

**iLit Level C- Unit 4 (MP4)**

**Unit 6 iLit-** Week 1-6 *Kids on Strike*

**Unit 7 iLit** - Week 7-8

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

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

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

[https://www.commonlit.org/?acknowledge\\_unsupported\\_browser=true](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](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](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* 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
<b>Unit 6 iLit (Week 1)</b>  <b>NJSLS:</b> 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  <b>WIDA:</b> Listening Speaking Reading Writing	<b>Language Development-</b> Understand and use the suffixes -ion, -tion, and -al, Understand new vocabulary in context,		Discuss and use target vocabulary in sample sentences and with definitions with varied supports based on ELP.		<b>VU:</b> compare and contrast, synthesize, brainstorm, suffix, supporting details, peer review, precise
	<b>Meaning Making-</b> Prewrite and brainstorm ideas for an explanatory essay, Compare and contrast events and people, Recognize author's purpose, Identify main idea and supporting details, Use precise words		Use KWL chart to prewrite and brainstorm an explanatory essay. Use the explanatory writing graphic organizer to write an explanatory essay.		
	<b>Effective Expression-</b> Engage in collaborative conversation, Plan an explanatory essay, Draft an explanatory essay, Participate in peer review of explanatory essays		Use a venn diagram to compare and contrast people and events. Use P.I.E. and checklists to identify and classify the author's purpose		<b>LC:</b> synthesize, write, compare and contrast, author's purpose  <b>LC:</b> Varies by ELP level
	<b>Foundational Skills-</b> Practice reading fluently		Highlight suffixes and use words in sentences of your own.		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

<b>Language Objectives</b>	<p>Discuss vocabulary using yes/no and L1. Use vocabulary in sentences of your own in L1 and pictures.</p> <p>Use KWL in L1 to prewrite and brainstorm. Write an explanatory essay 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>Highlight suffixes from anchor chart and teacher modeling.</p>	<p>Discuss vocabulary in basic phrases using sentence frames and pictures. Use vocabulary words in sentence frames with illustrated word banks.</p> <p>Complete KWL with sentence frames, pictures and word banks. Write an explanatory essay 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>Highlight suffixes from anchor charts.</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>Complete KWL with sentence frames and word banks. Write an explanatory essay 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>Highlight suffixes from writing. Use words in fill-in-the blank sentences.</p>	<p>Discuss vocabulary in complete sentences with word banks. Use vocabulary words in sentences of your own using word banks.</p> <p>Complete KWL with word banks. Write an explanatory essay 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>Highlight suffixes from writing. Use words in sentences of your own using word banks.</p>	<p>Discuss and use target vocabulary in sample sentences and with definitions with varied supports based on ELP.</p> <p>Use KWL chart to prewrite and brainstorm an explanatory essay. Use the explanatory writing graphic organizer to write an explanatory essay.</p> <p>Use a venn diagram to compare and contrast people and events.</p> <p>Use P.I.E. and checklists to identify and classify the author’s purpose</p> <p>Highlight suffixes and use words in sentences of your own.</p>
<b>Learning Supports</b>	<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 <a href="https://www.nj.gov/education/modelcurriculum/ela/ellsca">https://www.nj.gov/education/modelcurriculum/ela/ellsca</a></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>

	<p>Audio/ Visual of Text Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<p>Audio/ Visual of Text Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions</p>	<p>Audio/ Visual of Text Graphic Organizer</p>	<p><a href="#">ffolding/GraphicOrganizersWorksheets.pdf</a></p>	
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<p><b>Unit 6 iLit (Week 2)</b></p> <p><b>NJSLS:</b> RL 9.1, 2, 10 RI 9.10, 7, 2, 1 W 9.10, 7, 1b, 8, 3a-e, 4, 5, 2a-e</p>	<p><b>Language Development-</b> Understand and use the vowel sound in <i>ball</i>, Understand new vocabulary in context</p> <p><b>Meaning Making-</b> Understand references, Compare and Contrast information from different sources, Identify main ideas and supporting details, Evaluate an author’s viewpoint, Use context and a dictionary to clarify word meaning,</p> <p><b>Effective Expression-</b> Engage in collaborative conversation, Revise and edit writing by reviewing task, purpose, and</p>	<p>Discuss and use target vocabulary in sample sentences and with definitions with varied supports based on ELP.</p> <p>Use a venn diagram to compare and contrast people and events.</p> <p>Identify and define references. Match references using examples based on ELP.</p>	<p><b>VU:</b> references, myths, compare and contrast, venn diagram</p>

