

## Grade 10 - Unit 2 - ESL Curriculum

iLit Level D: Unit 3 (Days 1-10), Unit 4 (Days 1- 50)

**Text/Novel** - Unit 3 - *Julius Caesar*

Unit 4 - *Ask Me No Questions*; “*Bahia Bakari, the Miracle Girl*”; “*An Awful Lot to Live For*”; “*Charge of the Light Brigade*”; “*Dieppe A Doomed Mission*”, *Two Fables About Survival*

### **\*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#!](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>

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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### 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

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

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### Diversity & Inclusion

### Standards in Action:

	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>iLit Unit 3</b> <b>(Days 1-5)</b>  <b>NJSLS:</b> RI.9-10.10 RL.9-10.1 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.10 L.9-10.4a L.9-10.4b L.9-10.4c L.9-10.4d L.9-10.6 SL.9-10.1a,b ,c,d SL.9-10.6 W.9-10.10  <b>WIDA:</b> 1, 2 Reading	Vocabulary - academic, conversational and selection  Read Aloud, Think Aloud  Classroom conversation  Whole Group Interactions  Independent work time  Wrap Up procedures	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.  <b>Reading</b> - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency.  <b>Writing</b> - engage in written communication in a variety of situations for a variety of audiences.  <b>Listening</b> - process, understand, interpret, and evaluate spoken language in a variety of situations	<b>VU:</b> conscience, misjudged, honor, noble, omens, tyrant  <b>LFC:</b> multiple meaning words, elements of drama; genres of literature  <b>LC:</b> Varies by ELP level

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Writing Listening Speaking			<b>Speaking</b> - engage in oral communication in a variety of situations for a variety of audiences.		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
<b>Language Objectives</b>	Subject-verb agreement; word study: multiple meanings; making inferences with a partner; compare and contrast characters; make connections; compound words; figurative language with a partner; partner discussions	Subject-verb agreement; word study: multiple meanings; making inferences with a partner; compare and contrast characters; make connections; compound words; figurative language with a small group; small group discussions	Subject-verb agreement; word study: multiple meanings; making inferences in small group; compare and contrast characters; make connections; compound words; figurative language with a small group; small group discussions	Subject-verb agreement; word study: multiple meanings; making inferences in small group; compare and contrast characters; make connections; compound words; figurative language with whole group; whole group discussions	Subject-verb agreement; word study: multiple meanings; making inferences in small group; compare and contrast characters; make connections; compound words; figurative language with whole group; whole group discussions
<b>Learning Supports</b>	iLit Resources - Word Reading 11: Grammar Study Plan  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">https://www.nj.gov/education/modelcurriculum/ela</a>	iLit Resources - Word Reading 11: Grammar Study Plan  Study guide (partially completed) Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaff">https://www.nj.gov/education/modelcurriculum/ela/ellscaff</a>	iLit Resources - Word Reading 11: Grammar Study Plan  Study guide Think-pair-share Visual Aides Word/Picture Wall Audio/ Visual of Text Graphic Organizer <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding</a>	iLit Resources - Word Reading 11: Grammar Study Plan  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>	iLit Resources - Word Reading 11: Grammar Study Plan  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>

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	<a href="#">/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> <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>	<a href="#">olding/GraphicOrganizersWorksheets.pdf</a> <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>	<a href="#">g/GraphicOrganizersWorksheets.pdf</a>		
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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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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<b>iLit Unit 3</b> <b>(Days 6-10)</b>  <b>NJSLS:</b> 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  <b>WIDA:</b> 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		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.  <b>Reading</b> - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency.  <b>Writing</b> - engage in written communication in a variety of situations for a variety of audiences.  <b>Listening</b> - process, understand, interpret, and evaluate spoken language in a variety of situations  <b>Speaking</b> - engage in oral communication in a variety of situations for a variety of audiences.		<b>VU:</b> confidence, beware, banished, constant, ambitious, treason
					<b>LFC:</b> multiple meaning words, elements of drama; genres of literature
					<b>LC:</b> 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 2 - ESL Curriculum

<b>Language Objectives</b>	Subject-verb agreement; word study: multiple meanings; making inferences with a partner; compare and contrast characters; make connections; compound words; figurative language with a partner; partner discussions; analyze characters; suffixes; recognize cause and effect; analyze theme	Subject-verb agreement; word study: multiple meanings; making inferences with a partner; compare and contrast characters; make connections; compound words; figurative language with a small group; small group discussions; analyze characters; suffixes; recognize cause and effect; analyze theme	Subject-verb agreement; word study: multiple meanings; making inferences in small group; compare and contrast characters; make connections; compound words; figurative language with a small group; small group discussions; analyze characters; suffixes; recognize cause and effect; analyze theme	Subject-verb agreement; word study: multiple meanings; making inferences in small group; compare and contrast characters; make connections; compound words; figurative language with whole group; whole group discussions ; analyze characters; suffixes; recognize cause and effect; analyze theme	Subject-verb agreement; word study: multiple meanings; making inferences in small group; compare and contrast characters; make connections; compound words; figurative language with whole group; whole group discussions; analyze characters; suffixes; recognize cause and effect; analyze theme
<b>Learning Supports</b>	iLit Resources - Word Reading 12: Grammar Study Plan  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> <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language	iLit Resources - Word Reading 12: Grammar Study Plan  Study guide (partially 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> <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations	iLit Resources - Word Reading 12: Grammar Study Plan  Study guide 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>	iLit Resources - Word Reading 12: Grammar Study Plan  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>	iLit Resources - Word Reading 12: Grammar Study Plan  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>

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	<p>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>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>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<p><b>iLit Unit 4 (Days 1-5)</b></p> <p><b>NJSLS:</b> RI.9-10.1 RI.9-10.2 RI.9-10.10</p>	<p><b>Language Development</b> - understand and use abbreviations</p> <p><b>Meaning Making</b> - read closely; ask questions</p>	<p>English language learners communicate for Social and Instructional purposes within the school setting.</p>	<p><b>VU:</b> asylum, residency, deported, register, detention, authorities</p>

