

Grade 12 - Unit 2 - ESL Curriculum

iLit Level F: Unit 4 (Days 1- 45)

Text/Novel - Unit 4 - “American Primitive”, “The Microscope”, “World Changers”, Somebody Everybody Listens To, John F Kennedy’s Remarks in San Antonio at the Dedication of the Aerospace Medical Health Center, Text: “Me and My Robot” and “That Looks Like Garbage”; “Ahead of the Curve”; Somebody Everybody Listens To ; “Taking Action”, “Empowering a Community”, “Apple Visionary Redefined Digital Age”

***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-GPcmFxieUJWDrFDu7Rm2Yad_ozautuFpKP5Y/edit#! (Sentence frames)

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

<http://www.vocabulary.com>

Writing Resources:

Informative/ Explanatory

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

Research

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

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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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

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

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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 4 (Days 1-5) NJSLS: RL. 11-12.1 RL. 11-12.2 RL. 11-12.4 RL. 11-12.7	Language Development - Determine the meaning of key vocabulary in context; Use words for time, money, distance, and weight correctly; Understand and use suffixes -ly, -est, and -able.	English language learners communicate for Social and Instructional purposes within the school setting.	VU: audible, purifying, smear, implications, discreetly, intonations
	Meaning Making - Read independently in self-selected text; connect text and experience to knowledge; Connect	English language learners communicate information, ideas and concepts necessary for	LFC: university, article, economics, printer, diversity, exist, catalogue,

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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 WIDA: 1,2 Reading Listening Writing Speaking	text to experience and knowledge; review the features of narrative writing; make connections; Make connections between ideas in text; understand characterization; read fluently with expression		academic success in the content area of Language Arts.		recommend, future, partition, prepare
	Effective Expression - Engage in collaborative conversation; Plan and organize a narrative paragraph; Write a narrative paragraph		Reading - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency. Writing - engage in written communication in a variety of situations for a variety of audiences. Listening - process, understand, interpret, and evaluate spoken language in a variety of situations Speaking - engage in oral communication in a variety of situations for a variety of audiences.		LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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Language Objectives	<p>Time, Distance, Money, and Weight Suffixes; Text: “American Primitive” Strategy: Connect text to Experience and Knowledge; Text: “The Microscope” and “World Changers” Strategy: Connect Text to Experience and Knowledge; Text: Somebody Everybody Listens To Strategy: Make Connections Between Ideas in Text; Suffixes -ly, -est, and -able; Understand Characterization; Partner Discussion; Make connections; whole- group discussion; review narrative writing (paragraph)</p>	<p>Time, Distance, Money, and Weight Suffixes; Text: “American Primitive” Strategy: Connect text to Experience and Knowledge; Text: “The Microscope” and “World Changers” Strategy: Connect Text to Experience and Knowledge; Text: Somebody Everybody Listens To Strategy: Make Connections Between Ideas in Text; Suffixes -ly, -est, and -able; Understand Characterization; Partner Discussion; Make connections; whole- group discussion; review narrative writing (2-3 paragraphs)</p>	<p>Time, Distance, Money, and Weight Suffixes; Text: “American Primitive” Strategy: Connect text to Experience and Knowledge; Text: “The Microscope” and “World Changers” Strategy: Connect Text to Experience and Knowledge; Text: Somebody Everybody Listens To Strategy: Make Connections Between Ideas in Text; Suffixes -ly, -est, and -able; Understand Characterization; Partner Discussion; Make connections; whole- group discussion; review narrative writing (essay)</p>	<p>Time, Distance, Money, and Weight Suffixes; Text: “American Primitive” Strategy: Connect text to Experience and Knowledge; Text: “The Microscope” and “World Changers” Strategy: Connect Text to Experience and Knowledge; Text: Somebody Everybody Listens To Strategy: Make Connections Between Ideas in Text; Suffixes -ly, -est, and -able; Understand Characterization; Partner Discussion; Make connections; whole- group discussion; review narrative writing (essay)</p>	<p>Time, Distance, Money, and Weight Suffixes; Text: “American Primitive” Strategy: Connect text to Experience and Knowledge; Text: “The Microscope” and “World Changers” Strategy: Connect Text to Experience and Knowledge; Text: Somebody Everybody Listens To Strategy: Make Connections Between Ideas in Text; Suffixes -ly, -est, and -able; Understand Characterization; Partner Discussion; Make connections; whole- group discussion; review narrative writing (essay)</p>
Learning Supports	<p>iLit Resources - All About Advertising, Word Reading 12 Translator/ Dictionary</p>	<p>iLit Resources - All About Advertising, Word Reading 12 Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions &</p>	<p>iLit Resources - All About Advertising, Word Reading 12 Translator/ Dictionary Partner / Small Group Work</p>	<p>iLit Resources - All About Advertising, Word Reading 12 Online Resources Figurative language</p>	<p>iLit Resources - All About Advertising, Word Reading 12 Online Resources</p>