SL 9.1a-d, 2a, 4a, 6 L 9.4a-c, 5b, 6  <b>WIDA:</b> Listening Speaking Reading Writing	audience, Present and respond to explanatory essays, Draw conclusions about story characters  <b>Foundational Skills-</b> Practice reading with fluency and accuracy, Apply grade-level phonics and word analysis skills		Ask questions about other students' presentations.  Respond and comment on other presentations.		<b>LFC:</b> classify, create, discuss, compare and contrast, references, match, define
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
<b>Language Objectives</b>	Use words in sentences of your own in L1. Answer yes/no questions surrounding vocabulary words with support of picture dictionaries.  Classify information in L1 to place in a Venn Diagram with pictures.  Identify and define different reference sources using realia, pictures, and L1 translations using yes/no.  Ask questions in L1. Respond or comment in L1.	Complete sentence frames to use words in example sentences with pictures. Answer basic questions surrounding vocabulary words with support of picture dictionaries.  Classify information with pictures to place in a Venn Diagram using anchor charts and bilingual dictionaries.  Identify and define different reference sources using realia, pictures and examples based on ELP in basic phrases.  Ask questions using question words using sentence frames and word banks. Respond or comment using basic phrases or words.	Use pictures and word walls to write a sentence using target vocabulary words. Use discussion stems to discuss target vocabulary words in complete sentences.  Classify information with pictures to place in a Venn Diagram using anchor charts.  Identify and define different reference sources using realia and examples based on ELP in basic sentences.  Ask questions using question words using sentence frames. Respond or comment using basic sentences using 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.  Classify information from grade-level texts to place in a Venn Diagram using an anchor chart.  Identify and define different reference sources using realia and grade-level examples in complete sentences.  Ask questions using sentence stems. Respond and comment in complete sentences.	Write sentences using vocabulary words. Discuss and ask questions about vocabulary words in complex sentences and ideas.  Classify information from grade-level texts to place in a Venn Diagram.  Identify and define reference sources using realia and grade-level examples in complex sentences and ideas.  Ask questions about other students' presentations.  Respond and comment on other presentations.

<b>Learning Supports</b>	<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 <a href="https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf</a></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 <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p><b>L1 Supports:</b> 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 <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></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
<b>Unit 6 iLit (Week 3)</b>  <b>NJSLS:</b> RL 9.1-4, 10 RI 9.10, 7, 2, 1 W 9.10, 1a-, 1e, 8, 3a-e, 4, 5, 2a-e SL 9.1a-d, 2a, 4a, 6 L 9.4a-c, 5b, 6, 3b  <b>WIDA:</b> Listening Speaking Reading Writing	<b>Language Development-</b> Spell correctly, Use pronouns correctly in prepositional phrases, Understand new vocabulary in context				<b>VU:</b> pronouns, prepositional phrases, conclusions, details, condense, characters, social studies
	<b>Meaning Making-</b> Analyze how characters develop and change, Draw conclusions about story characters, Ask questions to clarify the text, Analyze key ideas in a text, Condense ideas				<b>LFC:</b> condense, draw conclusions, clarify, analyze
	<b>Effective Expression-</b> Engage in collaborative conversation,				<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