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RL.9-10. 1 RL.9-10. 2 RL.9-10. 10 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  <b>WIDA:</b> 1, 2 Reading Writing Listening Speaking					<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Reading</b> - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency.</p> <p><b>Writing</b> - engage in written communication in a variety of situations for a variety of audiences.</p> <p><b>Listening</b> - process, understand, interpret, and evaluate spoken language in a variety of situations</p> <p><b>Speaking</b> - engage in oral communication in a variety of situations for a variety of audiences.</p>	<p><b>LFC:</b> university, article, economics, printer, diversity, exist, catalogue, recommend, future, partition, prepare</p>
					<p><b>LC:</b> Varies by ELP level</p>	
	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 2 - ESL Curriculum

<b>Language Objectives</b>	Prepositions with time; abbreviations; connect events in text to prior experiences; make generalizations; read closely and ask questions; partner discussions; small group discussions; plan an expository paragraph using a graphic organizer; use of L1 if needed	Prepositions with time; abbreviations; connect events in text to prior experiences; make generalizations; read closely and ask questions; partner discussions; small group discussions; plan an expository paragraph using a graphic organizer	Prepositions with time; abbreviations; connect events in text to prior experiences; make generalizations; read closely and ask questions; partner discussions; whole group discussions; plan an expository paragraph	Prepositions with time; abbreviations; connect events in text to prior experiences; make generalizations; read closely and ask questions; partner discussions; whole group discussions; plan an expository paragraph	Prepositions with time; abbreviations; connect events in text to prior experiences; make generalizations; read closely and ask questions; partner discussions; whole group discussions; plan an expository paragraph
<b>Learning Supports</b>	iLit Resources - Phonics Reader: <i>The Yardsale</i> and <i>Where's My Cap?</i> ; Phonics: Plural Nouns and Contractions; Word Reading 13; Spelling study plan  Adapted Text Completed character Web Phrase citations Visual Aides Audio of text Cloze Sentences <a href="https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%2">https://worksheets.theteacherscorner.net/make-your-own/blank/#:~:text=Fill%20in%2</a>	iLit Resources - Phonics Reader: <i>The Yardsale</i> and <i>Where's My Cap?</i> ; Phonics: Plural Nouns and Contractions; Word Reading 13; Spelling study plan  Adapted Text Partially-completed Character Web Sentence Citations Visual Aides Audio of text Graphic Organizer (partially completed) <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaff</a>	iLit Resources - Phonics Reader: <i>The Yardsale</i> and <i>Where's My Cap?</i> ; Phonics: Plural Nouns and Contractions; Word Reading 13; Spelling study plan  Adapted Text Audio 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>	iLit Resources - Phonics Reader: <i>The Yardsale</i> and <i>Where's My Cap?</i> ; Phonics: Plural Nouns and Contractions; Word Reading 13; Spelling study plan  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>	iLit Resources - Phonics Reader: <i>The Yardsale</i> and <i>Where's My Cap?</i> ; Phonics: Plural Nouns and Contractions; Word Reading 13; Spelling study plan Reading 13; Creating Ads  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>

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	<p><a href="#">Other%20Blank%20%2F%20Cloze%20Sentence%20Worksheets_by%20clicking%20%22Add%20another%20line%22%20below.%20More%20Items</a></p> <p>Graphic Organizer (completed)</p> <p><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></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</p> <p><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><a href="#">olding/GraphicOrganizersWorksheets.pdf</a></p> <p><b>L1 Supports:</b></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</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>		
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## Grade 10 - Unit 2 - ESL Curriculum

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>iLit Unit 4 (Days 6-10)</b>  <b>NJSLS:</b> RI.9-10.1 RI.9-10.2 RI.9-10.10 RL.9-10.1 RL.9-10.2 RL.9-10.10 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  <b>WIDA: 1, 2</b> Reading Writing Listening Speaking	<b>Language Development</b> - Understand and use new vocabulary in content; demonstrate knowledge of new vocabulary		English language learners communicate for Social and Instructional purposes within the school setting.		<b>VU:</b> monsoon, agriculture, illegal, policy
	<b>Meaning Making</b> - Analyze theme; read closely; ask questions; Summarize; read with purpose and understanding; paraphrase a conversation; visualize the action		English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.		<b>LFC:</b> challenge, development, independent, population, aid, electronics, extract, lecture
	<b>Effective Expression</b> - Engage in collaborative conversation;  <b>Foundation Skills</b> - Understand and use vowel sounds.		<b>Reading</b> - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency.  <b>Writing</b> - engage in written communication in a variety of situations for a variety of audiences.  <b>Listening</b> - process, understand, interpret, and evaluate spoken language in a variety of situations  <b>Speaking</b> - engage in oral communication in a variety of situations for a variety of audiences.		<b>LC:</b> Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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## Grade 10 - Unit 2 - ESL Curriculum