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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>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>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>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 4 (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 L. 11-12.4a, b, c,d L.11-12.5 L. 11-12. 5c L. 11-12. 6	<p>Language Development - Determine the meaning of key vocabulary in context; Use pronouns with time correctly; Understand the influence of Spanish on English; Use adjectives and adverbs effectively to add detail; Understand and use personal, demonstrative, indefinite and reflexive pronouns correctly; use subject-verb agreement; Recognize and use prepositions and compound prepositions in prepositional phrases; understand figurative language</p> <p>Meaning Making - Read independently in self-selected text; Use Latin roots to determine meaning; make connections between ideas in text; compare and contrast; identify foreshadowing; compare and contrast characters and story events</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: bludgeon, glissandos, degrading, grovel</p> <hr/> <p>LFC: challenge, development, independent, population, aid, electronics, extract, lectured</p> <hr/> <p>LC: Varies by ELP level</p>

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SL.11-12. 1a, b, c, d SL.11-12.4 SL.11-12.6 WIDA: 1,2 Reading Listening Writing Speaking					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Text: Somebody Everybody Listens To Strategy: Compare and Contrast Characters, Events, Story elements; Identify Foreshadowing; Make Ideas in Text Connections Between; Prepositions with Time; Influence of Spanish on English; Use Latin Roots to determine meaning; partner discussion; whole- group discussion; understand figurative language	Text: Somebody Everybody Listens To Strategy: Compare and Contrast Characters, Events, Story elements; Identify Foreshadowing; Make Ideas in Text Connections Between; Prepositions with Time; Influence of Spanish on English; Use Latin Roots to determine meaning; partner discussion; whole- group discussion; understand figurative language	Text: Somebody Everybody Listens To Strategy: Compare and Contrast Characters, Events, Story elements; Identify Foreshadowing; Make Ideas in Text Connections Between; Prepositions with Time; Influence of Spanish on English; Use Latin Roots to determine meaning; partner discussion; whole- group discussion; understand figurative language	Text: Somebody Everybody Listens To Strategy: Compare and Contrast Characters, Events, Story elements; Identify Foreshadowing; Make Ideas in Text Connections Between; Prepositions with Time; Influence of Spanish on English; Use Latin Roots to determine meaning; partner discussion; whole- group discussion; understand figurative language	Text: Somebody Everybody Listens To Strategy: Compare and Contrast Characters, Events, Story elements; Identify Foreshadowing; Make Ideas in Text Connections Between; Prepositions with Time; Influence of Spanish on English; Use Latin Roots to determine meaning; partner discussion; whole- group discussion; understand figurative language

