

iLit Level C- Unit 3 (MP3)

Unit 4 iLit- Finish Unit 4 with Week 1 and 2

Unit 5 iLit- Week 3 and 4 (Multimedia research topic presentations)

Unit 6 iLit- Week 5-10 *Kids on Strike*

***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-GPcmFxiEUJWDrFDu7Rm2Yad_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)

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| 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 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 4 iLit (Week 1) NJSLS: RL 9.10, 1,2,3, 6, 9 RI 9.10,1,2, 8, W 9.10,3a-e, 4, 9a, 2a-f, 1a-e SL9.1a-d L 9.4a-c, 6, 1a-d, 5b WIDA: Speaking Listening Writing Reading | Language Development- Understand new vocabulary in context, Demonstrate knowledge of new vocabulary, Understand the function of adverbs in sentences, Form and use comparative and superlative adjectives and adverbs correctly, Use conjunctions to show relationships between ideas in compound and complex sentences | | Discuss vocabulary words as a whole group using synonyms and antonyms. Use superlative and comparative adjectives and adverbs in sentences with varied supports based on ELP. | | VU: adverbs, superlative, comparative, myths, conjunctions, compound vs complex sentences |
| | Meaning Making- Analyze themes across genres, Explore structure of myths, Understand and use words from Greek Myths, Part 1. | | Identify conjunctions in compound and complex sentences. Match parts of sentences to fit with conjunctions. Discuss domain-specific vocabulary from anchor text. Discuss anchor text using domain-specific vocabulary. | | LFC: label, match, discuss antonyms and synonyms, define |
| | Effective Expression- Engage in collaborative conversation | | Use labeled graphic organizers to identify and define parts of Greek myths. Use adverbs in sentences of your own. | | LC: Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |

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| Language Objectives | <p>Use words in sentences of your own in L1. Answer yes/no questions surrounding vocabulary words with support of picture dictionaries.</p> <p>Highlight superlative and comparative adjective adjectives from word bank in sentences based on ELP.</p> <p>Match different types of sentences in L1.</p> <p>Write sentences in L1 using adverbs.</p> <p>Identify parts of greek myths using L1 anchor charts and pictures.</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>Highlight superlative and comparative adjective adjectives from word bank in sentences based on ELP. Circle words with -ly suffix.</p> <p>Match different types of sentences in L1 or using sentences and anchor charts based on ELP.</p> <p>Use adverbs from word bank to complete fill in the blank sentences using L1 translations.</p> <p>Identify parts of greek myth using sentence frames in a graphic organizer using anchor charts and pictures.</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>Highlight superlative and comparative adjectives from anchor charts. Circle words with -ly suffix.</p> <p>Match different types of sentences using anchor charts.</p> <p>Use adverbs from word banks to complete the fill in the blank sentences.</p> <p>Identify parts of greek myth using sentence stems and pictures in a graphic organizer and anchor charts.</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>Classify superlative and comparative adjectives using anchor charts. Identify adverbs using anchor charts.</p> <p>Match and identify parts of complex and compound sentences using anchor charts.</p> <p>Use adverbs from word banks to write sentences of your own.</p> <p>Identify parts of greek myths using sentence stems in a graphic organizer.</p> | <p>Write sentences using vocabulary words.</p> <p>Discuss and ask questions about vocabulary words in complex sentences and ideas.</p> <p>Classify superlative and comparative adjectives.</p> <p>Identify and describe adverbs.</p> <p>Match and identify parts of complex and compound sentences.</p> <p>Use adverbs to write sentences of your own.</p> <p>Identify parts of greek myths in a graphic organizer</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</p> | <p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides</p> | <p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (completed) Think-pair-share Visual Aides</p> | <p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide Graphic Organizer</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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| | <p>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 Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p> | <p>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>Word/Picture Wall Audio/ Visual of Text Graphic Organizer</p> | <p>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> | <p>Graphic Organizer</p> |
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| | Student Learning Objective (SLO) | Language Objective | Language Needed |
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| <p>Unit 4 iLit (Week 2)</p> <p>NJSLS: RL 9.10, 1,2,3, 6, 9 RI 9.10,1,2, 8,</p> | <p>Language Development- Understand new vocabulary in context</p> <p>Meaning Making- Understand references, Compare and Contrast information from different sources</p> <p>Effective Expression- Engage in collaborative conversation</p> | <p>Discuss domain-specific vocabulary from anchor text. Discuss anchor text using domain-specific vocabulary.</p> <p>Create sentences using vocabulary words and content-specific words.</p> | <p>VU: references, myths, compare and contrast, venn diagram</p> |

