

iLit Level C- Unit 1 (MP1)

Unit 2- Days 1-32 (*Saint Louis Armstrong Beach*)

Days 33-36 (*Babes in the Woods*)

Day 37 (*Canada Geese 'Gassed'*) Day 38 (*Living with Weather and Climate*)

Days 39-42 (*Waikiki's Story*)

Day 43 (*Human Impact!*)

Day 44-47 (*Rivers Change the Earth*)

Day 48-50 (*Changing Weather*)

***Online Resources that can be utilized with all SLO/Standards**

<https://www.englishcentral.com/browse/videos>

<https://www.esllibrary.com/>

<https://kahoot.com/>

<https://www.mobymax.com/>

<https://newsela.com/>

<https://www.spellingcity.com/>

<https://www.readworks.org/>

<https://www.ixl.com>

<https://www.learningA-Z.com>

<https://www.litcharts.com/>

https://docs.google.com/document/d/1yAZOFS-GPcmFxiuJWDrFDu7Rm2Yad_ozautuFpKP5Y/edit#! (Sentence frames)

https://www.commonlit.org/?acknowledge_unsupported_browser=true

<http://www.vocabulary.com>

Writing Resources:

Informative/ Explanatory

<https://blog.thinkcerca.com/how-to-teach-informative-or-explanatory-writing>

Research

http://www.readwritethink.org/files/resources/lesson_images/lesson1155/scaffold.pdf

Argumentative

https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/argumentative_essays.html

Narrative

<https://www.thoughtco.com/narrative-composition-term-1691417#:~:text=A%20narrative%20is%20a%20form,strategies%20to%20tell%20a%20story.>

(place an "X" before each law/statute if/when present within the curriculum map)

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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Amistad Law

Research a period of African History

Use the National Museum of African American Culture and History to research a topic using their exhibits. Then, share with the class/group.

Holocaust Law

The Terrible Things: Allegory of the Holocaust

SWBAT identify and define an allegory. SWBAT identify and describe a bystander, and what their role was in WWII and other genocides.

Bring to Life- Find a quote to represent the bystander role in Holocaust.

Use to make your own replicas and museum.

Holocaust A-Z- Make a Holocaust dictionary by researching different topics and events of WWII and the Holocaust.

LGBTQ+ and Disabilities Law

Watch, research and discuss Gladys Bentley and the Harlem Renaissance.

Complete an activity to bring awareness to different disabilities and handicaps.

Use GLSEN cards and website to research and discuss different LGBTQ+ figures and events

Diversity & Inclusion

Why are all cultures important?

Race Awareness Game and Discussion

Have a Class Diversity Celebration using 1 or more of the ideas suggested.

Standards in Action:

Watch the movie *Before the Flood* and use it to research and compile a list of ways to prevent flooding and global warming.

Read and discuss photo essay *Melting Away*

Take a picture from your neighborhood, or draw a picture to show how global warming is affecting our environment.
 Use CLEAN resource collection to conduct research and investigate different topics involving the environment (water, weather)

	Student Learning Objective (SLO)		Language Objective		Language Needed
Unit 2 (Week 1) NJSLS: RL 9.1.2.3.10 RI 9.1.2.10 W 9.10.4, 9.9a SL 9.1a-d,9.6 L 9.4a-c .6, L9.1e, .2a,5c WIDA: Reading Writing Listening Speaking	Development- Understand new vocabulary in context Language Development- Understand and use compound words, Understand new vocabulary in context, spell correctly		Identify question words to classify interrogative sentences from others. Use question words (Who, what, when, where, why, how) to ask questions about a text. Use question words to engage in class discussions about a text. Identify compound words in writing and everyday speech. Use examples of compound words in your own writing. Classify prediction statements. Make predictions about a text using evidence from text in writing using varied modifications based on ELP. Cite or use text to support predictions in previewing/prewriting activities. Identify short vowel sounds.		VU: interrogative, prediction, opinion, vowel
	Meaning Making- Preview a text, Ask questions about a text, Ask questions to make a prediction, Make, review, and modify predictions, Ask questions to determine what text says explicitly				LFC: question words, opinion writing, prediction writing, compound words
	Effective Expression- Engage in collaborative conversation, Identify and use formal language for different audiences Foundational Skills- Read fluently by using phrasing				LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

Language Objectives	<p>Use sentence frames/fill in the blank sentences to ask questions with question words. Match question words to L1 or native language. Answer questions with question words in short phrases or yes/no answers.</p> <p>Use pictures and L1 to identify compound words in sample text. Match compound words to pictures.</p> <p>Identify vowels from the alphabet. Read words with short vowel sounds with 1 syllable.</p>	<p>Answer questions in short phrases and simple sentences. Use question words to complete the interrogative sentences with translated word banks. Ask basic questions about a text using sentence frames.</p> <p>Label picture with correct compound word using a word bank. Identify compound words in text appropriate to ELP. Find the compound word pairs to match the picture.</p> <p>Classify vowels from consonants. Recognize words with short vowel sounds.</p>	<p>Answer questions in basic complete sentences using TTQA sentence stems. Use question words to complete interrogative sentences. Ask questions about a text using sentence stems/Question Words.</p> <p>Label picture with correct compound word. Identify compound words in text appropriate ELP. Find compound word pairs.</p> <p>Classify short vowel sounds from pictures and simple 1-2 syllable words.</p>	<p>Answer questions in complete simple and compound sentences.</p> <p>Ask questions about a text.</p> <p>Use compound words in writing and speech.</p> <p>Classify compound words from others.</p> <p>Categorize short vowel sounds. Use words with short vowel sounds in writing and speech.</p>	<p>Answer questions in complete complex sentences with appropriate transition words.</p> <p>Ask high level questions about a text.</p> <p>Use compound words in writing and speech.</p> <p>Classify compound words from others.</p> <p>Identify and describe short vowel sounds in writing and speech (of your own).</p>
Learning Supports	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ells</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffold</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide Think-pair-share Word/Picture Wall Graphic Organizer</p>