<b>Language Objectives</b>					
<b>Learning Supports</b>	<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 <a href="https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p><b>L1 Supports:</b> 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 <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p><b>L1 Supports:</b> 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 <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></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](https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf)

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	Student Learning Objective (SLO)	Language Objective	Language Needed		
<b>Unit 5 iLit (Week 4)</b>  <b>NJSLS:</b> RL 9.1-4, 10 RI 9.10, 7, 2, 1 W 9.10, 1a-, 1e, 8, 3a-e, 4, 5, 2a-e SL 9.1a-d, 2a, 4a, 6 L 9.4a-c, 5b, 6, 3b  <b>WIDA:</b> Listening Speaking Reading Writing	<b>Meaning Making-</b> Evaluate support for an idea,  <b>Effective Expression-</b> Engage in collaborative conversation, Deliver an oral and written presentation	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.  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.	<b>VU:</b> opinion, technology, persuade, inform, entertain, author’s purpose, classify, caption, image, sources, transition words		
			<b>LFC:</b> match, visualize, plan, organize, discuss, author’s purpose, paraphrase, summarize, prioritize/condense		
			<b>LC:</b> Varies by ELP level		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

<p><b>Language Objectives</b></p>	<p>Match pictures to technology ideas in L1.</p> <p>Read opinion pieces in L1. Match author's purpose using pictures, anchor charts and L1 translations.</p> <p>Discuss and establish your opinion in L1 and/or yes/no.</p> <p>Describe main ideas using pictures and captions in L1.</p> <p>Write and plan a presentation in L1 with pictures using a graphic organizer.</p> <p>Ask questions in L1. Respond or comment in L1.</p>	<p>Match pictures to technology with word banks and translations.</p> <p>Read opinion pieces using a bilingual dictionary, pictures and word banks. Match author's purpose using anchor charts and pictures.</p> <p>Discuss and establish your opinion using sentence frames and illustrated word banks.</p> <p>Describe main ideas using pictures and basic sentences using sentence frames and word banks.</p> <p>Write and plan a presentation using a graphic organizer with sentence frames, pictures and word banks.</p> <p>Ask questions using question words using sentence frames and word banks. Respond or comment using basic phrases or words.</p>	<p>Match pictures to technology ideas with word banks.</p> <p>Read opinion pieces using pictures and word banks. Match and define the author's purpose using anchor charts and pictures.</p> <p>Discuss and establish your opinion using sentence frames and word banks.</p> <p>Describe main ideas using pictures and basic sentences using sentence frames.</p> <p>Write and plan a presentation using a graphic organizer with sentence stems, pictures and word banks.</p> <p>Ask questions using question words using sentence frames. Respond or comment using basic sentences using word banks.</p>	<p>Match pictures to technology ideas.</p> <p>Read opinion pieces using pictures. Match and define the author's purpose using anchor charts.</p> <p>Discuss and establish your opinion using sentence stems.</p> <p>Describe main ideas using pictures and complete sentences using word banks.</p> <p>Write and plan a presentation using a graphic organizer with sentence stems and word banks.</p> <p>Ask questions using sentence stems. Respond and comment in complete sentences.</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>Use pictures and captions to represent the main ideas of topic and presentation.</p> <p>Write and plan a presentation using a graphic organizer full of transition words.</p> <p>Ask questions about other students' presentations.</p> <p>Respond and comment on other presentations.</p>
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<b>Learning Supports</b>	<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 <a href="https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf</a></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 <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p><b>L1 Supports:</b> 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 <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></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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<b>Unit 6 iLit (Week 5)</b>  <b>NJSLS:</b> RL 9.1-4, 10 RI 9.10, 7, 2, 1 W 9.10, 1a-, 1e, 8, 3a-e, 4, 5, 2a-e SL 9.1a-d, 2a, 4a, 6 L 9.4a-c, 5b, 6, 3b  <b>WIDA:</b> Listening Speaking Reading Writing	<b>Language Development-</b> 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.		<b>VU:</b> Narrative, purpose for reading, inform, persuade, entertain, details, prediction, cause and effect, prefixes
	<b>Meaning Making-</b> 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.		<b>LFC:</b> preview, cause and effect, describe, predict, inform, persuade, entertain, narrative, plan
	<b>Effective Expression-</b> 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.		<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
<b>Language Objectives</b>	Underline or highlight prefixes using word banks, teacher modeling and anchor charts.  Classify cause and effect phrases with pictures and L1.  Complete graphic organizer in L1 with pictures. Write narrative paragraphs in L1 and use pictures.	Underline or highlight prefixes and base words using word banks and anchor charts.  Classify cause and effect phrases using pictures and a bilingual dictionary.  Complete graphic organizer using sentence stems, pictures and word banks. Use the sentences to write a narrative paragraph.	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.  Classify cause and effect phrases using pictures and word banks.  Complete graphic organizer using sentence stems and pictures. Use sentences to write a narrative paragraph.	Identify parts of a word with a base word and prefix. Use words with prefixes in sentences of your own using word banks.  Classify cause and effect phrases using word banks.  Complete graphic organizer using sentence stems. Use sentences to write narrative paragraphs.	Identify parts of words (base/root word and prefix). Use words with prefixes in sentences of your own.  Classify cause and effect statements.  Write sentences and narrative paragraphs with descriptive details.

