

Grade 12 - Unit 1 - ESL Curriculum

iLit Level F: Unit 2 (Days 1- 45) Unit 3 (Days 1-10)

(iLit Unit 1 is not included, it is the new comer unit)

Text/Novel - Unit 2 - Dear Birth Mother, Please Hit Reply, Sherman's Lagoon, The Fun They Had, Khan Academy, The Last Book in The Contrast Strategy, "Genetic Information and Its Uses"; "The Horrid Voice of Science"; "On Global Warming"

Unit 3 - A Midsummer Night's Dream

***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>	

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

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LGBTQ+ and Disabilities Law

Watch, research and discuss Gladys Bentley and the Harlem Renaissance.
 Complete an activity to bring awareness to different disabilities and handicaps.
 Use GLSEN cards and website to research and discuss different LGBTQ+ figures and events

Diversity & Inclusion

Why are all cultures important?
 Race Awareness Game and Discussion
 Have a Class Diversity Celebration using 1 or more of the ideas suggested.

Standards in Action:

Watch the movie *Before the Flood* and use it to research and compile a list of ways to prevent flooding and global warming.
 Read and discuss photo essay *Melting Away*
 Take a picture from your neighborhood, or draw a picture to show how global warming is affecting our environment.
 Use CLEAN resource collection to conduct research and investigate different topics involving the environment (water, weather)

	Student Learning Objective (SLO)	Language Objective	Language Needed
iLit Unit 2 (Days 1-5) NJSLS: RL. 11-12.1 RL. 11-12.2 RL. 11-12.4 RL. 11-12.7 RL. 11-12.10 RI. 11-12.1	Language Development - Use nouns without plurals correctly; Understand and use related words; Determine the meaning of key vocabulary in context;	English language learners communicate for Social and Instructional purposes within the school setting.	VU: clandestine, virtual, obsessive, tantalizingly, loftily , nonchalantly
	Meaning Making - Read independently in self-selected text; connect text and experience to knowledge; Connect text to experience and knowledge; Make and modify predictions	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	LFC: realize, character, description, claim, report, notice, access, practically, directly, figure