	caffolding/GraphicOrganizersWorksheets.pdf L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	ing/GraphicOrganizersWorksheets.pdf L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
Unit 2 (Week 2) NJSLS: RL 9.1-6,10 RI 9.1.2.10 W 9.10, .2a,b,d SL 9.1a-d L9.4a-c, 9.5a, c, 9.1, 9.6	Language Development- Understand and use compound words, Understand new vocabulary in context, Modify noun phrases using adjectives and adverbs, Demonstrate knowledge of new vocabulary, Understand figurative language and shades of meaning, Understand and use common and proper nouns, Form and use common, proper, plural and possessive nouns correctly Meaning Making- Preview a text, Ask questions about a text, Paraphrase short portions of text, Compare and Contrast, Visualize scenes in narrative text, Ask questions about a text to increase understanding and make predictions, Visualize the action in a text through descriptive details	Use descriptive detail to describe text in writing. Use reference materials to determine meaning and understanding of unknown words. Define and provide examples of proper nouns. Classify proper nouns from common nouns. Identify and categorize different nouns. (common vs. proper, singular vs. plural, regular vs. irregular)	VU: dictionary, thesaurus, glossary, nouns, thesis, conclusion, vowel
		LFC: nouns (common vs proper, singular vs plural), antonyms/synonyms, writing thesis using sentence frames	

WIDA: Reading Writing Listening Speaking	Effective Expression- Engage in collaborative conversation, Identify and use formal language for different audiences, Write and revise an explanatory paragraph, Plan and write an informative paragraph Foundational Skills- Understand and use silent consonants					Identify antonyms and synonyms in reading and writing to write with more detail and decipher new words. Describe the difference between a first and third person point of view. Identify parts of an informative/explanatory paragraph or essay. Define parts like thesis, conclusion, evidence, supporting details. Identify long vowel sounds	LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5		
Language Objectives	Use picture dictionary/picture word bank to describe scenes using basic sentence frames. Match proper nouns with the correct picture. Use a picture dictionary to find the definition of the word. Match synonyms to the correct picture. Read samples of 1st and 3rd person narrations in L1. Read and label parts of the explanatory paragraph in L1.	Use sentence frames to describe scenes with word banks. Categorize proper nouns from common nouns with pictures and teacher modeling. Use a picture dictionary to find definition and example sentences. Match synonyms antonyms using labeled word bank. Read samples of 1st and 3rd person narrations in L1. Read and label parts of the explanatory paragraph in L1.	Use sentence stems to describe scenes with word banks in basic phrases/sentences. Categorize proper nouns from common nouns with anchor charts and teacher modeling. Use a dictionary/glossary to find the definition of the word. Match synonyms and antonyms with word bank. Use anchor charts and examples appropriate to ELP to identify 1st and 3rd person narrations. Use color coded explanatory to read and label.	Use sentence stems to describe scenes in complete sentences. Categorize proper nouns from common nouns. Use a dictionary/glossary to find definition and example sentences. Match synonyms and antonyms. Identify and classify 1st and 3rd person narrations using samples and checklists. Read and label explanatory paragraphs using checklist and teacher modeling.	Use sentence stems to describe scenes in complex sentences. Categorize proper nouns from common nouns. Use a dictionary/glossary to find definition and example sentences. Match synonyms and antonyms. Identify and classify 1st and 3rd person narrations using checklists. Read and identify parts of the explanatory paragraph using a checklist from grade level text.		

Learning Supports	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide Think-pair-share Word/Picture Wall Graphic Organizer</p>

	Student Learning Objective (SLO)	Language Objective	Language Needed
Unit 2 (Week 3) NJSLS: RL 9.1-6,10 RI 9.1.2.10 W 9.10, .2a,b,d,e, 9.9a SL 9.1a-d L9.4a-c, 9.5c, 9.1, 9.6, 9.2b WIDA: Reading Writing Listening Speaking	Foundational Skills- Understand and use silent consonants, Practice reading with fluency and accuracy Meaning Making- Compare and Contrast characters and ideas in text, Make connections to prior knowledge, Analyze themes in a text Paraphrase short passages of text to clarify understanding, Explore domain-specific words Language Development- Understand new vocabulary in context, Understand and use multisyllabic words, Recognize shades of meaning Foundational Skills: Apply grade-level phonics and word analysis skills Effective Expression- Engage in collaborative conversation, Plan explanatory paragraph, Plan a narrative paragraph, Write and revise narrative paragraph	Identify qualities of a narrative. Brainstorm ideas for narrative writing. Listen to the syllable count of each word. Classify words based on syllable count. Write a short narrative essay using a graphic organizer.	VU: story elements, revision marks, narrative, plot, setting, character, summary
		Revise narrative writings using revision questions and markings shown in whole-group modeling. Identify story elements using sample text. Describe elements of a story using examples, pictures and reference materials. Identify prefixes un-, mis- and base words.	LFC: syllables, prefixes un-, mis-
		Define negative prefixes to describe the meaning of a new word with a prefix. Using anchor text and story elements, use a graphic organizer to show the rise and fall of the plot.	LC: Varies by ELP level