<b>Language Objectives</b>	Prepositions with location; word study- vowel sound in <i>ball</i> ; close reading and ask questions; summarize; paraphrase; analyze theme; partner discussions; read with purpose and understanding; use of L1 if needed	Prepositions with location; word study- vowel sound in <i>ball</i> ; close reading and ask questions; summarize; paraphrase; analyze theme; partner/ small group discussions; read with purpose and understanding; use of L1 if needed	Prepositions with location; word study- vowel sound in <i>ball</i> ; close reading and ask questions; summarize; paraphrase; analyze theme; small group discussions; read with purpose and understanding	Prepositions with location; word study- vowel sound in <i>ball</i> ; close reading and ask questions; summarize; paraphrase; analyze theme; small group discussions; read with purpose and understanding	Prepositions with location; word study- vowel sound in <i>ball</i> ; close reading and ask questions; summarize; paraphrase; analyze theme; small group discussions; read with purpose and understanding
<b>Learning Supports</b>	iLit Resources - Phonics Reader; Phonics Words  Completed Story Map Adapted Text Completed character Web Phrase citations Visual Aides Audio of text Cloze Sentences <a href="https://worksheets.theteacherscorner.net/make-your-own/blank%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.by%20clicking%20%22Add%20another%20line%22">https://worksheets.theteacherscorner.net/make-your-own/blank%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets.by%20clicking%20%22Add%20another%20line%22</a>	iLit Resources - Phonics Reader; Phonics Words  Completed Story Map Adapted Text Partially-completed Character Web Sentence Citations Visual Aides Audio of text Graphic Organizer (partially completed) <a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</a> <b>L1 Supports:</b> Translator/ dictionary Native Language Explanations	iLit Resources - Phonics Reader; Phonics Words  Story Map Adapted Text Character Web Audio 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>	iLit Resources - Phonics Reader; Phonics Words  Story Map Adapted Text Character Web 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>	iLit Resources - Phonics Reader; Phonics Words  Story Map Character Web 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>

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	<p><a href="#">%20below.%20More%20items</a></p> <p>Graphic Organizer (completed)  <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>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>		
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## Grade 10 - Unit 2 - ESL Curriculum

	Student Learning Objective (SLO)		Language Objective		Language Needed
<b>iLit Unit 4 (Days 11-15)</b>  <b>NJSLS:</b> 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 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  <b>WIDA:</b> 1, 2 Reading Writing Speaking Listening	<b>Language Development</b> - Understand new vocabulary in context;		English language learners communicate for Social and Instructional purposes within the school setting.		<b>VU:</b> supervisor, annoyance, application, competition
	<b>Meaning Making</b> - Draw Conclusions; Examine cause and effect relations; Use figurative language to describe people and places.		English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.		<b>LFC:</b> organization, permitted, concentrate, computer, geometry, three-dimensional, visualization
	<b>Effective Expression</b> - Engage in collaborative conversations; Plan a narrative paragraph  <b>Foundational Skills</b> - Understand inflicted ending;		<b>Reading</b> - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency.  <b>Writing</b> - engage in written communication in a variety of situations for a variety of audiences.  <b>Listening</b> - process, understand, interpret, and evaluate spoken language in a variety of situations  <b>Speaking</b> - engage in oral communication in a variety of situations for a variety of audiences.		<b>LC:</b> 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 2 - ESL Curriculum

<b>Language Objectives</b>	Vowel sound in <i>ball</i> ; pronouns in prepositional phrases; Word study: inflected endings; Text: Ask me no questions - draw conclusions; examine cause and effect relationships; describe people and places; draw conclusions; partner discussions; narrative paragraph writing; use L1 if needed	Vowel sound in <i>ball</i> ; pronouns in prepositional phrases; Word study: inflected endings; Text: Ask me no questions - draw conclusions; examine cause and effect relationships; describe people and places; draw conclusions; partner / small group discussions; narrative paragraph writing 2-3	Vowel sound in <i>ball</i> ; pronouns in prepositional phrases; Word study: inflected endings; Text: Ask me no questions - draw conclusions; examine cause and effect relationship; describe people and places; draw conclusions; group discussions; narrative writing	Vowel sound in <i>ball</i> ; pronouns in prepositional phrases; Word study: inflected endings; Text: Ask me no questions - draw conclusions; examine cause and effect relationship; describe people and places; draw conclusions; group discussions; narrative writing	Vowel sound in <i>ball</i> ; pronouns in prepositional phrases; Word study: inflected endings; Text: Ask me no questions - draw conclusions; examine cause and effect relationship; describe people and places; draw conclusions; group discussions; narrative writing
<b>Learning Supports</b>	iLit Resources - Word Study Reader: Our North American Neighbors; Phonics; Words with /j/, /s/, /k/; Phonics Reader - Just an Okay Icy Day and The Main Trail, Climbing the wall and A New Season; Word Reading 15 & 14; Grammar study plan; Words with	iLit Resources - Word Study Reader: Our North American Neighbors; Phonics; Words with /j/, /s/, /k/; Phonics Reader - Just an Okay Icy Day and The Main Trail, Climbing the wall and A New Season; Word Reading 15 & 14; Grammar study plan; Words with <i>ee,ea, ey, y</i> and words with silent consonants  Partner Work Adapted Text	iLit Resources - Word Study Reader: Our North American Neighbors; Phonics; Words with /j/, /s/, /k/; Phonics Reader - Just an Okay Icy Day and The Main Trail, Climbing the wall and A New Season; Word Reading 15 & 14; Grammar study plan; Words with <i>ee,ea, ey, y</i> and words with silent consonants  Partner Work Adapted Text Audio Text	iLit Resources - Word Study Reader: Our North American Neighbors; Phonics; Words with /j/, /s/, /k/; Phonics Reader - Just an Okay Icy Day and The Main Trail, Climbing the wall and A New Season; Word Reading 15 & 14; Grammar study plan; Words with <i>ee,ea, ey, y</i> and words with silent consonants  Partner Work	iLit Resources - Word Study Reader: Our North American Neighbors; Phonics; Words with /j/, /s/, /k/; Phonics Reader - Just an Okay Icy Day and The Main Trail, Climbing the wall and A New Season; Word Reading 15 & 14; Grammar study plan; Words with <i>ee,ea, ey, y</i> and words with silent consonants  Partner Work

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><i>ee, ea, ey, y</i> and words with silent consonants</p> <p>Partner Work</p> <p>Adapted Text</p> <p>Visual Aides</p> <p>Dialogue lines</p> <p>Audio Text</p> <p><u>Venn Diagram</u> (completed)</p> <p><a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a></p> <p>T-Chart</p> <p><b>L1 Supports:</b></p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts</p> <p><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>Visual Aides</p> <p>Dialogue lines</p> <p>Audio Text</p> <p><u>Venn Diagram</u> (partially completed)</p> <p><a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a></p> <p>T-Chart</p> <p><b>L1 Supports:</b></p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts</p> <p><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>Word Wall</p> <p><u>Venn Diagram</u></p> <p><a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a></p> <p>T-Chart</p>	<p>Adapted Text</p> <p><u>Venn Diagram</u></p> <p><a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a></p> <p>T-Chart</p>	<p><a href="https://www.smartdraw.com/venn-diagram/">https://www.smartdraw.com/venn-diagram/</a></p> <p>T-Chart</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.

