

Grade 10 - Unit 4 - ESL Curriculum

iLit Level D: Unit 6 (Days 26-50), Unit 7 (Days 1-5)

Text/Novel - Unit 6 - “At the Edge, Daring Acts in Desperate Times”, “Lake Ontario Crossing: Donations Kept Swimmer Annaleise Carr Going”, “Into the Death Zone: A Mount Everest Adventure” Strategy: Visualize”, “Japan Nuke Workers Risk Their Lives, Garner Nation’s Respect”, “It Could Happen to You”, “Taking Action”, “Helping Hands” and “Black Days for Blue Whales”, “Newton and Gravity”

Unit 7 - “What’s That Down There?”, “Sea-Fever”, “The Wedigo”

***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:

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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Informative/ Explanatory

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

Research

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

Argumentative

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

Narrative

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

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

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

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Find a Holocaust survivor and interview them, report interview finding to class

LGBT and Disabilities Law

Watch, research and discuss Gladys Bentley and the Harlem Renaissance.

Complete an activity to bring awareness to different disabilities and handicaps.

Use GLSEN cards and website to research and discuss different LGBTQ+ figures and events

Diversity & Inclusion

Why are all cultures important?

Race Awareness Game and Discussion

Have a Class Diversity Celebration using 1 or more of the ideas suggested.

Standards in Action:

Watch the movie *Before the Flood* and use it to research and compile a list of ways to prevent flooding and global warming.

Read and discuss photo essay *Melting Away*

	Student Learning Objective (SLO)	Language Objective	Language Needed
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	Language Development - Understand new vocabulary in context Meaning Making - Write an explanatory essay; paraphrase; cause and effect; visualize the action; connect text to outside knowledge; transitions	English language learners communicate for Social and Instructional purposes within the school setting.	VU: venture, vessel, desperate, launch, altitude, rural
		English language learners communicate information, ideas and concepts necessary for	LFC: committed, doubt, calculations, capable, abandoned, instantly, mentioned, analyzed

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<p>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</p> <p>WIDA: 1,2 Reading Listening Writing Speaking</p>	<p>Effective Expression - Engage in collaborative conversation</p> <p>Foundation Skills - Latin Affixes; apply grade level phonics and word analysis skills; practice reading with fluency and accuracy</p>		<p>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>LC: Varies by ELP level</p>	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>

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Learning Supports	<p>iLit Resources - Art and Technology Word Reading 30</p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions & Pictures</p> <p>Visual Aides</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Gestures</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts</p>	<p>iLit Resources - Art and Technology Word Reading 30</p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions & Pictures</p> <p>Visual Aides</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Sentence Frames</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>iLit Resources - Art and Technology Word Reading 30</p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions & Pictures</p> <p>Visual Aides</p> <p>Word Wall</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>	<p>iLit Resources - Art and Technology Word Reading 30</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>	<p>iLit Resources - Art and Technology Word Reading 30</p> <p>Online Resources</p>
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	https://www.nj.gov/education/modelcurriculum/ella/ellscaffolding/L1Supports.pdf			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
iLit Unit 6 (Days 31-35) NJSLS: 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 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 WIDA: 1,2 Reading	Language Development - Understand and use compound words; understand new vocabulary in context;demonstrate knowledge of new vocabulary; use contractions and negatives to form negative sentences; use commas, quotation marks and capital letters appropriately in a sentence; recognize and correct sentence fragments Meaning Making - Recognize and use domain specific words; connect text to outside knowledge; visualize the action; synthesizing information and ideas; preview and set a purpose for reading Effective Expression - Engage in collaborative conversation; write an explanatory essay; conduct a peer review; revise and explanatory essay	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: toiled, debris, frigid, energetic, addressed, motivation, coordinated LFC: continuous, manageable, exhausting LC: Varies by ELP level