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<p>RI. 11-12.2 RI. 11-12.3 RI. 11-12.4 RI. 11-12.10 W. 11-12.2a, b, c, f W. 11-12.4 W. 11-12.5 W. 11-12.10 L. 11-12.4a, b, c,d L.11-12.5 L. 11-12. 5c L. 11-12. 6 SL.11-12. 1a, b, c, d SL.11-12.4 SL.11-12.6</p> <p>WIDA: 1,2 Reading Listening Writing Speaking</p>	<p>Effective Expression - Engage in collaborative conversation; Plan and organize an explanatory paragraph; Write an explanatory paragraph</p>		<p>Reading - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency.</p> <p>Writing - engage in written communication in a variety of situations for a variety of audiences.</p> <p>Listening - process, understand, interpret, and evaluate spoken language in a variety of situations</p> <p>Speaking - engage in oral communication in a variety of situations for a variety of audiences.</p>		<p>LC: Varies by ELP level</p>
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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Language Objectives	<p>Nouns with plurals; related words; Strategy: Preview; Connect, Text to Experience and Knowledge; partner discussion; write a paragraph- organization; make and modify predictions; Activity: Related Words, Small Group: Time to Read Activity: The Pros and Cons of Digital Life; Small Group: Related Words; Activity: Plan & write an Explanatory Paragraph</p>	<p>Nouns with plurals; related words; Strategy: Preview; Connect, Text to Experience and Knowledge; partner discussion; write a paragraph- organization; make and modify predictions; Activity: Related Words, Small Group: Time to Read Activity: The Pros and Cons of Digital Life Small Group: Related Words; Activity: Plan & write an Explanatory Paragraph</p>	<p>Nouns with plurals; related words; Strategy: Preview; Connect, Text to Experience and Knowledge; partner discussion; write a paragraph- organization; make and modify predictions; Activity: Related Words, Small Group: Time to Read Activity: The Pros and Cons of Digital Life Small Group: Related Words; Activity: Plan & write an Explanatory Paragraph</p>	<p>Nouns with plurals; related words; Strategy: Preview; Connect, Text to Experience and Knowledge; partner discussion; write a paragraph- organization; make and modify predictions; Activity: Related Words, Small Group: Time to Read Activity: The Pros and Cons of Digital Life Small Group: Related Words; Activity: Plan & write an Explanatory Paragraph</p>	<p>Nouns with plurals; related words; Strategy: Preview; Connect, Text to Experience and Knowledge; partner discussion; write a paragraph- organization; make and modify predictions; Activity: Related Words, Small Group: Time to Read Activity: The Pros and Cons of Digital Life Small Group: Related Words; Activity: Plan & write an Explanatory Paragraph</p>
Learning Supports	<p>iLit Resources - Spelling Study Plan, Word Reading 1 Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Sentence Frames Online Resources Figurative language Gestures</p>	<p>iLit Resources - Spelling Study Plan, Word Reading 1 Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Sentence Frames Online Resources Figurative language</p>	<p>iLit Resources - Spelling Study Plan, Word Reading 1 Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word Wall Online Resources Figurative language https://literarydevices.net/figurative-language/</p>	<p>iLit Resources - Spelling Study Plan, Word Reading 1 Online Resources Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>	<p>iLit Resources - Spelling Study Plan, Word Reading 1 Online Resources</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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	<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> <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>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>		
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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<p>iLit Unit 2 (Days 6 -10)</p> <p>NJSLS: RL. 11-12.1 RL. 11-12.2 RL. 11-12.4 RL. 11-12.7 RL. 11-12.10 RI. 11-12.1 RI. 11-12.2 RI. 11-12.3 RI. 11-12.4 RI. 11-12.10 W. 11-12.2a, b, c, f W. 11-12.4 W. 11-12.5 W. 11-12.10 L. 11-12.4a, b, c, d L.11-12.5 L. 11-12. 5c L. 11-12. 6 SL.11-12. 1a, b, c, d SL.11-12.4 SL.11-12.6</p> <p>WIDA: 1,2 Reading Listening Writing</p>	<p>Language Development - Understand the functions of nouns in sentences; Recognize and use concrete, abstract, plural, and possessive nouns correctly; Form and use personal pronouns and possessive pronouns correctly; Understand and use multisyllabic words; Determine the meaning of key vocabulary in context; Use pronouns as subjects and objects correctly; Understand and use multisyllabic words</p> <p>Meaning Making - Read independently in self-selected text; Understand compare and contrast; Compare and contrast to understand text; Make and modify predictions; Connect text to experience and knowledge; Compare and contrast characters; Visualize to understand text</p> <p>Effective Expression - Engage in collaborative conversation</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: tribute, abode, emissary, adoptive , epilepsy, adoptive, compensate</p> <p>LFC: reflected, probably, familiar, conflict, destruction, continue</p> <p>LC: Varies by ELP level</p>
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Speaking					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Pronouns as subjects and objects; Multisyllabic Words; Text: The Last Book in The Contrast Strategy: Compare and Universe; Strategy: make and modify predictions; Strategy: compare and contrast; Connect text to experience and knowledge; partner discussion; visualize	Pronouns as subjects and objects; Multisyllabic Words; Text: The Last Book in The Contrast Strategy: Compare and Universe; Strategy: make and modify predictions; Strategy: compare and contrast; Small Group Discussion; Connect text to experience and knowledge; partner discussion; visualize	Pronouns as subjects and objects; Multisyllabic Words; Text: The Last Book in The Contrast Strategy: Compare and Universe; Strategy: make and modify predictions; Strategy: compare and contrast; Whole Group Discussion; Connect text to experience and knowledge; partner discussion; visualize	Pronouns as subjects and objects; Multisyllabic Words; Text: The Last Book in The Contrast Strategy: Compare and Universe; Strategy: make and modify predictions; Strategy: compare and contrast; Whole Group Discussion; Connect text to experience and knowledge; partner discussion; visualize	Pronouns as subjects and objects; Multisyllabic Words; Text: The Last Book in The Contrast Strategy: Compare and Universe; Strategy: make and modify predictions; Strategy: compare and contrast; Whole Group Discussion; Connect text to experience and knowledge; partner discussion; visualize
Learning Supports	iLit Resources - Word Reading 2, Myths 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 2, Myths Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Sentence Frames Online Resources	iLit Resources - Word Reading 2, Myths Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word Wall Online Resources Figurative language	iLit Resources - Word Reading 2, Myths Online Resources	iLit Resources - Word Reading 2, Myths 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>Figurative language 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://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>		
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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<p>iLit Unit 2 (Days 11 -15)</p> <p>NJSLS: RL. 11-12.1 RL. 11-12.2 RL. 11-12.4 RL. 11-12.7 RL. 11-12.10 RI. 11-12.1 RI. 11-12.2 RI. 11-12.3 RI. 11-12.4 RI. 11-12.10 W. 11-12.2a, b, c, f W. 11-12.4 W. 11-12.5 W. 11-12.10 L. 11-12.4a, b, c,d L.11-12.5 L. 11-12. 5c L. 11-12. 6 SL.11-12. 1a, b, c, d SL.11-12.4 SL.11-12.6</p> <p>WIDA: 1,2 Reading Listening</p>	<p>Language Development - Use noun-pronoun agreement correctly; Understand and use compound words; Determine the meaning of key vocabulary in context; Understand and use noun-pronoun agreement correctly; Spell correctly; Monitor and clarify by paraphrasing</p> <p>Meaning Making - Read independently in self-selected text; Visualize to understand text; Compare and contrast; Use words to clarify relationships</p> <p>Effective Expression - Understand the features of a personal narrative; Engage in collaborative conversation</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: banished, remedy, intervened, puny, innumerable, ponder, veers</p>
	<p>Meaning Making - Read independently in self-selected text; Visualize to understand text; Compare and contrast; Use words to clarify relationships</p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>LFC: managed, protect, expect, surprise, switch, subject, shifted, expressed, assembly, attendance, fraction, improve</p>
	<p>Effective Expression - Understand the features of a personal narrative; Engage in collaborative conversation</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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Writing Speaking					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Noun-pronoun agreement; compound words; Text: The Last Book in The Strategy: Visualize Universe, Compare and contrast, Visualize; Personal narrative writing; Whole group discussion; use words to clarify relationships; monitor and clarify retelling; compound words; plan narrative sentences ; write narrative sentences; small group work; spelling study; reading check 1	Noun-pronoun agreement; compound words; Text: The Last Book in The Strategy: Visualize Universe, Compare and contrast, Visualize; Personal narrative writing; Whole group discussion; use words to clarify relationships; monitor and clarify retelling; compound words; plan a narrative paragraph; write a narrative paragraph; small group work; spelling study; reading check 1	Noun-pronoun agreement; compound words; Text: The Last Book in The Strategy: Visualize Universe, Compare and contrast, Visualize; Personal narrative writing; Whole group discussion; use words to clarify relationships; monitor and clarify retelling; compound words; plan a narrative essay (3-4 paragraphs); write a narrative essay (3-4 paragraphs); small group work; spelling study; reading check 1	Noun-pronoun agreement; compound words; Text: The Last Book in The Strategy: Visualize Universe, Compare and contrast, Visualize; Personal narrative writing; Whole group discussion; use words to clarify relationships; monitor and clarify retelling; compound words; plan a narrative essay (4-5 paragraphs); write a narrative essay (4-5 paragraphs) ; small group work; spelling study; reading check 1	Noun-pronoun agreement; compound words; Text: The Last Book in The Strategy: Visualize Universe, Compare and contrast, Visualize; Personal narrative writing; Whole group discussion; use words to clarify relationships; monitor and clarify retelling; compound words; plan a narrative essay; write a narrative essay; small group work; spelling study; reading check 1
Learning Supports	iLit Resources - Word Reading 3, Grammar; study plan Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions &	iLit Resources -Word Reading 3, Grammar; study plan Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions &	iLit Resources - Word Reading 3, Grammar; study plan Translator/ Dictionary Partner / Small Group Work	iLit Resources - Word Reading 3, Grammar; study plan Online Resources	iLit Resources - Word Reading 3, Grammar; study plan Online Resources

