

Grade 10 - Unit 3 - ESL Curriculum

iLit Level D: Unit 5 (Days 1-10), Unit 6 (Days 1-25)

Text/Novel - Unit 5 - “The Word on Bullying”, “Old Enough to Vote”, “We Need Water to Live” “Hooked on Cell Phones”, “Cyberbullying: Social Media Becomes the New Schoolyard for Bullies”

Unit 6 - “At the Edge, Daring Acts in Desperate Times”

***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>

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Research

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

Argumentative

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

Narrative

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

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

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

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

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Standards in Action:

| | Student Learning Objective (SLO) | Language Objective | Language Needed |
|--|--|--|--|
| iLit Unit 5 (Days 1-5) NJSLS: 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 SL.9-10.1b SL.9-10.1c SL.9-10.1d SL.9-10.6 W.9-10.10 WIDA: 1, 2 Reading Writing Listening | Language Development - understand how we get new words in our language, understand new vocabulary in content, understand and use multiple meaning words | English language learners communicate for Social and Instructional purposes within the school setting. | VU: indicate, confident, debated, impact, irrigated, pesticides |
| | Meaning Making - research a topic, ask questions, evaluate sources, paraphrase a text, write survey questions | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. | LFC: nouns, strategy, evaluate |
| | Effective Expression - engage in collaborative conversations, plan a presentation, take notes from reliable sources | 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 |

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| Speaking | | | | | |
|---------------------|--|--|--|--|--|
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Articles with singular nouns; strategy: ask questions, evaluate source, paraphrase; Word Study: multiple meaning words; research a topic; take notes from a reliable source; write survey questions (1-2); partner discussion; use of L1 if needed | Articles with singular nouns; strategy: ask questions, evaluate source, paraphrase; Word Study: multiple meaning words; research a topic; take notes from a reliable source; write survey questions (2-5); partner/ small group discussion | Articles with singular nouns; strategy: ask questions, evaluate source, paraphrase; Word Study: multiple meaning words; research a topic; take notes from a reliable source; write survey questions; partner/ group discussion | Articles with singular nouns; strategy: ask questions, evaluate source, paraphrase; Word Study: multiple meaning words; research a topic; take notes from a reliable source; write survey questions; partner/ group discussion | Articles with singular nouns; strategy: ask questions, evaluate source, paraphrase; Word Study: multiple meaning words; research a topic; take notes from a reliable source; write survey questions; partner/ group discussion |
| Learning Supports | <p>iLit Resources - Word Reading 23: Grammar Study Plan</p> <p>Study guide (completed)</p> <p>Think-pair-share</p> <p>Visual Aides</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Graphic Organizer</p> <p>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> | <p>iLit Resources - Word Reading 23: Grammar Study Plan</p> <p>Study guide (partially completed)</p> <p>Think-pair-share</p> <p>Visual Aides</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Graphic Organizer</p> <p>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> | <p>iLit Resources - Word Reading 23: Grammar Study Plan</p> <p>Study guide</p> <p>Think-pair-share</p> <p>Visual Aides</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Graphic Organizer</p> <p>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheet.pdf</p> | <p>iLit Resources - Word Reading 23: Grammar Study Plan</p> <p>Study guide</p> <p>Graphic Organizer</p> <p>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf</p> | <p>iLit Resources - Word Reading 23: Grammar Study Plan</p> <p>Study guide</p> <p>Graphic Organizer</p> <p>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/ela/ellscaffolding/L1Supports.pdf</p> | <p>olding/GraphicOrganizersWorksheets.pdf L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p> | | | |
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| | Student Learning Objective (SLO) | Language Objective | Language Needed |
|--|----------------------------------|--------------------|-----------------|

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| <p>iLit Unit 5 (Days 6-10)</p> <p>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</p> <p>WIDA: 1, 2 Reading Writing Listening Speaking</p> | <p>Language Development - understand how we get new words in our language, understand new vocabulary in content</p> | | <p>English language learners communicate for Social and Instructional purposes within the school setting</p> | | <p>VU: depend, psychologists, oblivious, inequality, isolated, culture</p> |
| | <p>Meaning Making - organize ideas, identify main ideas and supporting details, summarize, make inference</p> | | <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> | | <p>LFC: nouns, suffixes, main ideas, supporting ideas, summarize, inference</p> |
| | <p>Effective Expression - engage in collaborative conversations, plan a presentation, deliver presentation</p> | | <p>Reading - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency.</p> | | <p>LC: Varies by ELP level</p> |
| <p>Foundation Skills - understand and use the root - <i>aud</i></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 |

