

Grade 10 - Unit 1 - ESL Curriculum

iLit Level D: Unit 1 (Days 1-5), Unit 2 (Days 1-5...46-50)

Text/Novel - Unit 1 - *Mudslide*

Unit 2 - Trino's Choice (Days 1-5, 6-10, 11-15, 16-20, 21-25)

“Nicholas Townshed Period 6, Room 236” (Days 6-10, 11-15)

At the Edge: Daring Acts in Desperate Times (Days 16-20)

“Many Worlds, One Team” (Days 26-30)

“In The Shadows” (Dys 26-30)

“Autistic Teens Hoop Dreams Come True” (Days 31-35)

“Out of Many” (Days 31-35)

“Famous” (Days 31-35)

“The Circuit” (Days 36- 40)

“Immigration at Angel Island”, “Can You Believe it?”, *How Plants Grow and Change* (Days 41-45)

“How Plants Grow and Change”, *Light* (Days 46-50)

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

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

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

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

<https://kahoot.com/>

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

<https://newsela.com/>

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

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

<https://www.ixl.com>

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

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

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

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

<http://www.vocabulary.com>

Writing Resources:

Informative/ Explanatory

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

Research

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

Argumentative

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

Narrative

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

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(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

Conduct research on the law, present report to peers
 Conduct research on famous African Americans project

Holocaust Law

Conduct research of various Holocaust related topics
 Find a Holocaust survivor and interview them, report interview finding to class

LGBT and Disabilities Law

Diversity & Inclusion

Standards in Action: Watch the movie *Before the Flood* and use it to research and compile a list of ways to prevent flooding and global warming.
 Read and discuss photo essay *Melting Away*

	Student Learning Objective (SLO)	Language Objective	Language Needed
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iLit Unit 1 (Days 1-5) NJSLS: RI.9-10.2 RL.9-10.1 RL.9-10.2 L.9-10.3 L.9-10.6 SL.9-10.1 SL.9-10.6 W.9-10.3 a,b,c,e W.9-10.4 W.9-10.9 b W.9-10.10 WIDA: 1,2 Reading Writing Listening Speaking	Vocabulary - academic, conversational and selection Read Aloud, Think Aloud Classroom conversation Whole Group Interactions Independent work time Wrap Up procedures		1. English language learners communicate for Social and Instructional purposes within the school setting. 2. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Reading - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency. Writing - engage in written communication in a variety of situations for a variety of audiences. Listening - process, understand, interpret, and evaluate spoken language in a variety of situations Speaking - engage in oral communication in a variety of situations for a variety of audiences.		VU: detour
					LFC: making prediction, narrative writing
					LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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Language Objectives	<p>Make predictions; preview author’s purpose; plural nouns; small and whole group discussions; make inferences; visualize character and settings through discussion in small groups or partner pair; use L1 if needed</p>	<p>Make & review predictions; preview and identify author’s purpose; plural nouns; small and whole group discussions; make inferences; visualize character and settings</p>	<p>Make, review and modify predictions; preview and identify author’s purpose; plural nouns; small and whole group discussions; make inferences; visualize character and settings</p>	<p>Make, review and modify predictions; preview and identify author’s purpose; plural nouns; small and whole group discussions; make inferences; visualize character and settings</p>	<p>Make, review and modify predictions; preview and identify author’s purpose; plural nouns; small and whole group discussions; make inferences; visualize character and settings</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/ellscaffolding/GraphicOrganizersWorksheets.pdf L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p>	<p>iLit Resources - Spelling Study Plan, Phonics short vowels, Phonics reader, Community Dinner</p> <p>Study guide (partially 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 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 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 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 Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>

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	https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
iLit Unit 2 (Days 1-5) NJSLS: RI.9-10.1 RI.9-10.2 RI.9-10.10 RL.9-10.1 RL.9-10.2 RL.9-10.10	Language Development - understand and use regular plurals; understand new vocabulary in context; form and use common, proper, and plural nouns correctly; recognize and use action, linking, main and helping verbs in sentences; recognize simple subjects and predicates; understand and use antonyms Meaning Making - preview a text; identify author's purpose; make logical inferences; make, review/ preview	3. English language learners communicate for Social and Instructional purposes within the school setting. 4. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	VU: suspense, intense, hassles, gaze, gnaw, defiance
			LFC: realize, character, description, claim, report, notice, access, practically, directly, figure

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

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<p>L.9-10. 2b L.9-10. 3a L.9-10. 4 a,b,c,d L.9-10. 5 a,b L.9-10. 6 SL.9-10.1 a,b,c, d SL.9-10. 6 W.9-10.4 W.9-10.9 b W.9-10.10</p> <p>WIDA: 1, 2 Reading Writing Listening Speaking</p>	<p>and modify predictions; visualize the actions; recognize cause and effect</p> <p>Effective Expression - Engage in collaborative conversation; plan a narrative paragraph</p>		<p>Reading - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency.</p> <p>Writing - engage in written communication in a variety of situations for a variety of audiences.</p> <p>Listening - process, understand, interpret, and evaluate spoken language in a variety of situations</p> <p>Speaking - engage in oral communication in a variety of situations for a variety of audiences.</p>		<p>LC: Varies by ELP level</p>
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Nouns without plurals; regular plural nouns; preview and identify author's purpose; make inference; make, review and modify predictions; visualize characters and setting; small group and partner activities; make predictions; use of L1 if needed</p>	<p>Nouns without plurals; regular plural nouns; preview and identify author's purpose; make inference; make, review and modify predictions; visualize characters and setting; small group and partner activities; make predictions</p>	<p>Nouns without plurals; regular plural nouns; preview and identify author's purpose; make inference; make, review and modify predictions; visualize characters and setting; small group and large group activities; make predictions</p>	<p>Nouns without plurals; regular plural nouns; preview and identify author's purpose; make inference; make, review and modify predictions; visualize characters and setting; small group and large group activities; make predictions</p>	<p>Nouns without plurals; regular plural nouns; preview and identify author's purpose; make inference; make, review and modify predictions; visualize characters and setting; small group and large group activities; make predictions</p>