			Write a short summary of the story using a summary graphic organizer.		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Read sample narrative writings in L1. Label narrative writing in L1, and translate into target language.</p> <p>Match story elements to pictures and target language.</p> <p>Identify highlighted prefixes of a word.</p> <p>Match prefix to meaning from anchor chart.</p> <p>Write a summary in L1.</p>	<p>Read sample narrative writings in L1. Label narrative writing in target language.</p> <p>Match story elements (in target language) to pictures.</p> <p>Underline or highlight prefixes of words (un-, mis-)</p> <p>Match prefix to meaning from anchor chart.</p> <p>Write a summary using sentence frames from text in L1.</p>	<p>Read sample narrative writings in appropriate ELP in target language. Label narrative writing in target language.</p> <p>Match story elements (in target language) to definitions and pictures.</p> <p>Match the meaning of the word to the appropriate word with prefix un- or mis-.</p> <p>Match prefix to meaning of prefix.</p> <p>Write a summary using a graphic organizer and sentence frames from text in target language with appropriate ELP.</p>	<p>Read sample narrative writings at grade level. Label narrative in target language.</p> <p>Match story elements (in target language) to definitions.</p> <p>Use the meaning of words to create own words with prefixes un- or mis-.</p> <p>Define meaning of prefixes.</p> <p>Write a summary using a graphic organizer and sentence stems. Write in complete sentences.</p>	<p>Read sample narrative writings at grade level. Label narrative in target language.</p> <p>Define story elements with definitions and examples.</p> <p>Use prefixes mis- and un- in your own writing and speech.</p> <p>Define meaning of prefixes.</p> <p>Write a summary using a graphic organizer and sentence stems. Write in complex sentences using appropriate transition words.</p>
Learning Supports	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide Think-pair-share Word/Picture Wall</p>

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	Student Learning Objective (SLO)	Language Objective	Language Needed
Unit 2 Week 4 NJSLS: RL 9.1-6,10 RI 9.1.2.10 W 9.10, .2a,b,d,e, 9.9a SL 9.1a-d L9.4a-c, 9.5c, 9.1, 9.6, 9.2b	Language Development- Understand and use multisyllabic words, Understand new vocabulary in context, Demonstrate knowledge of new vocabulary, Understand and use negative prefixes Meaning Making- Analyze the development of them, Compare and contrast characters' feelings and actions, Make connections between the literary text and the real world, Use figurative language to visualize, Visualize the action in a text, Make predictions Effective Expression- Engage in collaborative conversation	Identify negative prefixes un-, non-, mis-. Match words with negative prefixes with definition. Identify and describe target vocabulary words from anchor text using pictures, synonyms and examples. Use target vocabulary in student-created sentences. Classify words by syllable count. Use multisyllabic words in fill-in-blank sentences.	VU: synonym/antonym, prediction stems, 5 senses
			LFC: prefixes, syllables, compare and contrast, predict and support
			LC: Varies by ELP level

WIDA: Reading Writing Listening Speaking			Use Venn Diagrams to compare and contrast characters' actions and feelings. Use imagery and 5 senses to visualize scenes and actions in text. Use details and actions from the text to make and support predictions in small groups.		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Identify highlighted prefixes of a word.</p> <p>Match prefix to meaning from anchor chart.</p> <p>Use Bilingual Dictionary to define target vocabulary words in L1. Use words in sentences of your own in L1.</p> <p>Label parts of Venn Diagram using Bilingual Dictionary. Complete Venn Diagram in L1 and pictures.</p> <p>Describe scenes/actions from text in L1 using 5 senses. Label 5 senses with pictures and a bilingual dictionary.</p>	<p>Identify highlighted prefixes of a word.</p> <p>Match prefix to meaning from anchor chart.</p> <p>Use Bilingual or Picture dictionary to define target vocabulary words in L1 and English. Complete sentence frames to use words in example sentences with pictures.</p> <p>Label parts of Venn Diagram with teacher modeling/anchor chart.</p> <p>Complete Venn Diagram in small groups with labeled pictures with short phrases.</p> <p>Describe scenes/actions from text using 5 senses sentence frames with picture word bank to model writing in complete</p>	<p>Match the meaning of the word to the appropriate word with prefix un- or mis-.</p> <p>Match prefix to meaning of prefix.</p> <p>With a picture dictionary, define target vocabulary words in English. Use pictures and word walls to write a sentence using target vocabulary words.</p> <p>Label parts of Venn Diagram with anchor chart.</p> <p>Complete Venn Diagram in basic phrases/sentences.</p> <p>Describe scenes/actions from text using 5 senses sentence stems with word banks to model writing in complete sentences.</p> <p>Make predictions and support predictions using sentence frames and word banks.</p>	<p>Use the meaning of words to create own words with prefixes un- or mis-.</p> <p>Define meaning of prefixes.</p> <p>Define vocabulary words using reference sources. Use pictures to write a sentence using vocabulary words.</p> <p>Label parts of Venn Diagram. Complete Venn Diagram in complete sentences and ideas.</p> <p>Describe scenes/actions from text using 5 senses sentence stems to write in complete sentences.</p> <p>Make predictions and support predictions using sentence stems to write in complete sentences.</p>	<p>Use prefixes mis- and un- in your own writing and speech.</p> <p>Define meaning of prefixes.</p> <p>Define vocabulary words using reference sources.</p> <p>Write a sentence using vocabulary words.</p> <p>Label parts of Venn Diagram. Complete Venn Diagram in complex sentences and ideas.</p> <p>Describe scenes/actions from text using 5 senses anchor charts to write in complex sentences.</p> <p>Make predictions and support predictions in complex sentences and ideas.</p>

	<p>Make predictions and support predictions in L1 or using basic words.</p>	<p>sentences. Label 5 senses with pictures and word bank.</p> <p>Make predictions and support predictions using sentence frames and illustrated word banks.</p>			
<p>Learning Supports</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide Think-pair-share Word/Picture Wall Graphic Organizer</p>