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Writing Listening Speaking					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Prepositions with time; compound words; Strategy: Connect Text to Outside Knowledge; Strategy: Visualize the Action; Strategy: Preview and Set a Purpose; Learn and Use Domain specific words; Synthesize Information and ideas; small group & partner discussion; use of L1 if needed	Prepositions with time; compound words; Strategy: Connect Text to Outside Knowledge; Strategy: Visualize the Action; Strategy: Preview and Set a Purpose; Learn and Use Domain specific words; Synthesize Information and ideas; whole and small group discussion	Prepositions with time; compound words; Strategy: Connect Text to Outside Knowledge; Strategy: Visualize the Action; Strategy: Preview and Set a Purpose; Learn and Use Domain specific words; Synthesize Information and ideas; whole and small group discussion	Prepositions with time; compound words; Strategy: Connect Text to Outside Knowledge; Strategy: Visualize the Action; Strategy: Preview and Set a Purpose; Learn and Use Domain specific words; Synthesize Information and ideas; whole and small group discussion	Prepositions with time; compound words; Strategy: Connect Text to Outside Knowledge; Strategy: Visualize the Action; Strategy: Preview and Set a Purpose; Learn and Use Domain specific words; Synthesize Information and ideas; whole and small group discussion
Learning Supports	iLit Resources - Spelling Study Plan Word Reading 31 Graphic Organizer (completed) Translator/ Dictionary	iLit Resources - Spelling Study Plan Word Reading 31 Graphic Organizer (partially completed) Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures	iLit Resources - Spelling Study Plan Word Reading 31 Graphic Organizer Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions &	iLit Resources - Spelling Study Plan Word Reading 31 Online Resources	iLit Resources - Spelling Study Plan Word Reading 31 Online Resources

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	<p>Partner / Small Group Work</p> <p>Vocabulary Definitions & Pictures</p> <p>Visual Aides</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Gestures</p> <p>Online Resources</p> <p>L1 Supports:</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>	<p>Visual Aides</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Sentence Frames</p> <p>Online Resources</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts</p> <p>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Pictures</p> <p>Visual Aides</p> <p>Word Wall</p> <p>Online Resources</p>		
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	Student Learning Objective (SLO)	Language Objective	Language Needed
iLit Unit 6 (Days 36-40) NJSLS: RL.9-10.1 RL.9-10.2 RL.9-10.9 RL.9-10.10 RI.9-10.1 RI.9-10.2 RI.9-10.9 RI.9-10.10 W.9-10.3a,b, c,d,e W.9-10.4 W.9-10.9b W.9-10.10 L.9-10.1b L.9-10.2b L.9-10.3a L.9-10.4a,b,c L.9-10.5a, b,c L.9-10.6 SL.9-10.1a,b, c,d SL.9-10.1a,b, d SL.9-10.6	Language Development - understand and use prefixes; understand new vocabulary in context; spell correctly Meaning Making - recognize author’s purpose; summarize; visualize the action Effective Expression - engage in collaborative conversation Foundational Skills - apply grade level phonics and word analysis skills; practice reading with fluency and accuracy; base words and affixes	<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: exposed, immigrant, distracted, mentally, summit, lacks</p> <hr/> <p>LFC: unfold, uncontrolled, unique, trained, rigorous, sustain, organize, exploration, conquer</p> <hr/> <p>LC: Varies by ELP level</p>

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WIDA: 1,2 Reading Writing Speaking Listening					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Recognize Author's purpose; Use Base Words to Determine Meaning and Edit an Explanatory Essay; partner discussion; Prepositions with Location; Prefixes pre-,mis-; Strategy: Summarize; Strategy: Author's Purpose; Strategy: Visualize; Analyze Text Structure; use of L1 if needed	Recognize Author's purpose; Use Base Words to Determine Meaning and Edit an Explanatory Essay; small group discussion; Prepositions with Location; Prefixes pre-,mis-; Strategy: Summarize; Strategy: Author's Purpose; Strategy: Visualize; Analyze Text Structure	Recognize Author's purpose; Use Base Words to Determine Meaning and Edit an Explanatory Essay; Whole group discussion; Prepositions with Location; Prefixes pre-,mis-; Strategy: Summarize; Strategy: Author's Purpose; Strategy: Visualize; Analyze Text Structure	Recognize Author's purpose; Use Base Words to Determine Meaning and Edit an Explanatory Essay; Whole group discussion; Prepositions with Location; Prefixes pre-,mis-; Strategy: Summarize; Strategy: Author's Purpose; Strategy: Visualize; Analyze Text Structure	Recognize Author's purpose; Use Base Words to Determine Meaning and Edit an Explanatory Essay; Whole group discussion; Prepositions with Location; Prefixes pre-,mis-; Strategy: Summarize; Strategy: Author's Purpose; Strategy: Visualize; Analyze Text Structure
Learning Supports	iLit Resources - Grammar Study Plan; Word Reading 32; Ideas that Shaped Egyptian Life; the Origins of Sports Translator/ Dictionary	iLit Resources - Grammar Study Plan; Word Reading 32; Ideas that Shaped Egyptian Life; the Origins of Sports Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures	iLit Resources - Grammar Study Plan; Word Reading 32; Ideas that Shaped Egyptian Life; the Origins of Sports Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures	iLit Resources - Grammar Study Plan; Word Reading 32; Ideas that Shaped Egyptian Life; the Origins of Sports Online Resources	iLit Resources - Grammar Study Plan; Word Reading 32; Ideas that Shaped Egyptian Life; the Origins of Sports Online Resources