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Learning Supports	<p>iLit Resources - Phonics Reader: We Can A Lot; Phonics: Long Vowels; Word Reading 2; Creating Ads</p> <p>Completed Story Map Adapted Text Completed character Web Phrase citations Visual Aides Audio of text Cloze Sentences https://worksheets.theteacherscorner.net/make-your-own/blank-worksheet/~/:text=Fill%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</p> <p>Graphic Organizer (completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>iLit Resources - Phonics Reader: We Can A Lot; Phonics: Long Vowels; Word Reading 2; Creating Ads</p> <p>Completed Story Map Adapted Text Partially-completed Character Web Sentence Citations Visual Aides Audio of text Graphic Organizer (partially completed) 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>iLit Resources - Phonics Reader: We Can A Lot; Phonics: Long Vowels; Word Reading 2; Creating Ads</p> <p>Story Map Adapted Text Character Web Audio of text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>iLit Resources - Phonics Reader: We Can A Lot; Phonics: Long Vowels; Word Reading 2; Creating Ads</p> <p>Story Map Adapted Text Character Web Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>iLit Resources - Phonics Reader: We Can A Lot; Phonics: Long Vowels; Word Reading 2; Creating Ads</p> <p>Story Map Character Web Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</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/ella/scaffolding/L1Supports.pdf</p>				
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	Student Learning Objective (SLO)	Language Objective	Language Needed
iLit Unit 2 (Days 6-10) NJSLS: RI.9-10.1 RI.9-10.2 RL.9-10.10 RL.9-10.1 RL.9-10.2 RL.9-10.10	<p>Language Development - understand and use regular plurals; understand new vocabulary in context; form and use common, proper, and plural nouns correctly; recognize and use action, linking, main and helping verbs in sentences; recognize simple subjects and predicates; understand and use antonyms</p> <p>Meaning Making - preview a text; identify author's purpose; make logical inferences; make, review/ preview</p>	5. English language learners communicate for Social and Instructional purposes within the school setting. 6. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	<p>VU: gasps, glimpse, slam, eerie, accusations</p>
			<p>LFC: reflected, probably, familiar, conflict, destruction, continue, pronouns, antonyms, visualize, cause and effect</p>

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<p>L.9-10. 2b L.9-10. 3a L.9-10. 4 a,b,c,d L.9-10. 5 a,b L.9-10. 6 SL.9-10.1 a,b,c, d SL.9-10. 6 W.9-10.4 W.9-10.9 b W.9-10.10</p> <p>WIDA: 1, 2 Reading Writing Listening Speaking</p>	<p>and modify predictions; visualize the actions; recognize cause and effect</p> <p>Effective Expression - Engage in collaborative conversation; plan a narrative paragraph</p>		<p>Reading - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency.</p> <p>Writing - engage in written communication in a variety of situations for a variety of audiences.</p> <p>Listening - process, understand, interpret, and evaluate spoken language in a variety of situations</p> <p>Speaking - engage in oral communication in a variety of situations for a variety of audiences.</p>		<p>LC: Varies by ELP level</p>
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Pronouns as subjects & objects; Antonyms; Visualize, Recognize cause & effect, making connections; students will use the turn and talk strategy, describe character actions; write a narrative paragraph; use of L1 if needed</p>	<p>Pronouns as subjects & objects; Antonyms; Visualize, Recognize cause & effect, making connections; students will use the turn and talk strategy, describe character actions; write a narrative 2-4 paragraph essay</p>	<p>Pronouns as subjects & objects; Antonyms; Visualize, Recognize cause & effect, making connections; students will use the turn and talk strategy, describe character actions; write a narrative 3-5 paragraph essay</p>	<p>Pronouns as subjects & objects; Antonyms; Visualize, Recognize cause & effect, making connections; students will use the turn and talk strategy, describe character actions; write a narrative 5 paragraph essay</p>	<p>Pronouns as subjects & objects; Antonyms; Visualize, Recognize cause & effect, making connections; students will use the turn and talk strategy, describe character actions; write a narrative 5 paragraph essay</p>

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Learning Supports	<p>iLit Resources - Phonics Reader: We Can A Lot; Phonics: Long Vowels; Word Reading 2; Creating Ads</p> <p>Completed Story Map Adapted Text Completed character Web Phrase citations Visual Aides Audio of text Cloze Sentences https://worksheets.theteacherscorner.net/make-your-own/blank/0the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</p> <p>Graphic Organizer (completed) https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>iLit Resources - Phonics Reader: We Can A Lot; Phonics: Long Vowels; Word Reading 2; Creating Ads</p> <p>Completed Story Map Adapted Text Partially-completed Character Web Sentence Citations Visual Aides Audio of text Graphic Organizer (partially completed) 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>iLit Resources - Phonics Reader: We Can A Lot; Phonics: Long Vowels; Word Reading 2; Creating Ads</p> <p>Story Map Adapted Text Character Web Audio of text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>iLit Resources - Phonics Reader: We Can A Lot; Phonics: Long Vowels; Word Reading 2; Creating Ads</p> <p>Story Map Adapted Text Character Web Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>	<p>iLit Resources - Phonics Reader: We Can A Lot; Phonics: Long Vowels; Word Reading 2; Creating Ads</p> <p>Story Map Character Web Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p>
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	L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ella/scaffolding/L1Supports.pdf				
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	Student Learning Objective (SLO)	Language Objective	Language Needed
iLit Unit 2 (Days 11-15) NJSLS: RI.9-10.10 RL.9-10.2 RL.9-10.3 RL.9-10.7 RL.9-10.9 RL.9-10.10 L.9-10.1b L.9-10.2b	Language Development - understanding new vowel patterns; understand vocabulary in content; spell correctly; use noun-pronoun agreement Meaning Making - analyze character and plot development; compare and contrast; summarize text; connect ideas in sentences; connect text to outside knowledge; plan an informal paragraph	<ol style="list-style-type: none"> 1. English language learners communicate for Social and Instructional purposes within the school setting. 2. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Reading - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency.	VU: soar, squinted, threat, resentment, outstanding, impulse LFC: assembly, attendance, fraction, improve, switch, subject, shifted, expressed, managed, protect, unexpected, surprised LC: Varies by ELP level