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	Student Learning Objective (SLO)	Language Objective	Language Needed
Unit 2 Week 5 NJSLS: RL 9.1-6,10 RI 9.1.2.10 W 9.10, .2a,b,d,e, 9.9a SL 9.1a-d L9.4a-c, 9.5c, 9.1, 9.6, 9.2b WIDA: Reading Writing Listening Speaking	Language Development- Understand and use negative prefixes, Understand new vocabulary in context, Recognize action and linking verbs, Show time with helping verbs in present, past and future tenses of regular irregular verbs, Recognize simple and complete predicates, Understand and use antonyms	Use negative prefixes (un-, non-, mis-) in student-created sentences. Use target vocabulary in student-created sentences. Identify and classify action and linking verbs from sample texts based on ELP.	VU: Past, Present, Future, onomatopoeia, antonyms, prefixes, narrative, natural disaster/emergency, evacuation
	Meaning Making- Make predictions, Connect story elements, Make and modify predictions while reading, Paraphrase text to clarify meaning, Visualize events described in text, Recognize author’s purpose	Use timeline to classify past, present and future verbs. Identify predicates from sample texts based on ELP.	LFC: Visualize, Compare and Contrast, brainstorm, define, plan, classify
	Effective Expression- Engage in collaborative conversation, Plan a narrative essay Foundational Skills- Apply grade-level phonics and word analysis skills, Practice reading with fluency and accuracy	Define antonym and match antonyms correctly. Discuss Venn Diagrams with guided questions as a class/small groups. Use imagery details (5 senses) to visualize scenes and actions in text. Introduce and define onomatopoeia to improve writing with figurative language. Modify and discuss predictions and support in small groups.	LC: Varies by ELP level

			Use pre-writing activity (KWL, T Chart, Concept Web) to plan narrative essays on an experience students have with natural disasters.		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Identify highlighted prefixes of a word. Match prefix to meaning from anchor chart.</p> <p>Use Bilingual Dictionary to define target vocabulary words in L1. Use words in sentences of your own in L1.</p> <p>Use bilingual Dictionary to define verbs in the past, present and future in a timeline with pictures.</p> <p>Identify predicates in sentences in L1 using a bilingual dictionary.</p> <p>Describe scenes/actions from text in L1 using 5 senses.</p> <p>Use a bilingual dictionary to define onomatopoeia, and find examples with pictures.</p>	<p>Match prefix to meaning from anchor chart. Use words with prefixes in fill-in-blank sentences.</p> <p>Complete sentence frames to use words in example sentences with pictures.</p> <p>Classify illustrated verbs using timeline. Complete fill-in-blank sentences with correct verbs.</p> <p>Identify predicates in sentences based on ELP using illustrated anchor chart and teacher modeling.</p> <p>Describe scenes/actions from text using 5 senses sentence frames with picture word bank to model writing in complete sentences.</p> <p>Define onomatopoeia and find examples with pictures.</p> <p>Complete fill in blank sentences with correct sound words from word banks.</p>	<p>Use words with prefixes in sentences of your own using word bank and an anchor chart.</p> <p>Use pictures and word walls to write a sentence using target vocabulary words.</p> <p>Classify verbs in word bank in a timeline. Use illustrated verbs in basic complete sentences/phrases.</p> <p>Identify predicates in sentences based on ELP using illustrated anchor charts.</p> <p>Describe scenes/actions from text using 5 senses sentence stems with word banks to model writing in complete sentences.</p> <p>Define onomatopoeia with anchor chart and complete fill in blank with correct sound words from word bank.</p>	<p>Use words with prefixes in sentences of your own using an anchor chart.</p> <p>Use pictures to write a sentence using vocabulary words.</p> <p>Classify verbs in a timeline. Use teacher-selected verbs from past, present and future in complete sentences.</p> <p>Identify predicates in sentences at grade-level using illustrated anchor charts.</p> <p>Describe scenes/actions from text using 5 senses sentence stems to write in complete sentences.</p> <p>Define onomatopoeia with anchor charts and complete sentences with sound words.</p> <p>Change and discuss predictions using discussion</p>	<p>Use words with prefixes in sentences of your own.</p> <p>Write a sentence using vocabulary words.</p> <p>Classify verbs in a timeline. Use verbs from past, present and future in complete and varied sentences.</p> <p>Identify predicates in sentences/texts at grade-level.</p> <p>Describe scenes/actions from text using 5 senses anchor charts to write in complex sentences.</p> <p>Define onomatopoeia, and use sound words from word banks in sentences of your own.</p> <p>Change and discuss predictions as a class.</p> <p>Brainstorm in complex ideas and specific details to plan for narrative writing.</p>

	<p>Change and discuss predictions in L1 or in basic yes/no or gestures. Use L1 and pictures to brainstorm for narrative writing.</p>	<p>Change and discuss predictions in L1 and/or in basic phrases with sentence stems</p> <p>Use a bilingual dictionary and pictures to write basic phrases to brainstorm for narrative writing.</p>	<p>Change and discuss predictions using sentence stems, to speak in complete ideas/sentences.</p> <p>Use pictures and complete ideas to brainstorm for narrative writing.</p>	<p>stems anchor charts to speak in complete sentences.</p> <p>Brainstorm using complete sentences/specific details for narrative writing.</p>	
<p>Learning Supports</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide Think-pair-share Word/Picture Wall Graphic Organizer</p>