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Learning Supports	<p>iLit Resources - Word Reading 13, 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 Texts</p>	<p>iLit Resources - Word Reading 13, 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 13, 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 13, Grammar Study Plan</p> <p>Online Resources</p>	<p>iLit Resources -Word Reading 13, Grammar Study Plan</p> <p>Online Resources</p>
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	https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf	https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
iLit Unit 4 (Days 11-15) 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	Language Development - Understand and use multiple-meaning words; Determine the meaning of key vocabulary in context; Spell correctly; Use prepositions with location correctly; identify and understand figurative language; understand and use expressions and sayings Meaning Making - Read independently in self-selected text; Visualize; Ask questions to infer and predict Effective Expression - Engage in collaborative conversation; Plan a explanatory paragraph	English language learners communicate for Social and Instructional purposes within the school setting. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	VU: remnants, lingered, anecdote, intrinsic, gingerly, analyze, residential, pathetic,
			LFC: organization, permitted, concentrate, compute, geometry, three-dimensional, visualization, tag-along, hooligan, stick out, stumped
			LC: Varies by ELP level

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<p>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>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>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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Language Objectives	Prepositions with Location, Multiple Meaning Words,; Text: Somebody Everybody Listens To, Strategy: Visualize; Strategy: Visualize; Strategy: Question, Infer, and Predict; Understand Expressions and Sayings; Partner Discussion; Make Inferences and Predictions; Introduce: Select and Organize Content	Prepositions with Location, Multiple Meaning Words,; Text: Somebody Everybody Listens To, Strategy: Visualize ; Strategy: Visualize; Strategy: Question, Infer, and Predict; Understand Expressions and Sayings; Partner Discussion; Make Inferences and Predictions; Introduce: Select and Organize Content	Prepositions with Location, Multiple Meaning Words,; Text: Somebody Everybody Listens To; Strategy: Visualize Strategy: Visualize; Strategy: Question, Infer, and Predict; Understand Expressions and Sayings; Partner Discussion; Make Inferences and Predictions; Introduce: Select and Organize Content	Prepositions with Location, Multiple Meaning Words,; Text: Somebody Everybody Listens To, Strategy: Visualize ; Strategy: Visualize; Strategy: Question, Infer, and Predict; Understand Expressions and Sayings; Partner Discussion; Make Inferences and Predictions; Introduce: Select and Organize Content	Prepositions with Location, Multiple Meaning Words,; Text: Somebody Everybody Listens To, Strategy: Visualize ; Strategy: Visualize; Strategy: Question, Infer, and Predict; Understand Expressions and Sayings; Partner Discussion; Make Inferences and Predictions; Introduce: Select and Organize Content
Learning Supports	iLit Resources - Amazing Architecture, Word Reading 14 Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Sentence Frames Online Resources Figurative language	iLit Resources -Amazing Architecture, Word Reading 14 Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Sentence Frames Online Resources Figurative language	iLit Resources - Amazing Architecture, Word Reading 14 Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word Wall Online Resources Figurative language	iLit Resources - Amazing Architecture, Word Reading 14 Online Resources	iLit Resources - Amazing Architecture, Word Reading 14 Online Resources

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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>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 4 (Days 16 -20)	Language Development - Determine the meaning of key vocabulary in context; Use prepositions with location correctly; Understand and use word families to read	English language learners communicate for Social and Instructional purposes within the school setting.	VU: disorientation, endeavor, contorted, tainted;