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|----------------------------|--|--|---|---|---|
| Language Objectives | organize ideas; partner discussion; plan presentation; articles with plural nouns; suffixes; main idea and supporting details; summarize; making inference; use of L1 if needed | organize ideas; partner/small group discussion; plan presentation; articles with plural nouns; suffixes; main idea and supporting details; summarize; making inference | organize ideas; small group discussion; plan presentation; articles with plural nouns; suffixes; main idea and supporting details; summarize; making inference | organize ideas; small group discussion; plan presentation; articles with plural nouns; suffixes; main idea and supporting details; summarize; making inference | organize ideas; small group discussion; plan presentation; articles with plural nouns; suffixes; main idea and supporting details; summarize; making inference |
| Learning Supports | iLit Resources - Word Reading 24 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 | iLit Resources - Word Reading 24 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 Native Language Texts | iLit Resources - Word Reading 24 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 | iLit Resources - Word Reading 24 Study guide Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf | iLit Resources - Word Reading 24 Study guide Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf |

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

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| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|--|-------|--|-------|--|
| iLit Unit 6 (Days 1-5) NJSLS: RI.9-10.1 RI.9-10.2 RI.9-10.10 RL.9-10.2 RL.9-10.10 L.9-10.2b L.9-10.3a 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 WIDA: 1, 2 Reading Writing Listening Speaking | Language Development - Understand and use contractions; understand new vocabulary in context; use adverbs and adjectives correctly to describe and compare; use indefinite and reflexive pronouns correctly; use conjunctions to show relationships between ideas in compound and complex sentences | | 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. | | VU: evacuate, valiant, piercing, mutiny, ease, altering |
| | Meaning Making - Make, review and modify predictions; make predictions; examine cause and effect relationship; ask questions; use transitions to convey a sequence of events | | Reading - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency. | | LFC: resist, critical, consequences, submit, information, reliability, superiors, accumulated |
| | Effective Expressions: Engage in collaborative conversation | | 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 |

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|----------------------------|--|--|---|--|--|
| Language Objectives | Articles with proper nouns; contractions; Strategy: Preview and set a purpose; Strategy: make, review and modify predictions; Strategy: examine cause and effect relationships; use transitions to convey sequence of events; partner discussion; use of L1 if needed | Articles with proper nouns; contractions; Strategy: Preview and set a purpose; Strategy: make, review and modify predictions; Strategy: examine cause and effect relationships; use transitions to convey sequence of events; partner discussion; group discussion | Articles with proper nouns; contractions; Strategy: Preview and set a purpose; Strategy: make, review and modify predictions; Strategy: examine cause and effect relationships; use transitions to convey sequence of events; partner discussion; group discussion | Articles with proper nouns; contractions; Strategy: Preview and set a purpose; Strategy: make, review and modify predictions; Strategy: examine cause and effect relationships; use transitions to convey sequence of events; partner discussion; group discussion | Articles with proper nouns; contractions; Strategy: Preview and set a purpose; Strategy: make, review and modify predictions; Strategy: examine cause and effect relationships; use transitions to convey sequence of events; partner discussion; group discussion |
| Learning Supports | iLit Resources - Word Reading 25 Adapted Text Completed character Web Phrase citations Visual Aides Audio of text Cloze Sentences https://worksheets.theteacherscorner.net/make-your-own/blank%20in%20the%20Blank%20%2F%20Cloze%20Sentence%20Worksheets..by%20clicking%20%22Add%20another%20line%22 | iLit Resources - Word Reading 25 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 L1 Supports: Translator/ dictionary Native Language | iLit Resources - Word Reading 25 Adapted Text Audio of text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf | iLit Resources - Word Reading 25 | iLit Resources - Word Reading 25 |

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| | <p>%20below.%20More%20Items</p> <p>Graphic Organizer (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>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 |
|--|--|-------|--|-------|---|
| iLit Unit 6 (Days 6-10) 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 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 WIDA: 1, 2 Reading Writing Listening Speaking | Language Development - understand and use prefixes, understand new vocabulary in content; demonstrate knowledge of new vocabulary | | English language learners communicate for Social and Instructional purposes within the school setting. | | VU: brilliant, clinging, stabilize, amble |
| | Meaning Making - use context clues; make connections to outside knowledge; make, review and modify predictions; analyze word choice; connect to experience or knowledge; visualize the action | | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. | | LFC: current, widespread, emerged, polar, strength, residences |
| | Effective Expression - Engage in collaborative conversation Foundation Skills - understand and use prefixes; 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 |