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<p>L.9-10. 4 a,b,c,d L.9-10. 5 a,b,c L.9-10. 6 SL.9-10.1 a,b,c, d SL.9-10. 6 W.9-10.2 a,b,c,d,e,f W.9-10.3 a,b,c,d,e W.9-10.4 W.9-10.9 a W.9-10.10</p> <p>WIDA: 1, 2 Reading Writing Speaking Listening</p>	<p>Effective Expression - engage in collaborative conversation</p> <p>Foundational Skills - Understand new vowel patterns</p>		<p>Writing - engage in written communication in a variety of situations for a variety of audiences.</p> <p>Listening - process, understand, interpret, and evaluate spoken language in a variety of situations</p> <p>Speaking - engage in oral communication in a variety of situations for a variety of audiences.</p>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Noun- pronoun agreement; Vowel Patterns Word Study: Introduce <i>ei</i> and <i>eigh</i>; Compare and contrast, Summarize Text, Connect Text to Outside Knowledge, Analyze Character and Plot Development, Connect Ideas in sentences, Write an Informative paragraph</p>	<p>Noun- pronoun agreement; Vowel Patterns Word Study: Introduce <i>ei</i> and <i>eigh</i>; Compare and contrast, Summarize Text, Connect Text to Outside Knowledge, Analyze Character and Plot Development, Connect Ideas in sentences, Write an Informative paragraph</p>	<p>Noun- pronoun agreement; Vowel Patterns Word Study: Introduce <i>ei</i> and <i>eigh</i>; Compare and contrast, Summarize Text, Connect Text to Outside Knowledge, Analyze Character and Plot Development, Connect Ideas in sentences, Write Informative an paragraph</p>	<p>Noun- pronoun agreement; Vowel Patterns Word Study: Introduce <i>ei</i> and <i>eigh</i>; Compare and contrast, Summarize Text, Connect Text to Outside Knowledge, Analyze Character and Plot Development, Connect Ideas in sentences, Write an Informative paragraph</p>	<p>Noun- pronoun agreement; Vowel Patterns Word Study: Introduce <i>ei</i> and <i>eigh</i>; Compare and contrast, Summarize Text, Connect Text to Outside Knowledge, Analyze Character and Plot Development, Connect Ideas in sentences, Write an Informative paragraph</p>

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	Informative sentences; use L1 if needed				
Learning Supports	<p>iLit Resources - Word Study Reader: Managing Money; Word Reading 3; Grammar Study Plan; Phonics: Consonant Blends; Phonics Reader: His Biggest Fan</p> <p>Partner Work Adapted Text Visual Aides Dialogue lines Audio Text <u>Venn Diagram</u> (completed) https://www.smartdraw.com/venn-diagram/ T-Chart</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Explanations</p>	<p>iLit Resources - Word Study Reader: Managing Money; Word Reading 3; Grammar Study Plan; Phonics: Consonant Blends; Phonics Reader: His Biggest Fan</p> <p>Partner Work Adapted Text Visual Aides Dialogue lines Audio Text <u>Venn Diagram</u> (partially completed) https://www.smartdraw.com/venn-diagram/ T-Chart</p> <p>L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p>	<p>iLit Resources - Word Study Reader: Managing Money; Word Reading 3; Grammar Study Plan; Phonics: Consonant Blends; Phonics Reader: His Biggest Fan</p> <p>Partner Work Adapted Text Audio Text Word Wall <u>Venn Diagram</u> https://www.smartdraw.com/venn-diagram/ T-Chart</p>	<p>iLit Resources - Word Study Reader: Managing Money; Word Reading 3; Grammar Study Plan; Phonics: Consonant Blends; Phonics Reader: His Biggest Fan</p> <p>Partner Work Adapted Text <u>Venn Diagram</u> https://www.smartdraw.com/venn-diagram/ T-Chart</p>	<p>iLit Resources - Word Study Reader: Managing Money; Word Reading 3; Grammar Study Plan; Phonics: Consonant Blends; Phonics Reader: His Biggest Fan</p> <p>Partner Work https://www.smartdraw.com/venn-diagram/ T-Chart</p>

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	<p>Native Language Discussions</p> <p>Native Language Texts</p> <p>https://www.nj.gov/education/modelcurriculum/ela/ellcaffolding/L1Supports.pdf</p>	<p>https://www.nj.gov/education/modelcurriculum/ela/ellcaffolding/L1Supports.pdf</p>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<p>iLit Unit 2 (Days 16-20)</p> <p>NJSLS:</p> <p>RI.9-10.1</p> <p>RI.9-10.2</p> <p>RI.9-10.3</p> <p>RI.9-10.4</p> <p>RI.9-10.5</p> <p>RI.9-10.9</p> <p>RI.9-10.10</p> <p>RL.9-10.10</p> <p>L.9-10.1b</p> <p>L.9-10.2a,b,</p>	<p>Language Development - understand and use irregular plurals; Demonstrate knowledge of new vocabulary; understand new vocabulary in context</p>	<p>1. English language learners communicate for Social and Instructional purposes within the school setting.</p> <p>2. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>Reading - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency.</p> <p>Writing - engage in written communication in a variety of situations for a variety of audiences.</p>	<p>VU: exterminate, operational, smuggling, haunted</p>
	<p>Meaning Making - analyze development of theme; paraphrase to monitor understanding; make inference; analyze characters/ character development; compare and contrast characters</p>		<p>LFC: oppression, scarce, resistance, colleague, designed, reduced, frequently</p>
	<p>Effective Expression - engage in collaborative conversation</p>		<p>LC: Varies by ELP level</p>