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<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 Speaking</p>	<p>words; recognize dependent and independent clauses; recognize and correct fragments and run-ons; combine related ideas to form compound and complex sentences with conjunctions; Understand and use word families to read words</p> <p>Meaning Making - Read independently in self-selected text; Monitor and clarify by paraphrasing; summarize text; make inferences and predictions; identify logical and emotional appeals; connect text to prior experience and knowledge</p> <p>Effective Expression - Engage in collaborative conversation; Analyze an oral argument; read text fluently with expression</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: skeptical, social, status, vision, documentation, individual, security, warrant</p> <hr/> <p>LC: Varies by ELP level</p>
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	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Text: Somebody Everybody Listens To Strategy: Connect Text to Prior Experience and Knowledge, Strategy: Make Inferences and Predictions; Text: John F Kennedy's Remarks in San Antonio at the Dedication of the Aerospace Medical Health Center; Strategy: Monitor and Clarify Understanding by Paraphrasing; More Prepositions with Location; Word Families; summarize, partner discussion; Identify Logical and Emotional Appeals; partner group discussion; Analyze an oral argument; read text with accuracy	Text: Somebody Everybody Listens To Strategy: Connect Text to Prior Experience and Knowledge, Strategy: Make Inferences and Predictions; Text: John F Kennedy's Remarks in San Antonio at the Dedication of the Aerospace Medical Health Center; Strategy: Monitor and Clarify Understanding by Paraphrasing; More Prepositions with Location; Word Families; summarize, partner discussion; Identify Logical and Emotional Appeals; partner group discussion; Analyze an oral argument; read text with accuracy	Text: Somebody Everybody Listens To Strategy: Connect Text to Prior Experience and Knowledge, Strategy: Make Inferences and Predictions; Text: John F Kennedy's Remarks in San Antonio at the Dedication of the Aerospace Medical Health Center; Strategy: Monitor and Clarify Understanding by Paraphrasing; More Prepositions with Location; Word Families; summarize, partner discussion; Identify Logical and Emotional Appeals; partner group discussion; Analyze an oral argument; read text with accuracy	Text: Somebody Everybody Listens To Strategy: Connect Text to Prior Experience and Knowledge, Strategy: Make Inferences and Predictions; Text: John F Kennedy's Remarks in San Antonio at the Dedication of the Aerospace Medical Health Center; Strategy: Monitor and Clarify Understanding by Paraphrasing; More Prepositions with Location; Word Families; summarize, partner discussion; Identify Logical and Emotional Appeals; partner group discussion; Analyze an oral argument; read text with accuracy	Text: Somebody Everybody Listens To Strategy: Connect Text to Prior Experience and Knowledge, Strategy: Make Inferences and Predictions; Text: John F Kennedy's Remarks in San Antonio at the Dedication of the Aerospace Medical Health Center; Strategy: Monitor and Clarify Understanding by Paraphrasing; More Prepositions with Location; Word Families; summarize, partner discussion; Identify Logical and Emotional Appeals; partner group discussion; Analyze an oral argument; read text with accuracy

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 15; 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 https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>iLit Resources -Word Reading 15; 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 https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>iLit Resources - Word Reading 15; 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 15; Vocabulary Study Plan</p> <p>Online Resources</p>	<p>iLit Resources - Word Reading 15; Vocabulary Study Plan</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 2 - ESL Curriculum

	https://www.nj.gov/education/modelcurriculum/ella/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.

Grade 12 - Unit 2 - ESL Curriculum

	Student Learning Objective (SLO)	Language Objective	Language Needed
<p>iLit Unit 4 (Days 21-25)</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>WIDA: 1,2</p>	<p>Language Development - Determine the meaning of key vocabulary in context; Understand and use related words; Spell correctly; Use word order in questions correctly; understand and use related words</p> <p>Meaning Making - Read independently in self-selected text; Connect text to prior experience and knowledge; Draw conclusions; identify cause - effect relationships</p> <p>Effective Expression - Engage in collaborative conversation; Plan an argumentative paragraph; write an 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: lounge, pasty, appetizing, vintage , depleting, dingy</p> <hr/> <p>LFC: degree, absently, avoiding, arrange, efficiently, repeat</p> <hr/> <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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Reading Listening Writing Speaking					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Question WOrd ORder; Related Words; Text: Somebody Everybody Listens to; Strategy: Connect Text to Prior Experience and Knowledge, Draw conclusions; Small group discussions; identify cause and effect relationships; plan an argumentative paragraph	Question WOrd ORder; Related Words; Text: Somebody Everybody Listens to; Strategy: Connect Text to Prior Experience and Knowledge, Draw conclusions; Small group discussions; identify cause and effect relationships; plan an argumentative paragraph	Question WOrd ORder; Related Words; Text: Somebody Everybody Listens to; Strategy: Connect Text to Prior Experience and Knowledge, Draw conclusions; Small group discussions; identify cause and effect relationships; plan an argumentative paragraph	Question WOrd ORder; Related Words; Text: Somebody Everybody Listens to; Strategy: Connect Text to Prior Experience and Knowledge, Draw conclusions; Small group discussions; identify cause and effect relationships; plan an argumentative paragraph	Question WOrd ORder; Related Words; Text: Somebody Everybody Listens to; Strategy: Connect Text to Prior Experience and Knowledge, Draw conclusions; Small group discussions; identify cause and effect relationships; plan an argumentative paragraph
Learning Supports	iLit Resources - Careers in Language, Grammar Study Plan, Word Reading 19 Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions &	iLit Resources -Careers in Language, Grammar Study Plan, Word Reading 19 Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides	iLit Resources - Careers in Language, Grammar Study Plan, Word Reading 19 Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides	iLit Resources - Careers in Language, Grammar Study Plan, Word Reading 19 Online Resources Figurative language https://literarydevices.net/figurative-language/	iLit Resources - Careers in Language, Grammar Study Plan, Word Reading 19 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>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>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>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 2 - ESL Curriculum