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	<p>Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Gestures Online Resources Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ 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>Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Sentence Frames Online Resources Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Vocabulary Definitions & Pictures Visual Aides Word Wall Online Resources Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>		
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<p>iLit Unit 2 (Days 16 -20)</p> <p>NJSLS:</p> <p>RL. 11-12.1 RL. 11-12.2 RL. 11-12.4 RL. 11-12.7 RL. 11-12.10 RI. 11-12.1 RI. 11-12.2 RI. 11-12.3 RI. 11-12.4 RI. 11-12.10 W. 11-12.2a, b, c, f W. 11-12.4 W. 11-12.5 W. 11-12.10 L. 11-12.4a, b, c,d L.11-12.5 L. 11-12. 5c L. 11-12. 6 SL.11-12. 1a, b, c, d SL.11-12.4 SL.11-12.6</p>	<p>Language Development - Determine the meaning of key vocabulary in context; Recognize and use verbs in active and passive voices; Recognize action and linking verbs; Form and use present, past, future, and perfect of regular and irregular verbs; Understand and use collocations; Use possessive pronouns correctly</p> <p>Meaning Making - Read independently in self-selected text; Use phrasing to read fluently; Make and modify predictions; Monitor and clarify by paraphrasing; Make inferences</p> <p>Effective Expression - Understand the features of a personal narrative; Engage in collaborative conversation; Organize argumentative texts; Write and argumentative paragraph</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: degenerated, odyssey, spew, genetic, traits</p> <p>LFC: appearance, portable, separated, substitute, concealing, contact, decision, response</p> <p>LC: Varies by ELP level</p>

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WIDA: 1,2 Reading Listening Writing Speaking					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Possessive Pronouns; collocations; Text: The Last Book in The Predictions Strategy: Make and Modify Universe, Monitor and Clarify by Paraphrasing; Text: “Genetic Information and Its Uses” Strategy: Monitor and Clarify by Paraphrasing; Use phrasing to Read fluently; whole group discussion; organize argumentative texts; small group discussion; make inferences; Grammar Study; Small group - monitoring and clarifying by paraphrasing; interactive reading; plan an argumentative paragraph; making and modifying predictions; Write and argumentative paragraph; small group planning</p>	<p>Possessive Pronouns; collocations; Text: The Last Book in The Predictions Strategy: Make and Modify Universe, Monitor and Clarify by Paraphrasing; Text: “Genetic Information and Its Uses” Strategy: Monitor and Clarify by Paraphrasing; Use phrasing to Read fluently; whole group discussion; organize argumentative texts; small group discussion; make inferences; Grammar Study; Small group - monitoring and clarifying by paraphrasing; interactive reading; plan an argumentative paragraph; making and modifying predictions; Write and argumentative paragraph; small group planning</p>	<p>Possessive Pronouns; collocations; Text: The Last Book in The Predictions Strategy: Make and Modify Universe, Monitor and Clarify by Paraphrasing; Text: “Genetic Information and Its Uses” Strategy: Monitor and Clarify by Paraphrasing; Use phrasing to Read fluently; whole group discussion; organize argumentative texts; small group discussion; make inferences; Grammar Study; Small group - monitoring and clarifying by paraphrasing; interactive reading; plan an argumentative essay (3-4 paragraphs); making and modifying predictions; Write and argumentative essay (3-4 paragraphs); small group planning</p>	<p>Possessive Pronouns; collocations; Text: The Last Book in The Predictions Strategy: Make and Modify Universe, Monitor and Clarify by Paraphrasing; Text: “Genetic Information and Its Uses” Strategy: Monitor and Clarify by Paraphrasing; Use phrasing to Read fluently; whole group discussion; organize argumentative texts; small group discussion; make inferences; Grammar Study; Small group - monitoring and clarifying by paraphrasing; interactive reading; plan an argumentative essay (4-5 paragraphs); making and modifying predictions; Write and argumentative essay (4-5 paragraphs); small group planning</p>	<p>Possessive Pronouns; collocations; Text: The Last Book in The Predictions Strategy: Make and Modify Universe, Monitor and Clarify by Paraphrasing; Text: “Genetic Information and Its Uses” Strategy: Monitor and Clarify by Paraphrasing; Use phrasing to Read fluently; whole group discussion; organize argumentative texts; small group discussion; make inferences; Grammar Study; Small group - monitoring and clarifying by paraphrasing; interactive reading; plan an argumentative essay (5 paragraphs); making and modifying predictions; Write and argumentative essay (5 paragraphs); small group planning</p>