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	Student Learning Objective (SLO)	Language Objective	Language Needed
Unit 2 Week 6 NJSLS: RL 9.1-6,10 RI 9.1.2.10 W 9.10, .2a,b,d,e, 9.9a SL 9.1a-d L9.4a-c, 9.5c, 9.1, 9.6, 9.2b WIDA: Reading Writing Listening Speaking	Language Development- Understand and use consonants /s/ and /k/, Understanding vocabulary in context, Demonstrate knowledge of new vocabulary Meaning Making- Establish the sequence of events of an essay, Recognize the sequence of events of a text, Recognize author's purpose Effective Expression- Engage in collaborative conversation, Develop believable characterization, Revise and edit a narrative essay	Use target vocabulary in student-created sentences. Recognize and spell words with /s/ and /k/ correctly.	VU: characterization, sequence, transition words (first, next, last, later), persuade, inform, entertain, adjectives, narrative
		Place the story in the correct sequence using varied supports based on ELP. Use transition words to sequence a story.	LFC: sequence, transition, author's purpose, characterize
		Identify author's purpose using P.I.E. Use cartoons to develop characterization skills and details in a graphic organizer. Use a checklist to revise and edit a narrative essay.	LC: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Use words in sentences of your own in L1.</p> <p>Write /s/ and /k/ consonants in single-syllable words with pictures and word banks.</p> <p>Place a story in sequence using pictures and numbers.</p> <p>Identify and describe the author's purpose in L1 and yes/no answers.</p> <p>Use a bilingual checklist with pictures to read and revise a narrative essay.</p>	<p>Complete sentence frames to use words in example sentences with pictures.</p> <p>Write /s/ and /k/ consonants in single-syllable words with pictures.</p> <p>Place a story in sequence using pictures and basic phrases.</p> <p>Identify and describe the author's purpose using pictures, basic phrases and a bilingual dictionary.</p> <p>Use a bilingual checklist with pictures to read and revise a sample narrative essay based on ELP.</p>	<p>Use pictures and word walls to write a sentence using target vocabulary words.</p> <p>Write /s/ and /k/ consonants in multisyllabic words with pictures and word banks.</p> <p>Place a story in sequence using basic complete sentences with 1 transition word from word bank.</p> <p>Identify and describe the author's purpose using pictures and basic complete sentences with sentence frames.</p> <p>Use a checklist with pictures to read and revise narrative essays based on ELP.</p>	<p>Use pictures to write a sentence using vocabulary words.</p> <p>Write /s/ and /k/ consonants in multisyllabic words with pictures.</p> <p>Place a story in sequence using complete sentences and 1-3 transition words.</p> <p>Identify and describe the author's purpose in complete sentences using anchor charts and word bank.</p> <p>Use a checklist with pictures to read and revise a grade-level narrative essay.</p>	<p>Write a sentence using vocabulary words.</p> <p>Write /s/ and /k/ consonants in multisyllabic words.</p> <p>Place a story in the correct sequence with complex sentences using 3-4 transition words.</p> <p>Identify and describe the author's purpose in complex and varied sentences using anchor charts.</p> <p>Use a checklist to read and revise a grade-level narrative essay.</p>
Learning Supports	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellsca</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide Think-pair-share</p>

	<p>Audio/ Visual of Text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf</p>	<p>Audio/ Visual of Text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions</p>	<p>Audio/ Visual of Text Graphic Organizer</p>	<p>ffolding/GraphicOrganizersWorksheets.pdf</p>	<p>Word/Picture Wall Graphic Organizer</p>
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<p>Unit 2 Week 7</p> <p>NJSLS: RL 9.1-6,10 RI 9.1.2.10</p>	<p>Language Development- Understand and use inflected endings, Recognize related words in a text, Understand new vocabulary in context</p> <p>Meaning Making- Paraphrase, Recognize cause and effect, Preview text and set a purpose for reading</p>	<p>Discuss and use target vocabulary in student-created sentences.</p> <p>Match cause and effect sentences.</p> <p>Use anchor text to write cause and effect sentences.</p>	<p>VU: cause and effect, paraphrase, purpose</p>

<p>W 9.10, .2a,b,d,e, 9.9a SL 9.1a-d L9.4a-c, 9.5c, 9.1, 9.6, 9.2b</p> <p>WIDA: Reading Writing Listening Speaking</p>	<p>Effective Expression- Write a narrative essay, Engage in collaborative conversation, Present a narrative essay</p> <p>Foundational Skills- Apply grade-level phonics and word analysis skills, Practice reading with fluency and accuracy</p> <p>Content Knowledge- Acquire domain-specific academic vocabulary</p>			<p>Match paraphrased sentences together surrounding the theme of text.</p> <p>Use pictures to preview and discuss the purpose for reading.</p> <p>Write narrative essay surrounding topic of natural disasters using a graphic organizer.</p> <p>Use a summary graphic organizer to present narrative essay to class.</p>	<p>LFC: cause and effect, paraphrase, preview, discuss, summarize</p> <p>LC: Varies by ELP level</p>
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
<p>Language Objectives</p>	<p>Use words in sentences of your own in L1. Answer yes/no questions surrounding vocabulary words with support of picture dictionaries.</p> <p>Match cause and effect statements in L1 with pictures.</p> <p>Write cause and effect statements in L1 with pictures from text.</p> <p>Discuss and set a purpose for reading with a picture walk labeled in L1 and scaffolded questions to answer in yes/no.</p>	<p>Complete sentence frames to use words in example sentences with pictures.</p> <p>Answer basic questions surrounding vocabulary words with support of picture dictionaries.</p> <p>Match cause and effect statements with pictures and anchor charts in groups.</p> <p>Use text to write cause and effect statements with pre-written parts in illustrated word banks.</p> <p>Discuss and set a purpose for reading with picture walk labeled in L1, sentence frames and scaffolded questions.</p>	<p>Use pictures and word walls to write a sentence using target vocabulary words.</p> <p>Use discussion stems to discuss target vocabulary words in complete sentences.</p> <p>Match cause and effect statements with pictures in groups.</p> <p>Use text to write cause and effect statements with pre-written parts in word banks.</p> <p>Discuss and set a purpose for reading with picture walk, sentence stems and scaffolded questions.</p>	<p>Use pictures to write a sentence using vocabulary words.</p> <p>Use discussion stems to discuss and ask questions about vocabulary words in complex sentences.</p> <p>Match cause and effect statements in pairs.</p> <p>Use text to write cause and effect statements using sentence stems.</p> <p>Discuss and set a purpose for reading with a picture walk and sentence stems.</p>	<p>Write sentences using vocabulary words.</p> <p>Discuss and ask questions about vocabulary words in complex sentences and ideas.</p> <p>Match cause and effect statements.</p> <p>Use text to write cause and effect statements.</p> <p>Discuss and set a purpose for reading with a picture walk.</p> <p>Write a narrative essay with a graphic organizer.</p> <p>Use a summary graphic organizer to write in complex and varied sentences.</p>