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<p>L.9-10. 4 a,b,c,d L.9-10. 6 SL.9-10.1 a,b,c,d SL.9-10. 6 W.9-10.2 a,b,c,d,e,f W.9-10.3 d W.9-10.4 W.9-10.10</p> <p>WIDA: 1, 2 Reading Writing Speaking Listening</p>	<p>Foundational Skills - Apply grade-level phonics and word analysis skills; practice reading with fluency and accuracy</p>		<p>Listening - process, understand, interpret, and evaluate spoken language in a variety of situations</p> <p>Speaking - engage in oral communication in a variety of situations for a variety of audiences.</p>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Progressive Tense Verbs; Word Study: Final Syllables ---ic, -fy; Summarizing; Making Inferences: Ask Questions, Use definitions and examples to develop a topic; use visuals if needed; Analyze interactions between individuals, Events, and Ideas; Condense Ideas; Plan and write Explanatory</p>	<p>Progressive Tense Verbs; Word Study: Final Syllables ---ic, -fy; Summarizing; Making Inferences: Ask Questions, Use definitions and examples to develop a topic; Analyze Interactions Between Individuals, Events, and Ideas; Condense Ideas; Plan and write an Explanatory paragraph; Prefixes and Suffixes</p>	<p>Progressive Tense Verbs; Word Study: Final Syllables ---ic, -fy; Summarizing; Making Inferences: Ask Questions, Use definitions and examples to develop a topic; Analyze Interactions Between Individuals, Events, and Ideas; Condense Ideas; Plan and write an Explanatory paragraph; Prefixes and Suffixes</p>	<p>Progressive Tense Verbs; Word Study: Final Syllables ---ic, -fy; Summarizing; Making Inferences: Ask Questions, Use definitions and examples to develop a topic; Analyze Interactions Between Individuals, Events, and Ideas; Condense Ideas; Plan and write an Explanatory paragraph; Prefixes and Suffixes</p>	<p>Progressive Tense Verbs; Word Study: Final Syllables ---ic, -fy; Summarizing; Making Inferences: Ask Questions, Use definitions and examples to develop a topic; Analyze Interactions Between Individuals, Events, and Ideas; Condense Ideas; Plan and write an Explanatory paragraph; Prefixes and Suffixes</p>

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

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	sentences; Prefixes and Suffixes; Use L1 where needed.				
Learning Supports	<p>iLit Resources - Word Reading 28 Support</p> <p>Translator/ Dictionary Partner / Small Group Work</p> <p>Vocabulary Definitions & Pictures</p> <p>Visual Aides</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Gestures</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts</p>	<p>iLit Resources - Word Reading 28 Support</p> <p>Translator/ Dictionary Partner / Small Group Work</p> <p>Vocabulary Definitions & Pictures</p> <p>Visual Aides</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Sentence Frames</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts</p>	<p>iLit Resources - Word Reading 28 Support</p> <p>Translator/ Dictionary Partner / Small Group Work</p> <p>Vocabulary Definitions & Pictures</p> <p>Visual Aides</p> <p>Word Wall</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>	<p>iLit Resources - Word Reading 28 Support</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>	<p>iLit Resources - Word Reading 28 Support</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>

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	https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
iLit Unit 2 (Days 21-25) NJSLS: RL. 9-10.2 RL.9-10.3 RL. 9-10.6 RL. 9-10.7 RL. 9-10.10 RI. 9-10.1 RI. 9-10.2 RI. 9-10.10 W.9-10.2a,b,c,d, e,f W. 9-10.4 W. 9-10.10 L. 9-10.2b L. 9-10. 3a L. 9-10.4a, b, c,d	Language Development - understand and use connotations and denotations; understand new vocabulary in context; demonstrate knowledge of new vocabulary	1. English language learners communicate for Social and Instructional purposes within the school setting. 2. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Reading - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency. Writing - engage in written communication in a variety of situations for a variety of audiences. Listening - process, understand, interpret, and evaluate spoken language in a variety of situations	VU: edgy, intrusion, vandalism , extended,
	Meaning Making - identify a sequence of events; visualize action; make connections; write an argumentative paragraph; connect to prior experience; analyze development of theme		LFC: collection, focused, intensified, advantage, anticipation, question, rejection
	Effective Expression - engage in collaborative conversation		LC: Varies by ELP level

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

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<p>L. 9-10. 5c L. 9-10. 6 SL.9-10. 1a,b, c, d SL.9-10.6 SL.9-10.</p> <p>WIDA: 1,2 Reading Listening Speaking Writing</p>			<p>Speaking - engage in oral communication in a variety of situations for a variety of audiences.</p>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Articles with singular nouns; irregular pronouns; Connotations and denotations; visualize actions; make connections; connection to prior experiences; identify a sequence of events; whole group discussion; planning and writing a argumentative essay (1-2 paragraphs); analyze the development of a them	Articles with singular nouns; irregular pronouns; Connotations and denotations; visualize actions; make connections; connection to prior experiences; identify a sequence of events; whole group discussion; planning and writing a argumentative essay (1-3 paragraphs); analyze the development of a them	Articles with singular nouns; irregular pronouns; Connotations and denotations; visualize actions; make connections; connection to prior experiences; identify a sequence of events; whole group discussion; planning and writing a argumentative essay (3-4 paragraphs); analyze the development of a theme	Articles with singular nouns; irregular pronouns; Connotations and denotations; visualize actions; make connections; connection to prior experiences; identify a sequence of events; whole group discussion; planning and writing a argumentative essay (3-5 paragraphs); analyze the development of a them	Articles with singular nouns; irregular pronouns; Connotations and denotations; visualize actions; make connections; connection to prior experiences; identify a sequence of events; whole group discussion; planning and writing a argumentative essay (5 paragraphs); analyze the development of a them