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	<p>Partner / Small Group Work</p> <p>Vocabulary Definitions & Pictures</p> <p>Visual Aides</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Gestures</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>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>Visual Aides</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Sentence Frames</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Visual Aides</p> <p>Word Wall</p> <p>Online Resources</p>		
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	Student Learning Objective (SLO)	Language Objective	Language Needed
iLit Unit 6 (Days 41-45) NJSLS: RL.9-10.1 RL.9-10.2 RL.9-10.9 RL.9-10.10 RI.9-10.1 RI.9-10.2 RI.9-10.9 RI.9-10.10 W.9-10.3a,b, c,d,e W.9-10.4 W.9-10.9b W.9-10.10 L.9-10.1b,c L.9-10.2a,b L.9-10.3a L.9-10.4a,b,c L.9-10.5a, b,c L.9-10.6 SL.9-10.1a,b, c,d SL.9-10.1a,b, d SL.9-10.6	Language Development - demonstrate knowledge of new vocabulary, understand new vocabulary in context	English language learners communicate for Social and Instructional purposes within the school setting.	VU: budget, monitored, prism, gravity
	Meaning Making - connect ideas in sentences, summarize an academic text, author’s purpose; connect text to outside knowledge	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	LFC: disadvantage, globally, quality, conservation, scientific, discoveries, achievement
	Content Knowledge - acquire domain-specific academic vocabulary, comprehend informational texts focused on science Effective Expression - engage in collaborative conversation, present an explanatory essay	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

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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WIDA: 1,2,4 Reading Writing Speaking Listening					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Strategy: Summarize; Strategy: Author's Purpose; Strategy: Preview and Set a Purpose; Present an Explanatory essay; Pronouns in Prepositional Phrases; Partner Discussion; Connect Text to Outside Knowledge; Collaborative Conversation; Connect Ideas in sentences; use of L1 if needed	Strategy: Summarize; Strategy: Author's Purpose; Strategy: Preview and Set a Purpose; Present an Explanatory essay; Pronouns in Prepositional Phrases; Partner Discussion; Connect Text to Outside Knowledge; Collaborative Conversation; Connect Ideas in sentences	Strategy: Summarize; Strategy: Author's Purpose; Strategy: Preview and Set a Purpose; Present an Explanatory essay; Pronouns in Prepositional Phrases; Partner Discussion; Connect Text to Outside Knowledge; Collaborative Conversation; Connect Ideas in sentences	Strategy: Summarize; Strategy: Author's Purpose; Strategy: Preview and Set a Purpose; Present an Explanatory essay; Pronouns in Prepositional Phrases; Partner Discussion; Connect Text to Outside Knowledge; Collaborative Conversation; Connect Ideas in sentences	Strategy: Summarize; Strategy: Author's Purpose; Strategy: Preview and Set a Purpose; Present an Explanatory essay; Pronouns in Prepositional Phrases; Partner Discussion; Connect Text to Outside Knowledge; Collaborative Conversation; Connect Ideas in sentences
Learning Supports	Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text	Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Sentence Frames Online Resources	Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word Wall Online Resources	Online Resources	Online Resources

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	<p>Gestures</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</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>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>		
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	Student Learning Objective (SLO)	Language Objective	Language Needed
iLit Unit 6 (Days 46-50) NJSLS: RL.9-10.1 RL.9-10.2 RL.9-10.9 RL.9-10.10 RI.9-10.1 RI.9-10.2 RI.9-10.9 RI.9-10.10 W.9-10.3a,b, c,d,e W.9-10.4 W.9-10.9b W.9-10.10 L.9-10.1b L.9-10.2b L.9-10.3a L.9-10.4a,b,c L.9-10.5a, b,c L.9-10.6 SL.9-10.1a,b, c,d SL.9-10.1a,b, d SL.9-10.6 WIDA: 1,2,4	Language Development - understand new vocabulary in content	English language learners communicate for Social and Instructional purposes within the school setting.	VU: elliptical, tides, razing, innovative, intricate, facade,
	Meaning Making - recognize text structure, analyze visual information, text structure	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	LFC: cause, experience, contribution, appreciated, realistic, imagine, related, influence
	Effective Expression - Engage in collaborative conversation	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
	Content Knowledge - acquire domain specific academic vocabulary; comprehend informational texts focused on Science		