	<p>Write narrative essays using L1 graphic organizers.</p> <p>Use a summary graphic organizer in L1 to summarize the essay in L1 and/or complete graphic organizer with pictures and labels.</p>	<p>Write a narrative essay in L1 with a graphic organizer in English and a checklist using a bilingual dictionary.</p> <p>Use a summary graphic organizer in L1 to draw and label pictures of experience from the essay.</p>	<p>Write a narrative essay with a graphic organizer, sentence stems and checklist using a bilingual dictionary.</p> <p>Use a summary graphic organizer with sentence stems to write basic sentences about the essay.</p>	<p>Write a narrative essay with a graphic organizer, sentence stems and checklist.</p> <p>Use a summary graphic organizer with sentence stems to write complete and complex sentences.</p>	
<p>Learning Supports</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide Think-pair-share Word/Picture Wall Graphic Organizer</p>

https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf

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	Student Learning Objective (SLO)	Language Objective	Language Needed
Unit 2 Week 8 NJSLS: RL 9.1-6,10 RI 9.1.2.10 W 9.10, .2a,b,d,e, 9.9a SL 9.1a-d L9.4a-c, 9.5c, 9.1, 9.6, 9.2b WIDA: Reading Writing Listening Speaking	Language Development- Spell correctly, Understand vocabulary in context, Clarify word meaning by recognizing related words Meaning Making- Preview a text, Set a purpose for reading, Analyze text structure Effective Expression- Engage in collaborative conversation Content Knowledge- Acquire domain-specific academic vocabulary, Comprehend informational text focused on social studies	Use pictures to preview and discuss the purpose for reading. Describe and match words with their synonyms and antonyms. Identify, discuss and label parts of a story. Use story element labels to describe and ask questions about a text. Identify key information from a text surrounding human impact on the environment (or other social studies topic). Define, illustrate and label key social studies content words from text.	VU: story elements (b/m/e, plot, characters, climax, protagonist, antagonist, hero, solution/conclusion), environment, antonyms, synonyms, social studies
			LFC: synonyms and antonyms, preview, story elements, ask questions, identify, label, social studies
			LC: Varies by ELP level

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Discuss and set a purpose for reading with a picture walk labeled in L1 and scaffolded questions to answer in yes/no.</p> <p>Use synonyms and antonyms in L1 to describe a word with pictures and a bilingual dictionary.</p> <p>Identify and label illustrated story elements graphic organizer in L1 or basic words using a bilingual dictionary. Discuss and ask questions using basic sentence frames, answering in basic phrases/yes and no.</p> <p>Highlight key information from text in L1.</p> <p>Use a picture and a bilingual dictionary to label and match social studies content words.</p>	<p>Discuss and set a purpose for reading with picture walk labeled in L1, sentence frames and scaffolded questions.</p> <p>Use illustrated synonyms and antonyms to describe a word in basic phrases using a bilingual dictionary.</p> <p>Identify and label illustrated story elements graphic organizer in basic words using a bilingual dictionary and anchor charts. Discuss and ask questions using domain-specific vocabulary using sentence frames and illustrated word walls.</p> <p>Highlight key information from checklist from text appropriate to ELP.</p> <p>Use a picture dictionary and text to label and match social students content words.</p>	<p>Discuss and set a purpose for reading with picture walk, sentence stems and scaffolded questions.</p> <p>Use illustrated synonyms and antonyms to describe a word in complete sentences using word wall and sentence frames.</p> <p>Identify and label illustrated story elements graphic organizer in basic sentences using anchor charts. Discuss and ask questions using domain-specific vocabulary using sentence frames.</p> <p>Highlight key information from checklist from text with scaffolded questions.</p> <p>Use social students text to label and match social studies content words. Complete fill in blank sentences to describe words.</p>	<p>Discuss and set a purpose for reading with a picture walk and sentence stems.</p> <p>Use illustrated synonyms and antonyms to describe a word in complete sentences.</p> <p>Identify and label illustrated story elements graphic organizer in complete sentences. Discuss and ask questions using domain-specific vocabulary using discussion stems.</p> <p>Highlight key information from text in pairs.</p> <p>Use social studies text to label and define content-related words in complete sentences using teacher scaffolded questions.</p>	<p>Discuss and set a purpose for reading with a picture walk.</p> <p>Use synonyms and antonyms to describe a word in complex sentences.</p> <p>Identify and label story elements graphic organizer in complex sentences and ideas. Discuss and ask questions using domain-specific vocabulary.</p> <p>Highlight key information from text.</p> <p>Use social studies text to label and define content-related words in complete sentences.</p>