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

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Learning Supports	<p>iLit Resources -</p> <p>Word Reading 5; Vocabulary Study Plan; Diphthongs /ou / ou, ow; Phonics Reader: Chowder Surprise</p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions & Pictures</p> <p>Visual Aides</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Sentence Frames</p> <p>Online Resources</p> <p>Graphic Organizer (partially completed)</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech</p>	<p>iLit Resources -</p> <p>Word Reading 5; Vocabulary Study Plan; Diphthongs /ou / ou, ow; Phonics Reader: Chowder Surprise</p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions & Pictures</p> <p>Visual Aides</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Sentence Frames</p> <p>Online Resources</p> <p>Graphic Organizer (partially completed)</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p>	<p>iLit Resources -</p> <p>Word Reading 5; Vocabulary Study Plan; Diphthongs /ou / ou, ow; Phonics Reader: Chowder Surprise</p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions & Pictures</p> <p>Visual Aides</p> <p>Word Wall</p> <p>Online Resources</p> <p>Graphic Organizer</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>	<p>iLit Resources -</p> <p>Word Reading 5; Vocabulary Study Plan; Diphthongs /ou / ou, ow; Phonics Reader: Chowder Surprise</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>Graphic Organizer</p>	<p>iLit Resources -</p> <p>Word Reading 5; Vocabulary Study Plan; Diphthongs /ou / ou, ow; Phonics Reader: Chowder Surprise</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>Graphic Organizer</p>
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In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

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	https://www.thecurriculumcorner.com/the-curriculumcorner123/parts-of-speech/ L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
iLit Unit 2 (Days 26-30) NJSLS: RL. 9-10.2 RL. 9-10.7 RL. 9-10.10	Language Development - understand and use homographs; understand new vocabulary in context Meaning Making - evaluate author’s viewpoint; compare and contrast; make predictions; make connections	1. English language learners communicate for Social and Instructional purposes within the school setting. 2. English language learners communicate information, ideas and concepts necessary for	VU: elite, heritage, choreographed, exclusive, mayhem, triumphant

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

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RI. 9-10.2 RI. 9-10.10 W. 9-10.10 L. 9-10.4a, b, c,d L. 9-10. 5c L. 9-10. 6 SL.9-10. 1b, c, d SL.9-10.6 WIDA: 1,2 Reading Listening Writing Speaking	Effective Expression - engage in collaborative conversation		academic success in the content area of Language Arts.		LFC: achieved, embodiment, qualified, supportive, academy, expensive, participate, reasonable, opposing, perfect, powerful, previous
	Foundation Skills - Apply grade-level phonics and word analysis skills; practice reading with fluency and accuracy		Reading - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency. Writing - engage in written communication in a variety of situations for a variety of audiences. Listening - process, understand, interpret, and evaluate spoken language in a variety of situations Speaking - engage in oral communication in a variety of situations for a variety of audiences.		LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Homographs; Articles with plural nouns; Compare and Contrast; Make, Review and Modify a prediction; Compare and Contrast Characters' Evaluating Author's Viewpoint; group discussions; make connections; condense ; ideas; analyze theme;	Homographs; Articles with plural nouns; Compare and Contrast; Make, Review and Modify a prediction; Compare and Contrast Characters' Evaluating Author's Viewpoint; group discussions; make connections; condense ideas; analyze theme; make predictions; partner work, small group work	Homographs; Articles with plural nouns; Compare and Contrast; Make, Review and Modify a prediction; Compare and Contrast Characters' Evaluating Author's Viewpoint; group discussions; make connections; condense ideas; analyze theme; make predictions; small/ large group work	Homographs; Articles with plural nouns; Compare and Contrast; Make, Review and Modify a prediction; Compare and Contrast Characters' Evaluating Author's Viewpoint; group discussions; make connections; condense ideas; analyze theme;	Homographs; Articles with plural nouns; Compare and Contrast; Make, Review and Modify a prediction; Compare and Contrast Characters' Evaluating Author's Viewpoint; group discussions; make connections; condense ideas; analyze theme; make

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

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	make predictions; partner work, small group work			make predictions; small/ large group work	predictions; small/ large group work
Learning Supports	<p>iLit Resources - Word Reading 6; Phonics Reader: The Snow Day; Phonics: Words with /oi/oy; Ancient Rome</p> <p>Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Gestures Online Resources Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>	<p>iLit Resources - Word Reading 6; Phonics Reader: The Snow Day; Phonics: Words with /oi/oy; Ancient Rome</p> <p>Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Sentence Frames Online Resources Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ L1 Supports: Translator/ dictionary Native Language</p>	<p>iLit Resources - Word Reading 6; Phonics Reader: The Snow Day; Phonics: Words with /oi/oy; Ancient Rome</p> <p>Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word Wall Online Resources Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>	<p>iLit Resources - Word Reading 6; Phonics Reader: The Snow Day; Phonics: Words with /oi/oy; Ancient Rome</p> <p>Online Resources Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>	<p>iLit Resources - Word Reading 6; Phonics Reader: The Snow Day; Phonics: Words with /oi/oy; Ancient Rome</p> <p>Online Resources Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</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/ellscaffolding/L1Supports.pdf</p>	<p>Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<p>iLit Unit 2 (Days 31-35) NJSLS: RL.9-10.9 RI.9-10.1 RI.9-10.2 RI.9-10.9</p>	<p>Language Development - understand and use Latin Roots; understand vocabulary in context; form and use present, past, future, perfect, and progressive tenses correctly; use verb tenses consistently to convey meaning; use subject-verb agreement; recognize and</p>	<ol style="list-style-type: none"> English language learners communicate for Social and Instructional purposes within the school setting. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. 	<p>VU: devoted, fetching, inherit, shuffling</p> <hr/> <p>LFC: assisting, concerned, created, practice, spectacular, famous</p>