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| <p>W 9.10,3a-e, 4, 9a, 2a-f, 1a-e SL9.1a-d L 9.4a-c, 6, 1a-d, 5b</p> <p>WIDA: Speaking Listening Writing Reading</p> | <p>Content Knowledge- Acquire domain-specific academic vocabulary, Comprehend informational texts focused on social studies</p> | | <p>Classify information from various sources. Use a venn diagram to compare and contrast information from various sources.</p> <p>Identify and define references. Match references using examples based on ELP.</p> | | <p>LFC: classify, create, discuss, compare and contrast, references, match, define</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>Classify information in L1 to place in a Venn Diagram with pictures.</p> <p>Identify and define different reference sources using realia, pictures, and L1 translations using 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>Classify information with pictures to place in a Venn Diagram using anchor charts and bilingual dictionaries.</p> <p>Identify and define different reference sources using realia, pictures and examples based on ELP in basic phrases.</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>Classify information with pictures to place in a Venn Diagram using anchor charts.</p> <p>Identify and define different reference sources using realia and examples based on ELP in basic sentences.</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>Classify information from grade-level texts to place in a Venn Diagram using an anchor chart.</p> <p>Identify and define different reference sources using realia and grade-level examples in complete sentences.</p> | <p>Write sentences using vocabulary words.</p> <p>Discuss and ask questions about vocabulary words in complex sentences and ideas.</p> <p>Classify information from grade-level texts to place in a Venn Diagram.</p> <p>Identify and define reference sources using realia and grade-level examples in complex sentences and ideas.</p> |

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| 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/ellsc 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/ellsc 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/ellsc 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/ellsc 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 5 iLit (Week 3) NJSLS: RL 9.1, 2, 10 RI 9.10, 7 W 9.10, 7, 1b, 8, 9b, 2b, 6 SL 9.1a-d, 2, 5, 4a, 6, 4 L 9.4a-c, 5b, 6 WIDA: Listening Speaking Reading Writing | Meaning Making- Choose and research a topic for a multimedia presentation, Ask Questions, Evaluated Sources, Take notes from reliable sources, Practice paraphrasing, Organize information from notes for a multimedia presentation Effective Expression- Engage in collaborative conversation, | | Choose a topic for a multimedia topic. Use a checklist to evaluate sources. Discuss how to tell if a source is reliable. Match paraphrased sentences to their direct quote. Highlight important facts from reliable sources. Paraphrase important facts organized based on different sources. Organize notes in a graphic organizer. | | VU: multimedia, sources, paraphrase, facts vs opinions | |
| | | | | | LFC: Match, paraphrase, organize notes, checklist, choose, evaluate | |
| | | | | | LC: Varies by ELP level | |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 | |