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	Write argumentative sentences; partner planning				
Learning Supports	<p>iLit Resources - Word Reading 4, Murals</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 Explanations</p>	<p>iLit Resources - Word Reading 4, Murals</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 Explanations</p> <p>Discussions</p>	<p>iLit Resources - Word Reading 4, Murals</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 - Word Reading 4, Murals</p> <p>Online Resources</p>	<p>iLit Resources - Word Reading 4, Murals</p> <p>Online Resources</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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	<p>Native Language Discussions</p> <p>Native Language Texts</p> <p>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</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
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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 12 - Unit 1 - ESL Curriculum

<p>iLit Unit 2 (Days 21-25)</p> <p>NJSLS: RL. 11-12.1 RL. 11-12.2 RL. 11-12.4 RL. 11-12.7 RL. 11-12.10 RI. 11-12.1 RI. 11-12.2 RI. 11-12.3 RI. 11-12.4 RI. 11-12.10 W. 11-12.2a, b, c, f W. 11-12.4 W. 11-12.5 W. 11-12.10 L. 11-12.4a, b, c, d L. 11-12.5 L. 11-12. 5c L. 11-12. 6 SL.11-12. 1a, b, c, d SL.11-12.4 SL.11-12.6</p> <p>WIDA: 1,2 Reading Listening Writing</p>	<p>Language Development - Determine the meaning of key vocabulary in context; Use articles with singular nouns correctly; Understand and use open syllable patterns; Use articles with singular nouns correctly; Make review and modify predictions; read independently in self-selected texts; Understand and use open syllable patterns; Understand figurative language; Spell correctly</p> <p>Meaning Making - Read independently in self-selected text; Make inferences; Use a dictionary; Analyze literature</p> <p>Effective Expression - Engage in collaborative conversation;</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: hovels, edibles, swarming, musing, confer</p>
	<p>LFC: collection, focused, intensified, advantage, anticipation, question, rejection</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.

Grade 12 - Unit 1 - ESL Curriculum

Speaking					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Articles with singular nouns; open syllable patterns; Text: The Last Book in The Strategy: Make Inferences Universe; use a dictionary; partner discussion; analyze literature; open syllable patterns; make an inferences; spelling study plan; figurative language	Articles with singular nouns; open syllable patterns; Text: The Last Book in The Strategy: Make Inferences Universe; use a dictionary; partner discussion; analyze literature; open syllable patterns; make an inferences; spelling study plan; figurative language	Articles with singular nouns; open syllable patterns; Text: The Last Book in The Strategy: Make Inferences Universe; use a dictionary; partner discussion; analyze literature; open syllable patterns; make an inferences; spelling study plan; figurative language	Articles with singular nouns; open syllable patterns; Text: The Last Book in The Strategy: Make Inferences Universe; use a dictionary; partner discussion; analyze literature; open syllable patterns; make an inferences; spelling study plan; figurative language	Articles with singular nouns; open syllable patterns; Text: The Last Book in The Strategy: Make Inferences Universe; use a dictionary; partner discussion; analyze literature; open syllable patterns; make an inferences; spelling study plan; figurative language
Learning Supports	iLit Resources - Vocabulary Study Plan; Word Reading 5 Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text	iLit Resources -Vocabulary Study Plan; Word Reading 5 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 Reading 5 Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word Wall Online Resources	iLit Resources - Vocabulary Study Plan; Word Reading 5 Online Resources Figurative language https://literarydevices.net/figurative-language/	iLit Resources - Vocabulary Study Plan; Word Reading 5 Online Resources Figurative language https://literarydevices.net/figurative-language/

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>Gestures</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language</p> <p style="padding-left: 20px;">Explanations</p> <p>Native Language</p> <p style="padding-left: 20px;">Discussions</p> <p>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language</p> <p style="padding-left: 20px;">Explanations</p> <p>Native Language</p> <p style="padding-left: 20px;">Discussions</p> <p>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>		
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In all instances, background knowledge, key vocabulary and critical language structures connected to the actual texts used will need to be taught and emphasized throughout the lessons.