	Use pictures, L1 to make and modify predictions using yes/no and L1 phrases and discussion.	Use pictures and sentence frames to make and modify predictions using a bilingual dictionary and basic phrases.	Use sentence stems to make and modify predictions in complete sentences using word walls.	Use sentence stems to make and modify predictions in complete sentences.	Use a graphic organizer to plan and write a narrative paragraph.  Use pictures and class discussion to make and modify predictions.
<b>Learning Supports</b>	<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 <a href="https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf</a></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 <a href="https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p><b>L1 Supports:</b> 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 <a href="https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf</a></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
<b>Unit 6 iLit (Week 6)</b>  <b>NJSLS:</b> RL 9.1-4, 10 RI 9.10, 7, 2, 1 W 9.10, 1a-, 1e, 8, 3a-e, 4, 5, 2a-e SL 9.1a-d, 2a, 4a, 6 L 9.4a-c, 5b, 6, 3b  <b>WIDA:</b> Listening Speaking Reading Writing	<b>Meaning Making-</b> 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		Discuss target vocabulary words in small groups.  Classify cause and effect statements.  Write sentences and narrative paragraphs with descriptive details.		<b>VU:</b> cause and effect, syllables, prepositions (words), contractions
	<b>Language Development-</b> 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,		Create sentences using vocabulary words and content-specific words.  Ask and answer questions using question words who, what, when, where and how.		<b>LFC:</b> syllables, prepositions, contractions
	<b>Effective Expression-</b> Engage in collaborative conversation, Write a narrative paragraph		Use prepositions to add detail to writing and speech.  Use contractions and negatives in sentences of your own.		<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