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|----------------------------|--|--|--|---|---|
| Language Objectives | Forms of “to be”; Prefixes re- and in-; making connections to outside knowledge; make, review and modify predictions; connect to experience or knowledge; read with accuracy; analyze word choice; partner discussion; use context clues; write a narrative sentence; use of L1 if needed | Forms of “to be”; Prefixes re- and in-; making connections to outside knowledge; make, review and modify predictions; connect to experience or knowledge; read with accuracy; analyze word choice; partner discussion; small group discussion; write a narrative paragraph; use context clues | Forms of “to be”; Prefixes re- and in-; making connections to outside knowledge; make, review and modify predictions; connect to experience or knowledge; read with accuracy; analyze word choice; partner discussion; group discussion; use context clues; write 2-3 narrative paragraphs | Forms of “to be”; Prefixes re- and in-; making connections to outside knowledge; make, review and modify predictions; connect to experience or knowledge; read with accuracy; analyze word choice; partner discussion; group discussion; use context clues; write 3-4 narrative paragraphs | Forms of “to be”; Prefixes re- and in-; making connections to outside knowledge; make, review and modify predictions; connect to experience or knowledge; read with accuracy; analyze word choice; partner discussion; group discussion; use context clues; write a narrative essay |
| Learning Supports | iLit Resources - Wind and Solar Energy, Word Reading 26 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%20%2F%20Cloze%20Sentence | iLit Resources - Wind and Solar Energy, Word Reading 26 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/ellscaff | iLit Resources - Wind and Solar Energy, Word Reading 26 Story Map Adapted Text Character Web Audio of text Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf | iLit Resources - Wind and Solar Energy, Word Reading 26 Story Map Adapted Text Character Web Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf | iLit Resources - Wind and Solar Energy, Word Reading 26 Story Map Character Web Graphic Organizer https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/GraphicOrganizersWorksheets.pdf |

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| | <p>%20Worksheets.by%20clicking%20%22Add%20another%20line%22%20below.%20More%20items</p> <p>Graphic Organizer (completed)</p> <p>https://www.nj.gov/education/modelcurriculum/ella/scaffolding/GraphicOrganizersWorksheets.pdf</p> <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> | <p>olding/GraphicOrganizersWorksheets.pdf</p> <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 |
|--|---|---|---|
| <p>iLit Unit 6 (Days 11-15)</p> <p>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 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>Language Development - understand new vocabulary in content; use prefixes and suffixes as clue words; spell correctly</p> | <p>English language learners communicate for Social and Instructional purposes within the school setting.</p> | <p>VU: pondered, rumors, preserve, escort, descend, inescapable</p> |
| | <p>Meaning Making - summarize; examine cause and effect relationships; draw conclusions; make, review and modify predictions</p> | <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> | <p>LFC: seized, sense of urgency, predicament, democracy, diplomats, refugee, practical, navigate, approaching</p> |
| | <p>Effective Expression - engage in collaborative conversation</p> <p>Foundational Skills - Understand vowel patterns</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> |

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| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
|----------------------------|---|---|---|--|---|
| Language Objectives | Past tense verbs; vowel sounds -ough and augh; cause and effect; summarizing; partner discussion; draw conclusions; use prefixes and suffixes as clues to word meaning; use of L1 if needed | Past tense verbs; vowel sounds -ough and augh; cause and effect; summarizing; small group discussion; draw conclusions; use prefixes and suffixes as clues to word meaning | Past tense verbs; vowel sounds -ough and augh; cause and effect; summarizing; whole group discussion; draw conclusions; use prefixes and suffixes as clues to word meaning | Past tense verbs; vowel sounds -ough and augh; cause and effect; summarizing; whole group discussion; draw conclusions; use prefixes and suffixes as clues to word meaning | Past tense verbs; vowel sounds -ough and augh; cause and effect; summarizing; whole group discussion; draw conclusions; use prefixes and suffixes as clues to word meaning |
| Learning Supports | <p>iLit Resources - Word Reading 27; vocabulary pause</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 L1 Supports:</p> | <p>iLit Resources - Word Reading 27; vocabulary pause</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 L1 Supports:</p> | <p>iLit Resources - Word Reading 27; vocabulary pause</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 Reading 27; vocabulary pause</p> <p>Partner Work Adapted Text <u>Venn Diagram</u> https://www.smartdraw.com/venn-diagram/ T-Chart</p> | <p>iLit Resources - Word Reading 27; vocabulary pause</p> <p>Partner Work https://www.smartdraw.com/venn-diagram/ T-Chart</p> |