Grade 12 - Unit 1 - ESL Curriculum

	Student Learning Objective (SLO)	Language Objective	Language Needed
iLit Unit 2 (Days 26-30) NJSLS: RL. 11-12.1 RL. 11-12.2 RL. 11-12.4 RL. 11-12.7 RL. 11-12.10 RI. 11-12.1 RI. 11-12.2 RI. 11-12.3 RI. 11-12.4 RI. 11-12.10 W. 11-12.2a, b, c, f W. 11-12.4 W. 11-12.5 W. 11-12.10 L. 11-12.4a, b, c,d L.11-12.5 L. 11-12. 5c L. 11-12. 6 SL.11-12. 1a, b, c, d SL.11-12.4 SL.11-12.6	Language Development - Determine the meaning of key vocabulary in context; Use articles with plural nouns correctly; Understand and use closed syllable patterns; Use articles with plural nouns correctly	English language learners communicate for Social and Instructional purposes within the school setting.	VU: stealthy, taunt, squalor, leukemia, glommed, defect, disarm, concept
	Meaning Making - Read independently in self-selected text; Make inferences; Analyze theme; compare and contrast; Monitor understanding by paraphrasing; analyze a character	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	LFC: achieved, embodiment, qualified, supportive, academy, expensive, participate, reasonable, perfect, powerful, previous, opposing
	Effective Expression - Engage in collaborative conversation; Write 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.

Grade 12 - Unit 1 - ESL Curriculum

WIDA: 1,2 Reading Listening Writing Speaking					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Articles with Plural Nouns; Open Syllable Patterns; Text: The Last Book in The Universe - Strategy: Compare and Contrast; Monitor Understanding by Paraphrasing, Strategy: Make Inferences; Closed Syllable Patterns; analyze theme; small group discussion; whole-group discussion; Explanatory writing	Articles with Plural Nouns; Open Syllable Patterns; Text: The Last Book in The Universe - Strategy: Compare and Contrast; Monitor Understanding by Paraphrasing, Strategy: Make Inferences; Closed Syllable Patterns; analyze theme; small group discussion; whole-group discussion; Explanatory writing	Articles with Plural Nouns; Open Syllable Patterns; Text: The Last Book in The Universe - Strategy: Compare and Contrast; Monitor Understanding by Paraphrasing, Strategy: Make Inferences; Closed Syllable Patterns; analyze theme; small group discussion; whole-group discussion; Explanatory writing	Articles with Plural Nouns; Open Syllable Patterns; Text: The Last Book in The Universe - Strategy: Compare and Contrast; Monitor Understanding by Paraphrasing, Strategy: Make Inferences; Closed Syllable Patterns; analyze theme; small group discussion; whole-group discussion; Explanatory writing	Articles with Plural Nouns; Open Syllable Patterns; Text: The Last Book in The Universe - Strategy: Compare and Contrast; Monitor Understanding by Paraphrasing, Strategy: Make Inferences; Closed Syllable Patterns; analyze theme; small group discussion; whole-group discussion; Explanatory writing
Learning Supports	iLit Resources - The Human Nervous System Word Reading 6 Translator/ Dictionary Partner / Small Group Work	iLit Resources -The Human Nervous System Word Reading 6 Translator/ Dictionary	iLit Resources - The Human Nervous System Word Reading 6	iLit Resources - The Human Nervous System Word Reading 6	iLit Resources - The Human Nervous System Word Reading 6 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>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>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>	<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.

Grade 12 - Unit 1 - ESL Curriculum

	Student Learning Objective (SLO)	Language Objective	Language Needed
<p>iLit Unit 2 (Days 31-35)</p> <p>NJSLS: RL. 11-12.1 RL. 11-12.2 RL. 11-12.4 RL. 11-12.7 RL. 11-12.10 RI. 11-12.1 RI. 11-12.2 RI. 11-12.3 RI. 11-12.4 RI. 11-12.10 W. 11-12.2a, b, c, f W. 11-12.4 W. 11-12.5 W. 11-12.10 L. 11-12.4a, b, c,d L.11-12.5 L. 11-12. 5c L. 11-12. 6 SL.11-12. 1a, b, c, d SL.11-12.4 SL.11-12.6</p>	<p>Language Development - Determine the meaning of key vocabulary in context; Use articles with proper nouns correctly; Use articles with proper nouns correctly; Understand and use Latin roots</p> <p>Meaning Making - Read independently in self-selected text; Make inferences; Analyze theme; compare and contrast; Monitor understanding by paraphrasing; analyze a character; Visualize to understand text</p> <p>Effective Expression - Engage in collaborative conversation; Use an outline to write an explanatory essay; Vary sentence structure; Revise an explanatory essay</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: conserve, anemia, contemptuously , despise, anarchy,</p> <p>LFC: assisting, concerned, created, practice, famous, spectacular</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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WIDA: 1,2 Reading Listening Writing Speaking					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Articles with Proper Nouns; Latin Roots; Text: The Last Book in The Strategy: Visualizing Universe; Strategy: Make Inferences; Latin Roots; Use an outline; small group discussion; vary sentences structure; revise, Latin Roots - write an outline; small group: word study; write an outline; write a explanatory paragraph; draft explanatory paragraphs; small group; write an explanatory paragraph and revise	Articles with Proper Nouns; Latin Roots; Text: The Last Book in The Strategy: Visualizing Universe; Strategy: Make Inferences; Latin Roots; Use an outline; small group discussion; vary sentences structure; revise, Latin Roots - write an outline; small group: word study; write an outline; write a explanatory paragraph; draft explanatory paragraph; small group; write an explanatory paragraph and revise	Articles with Proper Nouns; Latin Roots; Text: The Last Book in The Strategy: Visualizing Universe; Strategy: Make Inferences; Latin Roots; Use an outline; small group discussion; vary sentences structure; revise, Latin Roots - write an outline; small group: word study; write an outline; write a explanatory essay; draft explanatory essays; small group; write an explanatory essay and revise	Articles with Proper Nouns; Latin Roots; Text: The Last Book in The Strategy: Visualizing Universe; Strategy: Make Inferences; Latin Roots; Use an outline; small group discussion; vary sentences structure; revise, Latin Roots - write an outline; small group: word study; write an outline; write a explanatory essay; draft explanatory essays; small group; write an explanatory essay and revise	Articles with Proper Nouns; Latin Roots; Text: The Last Book in The Strategy: Visualizing Universe; Strategy: Make Inferences; Latin Roots; Use an outline; small group discussion; vary sentences structure; revise, Latin Roots - write an outline; small group: word study; write an outline; write a explanatory essay; draft explanatory essays; small group; write an explanatory essay and revise