<p><b>Language Objectives</b></p>	<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 from word banks with L1 definitions.</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 <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i> and <i>how</i>.</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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<b>Learning Supports</b>	<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 <a href="https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/L1Supports.pdf</a></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 <a href="https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p><b>L1 Supports:</b> 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 <a href="https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellsc scaffolding/GraphicOrganizersWorksheets.pdf</a></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
<b>Unit 7 iLit (7.1-2) (Week 7)</b>  <b>NJSLS:</b> RL 9.10, RI 9.10 W 9.10 SL 9.1a-d, L 9.4a-c, 5b-c, 6 <b>WIDA:</b> Listening Speaking Reading Writing	<b>Language Development-</b> Understand and use multiple meaning words, Understand and use new vocabulary in context		Identify vocabulary words.  Use vocabulary words in sentences of your own.		<b>VU:</b> compare and contrast, stanza, rhyme scheme, verse, couplet
	<b>Meaning Making-</b> Identify the components of poetry, Compare and Contrast a poem and story with a similar theme, Paraphrase information,		Use multiple meaning words in sentences of your own.  Label poem.		<b>LFC:</b> compare and contrast, paraphrase
	<b>Effective Expression-</b> Engage in collaborative conversation		Paraphrase ideas and themes from a poem.  Compare and contrast ideas and themes from poem and story.		<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
<b>Language Objectives</b>	Use words in sentences of your own in L1. Answer yes/no questions surrounding vocabulary words with support of picture dictionaries.  Use L1 and a picture dictionary to write sentences of your own.  Label poem in L1 with translations and teacher modeling.	Complete sentence frames to use words in example sentences with pictures. Answer basic questions surrounding vocabulary words with support of picture dictionaries.  Use a picture dictionary and sentence stems to write a sentence.  Label poem in L1 with translations.	Use pictures and word walls to write a sentence using target vocabulary words. Use discussion stems to discuss target vocabulary words in complete sentences.  Use word banks and sentence frames to write a sentence.  Label poem with teacher modeling and word bank.	Use pictures to write a sentence using vocabulary words. Use discussion stems to discuss and ask questions about vocabulary words in complex sentences.  Use labeled word banks to write sentences in complete sentences.  Label poem with word bank and anchor chart.	Write sentences using vocabulary words. Discuss and ask questions about vocabulary words in complex sentences and ideas.  Write complex sentences.  Label poem with anchor chart.  Compare and contrast poems and stories in complex sentences.

	Compare and contrast poem and story in L1 using venn diagram.	Compare and contrast poems and stories using pictures and basic words from word banks.	Compare and contrast poems and stories using sentence stems.	Compare and contrast poems and stories in basic sentences.	
<b>Learning Supports</b>	<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 <a href="https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf</a></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 <a href="https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p><b>L1 Supports:</b> 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 <a href="https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf</a></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
<b>Unit 7 iLit (7.3-5) (Week 8)</b>  NJLS RL 9.10, 7, 5 RI 9.10 W 9.4, 5, SL 9.1a-d L 9.4a-c, 6	<b>Language Development-</b> Understand new vocabulary in context,  <b>Meaning Making-</b> Ask questions, make connections, Identify themes  <b>Effective Expression-</b> Write poem, Engage in collaborative conversation, Present a poem		Use question words to ask questions about a theme.  Write a poem using a graphic organizer.  Discuss and identify themes in class.		<b>VU:</b> question words, themes, poem/poetry
					<b>LFC:</b> present, write
					<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
<b>Language Objectives</b>	Discuss and use target vocabulary words in L1 or yes/no.  Discuss themes in yes/no using picture dictionaries and pictures.  Ask questions using labeled question words and sentence frames.  Write and present a poem in L1.	Discuss and use target vocabulary words using basic phrases and fill-in-the blank sentences with translated word banks.  Discuss themes using word banks and sentence frames.  Ask questions using labeled question words and sentence stems.  Write and present a poem using a bilingual graphic organizer or read an illustrated poem in English.	Discuss and use target vocabulary words in complete sentences using pictures, word walls and sentence frames.  Discuss themes using sentence stems in basic sentences.  Ask questions using question words and sentence stems in complete sentences.  Write and present a poem using a bilingual graphic organizer.	Discuss and use target vocabulary words in complete sentences using pictures and word walls.  Discuss themes in basic sentences.  Ask questions using question words in complete sentences.  Write and present a poem using a graphic organizer.	Discuss and use target vocabulary in sentences of your own.  Discuss theme or central idea of text.  Write and present poems using poem format/ organizer.  Ask questions using question words in complex sentences.  Write and present a poem using a graphic organizer.

<b>Learning Supports</b>	<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 <a href="https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts <a href="https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ell_scaffolding/L1Supports.pdf</a></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 <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></p> <p><b>L1 Supports:</b> 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 <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a></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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