplars (Appendix B)
Readings- Journeys Giraffe's Neck, *Denise Carter* Bear's Tail, *Dermot McManus* Peacock's Tail, *Patrick Doherty* Bear's Long, Brown Tail, *Dermot McManus* Winter, *Mark Iglesia* Fall Changes, *Adrian Powers* Seasons Around the World, *Brendan Jameson* In the Fall, *Adrian Powers* Izzy's Move, *Rose Agullera* The Treasure Map, *Delilah Sampson* Cam the Camel, *Dee Scully* The Map and the Treasure, *Delilah Sampson* Making a Home, *Cecilia Mendez* All About Bats, *Mary Dell Hartman* Bald Eagles, *Philip Mayer* Many Kinds of Bats, *Mary Dell Hartman*	**Stories:** *Gerald McDermott,* How Leopard Got His Spots *Pam Munoz Ryan,* The Big Race Animal Picnic **Informational Texts:** The Rainforest *Pat Cummings,* Seasons Four Seasons for Animals Rules and Laws *James Bruchac,* Animal Groups **http://www.corestandards.org/assets/ Appendix B.pdf**

Vocabulary

When teaching vocabulary,

· Use the identified words as those you are teaching to the students (additional words may be selected by the teacher).

· Use the various learning modalities and sample menu in order to deliver instruction.

· Introduce the word in context first before explicit vocabulary instruction.

· Have students repeat the word to ensure proper pronunciation. They are much more likely to use the word if they are confident they are saying it correctly.

· Note: Not all sample activities/modalities need to be used for each word. Base your instruction on the needs of your student population and select modalities/activities that meet their needs.

*High Frequency Words: blue, live, cold, their, far, water, little, where, been, brown, know, never, off, out, own, very, down, fall, goes, green, grow, new, open, yellow, four, five, into, over, starts, three, two, watch, bird, both, eyes, fly, long, or, those, walk

Oral Vocabulary				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Companions Portions Exchange Practice Gracefully Strict	Adventure Spied Frisky Shivered View Bills	Bouquet Burst Glows Plow Shrivel Vines	Cactus Habitat Mainly Search Stems Howl	Alert Directions Scale Sensitive Swivel Threatened

Domain-Specific Vocabulary				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Artic Current Tidal	Predator Primate Jungle	Weather Cycle Sunlight	Legal Rule Duty	Trait Adapt Survive

Selection Vocabulary				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Biggest Grow Ocean Sea Otters Warm Feet Manatees Penguins Turtle Whales	Flowers Giraffe Zebra Paint Hyena Leopard Danced	Blow Day Leaves Snow School Tall Snowman Spring Summer Winter Seeds	Cottontail Hay Hooray Race Lizard Roadrunner	Amphibians Body Breathe Feathers Hair Wings Group Mammals Reptiles Tadpoles Tails

Terms About Reading/ Language Arts				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Author Details Author's Purpose Classify Categorize	Story Lesson Sequence of Events Context Homophone	Cause Effect Onomatopoeia Base word	Conclusion Cause Effect Categorize Classify Context	Text and Graphic Features Compare Contrast Suffix

Writing		
Primary Focus: Writing Unit	**Secondary Focus**	**Routine Writing**

| Lesson 11:

  Informative Writing: Sentences

    Focus Trait: Sentence
    Fluency
     Language:

  Spelling: digraph th

  Proper nouns

Lesson 12:

  Informative Writing:

    Instructions Focus Trait:
    Sentence Fluency
     Language:

  Spelling: Digraphs ch, tch

  Commands

Lesson 13:

  Informative Writing: Sentences

    Focus Trait: Ideas
     Language:

  Spelling: Digraphs sh, wh, ph

  Subjects and Verbs

Lesson 14:

  Informative Writing: Report

    Focus Trait: Ideas
     Language: Long a (CVCe)
    Phonogram -ake

  Verbs and Time | <u>Informational and Shared Research Writing Suggestions:</u>

Students can work with a partner to research a topic and write an informational piece highlighting key points about the topic.

<u>Presentation options:</u>

Creating a pamphlet
Write an informational text
Oral presentation
Make a chart/poster
Write a How-to
Type a report

The previous IFL units (Me and My Amazing Body and Discovering Scientists), Toolkit Text articles, Text Exemplars and content area instruction offer students additional informational and shared research options. | <u>The following are suggestions for writing tasks that may be incorporated into your students' daily writing experiences:</u>

Interactive Writing

Morning Message

Reader's Response Folder

Journals

Quick Writes |

★

Lesson 15:

Informative Writing: Report

Focus Trait: Word Choice
Language:

Spelling: Long I (CVCe)

The Verb be

Culminating Activity: Class, Grade, or School-Wide Celebration

Students will have the opportunity to celebrate *and* share their writing efforts with an audience. The audience may consist of their classmates, neighboring/buddy classes, parents and family members, staff, and school/district administrators.