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

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Learning Supports	<p>iLit Resources - Word Reading 7</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 -Word Reading 7</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 - Word Reading 7</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 - Word Reading 7</p> <p>Online Resources</p>	<p>iLit Resources - Word Reading 7</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.

Grade 12 - Unit 1 - ESL Curriculum

	https://www.nj.gov/education/modelcurriculum/ella/ellscaffolding/L1Supports.pdf			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
iLit Unit 2 (Days 36-40) NJSLS: RL. 11-12.1 RL. 11-12.2	Language Development - Determine the meaning of key vocabulary in context; Use forms of the verb <i>to be</i> correctly; Understand and use prefixes un-, im-, and sub-	English language learners communicate for Social and Instructional purposes within the school setting.	VU: deactivated, hobbling, bunker, innovation, amplifying, deploys, portable

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<p>RL. 11-12.4 RL. 11-12.7 RL. 11-12.10 RI. 11-12.1 RI. 11-12.2 RI. 11-12.3 RI. 11-12.4 RI. 11-12.10 W. 11-12.2a, b, c, f W. 11-12.4 W. 11-12.5 W. 11-12.10 L. 11-12.4a, b, c,d L.11-12.5 L. 11-12. 5c L. 11-12. 6 SL.11-12. 1a, b, c, d SL.11-12.4 SL.11-12.6</p> <p>WIDA: 1,2 Reading Listening Writing Speaking</p>	<p>Meaning Making - Read independently in self-selected text; Make inferences; Preview and set a purpose for reading; Determine text structure</p> <p>Effective Expression - Engage in collaborative conversation; edit an explanatory essay; make a presentation; listen to a presentation</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>LFC: acquired, examined, exchanged, thoroughly, populated, completely, recover, signaling, assigned Vocabulary Words: , correcting, introduced, learned</p> <hr/> <p>LC: 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 12 - Unit 1 - ESL Curriculum

Language Objectives	<p>Forms of be Prefixes: un-, ex-, sub; Text: The Last Book in The Universe Strategy: Make Inferences; Strategy: Preview and Set Purpose; Prefixes un-, ex-, and sub-; Edit paragraph; whole group discussion; make and listen to a presentation; determine text structure; present an explanatory paragraph; small group prepare presentation; Forms of <i>be</i>; present paragraph; Small Group: Revise; Explanatory paragraph; (Edit); Prefixes: un-, ex-, sub-</p>	<p>Forms of be Prefixes: un-, ex-, sub; Text: The Last Book in The Universe Strategy: Make Inferences; Strategy: Preview and Set Purpose; Prefixes un-, ex-, and sub-; Edit essay; whole group discussion; make and listen to a presentation; determine text structure; present an explanatory essay; small group prepare presentation; Forms of <i>be</i>; present essay; Small Group: Revise; Explanatory Essay (Edit); Prefixes: un-, ex-, sub-</p>	<p>Forms of be Prefixes: un-, ex-, sub; Text: The Last Book in The Universe Strategy: Make Inferences; Strategy: Preview and Set Purpose; Prefixes un-, ex-, and sub-; Edit essay; whole group discussion; make and listen to a presentation; determine text structure; present an explanatory essay; small group prepare presentation; Forms of <i>be</i>; present essay; Small Group: Revise; Explanatory Essay (Edit); Prefixes: un-, ex-, sub-</p>	<p>Forms of be Prefixes: un-, ex-, sub; Text: The Last Book in The Universe Strategy: Make Inferences; Strategy: Preview and Set Purpose; Prefixes un-, ex-, and sub-; Edit essay; whole group discussion; make and listen to a presentation; determine text structure; present an explanatory essay; small group prepare presentation; Forms of <i>be</i>; present essay; Small Group: Revise; Explanatory Essay (Edit); Prefixes: un-, ex-, sub-</p>	<p>Forms of be Prefixes: un-, ex-, sub; Text: The Last Book in The Universe Strategy: Make Inferences; Strategy: Preview and Set Purpose; Prefixes un-, ex-, and sub-; Edit essay; whole group discussion; make and listen to a presentation; determine text structure; present an explanatory essay; small group prepare presentation; Forms of <i>be</i>; present essay; Small Group: Revise; Explanatory Essay (Edit); Prefixes: un-, ex-, sub-</p>
Learning Supports	<p>iLit Resources - Word Reading 7, Wording Reading 8, Spelling Study Plan</p> <p>Translator/ Dictionary</p>	<p>iLit Resources -Word Reading 7, Wording Reading 8, Spelling Study Plan</p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p>	<p>iLit Resources - Word Reading 7, Wording Reading 8, Spelling Study Plan</p> <p>Translator/ Dictionary</p>	<p>iLit Resources - Word Reading 7, Wording Reading 8, Spelling Study Plan</p> <p>Online Resources</p>	<p>iLit Resources - Word Reading 7, Wording Reading 8, Spelling Study Plan</p> <p>Online Resources</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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	<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>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>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>		
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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 12 - Unit 1 - ESL Curriculum