## Grade 10 - Unit 2 - ESL Curriculum

	<a href="#">olding/L1Supports.pdf</a>				
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>iLit Unit 4 (Days 16-20)</b>  <b>NJSLS:</b> RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.9 RI.9-10.10 RL.9-10. 10 L.9-10. 1b L.9-10. 2a,b, 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	<p><b>Language Development</b> - understand new vocabulary in context, demonstrate knowledge of new vocabulary</p> <p><b>Meaning Making</b> - summarize; recognize and use figurative language, related words, make inferences</p> <p><b>Effective Expression</b> - engage in collaborative conversation</p> <p><b>Foundational Skills</b> - reading with fluency and accuracy; understand inflected endings, understand Greek word parts</p>	<p>English language learners communicate for Social and Instructional purposes within the school setting.</p> <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Reading</b> - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency.</p> <p><b>Writing</b> - engage in written communication in a variety of situations for a variety of audiences.</p> <p><b>Listening</b> - process, understand, interpret, and evaluate spoken language in a variety of situations</p> <p><b>Speaking</b> - engage in oral communication in a variety of situations for a variety of audiences.</p>	<p><b>VU:</b> generation, relented,</p> <p><b>LFC:</b> tag along, stick out, hooligan, stumped</p> <p><b>LC:</b> Varies by ELP level</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.

## Grade 10 - Unit 2 - ESL Curriculum

W.9-10.10  <b>WIDA:</b> 1, 2 Reading Writing Speaking Listening					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
<b>Language Objectives</b>	Summarize, word study-inflected endings, question word order, Greek word parts, make inferences, partner discussion, figurative language, write narrative sentences, Use L1 where needed.	Summarize, word study-inflected endings, question word order, Greek word parts, make inferences, small group discussion, figurative language, write a narrative paragraph	Summarize, word study-inflected endings, question word order, Greek word parts, make inferences, small and large group discussion, figurative language, write 2 narrative paragraphs	Summarize, word study-inflected endings, question word order, Greek word parts, make inferences, small and large group discussion, figurative language, write 2-4 narrative paragraphs	Summarize, word study-inflected endings, question word order, Greek word parts, make inferences, small and large group discussion, figurative language, write a narrative essay
<b>Learning Supports</b>	iLit Resources - Word Reading 15 Support, Grammar Study Plan, Phonics, Phonics Reader  Translator/ Dictionary Partner / Small Group Work  Vocabulary Definitions & Pictures	iLit Resources - Word Reading 15 Support, Grammar Study Plan, Phonics, Phonics Reader  Translator/ Dictionary Partner / Small Group Work  Vocabulary Definitions & Pictures  Visual Aides	iLit Resources - Word Reading 15 Support, Grammar Study Plan, Phonics, Phonics Reader  Translator/ Dictionary Partner / Small Group Work  Vocabulary Definitions & Pictures  Visual Aides  Word Wall	iLit Resources - Word Reading 15 Support, Grammar Study Plan, Phonics, Phonics Reader  Online Resources  Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a>  Parts of Speech	iLit Resources - Word Reading 15 Support, Grammar Study Plan, Phonics, Phonics Reader  Online Resources  Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a>

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## Grade 10 - Unit 2 - ESL Curriculum

	<p>Visual Aides          Word/Picture Wall          Audio/ Visual of Text          Gestures          Online Resources          Figurative language  <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a>          Parts of Speech  <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a>  <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>Word/Picture Wall          Audio/ Visual of Text          Sentence Frames          Online Resources          Figurative language  <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a>          Parts of Speech  <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a>  <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>Online Resources          Figurative language  <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a>          Parts of Speech  <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p>	<p><a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p>	<p>Parts of Speech  <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p>
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## Grade 10 - Unit 2 - ESL Curriculum

	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>iLit Unit 4 (Days 21-25)</b>  <b>NJSLS:</b> 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 L. 9-10. 5c L. 9-10. 6 SL.9-10. 1a,b, c, d SL.9-10.6  <b>WIDA:</b> 1,2 Reading Listening Speaking Writing	<b>Language Development</b> - understand new vocabulary in context; demonstrate knowledge of new vocabulary; understand and use Greek word parts	English language learners communicate for Social and Instructional purposes within the school setting.	<b>VU:</b> flagging, fund, tinge, defy, facility, ravenous, versions, humiliated, appointment
	<b>Meaning Making</b> - draw conclusions; make generalizations; compare and contrast characters; analyze setting	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	<b>LFC:</b> skeptical, social, status, vision, documentation, individual, security, warrant, review, degree, absently, avoiding
	<b>Foundation Skills</b> - apply grade level phonics and word analysis skills; practice reading with fluency and accuracy  <b>Effective Expression</b> - engage in collaborative conversation	<b>Reading</b> - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency.  <b>Writing</b> - engage in written communication in a variety of situations for a variety of audiences.  <b>Listening</b> - process, understand, interpret, and evaluate spoken language in a variety of situations  <b>Speaking</b> - engage in oral communication in a variety of situations for a variety of audiences.	<b>LC:</b> Varies by ELP level

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## Grade 10 - Unit 2 - ESL Curriculum