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| Language Objectives | <p>Choose a topic for project using L1 sources.</p> <p>Highlight important facts in L1.</p> <p>Paraphrase facts in L1.</p> <p>Use an illustrated bilingual checklist to evaluate sources. Define parts of sources using pictures and translations.</p> <p>Organize notes in the graphic organizer in L1.</p> <p>Match sentences to L1 with pictures.</p> | <p>Choose a topic for a project using L1.</p> <p>Highlight important facts using scavenger hunt, anchor charts and word banks.</p> <p>Paraphrase quotes based on ELP using sentence frames.</p> <p>Use an illustrated checklist and example based on ELP to evaluate sources. Define parts of sources using pictures and translations.</p> <p>Organize notes with graphic organizer that includes pictures, word banks and sentence frames</p> <p>Match sentences to L1 using word banks.</p> | <p>Choose a topic based on ELP from a teacher-created list.</p> <p>Highlight important facts using anchor charts and word walls.</p> <p>Paraphrase quotes based on ELP using sentence stems.</p> <p>Use illustrated checklists and anchor charts to evaluate sources. Define parts of sources using pictures and translations.</p> <p>Organize notes in a graphic organizer with sentence stems, pictures and word banks. Match paraphrased sentences to direct quotes using illustrations and translations.</p> | <p>Choose a topic based on ELP.</p> <p>Highlight important facts using anchor charts.</p> <p>Paraphrase quote based on ELP.</p> <p>Use checklists and anchor charts to evaluate sources.</p> <p>Organize notes in a graphic organizer using pictures and word banks.</p> <p>Match paraphrased sentences to direct quotes using illustrations.</p> | <p>Choose a topic to research.</p> <p>Use a checklist to evaluate sources. Discuss how to tell if a source is reliable.</p> <p>Match paraphrased sentences to their direct quote.</p> <p>Highlight important facts from reliable sources.</p> <p>Paraphrase important facts organized based on different sources.</p> <p>Organize notes in a graphic organizer</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</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</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</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> |

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| | Student Learning Objective (SLO) | Language Objective | Language Needed |
|---|--|---|--|
| <p>Unit 5 iLit (Week 4)</p> <p>NJSLS: RL 9.1, 2, 10 RI 9.10, 7 W 9.10, 7, 1b, 8, 9b, 2b, 6 SL 9.1a-d, 2, 5, 4a, 6, 4 L 9.4a-c, 5b, 6</p> | <p>Meaning Making- Connect images and ideas, Determine author’s purpose, Make connections, Plan a presentation, Make logical inferences,</p> <p>Effective Expression- Engage in collaborative conversation, Deliver an oral and written presentation</p> | <p>Match images to ideas regarding computers/video games.</p> <p>Read story and opinion writing pieces surrounding the topic of technology. Identify and describe the author’s purpose using P.I.E. to classify each anchor text.</p> <p>Discuss and establish your own opinion based on anchor text topics of video games and computers.</p> | <p>VU: opinion, technology, persuade, inform, entertain, author’s purpose, classify, caption, image, sources, transition words</p> <p>LFC: match, visualize, plan, organize, discuss, author’s purpose, paraphrase, summarize, prioritize/condense</p> |

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| WIDA: Listening Speaking Reading Writing | | | Use pictures and captions to represent the main ideas of topic and presentation. Write and plan a presentation using a graphic organizer full of transition words and other supports based on ELP. Ask questions about other students' presentations. Respond and comment on other presentations. | LC: Varies by ELP level | |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Match pictures to technology ideas in L1. Read opinion pieces in L1. Match author's purpose using pictures, anchor charts and L1 translations. Discuss and establish your opinion in L1 and/or yes/no. Describe main ideas using pictures and captions in L1. Write and plan a presentation in L1 with pictures using a graphic organizer. Ask questions in L1. Respond or comment in L1. | Match pictures to technology with word banks and translations. Read opinion pieces using a bilingual dictionary, pictures and word banks. Match author's purpose using anchor charts and pictures. Discuss and establish your opinion using sentence frames and illustrated word banks. Describe main ideas using pictures and basic sentences using sentence frames and word banks. Write and plan a presentation using a graphic organizer with sentence frames, pictures and word banks. | Match pictures to technology ideas with word banks. Read opinion pieces using pictures and word banks. Match and define the author's purpose using anchor charts and pictures. Discuss and establish your opinion using sentence frames and word banks. Describe main ideas using pictures and basic sentences using sentence frames. Write and plan a presentation using a graphic organizer with sentence stems, pictures and word banks. Ask questions using question words using sentence frames. | Match pictures to technology ideas. Read opinion pieces using pictures. Match and define the author's purpose using anchor charts. Discuss and establish your opinion using sentence stems. Describe main ideas using pictures and complete sentences using word banks. Write and plan a presentation using a graphic organizer with sentence stems and word banks. Ask questions using sentence stems. Respond and comment in complete sentences. | Match images to ideas regarding computers/video games. Read story and opinion writing pieces surrounding the topic of technology. Identify and describe the author's purpose using P.I.E. to classify each anchor text. Discuss and establish your own opinion based on anchor text topics of video games and computers. Use pictures and captions to represent the main ideas of topic and presentation. |