TEACHER NOTE: It is recommended that you make use of the Writer's Workshop <u>Mentor Text Library</u> for immersion in this writing genre and as a model for students both in the mini-lesson and while conferring.

Writing Rubrics

Rubric for Opinion Writing—First Grade

	Pre-Kindergarten (1POINT)	1.5PTS	Kindergarten (2 POINTS)	2.5PTS	Grade 1 (3 POINTS)	3.5PTS	Grade 2 (4 POINTS)	SCORE

STRUCTURE

ofit

because.

Overall	Thewritertoldabout something she liked or disliked withpictures and some "writing."	Mid-level	Thewriter told,drew,and wrotehisopinionorlikesand dislikesaboutatopicor book.	Mid-level	Thewriterwroteher opinion orherlikesand dislikesand said why.	Mid-level	Thewriter wrotehisopinion or hislikesanddislikesand gave reasonsforhisopinion.	
Lead	Thewriterstartedby drawing orsaying something.	Mid-level	Thewriterwroteheropinion in the beginning.	Mid-level	Thewriter wrote abeginning in which he got readers' attention.Henamedthe topic ortexthewaswriting about and gave his opinion.	Mid-level	Thewriter wrote abeginning inwhichshenotonlygave her opinion,butalso set readers up to expect that her writing wouldtrytoconvince them	
Transitions	Thewriter kept on working.	Mid-level	Thewriter wrote hisidea and then said more.He used words suchasbecause.	Mid-level	Thewritersaidmore about her opinion and used words such asandandbecause.	Mid-level	The˙writer connected parts of his piece using words such as also, another, and	
Ending	Thewriterendedworking whenhehadsaid,drawn, and "written"allhecould about hisopinion.	Mid-level	Thewriterhadalastpart or page.	Mid-level	Thewriter wrote an ending for hispiece.	Mid-level	Thewriter wrote an ending in whichsheremindedreaders of heropinion.	
Organization	Onthewriter'spaper,there wasaplaceforthedrawing andaplacewhereshetried to writewords.	Mid-level	Thewriter told his opinion in one place and in another place hesaidwhy.	Mid-level	The writer wrote a part where she got readers' attention and a part where she said more.	Mid-level	Thewriter'spiecehad different parts;hewrotealot oflines foreachpart.	
								TOTAL

Writing Rubrics

	DEVELOPMENT							
Elaboration*	Thewriterputmorean d then more on the page.	Mid -lev el	Thewriterputeverything she thoughtaboutthe topic (or book)onthepage.	Mid -lev el	Thewriter wrote atleast one reasonforhisopinion.	Mid -lev el	Thewriter wrote atleasttwo reasonsandwroteatleasta few sentences about each	(X2)
Craft*	The writer said, drew, and "wrote" things she knew aboutthetopic.	Mid -lev el	Thewriter told,drew,and wrotesomedetailsabo ut the topic.	Mid -lev el	Thewriter used labels and words to give facts.	Mid -lev el	The writer tried to include the words that showed he wasan expertonthesubject.	(X2)
								TOTAL

Additional Resources: Suggested in the NJ Curriculum Framework

Reading	Writing	Speaking and Listening	Language
● http://readingandwritingproject.org/ ● www.jenniferserravallo.com/blog ● http://www.wegivebooks.org/books ● http://www.nwp.org/cs/public/print/resource_topic/teaching_reading ● http://www.sightwords.com/ ● www.lindahoyt.com/tips.html ● http://www.readwritethink.org/ ● http://www.lesterlaminack.com/blog.htm ● www.seymoursimon.com/index.php/blog ● https://www.teacherspayteachers.com/Product/Guided-Reading-Prompt-Cards-123684 http://www.state.nj.us/education/cccs/frameworks/ela/	● http://readingandwritingproject.org/ ● http://www.schrockguide.net/ -(technology resource) ● http://twowritingteachers.wordpress.com ● www.lindahoyt.com/tips.html ● http://www.readwritethink.org/ ● http://www.nwp.org/cs/public/print/resource_topic/teaching_writing http://www.state.nj.us/education/cccs/frameworks/ela/	● http://readingandwritingproject.org/ ● www.lindahoyt.com/tips.html http://www.state.nj.us/education/cccs/frameworks/ela/	● http://readingandwritingproject.org/ ● www.lindahoyt.com/tips.html ● www.seymoursimon.com/index.php/blog http://www.state.nj.us/education/cccs/frameworks/ela/