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
<b>Language Objectives</b>	Text: Ask Me No Questions Strategy: Draw Conclusions; Strategy: Compare and Contrast, Word Study - Greek Word Parts; Synonyms; Make Generalizations; Analyze parts of the Setting; partner conversation; Use L1 if needed	Text: Ask Me No Questions Strategy: Draw Conclusions; Strategy: Compare and Contrast, Word Study - Greek Word Parts; Synonyms; Make Generalizations; Analyze parts of the Setting; small group conversation	Text: Ask Me No Questions Strategy: Draw Conclusions; Strategy: Compare and Contrast, Word Study - Greek Word Parts; Synonyms; Make Generalizations; Analyze the Setting; small to large group conversation; Synthesize Ideas and information	Text: Ask Me No Questions Strategy: Draw Conclusions; Strategy: Compare and Contrast, Word Study - Greek Word Parts; Synonyms; Make Generalizations; Analyze the Setting; whole group conversation; Synthesize Ideas and information	Text: Ask Me No Questions Strategy: Draw Conclusions; Strategy: Compare and Contrast, Word Study - Greek Word Parts; Synonyms; Make Generalizations; Analyze the Setting; whole group conversation; Synthesize Ideas and information
<b>Learning Supports</b>	iLit Resources -  Word Reading 16; Phonics; irregular nouns; words with <i>oa</i> and <i>ow</i> ; Phonics Reader - <i>The Picnic</i> and <i>Row a Boat</i> and Taking Care of the Human Body  Translator/ Dictionary Partner / Small Group Work	iLit Resources -  Word Reading 16; Phonics; irregular nouns; words with <i>oa</i> and <i>ow</i> ; Phonics Reader - <i>The Picnic</i> and <i>Row a Boat</i> and Taking Care of the Human Body  Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall	iLit Resources -  Word Reading 16; Phonics; irregular nouns; words with <i>oa</i> and <i>ow</i> ; Phonics Reader - <i>The Picnic</i> and <i>Row a Boat</i> and Taking Care of the Human Body  Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides	iLit Resources -  Word Reading 16; Phonics; irregular nouns; words with <i>oa</i> and <i>ow</i> ; Phonics Reader - <i>The Picnic</i> and <i>Row a Boat</i> and Taking Care of the Human Body  Online Resources Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a> Parts of Speech	Word Reading 16; Phonics; irregular nouns; words with <i>oa</i> and <i>ow</i> ; Phonics Reader - <i>The Picnic</i> and <i>Row a Boat</i> and Taking Care of the Human Body  Online Resources Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a> Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a>

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## Grade 10 - Unit 2 - ESL Curriculum

	<p>Vocabulary Definitions &amp; Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Gestures Online Resources Graphic Organizer (partially completed) Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a> Parts of Speech <a href="https://www.thecurriculumcorner.com/the-curriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/the-curriculumcorner123/parts-of-speech/</a> <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 Sentence Frames Online Resources Graphic Organizer (partially completed) Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a> Parts of Speech <a href="https://www.thecurriculumcorner.com/the-curriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/the-curriculumcorner123/parts-of-speech/</a> <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>Word Wall Online Resources Graphic Organizer Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a> Parts of Speech <a href="https://www.thecurriculumcorner.com/the-curriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/the-curriculumcorner123/parts-of-speech/</a></p>	<p><a href="https://www.thecurriculumcorner.com/the-curriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/the-curriculumcorner123/parts-of-speech/</a> Graphic Organizer</p>	<p>Graphic Organizer</p>
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## Grade 10 - Unit 2 - ESL Curriculum

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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>iLit Unit 4 (Days 26-30)</b>  <b>NJSLS:</b> RL. 9-10.2 RL. 9-10.7 RL. 9-10.10 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  <b>WIDA:</b> 1,2 Reading Listening Writing Speaking	<b>Language Development</b> - understand new vocabulary in context; demonstrate knowledge of new vocabulary; understand and use synonyms; understand and use multiple mean words	English language learners communicate for Social and Instructional purposes within the school setting.	<b>VU:</b> facility, ravenous, versions, humiliated, appointment, clamber, exception, overjoyed
	<b>Meaning Making</b> - make connections; make generalizations; plan and write an argumentative paragraph; synthesize ideas and information; use context clues; analyze character and theme	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	<b>LFC:</b> review, degree, absently, avoiding, arrange, efficiently, repeat, traditionally, preliminary, expression, adjust, change, compartment, hypothetical
	<b>Effective Expression</b> - engage in collaborative conversation  <b>Foundation Skills</b> - Apply grade-level phonics and word analysis skills; practice reading with fluency and accuracy	<b>Reading</b> - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency.  <b>Writing</b> - engage in written communication in a variety of situations for a variety of audiences.  <b>Listening</b> - process, understand, interpret, and evaluate spoken language in a variety of situations	<b>LC:</b> Varies by ELP level

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## Grade 10 - Unit 2 - ESL Curriculum