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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Reading Writing Speaking Listening					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Strategy: Visualize; Strategy: Understand Text Structure; Strategy: Analyze Visual Information; Identify Text Structure; Question Word Order; Collaborative Conversation; Analyze Visual Information; Activity: Text Structure; Small Group: Connect Ideas in Sentences; use of L1 if needed	Strategy: Visualize; Strategy: Understand Text Structure; Strategy: Analyze Visual Information; Identify Text Structure; Question Word Order; Collaborative Conversation; Analyze Visual Information; Activity: Text Structure; Small Group: Connect Ideas in Sentences	Strategy: Visualize; Strategy: Understand Text Structure; Strategy: Analyze Visual Information; Identify Text Structure; Question Word Order; Collaborative Conversation; Analyze Visual Information; Activity: Text Structure; Small Group: Connect Ideas in Sentences	Strategy: Visualize; Strategy: Understand Text Structure; Strategy: Analyze Visual Information; Identify Text Structure; Question Word Order; Collaborative Conversation; Analyze Visual Information; Activity: Text Structure; Small Group: Connect Ideas in Sentences	Strategy: Visualize; Strategy: Understand Text Structure; Strategy: Analyze Visual Information; Identify Text Structure; Question Word Order; Collaborative Conversation; Analyze Visual Information; Activity: Text Structure; Small Group: Connect Ideas in Sentences

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

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Learning Supports	<p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions & Pictures</p> <p>Visual Aides</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Gestures</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>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>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions & Pictures</p> <p>Visual Aides</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Sentence Frames</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions & Pictures</p> <p>Visual Aides</p> <p>Word Wall</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>	Online Resources	Online Resources
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	Student Learning Objective (SLO)	Language Objective	Language Needed
iLit Unit 7 (Days 1-5) NJSLS: RL.9-10.1 RL.9-10.2 RL.9-10.9 RL.9-10.10 RI.9-10.1 RI.9-10.2 RI.9-10.9 RI.9-10.10 W.9-10.3a,b, c,d,e W.9-10.4 W.9-10.9b W.9-10.10 L.9-10.1b L.9-10.2b L.9-10.3a L.9-10.4a,b,c L.9-10.5a, b,c L.9-10.6 SL.9-10.1a,b, c,d SL.9-10.1a,b, d SL.9-10.6 WIDA: 1,2,4	Language Development - understand the relationship among words in a stanza; understand new vocabulary in context; understand the use of figurative language in poetry	English language learners communicate for Social and Instructional purposes within the school setting.	VU: wisp, shroud, vagrant, whetted, rank, lolling
	Meaning Making - understand the characteristics of poetry; analyze setting and mood; analyze word choice	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	LFC: adverbs, poetry, stanza
	Effective Expression - Engage in collaborative conversation; write a poem; present a poem	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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Reading Writing Speaking Listening					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Adverbs in Sentences; Word Study: Language of poetry; Strategy: Analyze Setting and Mood; Identify Figurative Language; Strategy: Analyze Word Choice; write a poem; partner discussion; use of L1 if needed	Adverbs in Sentences; Word Study: Language of poetry; Strategy: Analyze Setting and Mood; Identify Figurative Language; Strategy: Analyze Word Choice; write a poem; partner and small group discussion	Adverbs in Sentences; Word Study: Language of poetry; Strategy: Analyze Setting and Mood; Identify Figurative Language; Strategy: Analyze Word Choice; write a poem; partner and small group discussion	Adverbs in Sentences; Word Study: Language of poetry; Strategy: Analyze Setting and Mood; Identify Figurative Language; Strategy: Analyze Word Choice; write a poem; partner and small group discussion	Adverbs in Sentences; Word Study: Language of poetry; Strategy: Analyze Setting and Mood; Identify Figurative Language; Strategy: Analyze Word Choice; write a poem; partner and small group discussion

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Learning Supports	<p>iLit Resources - vocabulary study plan - Myths</p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions & Pictures</p> <p>Visual Aides</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Gestures</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts</p> <p>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>iLit Resources - vocabulary study plan - Myths</p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions & Pictures</p> <p>Visual Aides</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Sentence Frames</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>iLit Resources - vocabulary study plan - Myths</p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions & Pictures</p> <p>Visual Aides</p> <p>Word Wall</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>	<p>iLit Resources - vocabulary study plan - Myths</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>	<p>iLit Resources - vocabulary study plan - Myths</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>
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