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| | | Ask questions using question words using sentence frames and word banks. Respond or comment using basic phrases or words. | Respond or comment using basic sentences using word banks. | | Write and plan a presentation using a graphic organizer full of transition words. Ask questions about other students' presentations. Respond and comment on other presentations. |
| 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/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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| Unit 6 iLit (Week 5) NJSLS: RL 9.1, 2, 10 RI 9.10, 7, 5a W 9.10, 7, 1b, 8, 3a-e, 4, 5 SL 9.1a-d, 2a, 4a, 6 L 9.4a-c, 5b, 6 WIDA: Listening Speaking Reading Writing | Language Development- Understand and use prefixes, Spell a correctly, Understand new vocabulary in context, | | Identify parts of words (base/root word and prefix). Use words with prefixes in sentences of your own. | | VU: Narrative, purpose for reading, inform, persuade, entertain, details, prediction, cause and effect, prefixes |
| | Meaning Making- Preview text and set a purpose for reading, Make, review and modify a prediction, Recognize cause and effect, Use descriptive details | | Classify cause and effect statements. | | |
| | Effective Expression- Engage in collaborative conversation, Plan a narrative paragraph, Write a narrative paragraph | | Write sentences and narrative paragraphs with descriptive details. Use a graphic organizer to plan and write a narrative paragraph. Use pictures and class discussion to make and modify predictions. | | LC: preview, cause and effect, describe, predict, inform, persuade, entertain, narrative, plan |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |

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| Language Objectives | <p>Underline or highlight prefixes using word banks, teacher modeling and anchor charts.</p> <p>Classify cause and effect phrases with pictures and L1.</p> <p>Complete graphic organizer in L1 with pictures. Write narrative paragraphs in L1 and use pictures.</p> <p>Use pictures, L1 to make and modify predictions using yes/no and L1 phrases and discussion.</p> | <p>Underline or highlight prefixes and base words using word banks and anchor charts.</p> <p>Classify cause and effect phrases using pictures and a bilingual dictionary.</p> <p>Complete graphic organizer using sentence stems, pictures and word banks. Use the sentences to write a narrative paragraph.</p> <p>Use pictures and sentence frames to make and modify predictions using a bilingual dictionary and basic phrases.</p> | <p>Identify parts of a word with a base word and prefix using anchor charts. Use words with prefixes in sentences of your own using word banks and anchor charts.</p> <p>Classify cause and effect phrases using pictures and word banks.</p> <p>Complete graphic organizer using sentence stems and pictures. Use sentences to write a narrative paragraph.</p> <p>Use sentence stems to make and modify predictions in complete sentences using word walls.</p> | <p>Identify parts of a word with a base word and prefix. Use words with prefixes in sentences of your own using word banks.</p> <p>Classify cause and effect phrases using word banks.</p> <p>Complete graphic organizer using sentence stems. Use sentences to write narrative paragraphs.</p> <p>Use sentence stems to make and modify predictions in complete sentences.</p> | <p>Identify parts of words (base/root word and prefix). Use words with prefixes in sentences of your own.</p> <p>Classify cause and effect statements.</p> <p>Write sentences and narrative paragraphs with descriptive details.</p> <p>Use a graphic organizer to plan and write a narrative paragraph.</p> <p>Use pictures and class discussion to make and modify predictions.</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/ellcaffolding/GraphicOrganizersWorksheets.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>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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| | <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>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions</p> | | | |
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| | Student Learning Objective (SLO) | Language Objective | Language Needed |
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| Unit 6 iLit (Week 6) NJSLS: RL 9.1, 2, 10 RI 9.10, 7, 5a W 9.10, 7, 1b, 8, 3a-e, 4, 5 SL 9.1a-d, 2a, 4a, 6 L 9.4a-c, 5b, 6 | <p>Meaning Making- Make connections between text and prior knowledge, Recognize cause and effect, Use word parts and context clues to aid comprehension, Practice telling when, where, and how, Practicing condensing ideas</p> <p>Language Development- Understand and use open syllables, Use new vocabulary in context, Demonstrate knowledge of new vocabulary, Use contractions and negatives to form negative statements, Understand the function of prepositions and use them to provide details,</p> <p>Effective Expression- Engage in collaborative conversation, Write a narrative paragraph</p> | <p>Discuss target vocabulary words in small groups.</p> <p>Classify cause and effect statements.</p> <p>Write sentences and narrative paragraphs with descriptive details.</p> <p>Create sentences using vocabulary words and content-specific words.</p> <p>Ask and answer questions using question words who, what, when, where and how.</p> | <p>VU: cause and effect, syllables, prepositions (words), contractions</p> |
| | | <p>LFC: syllables, prepositions, contractions</p> | |
| | | <p>LC: Varies by ELP level</p> | |