	Student Learning Objective (SLO)	Language Objective	Language Needed
iLit Unit 4 (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	Language Development - Determine the meaning of key vocabulary in context; use adverbs in sentences correctly; understand and use structure for parts of speech to read words; understand connotation and denotation; understand and use structure for parts of speech to read words Meaning Making - Read independently in self-selected text; understand cause and effect; ask questions to make logical inferences; analyze character development; draw conclusions; analyze themes across media Effective Expression - Engage in collaborative conversation	English language learners communicate for Social and Instructional purposes within the school setting. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Reading - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency. Writing - engage in written communication in a variety of situations for a variety of audiences. Listening - process, understand, interpret, and evaluate spoken language in a variety of situations	VU: pristine, foraging, rummaged, complied, phobia, stupors, evaded
			LFC: traditionally, preliminary, expression, adjust, hypothetically, change, compartment, defense, evidence judge, minor
			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 2 - ESL Curriculum

SL.11-12. 1a, b, c, d SL.11-12.4 SL.11-12.6 WIDA: 1,2 Reading Listening Writing Speaking						Speaking - engage in oral communication in a variety of situations for a variety of audiences.	
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5		
Language Objectives	Adverbs in sentences; structure for parts of speech; Text: Somebody Everybody Listens To; Strategy: Cause and Effect, Strategy: Ask Questions to Make Logical Inferences and Predictions; Strategy: Draw Conclusions; Analyze themes (across media); whole group discussion; analyze character development; Understand Connotation and Denotation	Adverbs in sentences; structure for parts of speech; Text: Somebody Everybody Listens To; Strategy: Cause and Effect, Strategy: Ask Questions to Make Logical Inferences and Predictions; Strategy: Draw Conclusions; Analyze themes (across media); whole group discussion; analyze character development; Understand Connotation and Denotation	Adverbs in sentences; structure for parts of speech; Text: Somebody Everybody Listens To; Strategy: Cause and Effect, Strategy: Ask Questions to Make Logical Inferences and Predictions; Strategy: Draw Conclusions; Analyze themes (across media); whole group discussion; analyze character development; Understand Connotation and Denotation	Adverbs in sentences; structure for parts of speech; Text: Somebody Everybody Listens To; Strategy: Cause and Effect, Strategy: Ask Questions to Make Logical Inferences and Predictions; Strategy: Draw Conclusions; Analyze themes (across media); whole group discussion; analyze character development; Understand Connotation and Denotation	Adverbs in sentences; structure for parts of speech; Text: Somebody Everybody Listens To; Strategy: Cause and Effect, Strategy: Ask Questions to Make Logical Inferences and Predictions; Strategy: Draw Conclusions; Analyze themes (across media); whole group discussion; analyze character development; Understand Connotation and Denotation		

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 - Spelling Study Plan, Word Reading 17</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 -Spelling Study Plan, Word Reading 17</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 - Spelling Study Plan, Word Reading 17</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 - Spelling Study Plan, Word Reading 17</p> <p>Online Resources</p>	<p>iLit Resources - Spelling Study Plan, Word Reading 17</p> <p>Online Resources</p>
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Grade 12 - Unit 2 - ESL Curriculum