			<b>Speaking</b> - engage in oral communication in a variety of situations for a variety of audiences.		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
<b>Language Objectives</b>	Text: <i>Ask Me No Questions</i> - Strategy; make connections, make generalizations, synthesize ideas and information; Word Study - synonyms, multiple meaning words; order of adjectives; partner discussion; write argumentative sentences; use context clues; analyze characters and theme; Synthesize Small Group: Synonyms; Plan and Write argumentative sentences; with a partner - synthesize adverbs in a sentence; context - what does it mean; use of L1 if needed	Text: <i>Ask Me No Questions</i> - Strategy; make connections, make generalizations, synthesize ideas and information; Word Study - synonyms, multiple meaning words; order of adjectives; partner discussion; small group discussion; write an argumentative paragraph; use context clues; analyze characters and theme; Synthesize Small Group: Synonyms; Plan and Write an argumentative paragraph; with a partner - synthesize adverbs in a sentence; context - what does it mean	Text: <i>Ask Me No Questions</i> - Strategy; make connections, make generalizations, synthesize ideas and information; Word Study - synonyms, multiple meaning words; order of adjectives; partner discussion; whole group discussion; write an argumentative paragraph; use context clues; analyze characters and theme; Synthesize Small Group: Synonyms; Plan and Write 2-4 argumentative paragraphs; with a partner - synthesize adverbs in a sentence; context - what does it mean	Text: <i>Ask Me No Questions</i> - Strategy; make connections, make generalizations, synthesize ideas and information; Word Study - synonyms, multiple meaning words; order of adjectives; partner discussion; whole group discussion; use context clues; analyze characters and theme; Synthesize whole Group: Synonyms; Plan and Write an argumentative essay; with a partner - synthesize adverbs in a sentence; context - what does it mean	Text: <i>Ask Me No Questions</i> - Strategy; make connections, make generalizations, synthesize ideas and information; Word Study - synonyms, multiple meaning words; order of adjectives; partner discussion; whole group discussion; write an argumentative paragraph; use context clues; analyze characters and theme; Synthesize whole Group: Synonyms; Plan and Write an argumentative essay; with a partner - synthesize adverbs in a sentence; context - what does it mean

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 2 - ESL Curriculum

<b>Learning Supports</b>	<p>iLit Resources -</p> <p>Word Reading 17/18; Vocabulary study plan; Phonics words with <i>igh, ie, y</i></p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions &amp; 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 <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p> <p>Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p> <p><b>L1 Supports:</b></p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts</p>	<p>iLit Resources -</p> <p>Word Reading 17/18; Vocabulary study plan; Phonics words with <i>igh, ie, y</i></p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions &amp; 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 <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p> <p>Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p> <p><b>L1 Supports:</b></p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts</p>	<p>iLit Resources -</p> <p>Word Reading 17/18; Vocabulary study plan; Phonics words with <i>igh, ie, y</i></p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions &amp; Pictures</p> <p>Visual Aides</p> <p>Word Wall</p> <p>Online Resources</p> <p>Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p> <p>Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p>	<p>iLit Resources -</p> <p>Word Reading 17/18; Vocabulary study plan; Phonics words with <i>igh, ie, y</i></p> <p>Online Resources</p> <p>Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p> <p>Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p>	<p>iLit Resources -</p> <p>Word Reading 17/18; Vocabulary study plan; Phonics words with <i>igh, ie, y</i></p> <p>Online Resources</p> <p>Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p> <p>Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></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.

## Grade 10 - Unit 2 - ESL Curriculum

	<p>Native Language Discussions</p> <p>Native Language Texts</p> <p><a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a></p>	<a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>iLit Unit 4 (Days 31-35)</b>  <b>NJSLS:</b> RL.9-10.9 RI.9-10.1 RI.9-10.2 RI.9-10.9 RI.9-10.10 W.9-10.3,b,c, d,e W.9-10.10	<b>Language Development</b> - understand and use analogies; understand new vocabulary in content; demonstrate knowledge of new vocabulary  <b>Meaning Making</b> - plan an argumentative essay, making connections between events, recognize author's purpose, draw conclusions, demonstrate strong supporting reasons	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.	<b>VU:</b> unfastened, aloft, dissolved, patrolling,
			<b>LFC:</b> complicated, episode, recognize, reflection, applicant, certain, container, comment
			<b>LC:</b> 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.

## Grade 10 - Unit 2 - ESL Curriculum

<p>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><b>WIDA:</b> 1,2 Reading Writing Listening Speaking</p>	<p><b>Effective Expression</b> - Engage in collaborative conversation, write a summary</p>		<p><b>Reading</b> - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency.</p> <p><b>Writing</b> - engage in written communication in a variety of situations for a variety of audiences.</p> <p><b>Listening</b> - process, understand, interpret, and evaluate spoken language in a variety of situations</p> <p><b>Speaking</b> - 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
<b>Language Objectives</b>	<p>Nouns without plurals; analogies; make connections between events; recognize author's purpose; draw conclusions; develop strong supporting reasons; partner discussions; summarize; argumentative sentences; draw conclusions; use of L1 if needed</p>	<p>Nouns without plurals; analogies; make connections between events; recognize author's purpose; draw conclusions; develop strong supporting reasons; partner/ small group discussions; summarize; argumentative paragraph; draw conclusions</p>	<p>Nouns without plurals; analogies; make connections between events; recognize author's purpose; draw conclusions; develop strong supporting reasons; small group discussions; summarize; argumentative paragraphs; draw conclusions</p>	<p>Nouns without plurals; analogies; make connections between events; recognize author's purpose; draw conclusions; develop strong supporting reasons; whole group discussions; summarize; argumentative paragraphs; draw conclusions</p>	<p>Nouns without plurals; analogies; make connections between events; recognize author's purpose; draw conclusions; develop strong supporting reasons; whole group discussions; summarize; argumentative essay; draw conclusions</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.

## Grade 10 - Unit 2 - ESL Curriculum

<b>Learning Supports</b>	<p>iLit Resources - Grammar Study, Word Reading 19, Reading Check, Spelling Study Plan, Phonics, Syllable Consonant, Phonics Reader, syllable patterns</p> <p>Graphic Organizer (completed)</p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions &amp; 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><b>L1 Supports:</b> Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts</p>	<p>iLit Resources - Grammar Study, Word Reading 19, Reading Check, Spelling Study Plan, Phonics, Consonant Digraphs, Phonics Reader, syllable patterns</p> <p>Graphic Organizer (partially completed)</p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions &amp; 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><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/affolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellsc/affolding/L1Supports.pdf</a></p>	<p>iLit Resources - Grammar Study, Word Reading 19, Reading Check, Spelling Study Plan, Phonics, Consonant Digraphs, Phonics Reader, syllable patterns</p> <p>Graphic Organizer</p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions &amp; Pictures</p> <p>Visual Aides</p> <p>Word Wall</p> <p>Online Resources</p>	<p>iLit Resources - Grammar Study, Word Reading 19, Reading Check, Spelling Study Plan, Phonics, Consonant Digraphs, Phonics Reader, syllable patterns</p> <p>Online Resources</p>	<p>iLit Resources - Grammar Study, Word Reading 19, Reading Check, Spelling Study Plan, Phonics, Consonant Digraphs, Phonics Reader, syllable patterns</p> <p>Online Resources</p>
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## Grade 10 - Unit 2 - ESL Curriculum