Suggested Websites

Poetry Websites
Visit the following websites for poems and resources to support poetry instruction: the Poem Farm (www.poemfarm.amylv.com); children's poetry @ (www.poetryarchive.org/childrenarchive) the Poetry Foundation (www.poetryfoundation.org/features/video/191)

Reading Rockets
Reading Rockets offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn become successful readers. The reading resources will assist in helping struggling readers build fluency, vocabulary, and comprehension skills. http://www.readingrockets.org/

Writing Fix
The writing fix offers a wealth of resources aligned to the standards as well as the 6+1 traits of writing. It provides lessons using mentor texts, sample student writing, as well as many other resources to help increase the level of writing in your classroom. http://www.writingfix.com/

Read Write Think
Read Write Think offers a multitude of grade level lesson plans, articles, and resources to support English Language Arts and enhance your lessons. http://www.readwritethink.org/

The Florida Center for Reading Research (FCRR)
The Florida Center for Reading Research disseminates information about research-based practices related to literacy instruction and assessment for children in pre-school through 12th grade. The link will take you to a wealth of grade specific ELA activities and resources. http://www.fcrr.org/for-educators/sca.asp

ReadWorks
ReadWorks provides research-based units, lessons, and authentic leveled non-fiction and literary passages that you can search by lexile level, grade, and skill. This site also offers novel study units that all can be aligned to the Common Core State Standards for free. www.readworks.org

Learn Zillion
This site will provide you with PowerPoint presentations aligned to the Common Core State Standards as well as providing an alternate approach to teaching the standards. The lessons are scaffolded to provide a clear understanding of the standard being addressed while supporting the use of technology in your classroom. You must complete the free registration before accessing learn zillion. www.learnzillion.com

Game Aquarium
Game Aquarium offers online activities to practice literacy skills for grades K-4. www.gameaquarium.com/readaquarium

Field Trip Ideas

NEW JERSEY PERFORMING ARTS CENTER (NJPAC) Newark, NJ - Offers a variety of seasonal, educational and holiday productions for school-age children. For tickets and a list of upcoming performances contact NJPAC.
 www.njpac.org/arts-education-1/schooltime-perfromances

PAPERMILL PLAYHOUSE Milburn, NJ - Offers seasonal, educational, and holiday productions for school groups. For tickets and calendar of events contact Papermill Playhouse.
www.papermill.org/shows-tickets/for-school-groups.html

LIBERTY SCIENCE CENTER Jersey City, NJ - An interactive science museum and learning center located in Liberty State Park. The center, which first opened in 1993 as New Jersey's first major state science museum, has science exhibits, the largest IMAX Dome theater in the United States, numerous educational resources, and the original *Huberman sphere.*
http://lsc.org/plan-your-visit/

NEWARK MUSEUM Newark, NJ - Offers hands-on exhibits and educational programs including a mini-zoo, planetarium and a fire safety exhibit.
www.newarkmuseum.org

MAYO PERFORMING ARTS CENTER (MPAC) MORRISTOWN, NJ - presents a variety of productions and programs that educate, enrich and entertain school-age children. Performances include literacy (Junie B. Jones, Henry & Mudge, and The Rainbow Fish), math, science, and social studies. Theatreworks also presents at MPAC. Contact MPAC for events and tickets.
www.**mayo**arts.org/

ELL Resources

- **Learning style quiz for students-** http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml

- **"Word clouds" from text that you provide-**http://www.wordle.net/

- **Bilingual website for students, parents and educators**: http://www.colorincolorado.org/

- **Learn a language for FREE-**www.Duolingo.com

- **Time on task for students-**http://www.online-stopwatch.com/

- **Differentiation activities for students based on their lexile-** www.Mobymax.com

- **WIDA-** http://www.wida.us/

- **Everythingn ESL -** http://www.everythingESL.net

   Judy Haynes' s ESL website with a discussion forum, lesson plans, teaching tips, & resources for teachers

- **ELL Tool Box Suggestion Site** http://www.wallwisher.com/wall/elltoolbox

   best practices for various aspects of an English language classroom

- **Hope4Education -** http://www.hope4education.com

   Books, online workshops, on-site training and presentations, help meeting the NCLB and state curriculum standards, discussion forums, and tele-chats hosted by Hope Blecher-Sass

- **Learning the Language** http://blogs.edweek.org/edweek/learning-the-language/

   Mary Ann Zehr's blog for Education Week - news, controversies, initiatives, research, legislative updates about teaching English language learners

- **FLENJ** (Foreign Language Educators of NJ) **'E-Verse' wiki**: http://www.flenj.org/Publications/?page=135

- **OELA -** http://www.ed.gov/offices/OBEMLA

   The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students

- **New Jersey Department of Education- Bilingual Education information** http://www.state.nj.us/education/bilingual/

- **Learning Resource Centers** (LRC Network) http://www.state.nj.us/education/lrc

   supported through the NJDOE, Office of Special Education Programs.
   Click on "Services" and scroll down to the library in your region.