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| WIDA: Listening Speaking Reading Writing | | | Use prepositions to add detail to writing and speech. Use contractions and negatives in sentences of your own. | | |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | <p>Use words in sentences of your own in L1.</p> <p>Classify cause and effect phrases with pictures and L1.</p> <p>Complete graphic organizer in L1 with pictures. Write narrative paragraphs in L1 and use pictures.</p> <p>Match question words to L1 definition. Ask and answer questions in L1 using question words.</p> <p>Match prepositional phrases to L1 definition. Describe a picture using L1 prepositions and sentences.</p> <p>Match contractions to L1 definitions.</p> | <p>Complete sentence frames to use words in example sentences with pictures.</p> <p>Classify cause and effect phrases using pictures and a bilingual dictionary.</p> <p>Complete graphic organizer using sentence stems, pictures and word banks. Use the sentences to write a narrative paragraph.</p> <p>Ask questions using sentence frames and word banks with translations. Answer questions using basic phrases.</p> <p>Match prepositional phrases to L1. Describe a picture using sentence frames and prepositions word banks.</p> <p>Match contractions to L1 definitions. Complete sentences using negative contractions</p> | <p>Use pictures and word walls to write a sentence using target vocabulary words.</p> <p>Classify cause and effect phrases using pictures and word banks.</p> <p>Complete graphic organizer using sentence stems and pictures. Use sentences to write a narrative paragraph.</p> <p>Ask and answer questions using sentence frames and word banks.</p> <p>Describe a picture using sentence frames and illustrated word banks.</p> <p>Match contractions to L1 definitions. Complete sentences using negative contractions from word banks.</p> | <p>Use pictures to write a sentence using vocabulary words.</p> <p>Classify cause and effect phrases using word banks.</p> <p>Complete graphic organizer using sentence stems. Use sentences to write narrative paragraphs.</p> <p>Ask and answer questions using sentence stems and question words.</p> <p>Describe a picture using word banks in complete sentences.</p> <p>Use contractions in sentences using word banks.</p> | <p>Discuss target vocabulary words in small groups.</p> <p>Classify cause and effect statements.</p> <p>Write sentences and narrative paragraphs with descriptive details.</p> <p>Create sentences using vocabulary words and content-specific words.</p> <p>Ask and answer questions using question words who, what, when, where and how.</p> <p>Use prepositions to add detail to writing and speech.</p> <p>Use contractions and negatives in sentences of your own.</p> |

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| | | from word banks with L1 definitions. | | | |
| 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/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> |