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<p>RI.9-10.10 W.9-10.3,b,c, d,e W.9-10.10 L.9-10.1b L.9-10.4a,b,c L.9-10.5a, b,c L.9-10.6 SL.9-10.1a,b, c,d SL.9-10.6</p> <p>WIDA: 1,2 Reading Writing Listening Speaking</p>	<p>use verbs in action and passive voices; use articles with proper nouns correctly</p> <p>Meaning Making - make connections; describe When, Where, and How; make connections; identify main idea; visualize; develop a setting</p> <p>Effective Expression - Engage in collaborative conversation; write a narrative essay</p>		<p>Reading - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency.</p> <p>Writing - engage in written communication in a variety of situations for a variety of audiences.</p> <p>Listening - process, understand, interpret, and evaluate spoken language in a variety of situations</p> <p>Speaking - engage in oral communication in a variety of situations for a variety of audiences.</p>		<p>LC: Varies by ELP level</p>
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Articles with Proper nouns; Latin Roots - word study; making connections; summarize; visualize action; describe who, what, where, when with a partner; small group discussion; begin to compose a narrative essay (one paragraph); develop a setting</p>	<p>Articles with Proper nouns; Latin Roots - word study; making connections; summarize; visualize action; describe who, what, where, when in small groups; small group discussion; begin to compose a narrative essay (1-2 paragraphs); develop a setting</p>	<p>Articles with Proper nouns; Latin Roots - word study; making connections; summarize; visualize action; describe who, what, where, when in whole groups; small group discussion; begin to compose a narrative essay (2-4 paragraphs); develop a setting</p>	<p>Articles with Proper nouns; Latin Roots - word study; making connections; summarize; visualize action; describe who, what, where, when in whole groups; small group discussion; begin to compose a narrative essay (4-5 paragraphs); develop a setting</p>	<p>Articles with Proper nouns; Latin Roots - word study; making connections; summarize; visualize action; describe who, what, where, when in whole groups; small group discussion; begin to compose a narrative essay; develop a setting</p>

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Learning Supports	<p>iLit Resources - Grammar Study, Word Study Readers, Reading Check, Spelling Study Plan, Phonics, Consonant Digraphs, Phonics Reader</p> <p>Graphic Organizer (completed)</p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions & Pictures</p> <p>Visual Aides</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Sentence Frames</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>Gestures</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>Translator/ dictionary</p> <p>Native Language</p>	<p>iLit Resources - Grammar Study, Word Study Readers, Reading Check, Spelling Study Plan, Phonics, Consonant Digraphs, Phonics Reader</p> <p>Graphic Organizer (partially completed)</p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions & Pictures</p> <p>Visual Aides</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Sentence Frames</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language</p>	<p>iLit Resources - Grammar Study, Word Study Readers, Reading Check, Spelling Study Plan, Phonics, Consonant Digraphs, Phonics Reader</p> <p>Graphic Organizer</p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions & Pictures</p> <p>Visual Aides</p> <p>Word Wall</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>	<p>iLit Resources - Grammar Study, Word Study Readers, Reading Check, Spelling Study Plan, Phonics, Consonant Digraphs, Phonics Reader</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>	<p>iLit Resources - Grammar Study, Word Study Readers, Reading Check, Spelling Study Plan, Phonics, Consonant Digraphs, Phonics Reader</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>
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In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

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	ulumcorner123/parts-of-speech/ L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
iLit Unit 2 (Days 36-40) NJSLS: RL.9-10.1 RL.9-10.2 RL.9-10.9 RL.9-10.10 RI.9-10.1	Language Development - understand new vocabulary in context	1. English language learners communicate for Social and Instructional purposes within the school setting. 2. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	VU: accompanied, detect, vineyard, jotted, savoring, hesitant
	Meaning Making - identify the sequence of events in a narrative; make predictions; visualize; recognize author's purpose; make inferences		LFC: acquired, examined, exchanged, thoroughly, populated, completely, recover, signaling, assigned,

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

Grade 10 - Unit 1 - ESL Curriculum

RI.9-10.2 RI.9-10.9 RI.9-10.10 W.9-10.3a,b, c,d,e W.9-10.4 W.9-10.9b W.9-10.10 L.9-10.1b L.9-10.2b L.9-10.3a L.9-10.4a,b,c L.9-10.5a, b,c L.9-10.6 SL.9-10.1a,b, c,d SL.9-10.1a,b, d SL.9-10.6 WIDA: 1,2 Reading Writing Speaking Listening	Effective Expression - engage in collaborative conversation		Reading - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency.		correcting, introduced, learned
	Foundational Skills - Understand and use syllables; apply grade-level phonics and word analysis skills; practice reading with fluency and accuracy		Writing - engage in written communication in a variety of situations for a variety of audiences. Listening - process, understand, interpret, and evaluate spoken language in a variety of situations Speaking - engage in oral communication in a variety of situations for a variety of audiences.		LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

Grade 10 - Unit 1 - ESL Curriculum

Language Objectives	Forms of ‘to be’; words study Syllables -tion, -ion, -sion; Making prediction; visualize; making inference, make generalizations, small group discussion; partner work; understanding the author’s purpose.	Forms of ‘to be’; words study Syllables -tion, -ion, -sion; Making prediction; visualize; making inference; make generalizations, small group discussion; understanding the author’s purpose.	Forms of ‘to be’; words study Syllables -tion, -ion, -sion; Making prediction; visualize; making inference, make generalizations, small & large group discussion; understanding the author’s purpose.	Forms of ‘to be’; words study Syllables -tion, -ion, -sion; Making prediction; visualize; making inference, make generalizations, small & large group discussion; understanding the author’s purpose.	Forms of ‘to be’; words study Syllables -tion, -ion, -sion; Making prediction; visualize; making inference, make generalizations, small & large group discussion; understanding the author’s purpose.
Learning Supports	iLit Resources - Word Reading 8; Phonics r-controlled vowels; Phonics Reader: Thursday Storm: Immigration to the United States Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Sentence Frames Online Resources Figurative language https://literarydevices.net/figurative-language/	iLit Resources - Word Reading 8; Phonics r-controlled vowels; Phonics Reader: Thursday Storm: Immigration to the United States Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Sentence Frames Online Resources Figurative language https://literarydevices.net/figurative-language/	iLit Resources - Word Reading 8; Phonics r-controlled vowels; Phonics Reader: Thursday Storm: Immigration to the United States Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word Wall Online Resources Figurative language	iLit Resources - Word Reading 8; Phonics r-controlled vowels; Phonics Reader: Thursday Storm: Immigration to the United States Online Resources Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/	iLit Resources - Word Reading 8; Phonics r-controlled vowels; Phonics Reader: Thursday Storm: Immigration to the United States Online Resources Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/