	<a href="https://www.nj.gov/education/modelcurriculum/ella/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ella/ellscaffolding/L1Supports.pdf</a>				
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>iLit Unit 4 (Days 36-40)</b>  <b>NJSLS:</b> 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	<b>Language Development</b> - understand and use related words; understand new vocabulary in context	English language learners communicate for Social and Instructional purposes within the school setting.	<b>VU:</b> fatal, unsuccessful, burden, fearsome, reclaim, retrieve
	<b>Meaning Making</b> - recognize author’s point of view; preview and set a purpose; recognize author’s purpose; paraphrase	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	<b>LFC:</b> device, international; member, result, dominance, fracture, significant, survival, military, onward, region, success
	<b>Effective Expression</b> - engage in collaborative conversation; revise an argumentative essay	<b>Reading</b> - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency.	<b>LC:</b> Varies by ELP level
	<b>Foundational Skills</b> - apply grade level phonics and word analysis skills; practice reading with fluency and accuracy	<b>Writing</b> - engage in written communication in a variety of situations for a variety of audiences.	

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 2 - ESL Curriculum

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.9-10.6  <b>WIDA:</b> 1,2 Reading Writing Speaking Listening			<b>Listening</b> - process, understand, interpret, and evaluate spoken language in a variety of situations  <b>Speaking</b> - engage in oral communication in a variety of situations for a variety of audiences.		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
<b>Language Objectives</b>	Analogies, Develop Strong Supporting reasons, pronouns as subjects and objects, word study - related words, author's point of view, recognize author's purpose, Paraphrase, partner discussion, edit, write argumentative sentences, draw conclusions with a partner, use of L1 if needed	Analogies, Develop Strong Supporting reasons, pronouns as subjects and objects, word study - related words, author's point of view, recognize author's purpose, Paraphrase, partner/small group discussion, edit, write an argumentative paragraph	Analogies, Develop Strong Supporting reasons, pronouns as subjects and objects, word study - related words, author's point of view, recognize author's purpose, Paraphrase, partner discussion, edit, whole group discussion, draft an argumentative essay, revise with small group, small group paraphrase	Analogies, Develop Strong Supporting reasons, pronouns as subjects and objects, word study - related words, author's point of view, recognize author's purpose, Paraphrase, partner discussion, edit, whole group discussion, draft an argumentative essay, revise with small group, small group paraphrase	Analogies, Develop Strong Supporting reasons, pronouns as subjects and objects, word study - related words, author's point of view, recognize author's purpose, Paraphrase, partner discussion, edit, whole group discussion, draft an argumentative essay, revise with small group, small group paraphrase

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 2 - ESL Curriculum

<b>Learning Supports</b>	<p>iLit Resources -</p> <p>Word Reading 19/20; Phonics syllable consonant; spelling study plan, syllable patterns, phonics reader, vowel sounds</p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions &amp; 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 <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p> <p>Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p> <p><b>L1 Supports:</b></p> <p>Translator/ dictionary</p>	<p>iLit Resources -</p> <p>Word Reading 19/20; Phonics syllable consonant; spelling study plan, syllable patterns, phonics reader, vowel sounds</p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions &amp; 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 <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p> <p>Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p> <p><b>L1 Supports:</b></p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts</p>	<p>iLit Resources -</p> <p>Word Reading 19/20; Phonics syllable consonant; spelling study plan, syllable patterns, phonics reader, vowel sounds</p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions &amp; Pictures</p> <p>Visual Aides</p> <p>Word Wall</p> <p>Online Resources</p>	<p>iLit Resources -</p> <p>Word Reading 19/20; Phonics syllable consonant; spelling study plan, syllable patterns, phonics reader, vowel sounds</p> <p>Online Resources</p>	<p>iLit Resources -</p> <p>Word Reading 19/20; Phonics syllable consonant; spelling study plan, syllable patterns, phonics reader, vowel sounds</p> <p>Online Resources</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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	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>	<a href="https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf">https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</a>			
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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.

## Grade 10 - Unit 2 - ESL Curriculum

	Student Learning Objective (SLO)	Language Objective	Language Needed
<p><b>iLit Unit 4 (Days 41-45)</b></p> <p><b>NJSLS:</b></p> <p>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.9-10.6</p> <p><b>WIDA:</b> 1,2,4 Reading Writing</p>	<p><b>Language Development</b> - demonstrate knowledge of new vocabulary, understand new vocabulary in context, spell correctly</p>	<p>English language learners communicate for Social and Instructional purposes within the school setting.</p>	<p><b>VU:</b> assemble, industrial, cell, nucleus</p>
	<p><b>Meaning Making</b> - compare and contrast, paraphrase, ask questions about a text</p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p><b>LFC:</b> directions, programmed, tasks, technology, classification, function, specific, unit</p>
	<p><b>Content Knowledge</b> - acquire domain-specific academic vocabulary, comprehend informational texts focused on science</p> <p><b>Effective Expression</b> - revise and edit an argumentative essay, engage in collaborative conversation, present an argumentative essay</p>	<p><b>Reading</b> - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency.</p> <p><b>Writing</b> - engage in written communication in a variety of situations for a variety of audiences.</p> <p><b>Listening</b> - process, understand, interpret, and evaluate spoken language in a variety of situations</p> <p><b>Speaking</b> - engage in oral communication in a variety of situations for a variety of audiences.</p>	<p><b>LC:</b> Varies by ELP level</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.