	Student Learning Objective (SLO)	Language Objective	Language Needed
iLit Unit 2 (Days 41-45) NJSLS: RL. 11-12.1 RL. 11-12.2 RL. 11-12.4 RL. 11-12.7 RL. 11-12.10 RI. 11-12.1 RI. 11-12.2 RI. 11-12.3 RI. 11-12.4 RI. 11-12.10 W. 11-12.2a, b, c, f W. 11-12.4 W. 11-12.5	Language Development - Determine the meaning of key vocabulary in context; Use past tense verbs correctly	English language learners communicate for Social and Instructional purposes within the school setting.	VU: catastrophic, renewable, dependency, canvasses, limbo, adrenaline;
	Meaning Making - Read independently in self-selected text; Make inferences; summarize text; understand text structure; summarize text	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	LFC: solution, unfamiliar, explained, frequent, common, important, process, survived
	Effective Expression - Engage in collaborative conversation; read independently in self-selected text	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.	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 12 - Unit 1 - ESL Curriculum

<p>W. 11-12.10 L. 11-12.4a, b, c,d L.11-12.5 L. 11-12. 5c L. 11-12. 6 SL.11-12. 1a, b, c, d SL.11-12.4 SL.11-12.6</p> <p>WIDA: 1,2 Reading Listening Writing Speaking</p>						<p>Listening - process, understand, interpret, and evaluate spoken language in a variety of situations</p> <p>Speaking - engage in oral communication in a variety of situations for a variety of audiences.</p>	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5		
Language Objectives	Text: “The Horrid Voice of Science”, Strategy: Make Inferences; Text: “On Global Warming”, Strategy: Summarize Text; Text: Communication Strategies: Make Inferences; Progressive Tense Verbs; Word Families; Determine text structure; Past tense verbs; partner	Text: “The Horrid Voice of Science”, Strategy: Make Inferences; Text: “On Global Warming”, Strategy: Summarize Text; Text: Communication Strategies: Make Inferences; Progressive Tense Verbs; Word Families; Determine text structure; Past tense verbs; partner discussion; small group discussion	Text: “The Horrid Voice of Science”, Strategy: Make Inferences; Text: “On Global Warming”, Strategy: Summarize Text; Text: Communication Strategies: Make Inferences; Progressive Tense Verbs; Word Families; Determine text structure; Past tense verbs; partner discussion; small group discussion	Text: “The Horrid Voice of Science”, Strategy: Make Inferences; Text: “On Global Warming”, Strategy: Summarize Text; Text: Communication Strategies: Make Inferences; Progressive Tense Verbs; Word Families; Determine text structure; Past tense verbs; partner discussion; small group discussion	Text: “The Horrid Voice of Science”, Strategy: Make Inferences; Text: “On Global Warming”, Strategy: Summarize Text; Text: Communication Strategies: Make Inferences; Progressive Tense Verbs; Word Families; Determine text structure; Past tense verbs; partner discussion; small group discussion	Text: “The Horrid Voice of Science”, Strategy: Make Inferences; Text: “On Global Warming”, Strategy: Summarize Text; Text: Communication Strategies: Make Inferences; Progressive Tense Verbs; Word Families; Determine text structure; Past tense verbs; partner discussion; small group discussion	

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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	discussion; small group discussion				
Learning Supports	<p>iLit Resources - Word reading 9; Grammar Study Plan</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</p>	<p>iLit Resources -Word reading 9; Grammar Study Plan</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</p>	<p>iLit Resources - Word reading 9; Grammar Study Plan</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 - Word reading 9; Grammar Study Plan</p> <p>Online Resources</p>	<p>iLit Resources - Word reading 9; Grammar Study Plan</p> <p>Online Resources</p>

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	Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
iLit Unit 3 (Days 1-5) NJSLS: RL. 11-12.1 RL. 11-12.2 RL. 11-12.4 RL. 11-12.7 RL. 11-12.10 RI. 11-12.1 RI. 11-12.2 RI. 11-12.3 RI. 11-12.4 RI. 11-12.10 W. 11-12.2a, b, c, f W. 11-12.4 W. 11-12.5 W. 11-12.10	Language Development - identify and analyze words in word families; understand new vocabulary in context; understand and use multiple meaning words	English language learners communicate for Social and Instructional purposes within the school setting.	VU: joiner, mischievous, dogged, mortal, prologue , abused
	Meaning Making - Make inferences; recognize the elements of drama; paraphrase to check understanding; analyze figurative language; monitor and clarify by retelling; write and perform an original scene	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	LFC: inference, paraphrase, figurative language
	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.	LC: Varies by ELP level