Learning Supports	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide Think-pair-share Word/Picture Wall Graphic Organizer</p>
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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Unit 2 Week 9 NJSLS: RL 9.1-6,10 RI 9.1.2.10 W 9.10, .2a,b,d,e, 9.9a SL 9.1a-d L9.4a-c, 9.5c, 9.1, 9.6, 9.2b WIDA: Reading Writing Listening Speaking	Language Development- Understand and use compound words, Understand new vocabulary in context Meaning Making- Preview a text, Ask questions about a text, Ask questions to make predictions, Ask questions to determine what a text says explicitly, Make, review and modify predictions Effective Expression- Engage in collaborative conversation, Identify and use formal language for different audiences Foundational Skills- Read fluently by using phrasing				Discuss and use target vocabulary in student-created sentences. Use pictures to preview and discuss the purpose for reading. Identify and describe author’s purpose using P.I.E. Use details and actions from the text to make and support predictions in small groups. Ask questions using details from the text to make predictions and clarify events, in groups. Modify and discuss predictions and support in class discussion.	VU: persuade, inform, entertain, predict, purpose, modify LFC: Predict, Modify, support, ask questions, author’s purpose, discuss LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
	Language Objectives Discuss and set a purpose for reading with a picture walk labeled in L1 and scaffolded questions to answer in yes/no. Use words in sentences of your own in L1. Answer yes/no questions surrounding vocabulary words with support of picture dictionaries.	Discuss and set a purpose for reading with picture walk labeled in L1, sentence frames and scaffolded questions. Complete sentence frames to use words in example sentences with pictures. Answer basic questions surrounding vocabulary words with support of picture dictionaries.	Discuss and set a purpose for reading with picture walk, sentence stems and scaffolded questions. Use pictures and word walls to write a sentence using target vocabulary words. Use discussion stems to discuss target vocabulary words in complete sentences. Identify and describe the author’s purpose using pictures and basic	Discuss and set a purpose for reading with a picture walk and sentence stems. Use pictures to write a sentence using vocabulary words. Use discussion stems to discuss and ask questions about vocabulary words in complex sentences. Identify and describe the author’s purpose in complete	Discuss and set a purpose for reading with a picture walk. Write sentences using vocabulary words. Discuss and ask questions about vocabulary words in complex sentences and ideas. Identify and describe the author’s purpose in complex and varied sentences using anchor charts.	

	<p>Identify and describe the author's purpose in L1 and yes/no answers.</p> <p>Make predictions and support predictions in L1 or using basic words.</p> <p>Change and discuss predictions in L1 or in basic yes/no or gestures. Use L1 and pictures to brainstorm for narrative writing.</p>	<p>Identify and describe the author's purpose using pictures, basic phrases and a bilingual dictionary.</p> <p>Make predictions and support predictions using sentence frames and illustrated word banks.</p> <p>Change and discuss predictions in L1 and/or in basic phrases with sentence stems</p>	<p>complete sentences with sentence frames.</p> <p>Make predictions and support predictions using sentence frames and word banks.</p> <p>Change and discuss predictions using sentence stems, to speak in complete ideas/sentences.</p>	<p>sentences using anchor charts and word bank.</p> <p>Make predictions and support predictions using sentence stems to write in complete sentences.</p> <p>Change and discuss predictions using discussion stems anchor charts to speak in complete sentences.</p>	<p>Make predictions and support predictions in complex sentences and ideas.</p> <p>Change and discuss predictions as a class.</p>
<p>Learning Supports</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide Think-pair-share Word/Picture Wall Graphic Organizer</p>

	Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf				
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	Student Learning Objective (SLO)	Language Objective	Language Needed
Unit 2 Week 10 NJSLS: RL 9.1-6,10 RI 9.1.2.10 W 9.10, .2a,b,d,e, 9.9a SL 9.1a-d L9.4a-c, 9.5c, 9.1, 9.6, 9.2b WIDA: Reading Writing Listening Speaking	<p>Language Development- Understand connotations of words, Understand new vocabulary in context, Form and use common, proper, plural and possessive nouns correctly, Demonstrate knowledge of new vocabulary, Understand figurative language and shades of meaning, Use contractions to form negative statements, Understand the function of prepositions and use them to provide details, Use commas, question marks, and capital letters appropriately in sentences, Modify noun phrases using adjectives and adverbs</p> <p>Meaning Making- Visualize the action in a text through descriptive detail, Ask questions about the text to increase understanding, Make predictions, Visualize scenes in narrative text, Make predictions based on details in a text, Paraphrase short portions of text,</p> <p>Effective Expression- Engage in collaborative conversation, Plan and write an informative paragraph, Write and revise an explanatory paragraph</p> <p>Foundational Skills- Understand and use silent consonants</p>	<p>Brainstorm and illustrate connotations of words.</p> <p>Use synonyms and antonyms to discuss and classify shades of meaning.</p> <p>Identify and categorize different nouns. (common vs. proper, singular vs. plural, regular vs. irregular)</p> <p>Use different nouns in sentences of your own. (common, proper, singular, plural, possessive, regular, irregular)</p> <p>Identify and define figurative language terms and examples appropriate to ELP.</p> <p>Punctuate compound sentences, and other sentences with dialogue.</p> <p>Describe a landscape or scene using prepositions.</p>	<p>VU: contractions, imagery, 5 senses, connotations, synonyms/antonyms, nouns, figurative language (metaphor, similes, personification, onomatopoeia, idioms), punctuation, informative, prediction</p> <p>LFC: Categorize, identify, illustrate, brainstorm, write, ask questions, modify</p> <p>LC: Varies by ELP level</p>

			<p>Use contractions can't, won't, won't don't, couldn't, shouldn't and wouldn't in sentences of own.</p> <p>Use imagery and 5 senses graphic organizer to visualize text, and add detail to own writing.</p> <p>Identify key information surrounding content-related topic (natural disasters). Use graphic organizer to plan and write paragraph.</p> <p>Use details and actions from the text to make and support predictions in small groups.</p> <p>Ask questions using details from the text to make predictions and clarify events, in groups.</p> <p>Modify and discuss predictions and support in class discussion.</p>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