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| | <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts</p> <p>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p> | <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts</p> <p>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 6 (Days 16-20)</p> <p>NJSLS: 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 W.9-10.10</p> <p>WIDA: 1, 2 Reading Writing Speaking Listening</p> | <p>Language Development - Demonstrate knowledge of new vocabulary; understand new vocabulary in context</p> <p>Meaning Making - Use definitions and examples to develop a topic; summarize; make inferences; analyze interactions between individuals, events and ideas; ask questions; compare and contrast</p> <p>Effective Expression - Engage in collaborative conversation</p> <p>Foundational Skills - Understand final syllables; Understand final syllables -ic and -fy; apply grade level phonics and word analysis skills; practice reading with fluency and accuracy</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>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: smuggling, haunted, exterminate, operational</p> <p>LFC: oppression, scarce, resistance, colleague, designed, reduced, frequently</p> <p>LC: 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.

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| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
|----------------------------|---|--|--|--|--|
| Language Objectives | Progressive tense verbs; final syllable -ic, -fy; strategy: summarize, make inferences, ask questions; use definitions and examples to develop a topic; partner discussion; analyze interactions between individuals, events and ideas; condense ideas; prefixes and suffixes; plan and write an explanatory paragraph; use of L1 if needed | Progressive tense verbs; final syllable -ic, -fy; strategy: summarize, make inferences, ask questions; use definitions and examples to develop a topic; partner discussion; analyze interactions between individuals, events and ideas; condense ideas; small group discussion; prefixes and suffixes; plan and write explanatory paragraphs (1-2) | Progressive tense verbs; final syllable -ic, -fy; strategy: summarize, make inferences, ask questions; use definitions and examples to develop a topic; partner discussion; analyze interactions between individuals, events and ideas; condense ideas; small group discussion; prefixes and suffixes; plan and write explanatory paragraphs (3) | Progressive tense verbs; final syllable -ic, -fy; strategy: summarize, make inferences, ask questions; use definitions and examples to develop a topic; partner discussion; analyze interactions between individuals, events and ideas; condense ideas; small group discussion; prefixes and suffixes; plan and write explanatory paragraphs (4) | Progressive tense verbs; final syllable -ic, -fy; strategy: summarize, make inferences, ask questions; use definitions and examples to develop a topic; partner discussion; analyze interactions between individuals, events and ideas; condense ideas; small group discussion; prefixes and suffixes; plan and write explanatory paragraphs (5) |
| Learning Supports | iLit Resources - Word Reading 28 Fashion Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Gestures | iLit Resources - Word Reading 28 Fashion Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Sentence Frames | iLit Resources - Word Reading 28 Fashion Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word Wall Online Resources Figurative language | iLit Resources - Word Reading 28 Fashion Online Resources Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ | iLit Resources - Word Reading 28 Fashion Online Resources |

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Grade 10 - Unit 3 - ESL Curriculum

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| | <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 https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</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 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 3 - ESL Curriculum

| | Student Learning Objective (SLO) | Language Objective | Language Needed |
|--|---|--|--|
| iLit Unit 6 (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 L. 9-10. 5c L. 9-10. 6 SL.9-10. 1a,b, c, d SL.9-10.6 SL.9-10. WIDA: 1,2 Reading Listening | Language Development - understand new vocabulary in context; demonstrate knowledge of new vocabulary Meaning Making - summarize; ask questions; paraphrase; make a claim for an argument; compare and contrast; use synonyms to learn or understand words Foundation Skills - vowel patterns Effective Expression - engage in collaborative conversation | 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. 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: similar, frail, condemned, forge LFC: discussion, gradually, expected, restricted 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.