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	<p>Gestures</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language</p> <p style="padding-left: 20px;">Explanations</p> <p>Native Language</p> <p style="padding-left: 20px;">Discussions</p> <p>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language</p> <p style="padding-left: 20px;">Explanations</p> <p>Native Language</p> <p style="padding-left: 20px;">Discussions</p> <p>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>		
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Grade 10 - Unit 1 - ESL Curriculum

	Student Learning Objective (SLO)	Language Objective	Language Needed
<p>iLit Unit 2 (Days 41-45)</p> <p>NJSLS: RL.9-10.1 RL.9-10.2 RL.9-10.9 RL.9-10.10 RI.9-10.1 RI.9-10.2 RI.9-10.9 RI.9-10.10 W.9-10.3a,b,c,d,e W.9-10.4 W.9-10.9b W.9-10.10 L.9-10.1b,c L.9-10.2a,b L.9-10.3a L.9-10.4a,b,c L.9-10.5a, b,c L.9-10.6 SL.9-10.1a,b,c,d SL.9-10.1a,b,d SL.9-10.6</p> <p>WIDA: 1,2,4</p>	<p>Language Development - Understand new vocabulary in context; demonstrate knowledge of new vocabulary</p> <p>Meaning Making - Make logical inferences; make generalizations; preview and set purpose; analyze text structure; analyze and use connecting words</p> <p>Content Knowledge - acquire domain-specific academic vocabulary; comprehend informational texts focused on science</p> <p>Effective Expression - revise and edit a narrative essay; engage in collaborative conversation</p>	<ol style="list-style-type: none"> 1. English language learners communicate for Social and Instructional purposes within the school setting. 2. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <p>Reading - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency.</p> <p>Writing - engage in written communication in a variety of situations for a variety of audiences.</p> <p>Listening - process, understand, interpret, and evaluate spoken language in a variety of situations</p> <p>Speaking - engage in oral communication in a variety of situations for a variety of audiences.</p>	<p>VU: scam, plunged, photosynthesis, chlorophyll</p> <hr/> <p>LFC: explained, frequent, solution, unfamiliar, common, important, process, survived</p> <hr/> <p>LC: Varies by ELP level</p>

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Grade 10 - Unit 1 - ESL Curriculum

Reading Writing Speaking Listening					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Read a speech; Vocabulary word slam; independent reading, Text: How Plants Grow and Change Strategy: text structure, Text: “Can You Believe It?!” Strategy: preview and set a purpose, Text: “Immigration at Angel Island” Strategy: Make Generalizations; revise and edit past tense verbs; collaborative discussion with partner; collaborative conversation with partner; analyze text structure and connecting words; Syllables Small Group: Latin Roots; Narrative Essay Activity: Revise and Edit a - tion, -ion, -sion; Word Study Reader “Newspapers”;</p>	<p>Read a speech; Vocabulary word slam; independent reading, Text: How Plants Grow and Change Strategy: text structure, Text: “Can You Believe It?!” Strategy: preview and set a purpose, Text: “Immigration at Angel Island” Strategy: Make Generalizations; revise and edit past tense verbs; collaborative discussion with partner; collaborative conversation with partner; analyze text structure and connecting words; Syllables Small Group: Latin Roots; Narrative Essay Activity: Revise and Edit a - tion, -ion, -sion; Word Study Reader “Newspapers”; write two narrative paragraphs and present to a partner; interactive reading groups; make generalizations with a partner; fluency</p>	<p>Read a speech; Vocabulary word slam; independent reading, Text: How Plants Grow and Change Strategy: text structure, Text: “Can You Believe It?!” Strategy: preview and set a purpose, Text: “Immigration at Angel Island” Strategy: Make Generalizations; revise and edit past tense verbs; collaborative discussion; collaborative conversation; analyze text structure and connecting words; Syllables Small Group: Latin Roots; Narrative Essay Activity: Revise and Edit a - tion, -ion, -sion; Word Study Reader “Newspapers”; write a narrative essay (3-4 paragraphs) and present to a small group; interactive reading groups; make generalizations in small group; fluency</p>	<p>Read a speech; Vocabulary word slam; independent reading, Text: How Plants Grow and Change Strategy: text structure, Text: “Can You Believe It?!” Strategy: preview and set a purpose, Text: “Immigration at Angel Island” Strategy: Make Generalizations; revise and edit past tense verbs; collaborative discussion; collaborative conversation; analyze text structure and connecting words; Syllables Small Group: Latin Roots; Narrative Essay Activity: Revise and Edit a - tion, -ion, -sion; Word Study Reader “Newspapers”; write a narrative essay (4-5 paragraphs) and present to group; interactive reading groups; make generalizations in small group; fluency</p>	<p>Read a speech; Vocabulary word slam; independent reading, Text: How Plants Grow and Change Strategy: text structure, Text: “Can You Believe It?!” Strategy: preview and set a purpose, Text: “Immigration at Angel Island” Strategy: Make Generalizations; revise and edit past tense verbs; collaborative discussion; collaborative conversation; analyze text structure and connecting words; Syllables Small Group: Latin Roots; Narrative Essay Activity: Revise and Edit a - tion, -ion, -sion; Word Study Reader “Newspapers”; write a narrative essay and present to group; interactive reading groups; make generalizations in small group; fluency</p>

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	write a narrative paragraph and present to a partner; interactive reading groups; make generalizations with a partner; fluency				
Learning Supports	<p>iLit Resources -</p> <p>Word Reading 9; Phonics: Contractions; Phonics Reader: The Shooting Contractions; Phonics Star; Follow a River</p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions & Pictures</p> <p>Visual Aides</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Gestures</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p>	<p>iLit Resources -</p> <p>Word Reading 9; Phonics: Contractions; Phonics Reader: The Shooting Contractions; Phonics Star; Follow a River</p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions & Pictures</p> <p>Visual Aides</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Sentence Frames</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech</p>	<p>iLit Resources -</p> <p>Word Reading 9; Phonics: Contractions; Phonics Reader: The Shooting Contractions; Phonics Star; Follow a River</p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions & Pictures</p> <p>Visual Aides</p> <p>Word Wall</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>	<p>iLit Resources -</p> <p>Word Reading 9; Phonics: Contractions; Phonics Reader: The Shooting Contractions; Phonics Star; Follow a River</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>	<p>iLit Resources -</p> <p>Word Reading 9; Phonics: Contractions; Phonics Reader: The Shooting Contractions; Phonics Star; Follow a River</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>