- **1-Language.com -** http://www.1-language.com

Activities, exercises, worksheets, forums, chats, articles, and more

· **Repeat After Us -** http://repeatafterus.com/

The best collection of copyright-free English texts and scripted recordings

· **Learning Vocabulary Can Be Fun -** http://www.vocabulary.co.il

Games and quizzes for practicing vocabulary

ELL Resources

Students K-8

· **Kindersite -** http://www.kindersite.org

1,000s of links to graded English content suitable for 2 to 6 year olds

· **Learning Games for Kids -** http://www.learninggamesforkids.com

Learning games and songs for preschool and elementary children

· **SpellingCity.com -** http://www.SpellingCity.com

Lessons, Games, Tests, over 25,000 words, students can practice teacher-assigned words

· **Starfall.com -** http://www.starfall.com

Phonics lessons, interactive books, and word games

· **AAA Math -** http://www.aaamatematicas.com

over 2500 interactive math lesson pages

· **NASA's Space Place -** http://spaceplace.nasa.gov

NASA's education program; also available in Spanish

· **Achieve 3000-http://www.achieve3000.com/**

Students K-12

· **Teaching Reading and Language Arts -** http://teachingreadingandla.pbworks.com

Sites and resources for classroom instruction compiled by Keith Schoch

· **Mrs. Hurley's ESL Page**http://www.mrshurleysesl.com

Tips, activities, information & links for students and teachers

· **Children's Literature Web Guide -** http://www.ucalgary.ca/~dkbrown/index.html

Many Internet resources related to books for children and young adults including lists, reviews, and lesson plans & more

· **21st Century Centers** http://www.21stcenturycenters.com/21cc/Home.html

Implement "Centers" in a high school classroom using the i-pod touch

· **Windows to the Universe -** English: http://www.windows.ucar.edu Spanish: http://www.windows.ucar.edu/spanish

A comprehensive science education and reference site spanning a broad range of Earth and Space Science topics and related topics in the humanities

· **ESL Summer Programs at Colleges in New York State for Kids & Teens 8-18**

http://www.summeroncampus.com/main/ActivityProgramsList.asp?CategoryID=25
Search by college or location. Updated annually

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Special Education Resources

· **Animoto**

Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share.
https://animoto.com

· **Bookbuilder**

Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills.
http://bookbuilder.cast.org/

· **CAST**

CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences.
http://www.cast.org

· **CoSketch**

CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images.
http://www.cosketch.com/

· **Crayon**

The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper.
http://crayon.net/

· **Education Oasis**

Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more!
http://www.educationoasis.com/printables/graphic-organizers/

· **Edutopia**

A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration.
http://www.edutopia.org/

Special Education Resources

· **Glogster**

Glogster allows you to create "interactive posters" to communicate ideas. Students can embedded media links, sound, and video, and then share their posters with friends.
http://edu.glogster.com/?ref=personal

· **Interactives – Elements of a Story**

This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution.
http://www.learner.org/interactives/story/index.html

· **National Writing Project (NWP)**

Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities.
http://www.nwp.org

· **Pacecar**

Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word.
http://pacecar.missingmethod.com/

· **Plickers**

Plickers is a powerfully simple tool that lets teachers collect real-time formative assessment data without the need for student devices. Use Plickers for quick checks for understanding to know whether your students are understanding big concepts and mastering key skills.
https://plickers.com/

· **Read Write Think**

ReadWriteThink provides educators, parents, and afterschool professionals with access to the highest quality practices in reading and language arts instruction by offering the very best in free materials
http://www.readwritethink.org

· **RubiStar**

RubiStar is a free tool to help teachers create quality rubrics.
http://rubistar.4teachers.org/index.php

Special Education Resources

- **VisuWords**

Visuwords is an online graphic dictionary and thesaurus that helps develop word knowledge. Word relationships are illustrated by the color and pattern of the link between words.
http://www.visuwords.com/

- **Vocab Ahead**

Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word.
http://www.vocabahead.com/

- **Voki**

Voki is text to speech generator that allows the user to create a personal speaking avatar that can be embedded in a website. The site offers a high level of customization ranging from the overall look of the Voki to the sound of its voice.
http://www.voki.com/

- **Webspriration**

Webspiration is an online visual thinking tool with features that assist students in capturing ideas, organizing information, diagramming processes, and creating concise written documents. http://www.mywebspiration.com/

- **Wordle**

Wordle is a toy for generating 'word clouds' from text that you provide. The clouds give greater prominence to words that appear more frequently in the source text. You can tweak your clouds with different fonts, layouts, and color schemes.
http://www.wordle.net/