Grade 10 - Unit 3 - ESL Curriculum

| Speaking Writing | | | | | |
|---------------------|--|---|---|---|---|
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Subject/ verb agreement; word study- vowel sound in moon and foot; strategy: paraphrase, ask questions; compare and contrast; summarize; make a claim for an argument; partner discussion; use of L1 if needed | Subject/ verb agreement; word study- vowel sound in moon and foot; strategy: paraphrase, ask questions; compare and contrast; summarize; make a claim for an argument; group discussion; partner discussion | Subject/ verb agreement; word study- vowel sound in moon and foot; strategy: paraphrase, ask questions; compare and contrast; summarize; make a claim for an argument; group discussion; partner discussion | Subject/ verb agreement; word study- vowel sound in moon and foot; strategy: paraphrase, ask questions; compare and contrast; summarize; make a claim for an argument; group discussion; partner discussion | Subject/ verb agreement; word study- vowel sound in moon and foot; strategy: paraphrase, ask questions; compare and contrast; summarize; make a claim for an argument; group discussion; partner discussion |
| Learning Supports | iLit Resources - Vocabulary Study Plan; Word Reader 29 Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides | iLit Resources - Vocabulary Study Plan; Word Reader 29 Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Sentence Frames Online Resources | iLit Resources - Vocabulary Study Plan; Word Reader 29 Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word Wall Online Resources | iLit Resources - Vocabulary Study Plan; Word Reader 29 Online Resources Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ Graphic Organizer | iLit Resources - Vocabulary Study Plan; Word Reader 29 Online Resources |

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Grade 10 - Unit 3 - ESL Curriculum

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| | <p>Word/Picture Wall Audio/ Visual of Text Gestures Online Resources Graphic Organizer (partially completed) Figurative language https://literarydevices.net/figurative-language/ Parts of Speech 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</p> | <p>Graphic Organizer (partially completed) Figurative language https://literarydevices.net/figurative-language/ Parts of Speech 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</p> | <p>Graphic Organizer Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/the-curriculumcorner123/parts-of-speech/</p> | | |
|--|--|--|--|--|--|

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Grade 10 - Unit 3 - ESL Curriculum

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|--|--|-------|--|-------|--|
| iLit Unit 6 (Days 26-30) NJSLS: 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 WIDA: 1,2 Reading Listening Writing Speaking | Language Development - Understand new vocabulary in context | | English language learners communicate for Social and Instructional purposes within the school setting. | | VU: venture, vessel, desperate, launch, altitude, rural |
| | Meaning Making - Write an explanatory essay; paraphrase; cause and effect; visualize the action; connect text to outside knowledge; transitions | | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. | | LFC: committed, doubt, calculations, capable, abandoned, instantly, mentioned, analyzed |
| | Effective Expression - Engage in collaborative conversation Foundation Skills - Latin Affixes; 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 |

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Grade 10 - Unit 3 - ESL Curriculum

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|----------------------------|--|--|---|---|--|
| Language Objectives | Latin prefixes dis- and non-; Strategy: Paraphrase; Strategy: Examine Cause and Effect Relationships; Strategy: Visualize the Action; Write an Explanatory Essay (1-2 paragraphs); Collaborative Discussion: Quick Write; Visualizing the Action; Collaborative Discussion; Latin Affixes Small Group: synonyms | Latin prefixes dis- and non-; Strategy: Paraphrase; Strategy: Examine Cause and Effect Relationships; Strategy: Visualize the Action; Write an Explanatory Essay (2-4 paragraphs); Collaborative Discussion: Quick Write; Visualizing the Action; Collaborative Discussion; Latin Affixes Small Group: synonyms | Latin prefixes dis- and non-; Strategy: Paraphrase; Strategy: Examine Cause and Effect Relationships; Strategy: Visualize the Action; Write an Explanatory Essay (3-4 paragraphs); Collaborative Discussion: Quick Write; Visualizing the Action; Collaborative Discussion; Latin Affixes Small Group: synonyms | Latin prefixes dis- and non-; Strategy: Paraphrase; Strategy: Examine Cause and Effect Relationships; Strategy: Visualize the Action; Write an Explanatory Essay; Collaborative Discussion: Quick Write; Visualizing the Action; Collaborative Discussion; Latin Affixes Small Group: synonyms | Latin prefixes dis- and non-; Strategy: Paraphrase; Strategy: Examine Cause and Effect Relationships; Strategy: Visualize the Action; Write an Explanatory Essay; Collaborative Discussion: Quick Write; Visualizing the Action; Collaborative Discussion; Latin Affixes Small Group: synonyms |
| Learning Supports | iLit Resources - Art and Technology Word Reading 30 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 | iLit Resources - Art and Technology Word Reading 30 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 | iLit Resources - Art and Technology Word Reading 30 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/ | iLit Resources - Art and Technology Word Reading 30 Online Resources Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ | iLit Resources - Art and Technology Word Reading 30 Online Resources |

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| | <p>https://literarydevices.net/figurative-language/ 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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