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	<p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ 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>https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>			
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Grade 10 - Unit 1 - ESL Curriculum

	Student Learning Objective (SLO)	Language Objective	Language Needed
iLit Unit 2 (Days 46-50) NJSLS: RL.9-10.1 RL.9-10.2 RL.9-10.9 RL.9-10.10 RI.9-10.1 RI.9-10.2 RI.9-10.9 RI.9-10.10 W.9-10.3a,b, c,d,e W.9-10.4 W.9-10.9b W.9-10.10 L.9-10.1b L.9-10.2b L.9-10.3a L.9-10.4a,b,c L.9-10.5a, b,c L.9-10.6 SL.9-10.1a,b, c,d SL.9-10.1a,b, d SL.9-10.6 WIDA: 1,2,4	Language Development - Understand and use connecting words; understand new vocabulary in context;	1. English language learners communicate for Social and Instructional purposes within the school setting. 2. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Reading - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency. Writing - engage in written communication in a variety of situations for a variety of audiences. Listening - process, understand, interpret, and evaluate spoken language in a variety of situations Speaking - engage in oral communication in a variety of situations for a variety of audiences.	VU: dormant, fertilization, active, transparent, opaque, lenses, spectrum
	Meaning Making - domain specific words; analyze and integrate visual information		LFC: cycle, guided, reproduced, distinctive, allowed, controlled, false, receiving, communication, inventions, located, provide
	Effective Expression - Engage in collaborative conversation		LC: Varies by ELP level
	Content Knowledge - acquire domain specific academic vocabulary; comprehend informational texts focused on science		

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Grade 10 - Unit 1 - ESL Curriculum

Reading Writing Speaking Listening					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Independent Reading- with audio guide; Text: How Plants Grow and Change Strategy: Understand Connecting Words; Text: Light Strategy: Text Structure: Main Idea and Supporting Details; Text: Light Strategy: Analyze Visual Information; Understand Domain-Specific Words Progressive Tense Verbs; Collaborative Conversation; Analyze and Integrate Visual Information; Activity: Domain-Specific words; Small Group: Connecting words; Activity: How Plants Grow and Change Text Structure reader Specific	Independent Reading- with audio guide; Text: How Plants Grow and Change Strategy: Understand Connecting Words; Text: Light Strategy: Text Structure: Main Idea and Supporting Details; Text: Light Strategy: Analyze Visual Information; Understand Domain-Specific Words Progressive Tense Verbs; Collaborative Conversation; Analyze and Integrate Visual Information; Activity: Domain-Specific words; Small Group: Connecting words; Activity: How Plants Grow and Change Text Structure reader Specific	Independent Reading; Text: How Plants Grow and Change Strategy: Understand Connecting Words; Text: Light Strategy: Text Structure: Main Idea and Supporting Details; Text: Light Strategy: Analyze Visual Information; Understand Domain-Specific Words Progressive Tense Verbs; Collaborative Conversation; Analyze and Integrate Visual Information; Activity: Domain-Specific words; Small Group: Connecting words; Activity: How Plants Grow and Change Text Structure reader Specific Words Small Group: Domain; Activity: Analyze and	Independent Reading; Text: How Plants Grow and Change Strategy: Understand Connecting Words; Text: Light Strategy: Text Structure: Main Idea and Supporting Details; Text: Light Strategy: Analyze Visual Information; Understand Domain-Specific Words Progressive Tense Verbs; Collaborative Conversation; Analyze and Integrate Visual Information; Activity: Domain-Specific words; Small Group: Connecting words; Activity: How Plants Grow and	Independent Reading; Text: How Plants Grow and Change Strategy: Understand Connecting Words; Text: Light Strategy: Text Structure: Main Idea and Supporting Details; Text: Light Strategy: Analyze Visual Information; Understand Domain-Specific Words Progressive Tense Verbs; Collaborative Conversation; Analyze and Integrate Visual Information; Activity: Domain-Specific words; Small Group: Connecting words; Activity: How Plants Grow and Change Text

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	Small Group: Connecting words; Activity: How Plants Grow and Change Text Structure reader Specific Words Partner reading: Domain; Activity: Analyze and Integrate Visual Information: Partner work: How Plants Grow <i>and Change Text Structure/ Reader</i> ; Progressive Tense Verbs; Small Group: Analyze and Integrate Visual Information	Words Small Group: Domain; Activity: Analyze and Integrate Visual Information: Small Group: How Plants Grow <i>and Change Text Structure/ Reader</i> ; Progressive Tense Verbs; Small Group: Analyze and Integrate Visual Information	Integrate Visual Information: Small Group: How Plants Grow <i>and Change Text Structure/ Reader</i> ; Progressive Tense Verbs; Small Group: Analyze and Integrate Visual Information	Change Text Structure reader Specific Words Small Group: Domain; Activity: Analyze and Integrate Visual Information: Small Group: How Plants Grow <i>and Change Text Structure/ Reader</i> ; Progressive Tense Verbs; Small Group: Analyze and Integrate Visual Information	Structure reader Specific Words Small Group: Domain; Activity: Analyze and Integrate Visual Information: Small Group: How Plants Grow <i>and Change Text Structure/ Reader</i> ; Progressive Tense Verbs; Small Group: Analyze and Integrate Visual Information
Learning Supports	iLit Resources - Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Gestures Online Resources	iLit Resources - Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Sentence Frames Online Resources	iLit Resources - Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word Wall Online Resources Figurative language https://literarydevices.net/figurative-language/	iLit Resources - Online Resources Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/	iLit Resources - Online Resources Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/

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