## Grade 10 - Unit 2 - ESL Curriculum

Speaking Listening					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and Contrast, use base words to determine meaning, noun- pronoun agreement, collaborative discussion, paraphrase to clarify understanding, preview and set a purpose for reading, ask questions, collaborative conversation, present writing to an audience, discussion of argumentative ideas with partner, ask questions, revise and edit checklist, use of L1 if needed	Compare and Contrast, use base words to determine meaning, noun- pronoun agreement, collaborative discussion, paraphrase to clarify understanding, preview and set a purpose for reading, ask questions, collaborative conversation, present writing to an audience, discussion of argumentative paragraph, ask questions, revise and edit checklist	Compare and Contrast, use base words to determine meaning, noun- pronoun agreement, collaborative discussion, paraphrase to clarify understanding, preview and set a purpose for reading, ask questions, collaborative conversation, present writing to an audience, discussion of argumentative essay, ask questions, revise and edit checklist	Compare and Contrast, use base words to determine meaning, noun- pronoun agreement, collaborative discussion, paraphrase to clarify understanding, preview and set a purpose for reading, ask questions, collaborative conversation, present writing to an audience, discussion of argumentative essay, ask questions, revise and edit checklist	Compare and Contrast, use base words to determine meaning, noun- pronoun agreement, collaborative discussion, paraphrase to clarify understanding, preview and set a purpose for reading, ask questions, collaborative conversation, present writing to an audience, discussion of argumentative essay, ask questions, revise and edit checklist
Learning Supports	iLit Resources -  Word Reading 21; Greek Myths, Phonics; vowel sounds; Phonics Reader   Translator/ Dictionary	iLit Resources -  Word Reading 21; Greek Myths, Phonics; vowel sounds; Phonics Reader	iLit Resources -  Word Reading 21; Greek Myths, Phonics; vowel sounds; Phonics Reader	iLit Resources -  Word Reading 21; Greek Myths, Phonics; vowel sounds; Phonics Reader	iLit Resources -  Word Reading 21; Greek Myths, Phonics; vowel sounds; Phonics Reader

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>Partner / Small Group Work</p> <p>Vocabulary Definitions &amp; 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 <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p> <p>Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p> <p><b>L1 Supports:</b></p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>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>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions &amp; 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 <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p> <p>Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p> <p><b>L1 Supports:</b></p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>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>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions &amp; Pictures</p> <p>Visual Aides</p> <p>Word Wall</p> <p>Online Resources</p> <p>Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a></p> <p>Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p>	<p>Online Resources</p>	<p>Online Resources</p>
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## Grade 10 - Unit 2 - ESL Curriculum

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	Student Learning Objective (SLO)	Language Objective	Language Needed
<b>iLit Unit 4 (Days 46-50)</b>  <b>NJSLS:</b> RL.9-10.1 RL.9-10.2 RL.9-10.9 RL.9-10.10 RI.9-10.1 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	<p><b>Language Development</b> - understand and use domain specific words; understand new vocabulary in content;</p> <p><b>Meaning Making</b> - ask and answer questions; summarize</p> <p><b>Effective Expression</b> - Engage in collaborative conversation</p> <p><b>Content Knowledge</b> - acquire domain specific academic vocabulary; comprehend informational texts focused on Science</p>	<p>English language learners communicate for Social and Instructional purposes within the school setting.</p> <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Reading</b> - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency.</p> <p><b>Writing</b> - engage in written communication in a variety of situations for a variety of audiences.</p>	<p><b>VU:</b> vertebrates, invertebrates, paleontology, quarry, extinct, anatomy,</p> <p><b>LFC:</b> feature, migrate, scale, structure, embed, identify, natural, period, compete, prefer, simple</p> <p><b>LC:</b> Varies by ELP level</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.

## Grade 10 - Unit 2 - ESL Curriculum

<p>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.9-10.6</p> <p><b>WIDA:</b> 1,2,4 Reading Writing Speaking Listening</p>			<p><b>Listening</b> - process, understand, interpret, and evaluate spoken language in a variety of situations</p> <p><b>Speaking</b> - 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

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 2 - ESL Curriculum

<b>Language Objectives</b>	Ask and answer questions, question word order, preview and set purpose, summarize to set understanding, collaborative conversation, summarize, partner discussion, use of L1 if needed	Ask and answer questions, question word order, preview and set purpose, summarize to set understanding, collaborative conversation, summarize, partner or small group discussion	Ask and answer questions, question word order, preview and set purpose, summarize to set understanding, collaborative conversation, summarize	Ask and answer questions, question word order, preview and set purpose, summarize to set understanding, collaborative conversation, summarize	Ask and answer questions, question word order, preview and set purpose, summarize to set understanding, collaborative conversation, summarize
<b>Learning Supports</b>	iLit Resources - Word Reading 22, Phonics view sounds and vowel patterns, Phonics Reader  Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Gestures Online Resources Figurative language	iLit Resources - Word Reading 22, Phonics view sounds and vowel patterns, Phonics Reader  Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Sentence Frames Online Resources Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a> Parts of Speech	iLit Resources - Word Reading 22, Phonics view sounds and vowel patterns, Phonics Reader  Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word Wall Online Resources Figurative language <a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a> Parts of Speech	iLit Resources - Word Reading 22, Phonics view sounds and vowel patterns, Phonics Reader   Online Resources	iLit Resources - Word Reading 22, Phonics view sounds and vowel patterns, Phonics Reader   Online Resources

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><a href="https://literarydevices.net/figurative-language/">https://literarydevices.net/figurative-language/</a> Parts of Speech <a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a> <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><a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a> <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><a href="https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/">https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</a></p>		
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