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

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<p>L. 11-12.4a, b, c,d L.11-12.5 L. 11-12. 5c L. 11-12. 6 SL.11-12. 1a, b, c, d SL.11-12.4 SL.11-12.6</p> <p>WIDA: 1,2 Reading Listening Writing Speaking</p>					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Progressive tense verbs; word families; Text: A Midsummer Night's Dream, Strategy: Paraphrase to check understanding; Strategy, make inferences, Strategy: Monitor and Clarify by Retelling, Multiple Meaning Words; Drama, small group discussion, introduction to figurative language, write and perform an original scene</p>	<p>Progressive tense verbs; word families; Text: A Midsummer Night's Dream, Strategy: Paraphrase to check understanding; Strategy, make inferences, Strategy: Monitor and Clarify by Retelling, Multiple Meaning Words; Drama, small group discussion, introduction to figurative language, write and perform an original scene</p>	<p>Progressive tense verbs; word families; Text: A Midsummer Night's Dream, Strategy: Paraphrase to check understanding; Strategy, make inferences, Strategy: Monitor and Clarify by Retelling, Multiple Meaning Words; Drama, small group discussion, introduction to figurative language, write and perform an original scene</p>	<p>Progressive tense verbs; word families; Text: A Midsummer Night's Dream, Strategy: Paraphrase to check understanding; Strategy, make inferences, Strategy: Monitor and Clarify by Retelling, Multiple Meaning Words; Drama, small group discussion, introduction to figurative language, write and perform an original scene</p>	<p>Progressive tense verbs; word families; Text: A Midsummer Night's Dream, Strategy: Paraphrase to check understanding; Strategy, make inferences, Strategy: Monitor and Clarify by Retelling, Multiple Meaning Words; Drama, small group discussion, introduction to figurative language, write and perform an original scene</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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Learning Supports	<p>iLit Resources - Word Reading 10, vocabulary Study Plan</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 https://www.nj.gov/education/modelcurriculum/e</p>	<p>iLit Resources - Word Reading 10, vocabulary Study Plan</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</p>	<p>iLit Resources - Word Reading 10, vocabulary Study Plan</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 - Word Reading 10, vocabulary Study Plan</p> <p>Online Resources</p>	<p>iLit Resources - Word Reading 10, vocabulary Study Plan</p> <p>Online Resources</p>
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	la/ellscaffolding/L1Supports.pdf	https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
iLit Unit 3 (Days 6-10) NJSLS: RL. 11-12.1 RL. 11-12.2 RL. 11-12.4 RL. 11-12.7 RL. 11-12.10 RI. 11-12.1 RI. 11-12.2 RI. 11-12.3 RI. 11-12.4 RI. 11-12.10 W. 11-12.2a, b, c, f W. 11-12.4 W. 11-12.5 W. 11-12.10	Language Development - understand new vocabulary in context; understand connotative meanings of synonyms	English language learners communicate for Social and Instructional purposes within the school setting.	VU: rehearse, scorn, low, high, disgrace, double
	Meaning Making - understand how author's use sources; visualize events and imagery from a play, compare and contrast; analyze an author's choices; summarize and identify theme	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	LFC: theme, visualize, inference
	Effective Expression - Engage in collaborative conversation; present a performance	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.	LC: Varies by ELP level

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

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<p>L. 11-12.4a, b, c,d L.11-12.5 L. 11-12. 5c L. 11-12. 6 SL.11-12. 1a, b, c, d SL.11-12.4 SL.11-12.6</p> <p>WIDA: 1,2 Reading Listening Writing Speaking</p>					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	<p>Subject-verb agreement; connotative meanings of synonyms; Text: A Midsummer Night’s Dream, Strategy: Visualize, compare and contrast, summarize and identify theme; small group discussion, intro author’s sources; write an original scene; plan and origins scene; writing, revising an rehearsing an original</p>	<p>Subject-verb agreement; connotative meanings of synonyms; Text: A Midsummer Night’s Dream, Strategy: Visualize, compare and contrast, summarize and identify theme; small group discussion, intro author’s sources; write an original scene; plan and origins scene; writing, revising an rehearsing an original scene; respond to a performance</p>	<p>Subject-verb agreement; connotative meanings of synonyms; Text: A Midsummer Night’s Dream, Strategy: Visualize, compare and contrast, summarize and identify theme; small group discussion, intro author’s sources; write an original scene; plan and origins scene; writing, revising an rehearsing an original scene; respond to a performance</p>	<p>Subject-verb agreement; connotative meanings of synonyms; Text: A Midsummer Night’s Dream, Strategy: Visualize, compare and contrast, summarize and identify theme; small group discussion, intro author’s sources; write an original scene; plan and origins scene; writing, revising an rehearsing an original scene; respond to a performance</p>	<p>Subject-verb agreement; connotative meanings of synonyms; Text: A Midsummer Night’s Dream, Strategy: Visualize, compare and contrast, summarize and identify theme; small group discussion, intro author’s sources; write an original scene; plan and origins scene; writing, revising an rehearsing an original scene; respond to a performance</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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	scene; respond to a performance				
Learning Supports	<p>iLit Resources - Word Reading 11, spelling Study Plan</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 Explanations</p>	<p>iLit Resources -Word Reading 11, spelling Study Plan</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>iLit Resources - Word Reading 11, spelling Study Plan</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 - Word Reading 11, spelling Study Plan</p> <p>Online Resources</p>	<p>iLit Resources - Word Reading 11, spelling Study Plan</p> <p>Online Resources</p>

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	Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf			
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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.