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|--|--|--|---|--|---|
| Unit 6 iLit (Week 7) NJSLS: WIDA: | Language Development- Understand new vocabulary in context | | Discuss and use target vocabulary in sample sentences and with definitions with varied supports based on ELP. | | VU: cause and effect, summarize, explanatory, sequenced |
| | Meaning Making- Make logical inferences, Recognize cause and effect, Brainstorm ideas and plan an explanatory paragraph, Visualize an action in a text, Practice condensing ideas | | Classify cause and effect statements. | | LFC: brainstorm, explanatory, sequence, action, summarize, cause/effect |
| | Effective Expression- Engage in collaborative conversation, Write an explanatory paragraph | | Use brainstorming web to plan and brainstorm explanatory paragraphs. Write explanatory paragraphs using graphic organizers and various supports depending on ELP. Illustrate an action using sequenced illustrations. Summarize reading/ideas using graphic organizer. | | LC: Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Use words in sentences of your own in L1. Answer yes/no questions surrounding vocabulary words with support of picture dictionaries. Match cause and effect statements in L1 with pictures. Write cause and effect statements in L1 with pictures from text. | Complete sentence frames to use words in example sentences with pictures. Answer basic questions surrounding vocabulary words with support of picture dictionaries. Match cause and effect statements with pictures and anchor charts in groups. Use text to write cause and effect statements with | Use pictures and word walls to write a sentence using target vocabulary words. Use discussion stems to discuss target vocabulary words in complete sentences. Match cause and effect statements with pictures in groups. Use text to write cause and effect statements with pre-written parts in word banks. | Use pictures to write a sentence using vocabulary words. Use discussion stems to discuss and ask questions about vocabulary words in complex sentences. Match cause and effect statements in pairs. Use text to write cause and effect statements using sentence stems. | Write sentences using vocabulary words. Discuss and ask questions about vocabulary words in complex sentences and ideas. Match cause and effect statements. Use text to write cause and effect statements. |

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| | <p>Use a summary graphic organizer in L1 to summarize the essay in L1 and/or complete a graphic organizer with pictures and labels.</p> <p>Use brainstorming web to plan explanatory paragraphs using pictures, basic words and L1. Write an explanatory paragraph using graphic organizers with pictures and L1.</p> | <p>pre-written parts in illustrated word banks.</p> <p>Use a summary graphic organizer in L1 to draw and label pictures of experience from the essay.</p> <p>Use brainstorming web to plan explanatory paragraphs using pictures and a bilingual dictionary. Write an explanatory paragraph using graphic organizers with frames and illustrated word banks.</p> | <p>Use a summary graphic organizer with sentence stems to write basic sentences about the essay.</p> <p>Use brainstorming web to plan explanatory paragraphs using basic words and illustrations. Write an explanatory paragraph using graphic organizers with sentence stems and word banks.</p> | <p>Use a summary graphic organizer with sentence stems to write complete and complex sentences.</p> <p>Use brainstorming web to plan explanatory paragraphs. Write an explanatory paragraph using graphic organizers with sentence stems.</p> | <p>Use a summary graphic organizer to write in complex and varied sentences.</p> <p>Use brainstorming web to plan and brainstorm explanatory paragraphs. Write explanatory paragraphs using graphic organizers.</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</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</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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| | Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf | Native Language Discussions | | | |
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| | Student Learning Objective (SLO) | Language Objective | Language Needed |
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| Unit 6 iLit (Week 8) NJSLS: RL 9.1, 2, 10 RI 9.10, 7, 5a W 9.10, 7, 1b, 8, 3a-e, 4, 5 SL 9.1a-d, 2a, 4a, 6 L 9.4a-c, 5b, 6 WIDA: Listening Speaking Reading Writing | Language Development- Demonstrate knowledge of new vocabulary, Understand and use suffixes, Meaning Making- Analyze theme or central idea, Understand and use pronoun references, Paraphrase, Make connections between text and prior knowledge, Use word relationships as context clues, Effective Expression- Engage in collaborative conversation Foundational Skills- Apply grade-level phonics and word analysis skills, Practice reading with fluency and accuracy | Discuss and use target vocabulary in sentences of your own. Discuss theme or central idea of text. Paraphrase events of text. Identify and use pronouns in writing and speech. Identify and use suffixes in writing and speech. | VU: suffix, theme/central idea |
| | | | LFC: suffix, base word, theme, prior knowledge, connections |
| | | | LC: Varies by ELP level |

| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
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| Language Objectives | <p>Discuss and use target vocabulary words in L1 or yes/no.</p> <p>Discuss theme in yes/no using picture dictionaries and pictures.</p> <p>Paraphrase text in L1 and pictures.</p> <p>Match pronouns in L1. Use in sentences of your own in L1.</p> <p>Match suffixes to L1. Use words with suffixes in L1.</p> | <p>Discuss and use target vocabulary words using basic phrases and fill-in-the blank sentences with translated word banks.</p> <p>Paraphrase text using pictures, sentence frames and word banks.</p> <p>Match pronoun to L1. Use pronouns in fill-in-the-blank sentences with pictures.</p> <p>Match suffix to L1. Use words with suffixes in fill-in-the-blank sentences with pictures.</p> | <p>Discuss and use target vocabulary words in complete sentences using pictures, word walls and sentence frames.</p> <p>Paraphrase text using sentence stems and word banks.</p> <p>Use pronouns in complete sentences of your own using word banks.</p> <p>Match root word and suffix to definition using anchor charts. Use words in sentences of your own using anchor charts and word walls.</p> | <p>Discuss and use target vocabulary words in complete sentences using pictures and word walls.</p> <p>Paraphrase text using word banks.</p> <p>Use pronouns in sentences of your own. Identify pronouns in grade-level text.</p> <p>Match root word and suffix to definition using anchor charts. Use words in sentences of your own using anchor charts.</p> | <p>Discuss and use target vocabulary in sentences of your own.</p> <p>Discuss theme or central idea of text.</p> <p>Paraphrase events of text.</p> <p>Identify and use pronouns in writing and speech.</p> <p>Identify and use suffixes in writing and speech.</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>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>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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| | <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>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions</p> | | | |
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| | Student Learning Objective (SLO) | Language Objective | Language Needed |
|--|---|---|---|
| <p>Unit 6 iLit (Week 9)</p> <p>NJSLS: RL 9.1, 2, 10 RI 9.10, 7, 2, 1 W 9.10, 7, 1b, 8, 3a-e, 4, 5, 2a-e SL 9.1a-d, 2a, 4a, 6 L 9.4a-c, 5b, 6</p> <p>WIDA: Listening</p> | <p>Language Development- Understand and use consonant digraphs, Understand new vocabulary in context, Demonstrate knowledge of new vocabulary</p> <p>Meaning Making- Summarize text, Recognize cause and effect, Use a formal writing style, Use context clues to help determine word meanings,</p> <p>Effective Expression- Engage in collaborative conversation, Plan an argumentative paragraph</p> | <p>Discuss and use target vocabulary in sample sentences and with definitions with varied supports based on ELP.</p> <p>Classify cause and effect statements.</p> <p>Summarize reading/ideas using a graphic organizer.</p> <p>Identify and use words with consonant digraphs in speech and writing.</p> <p>Use a graphic organizer to plan an argumentative paragraph.</p> | <p>VU: persuade, inform, entertain, predict, purpose, modify</p> |
| | | | <p>LFC: Predict, Modify, support, ask questions, author's purpose, discuss</p> |
| | | | <p>LC: Varies by ELP level</p> |

| Speaking Reading Writing | | | | | |
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| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | <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. Write cause and effect statements in L1 with pictures from text.</p> <p>Use a summary graphic organizer in L1 to summarize the essay in L1 and/or complete a graphic organizer with pictures and labels.</p> <p>Repeat consonant digraph sounds and complete complete words using digraphs with illustrations.</p> <p>Use a graphic organizer to plan argumentative paragraphs in L1.</p> | <p>Complete sentence frames to use words in example sentences with pictures. 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. Use text to write cause and effect statements with pre-written parts in illustrated word banks.</p> <p>Use a summary graphic organizer in L1 to draw and label pictures of experience from the essay.</p> <p>Repeat consonant digraph sounds and write words with digraphs under illustrations using word banks.</p> <p>Use a graphic organizer to plan argumentative paragraphs using sentence frames, pictures, anchor charts and word banks.</p> | <p>Use pictures and word walls to write a sentence using target vocabulary words. Use discussion stems to discuss target vocabulary words in complete sentences.</p> <p>Match cause and effect statements with pictures in groups. Use text to write cause and effect statements with pre-written parts in word banks. Use a summary graphic organizer with sentence stems to write basic sentences about the essay.</p> <p>Use consonant digraphs to complete sentences using word banks.</p> <p>Use a graphic organizer to plan argumentative paragraphs using sentence stems, word banks and anchor charts.</p> | <p>Use pictures to write a sentence using vocabulary words. Use discussion stems to discuss and ask questions about vocabulary words in complex sentences.</p> <p>Match cause and effect statements in pairs. Use text to write cause and effect statements using sentence stems.</p> <p>Use a summary graphic organizer with sentence stems to write complete and complex sentences.</p> <p>Use consonant digraphs in sentences of your own using anchor charts.</p> <p>Use a graphic organizer to plan argumentative paragraphs using anchor charts.</p> | <p>Discuss and use target vocabulary in sample sentences and with definitions with varied supports based on ELP.</p> <p>Classify cause and effect statements.</p> <p>Summarize reading/ideas using a graphic organizer.</p> <p>Identify and use words with consonant digraphs in speech and writing.</p> <p>Use a graphic organizer to plan an argumentative paragraph.</p> |