<p>Language Objectives</p>	<p>Brainstorm using pictures and words/phrases from L1 or yes/no responses.</p> <p>Use labeled synonyms and antonyms to represent shades of meaning in a timeline-type of graphic organizer with teacher modeling and scaffolded questions.</p> <p>Match proper nouns with the correct picture. Label types of nouns from teacher sample. Use L1 to classify nouns.</p> <p>Define different types of figurative language in L1 using illustrated anchor charts.</p> <p>Label and repeat types of punctuation marks using word bank and anchor charts. Highlight them in basic sentences.</p> <p>Match negative contractions to meaning.</p> <p>Define prepositions using a bilingual dictionary. Describe scene using prepositions in L1.</p>	<p>Brainstorm using pictures and basic phrases using a bilingual dictionary.</p> <p>Use labeled synonyms and antonyms to represent shades of meaning in timeline graphic organizer with scaffolded questions.</p> <p>Categorize nouns with pictures and teacher modeling. Complete sentences with different types of nouns. Label types of nouns using an anchor chart.</p> <p>Define different types of figurative language in basic phrases using a bilingual dictionary and illustrated anchor charts.</p> <p>Label and repeat types of punctuation marks using word banks. Highlight them in basic sentences.</p> <p>Match negative contractions to meaning. Change highlighted words to contractions.</p> <p>Define prepositions using a bilingual dictionary. Describe scenes using prepositions with sentence frames.</p>	<p>Brainstorm using pictures and basic sentences with teacher scaffolding.</p> <p>Use labeled synonyms and antonyms to represent shades of meaning in timeline graphic organizer.</p> <p>Categorize and label nouns with anchor charts and teacher modeling. Use different types of nouns in sentences of your own using word bank and pictures.</p> <p>Define different types of figurative language in complete sentences using illustrated anchor charts. Match examples based on ELP to illustrations.</p> <p>Label punctuation marks using word banks. Punctuate sentences following teacher modeling.</p> <p>Define negative contractions. Use contractions in sentence frames.</p> <p>Define prepositions using illustrations. Describe scene using prepositions using word bank and anchor charts in complete sentences.</p> <p>Describe scenes/actions from text using 5 senses sentence stems with word banks to model writing in complete sentences.</p>	<p>Brainstorm using pictures and complete sentences and ideas.</p> <p>Use labeled synonyms and antonyms to place in order to represent shades of meaning. Describe relationships of words using -er and -est suffixes.</p> <p>Categorize and label nouns. Use different nouns in sentences of your own using pictures.</p> <p>Define different types of figurative language in complete sentences using illustrated anchor charts. Match examples to illustrations, and explain meaning using sentence stems.</p> <p>Label punctuation marks. Punctuate paragraphs with teacher modeling.</p> <p>Define negative contractions and use contractions in sentences of your own with teacher scaffolding.</p> <p>Define prepositions with pictures. Describe scene using</p>	<p>Brainstorm using pictures and complex, varied sentences and ideas.</p> <p>Use ynonyms and antonyms to place in order to represent shades of meaning. Describe relationships of words using -er and -est suffixes.</p> <p>Categorize and label types of nouns. Use different types of nouns in sentences of your own.</p> <p>Define different types of figurative language in complete sentences using illustrated anchor charts. Match examples to illustrations, and explain meaning.</p> <p>Label punctuation marks. Punctuate and revise paragraphs.</p> <p>Define negative contractions and use in sentences of your own.</p> <p>Define prepositions with illustrations. Describe scene using prepositions in complex sentences.</p> <p>Describe scenes/actions from text using 5 senses anchor</p>
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	<p>Describe scenes/actions from text in L1 using 5 senses. Label 5 senses with pictures and a bilingual dictionary.</p> <p>Read and highlight key facts from informational text in L1. Write informational paragraph in L1. Draw and label natural disaster scene.</p> <p>Make predictions and support predictions in L1 or using basic words.</p> <p>Change and discuss predictions in L1 or in basic yes/no or gestures. Use L1 and pictures to brainstorm for narrative writing.</p>	<p>Describe scenes/actions from text using 5 senses sentence frames with picture word bank to model writing in complete sentences. Label 5 senses with pictures and word bank.</p> <p>Read and highlight key facts from informational text that is at ELP level with bilingual dictionary. Use graphic organizer with sentence stems and word bank to write informational paragraph.</p> <p>Make predictions and support predictions using sentence frames and illustrated word banks.</p> <p>Change and discuss predictions in L1 and/or in basic phrases with sentence stems</p>	<p>Read and highlight key facts from informational text at ELP level. Use graphic organizer with sentence stems to write informational paragraph.</p> <p>Make predictions and support predictions using sentence frames and word banks.</p> <p>Change and discuss predictions using sentence stems, to speak in complete ideas/sentences.</p>	<p>prepositions in word bank in complete sentences.</p> <p>Describe scenes/actions from text using 5 senses sentence stems to write in complete sentences.</p> <p>Read and highlight key facts from grade-level informational text. Use graphic organizer to write informational paragraph in complete sentences.</p> <p>Make predictions and support predictions using sentence stems to write in complete sentences.</p> <p>Change and discuss predictions using discussion stems anchor charts to speak in complete sentences.</p>	<p>charts to write in complex sentences.</p> <p>Read and highlight key facts from grade-level informational text. Use graphic organizer to write informational paragraph in complex and varied sentences.</p> <p>Make predictions and support predictions in complex sentences and ideas.</p> <p>Change and discuss predictions as a class.</p>
<p>Learning Supports</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide Think-pair-share Word/Picture Wall</p>

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New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
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