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| 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/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> |

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|--|---|-------|--|-------|--|
| Unit 6 iLit (Week 10) NJSLS: RL 9.1, 2, 10 RI 9.10, 7, 2, 1 W 9.10, 7, 1b, 8, 3a-e, 4, 5, 2a-e SL 9.1a-d, 2a, 4a, 6 L 9.4a-c, 5b, 6 WIDA: Listening Speaking Reading Writing | Language Development- , Understand new vocabulary in context, Demonstrate knowledge of new vocabulary, | | Discuss and use target vocabulary in sample sentences and with definitions with varied supports based on ELP. | | VU: venn diagram, argumentative writing, compare and contrast |
| | Meaning Making- Analyze word choice, tone and meaning, Visualize an action from a text, Draw conclusions, Compare and contrast information from different sources, Recognize author's purpose, | | Use the argumentative writing graphic organizer to write an argumentative paragraph. | | LFC: Discuss, review, identify, author's purpose, argumentative writing, compare and contrast |
| | Effective Expression- Engage in collaborative conversation, Write an argumentative paragraph Foundational Skills- Apply grade-level phonics and word analysis skills, Practice reading with fluency and accuracy | | Use a venn diagram to compare and contrast information. Use P.I.E. and checklists to identify and classify the author's purpose | | LC: Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |

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| Language Objectives | <p>Discuss vocabulary using yes/no and L1. Use vocabulary in sentences of your own in L1 and pictures.</p> <p>Write argumentative paragraphs in L1 and pictures.</p> <p>Use a venn diagram to compare and contrast information in L1 using pictures.</p> <p>Use illustrated anchor charts and checklists in L1 to identify and classify the author's purpose in L1.</p> | <p>Discuss vocabulary in basic phrases using sentence frames and pictures. Use vocabulary words in sentence frames with illustrated word banks.</p> <p>Write an argumentative paragraph using pictures, sentence frames, and anchor charts.</p> <p>Use a venn diagram to compare and contrast information using pictures and word banks.</p> <p>Use illustrated anchor charts and checklists in L1 to identify and classify the author's purpose using sentence stems and word banks.</p> | <p>Discuss vocabulary in complete sentences using sentence stems and word banks. Use vocabulary words in sentences of your own using sentence stems and word banks.</p> <p>Write an argumentative paragraph using sentence frames, and anchor charts.</p> <p>Use a venn diagram to compare and contrast information using word banks.</p> <p>Use illustrated anchor charts and checklists to identify and classify the author's purpose using sentence stems.</p> | <p>Discuss vocabulary in complete sentences with word banks. Use vocabulary words in sentences of your own using word banks.</p> <p>Write an argumentative paragraph using anchor charts.</p> <p>Use a venn diagram to compare and contrast information in complete sentences using anchor charts.</p> <p>Use anchor charts and checklists to identify and classify the author's purpose in complete sentences using word banks.</p> | <p>Discuss and use target vocabulary in sentences and with definitions.</p> <p>Use the argumentative writing graphic organizer to write an argumentative paragraph.</p> <p>Use a venn diagram to compare and contrast information.</p> <p>Use P.I.E. and checklists to identify and classify the author's purpose</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>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>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> |

L1 Supports:

Translator/ dictionary
Native Language
Explanations
Native Language
Discussions
Native Language Texts

<https://www.nj.gov/education/modelcurriculum/ela/ell/scaffolding/L1Supports.pdf>

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