	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 4 (Days 31-35) 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 the order of adjectives correctly; Understand and use suffixes <i>-ion</i> , <i>-ity</i> , and <i>-ive</i> ; use order of adjectives correctly	English language learners communicate for Social and Instructional purposes within the school setting.	VU: restoration, indelible, calamity, rupture, strummed,
	Meaning Making - Read independently in self-selected text; Make inferences and predictions; Visualize the action; make cause and effect connections	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	LFC: complicated episode, recognize, reflection, applicant, certain, container, comment
	Effective Expression - Engage in collaborative conversation; write an argumentative essay; select a topic for an argumentative essay; identifying claims and counterclaims; organize ideas for an argumentative 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.	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>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	Order of Adjectives; Suffixes: -tion, -ity, -ive; Text: Somebody Everybody Listens To Strategy: Make Inferences and Predictions; Strategy: Visualize the Action; Strategy: Connections Make Cause and Effect; Suffixes -ion, -ity, and -ive; Organize Ideas (for argumentative essay); Whole-Group Discussion; Identify Claims and Counterclaims; Write an	Order of Adjectives; Suffixes: -tion, -ity, -ive; Text: Somebody Everybody Listens To Strategy: Make Inferences and Predictions; Strategy: Visualize the Action; Strategy: Connections Make Cause and Effect; Suffixes -ion, -ity, and -ive; Organize Ideas (for argumentative essay); Whole-Group Discussion; Identify Claims and Counterclaims; Write an	Order of Adjectives; Suffixes: -tion, -ity, -ive; Text: Somebody Everybody Listens To Strategy: Make Inferences and Predictions; Strategy: Visualize the Action; Strategy: Connections Make Cause and Effect; Suffixes -ion, -ity, and -ive; Organize Ideas (for argumentative essay); Whole-Group Discussion; Identify Claims and Counterclaims; Write an	Order of Adjectives; Suffixes: -tion, -ity, -ive; Text: Somebody Everybody Listens To Strategy: Make Inferences and Predictions; Strategy: Visualize the Action; Strategy: Connections Make Cause and Effect; Suffixes -ion, -ity, and -ive; Organize Ideas (for argumentative essay); Whole-Group Discussion; Identify Claims and	Order of Adjectives; Suffixes: -tion, -ity, -ive; Text: Somebody Everybody Listens To Strategy: Make Inferences and Predictions; Strategy: Visualize the Action; Strategy: Connections Make Cause and Effect; Suffixes -ion, -ity, and -ive; Organize Ideas (for argumentative essay); Whole-Group Discussion; Identify Claims and

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	Identify Claims and Counterclaims; Write an Argumentative Paragraph	Argumentative Essay 2-3 paragraphs	Argumentative Essay 3-4 paragraphs	and Counterclaims; Write an Argumentative Essay	Counterclaims; Write an Argumentative Essay
Learning Supports	<p>iLit Resources - Purchasing Power, Word Reading 18</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 - Purchasing Power, Word Reading 18</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 - Purchasing Power, Word Reading 18</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 - Purchasing Power, Word Reading 18</p> <p>Online Resources</p>	<p>iLit Resources - Purchasing Power, Word Reading 18</p> <p>Online Resources</p>

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

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<p>iLit Unit 4 (Days 36-40)</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 nouns without plurals correctly; understand and use multisyllabic words; understand suffixes</p>	<p>English language learners communicate for Social and Instructional purposes within the school setting.</p>	<p>VU: outskirts, ricocheted, conventional , visionary, scenario, mundane</p>
	<p>Meaning Making - Read independently in self-selected text; read closely to make logical predictions; compare and contrast; recognize author’s purpose</p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>LFC: device, international, member, result, dominance, fracture, significant, survival, military, onward, region, success</p>
	<p>Effective Expression - Engage in collaborative conversation; edit an explanatory essay; make a presentation; listen to a presentation; recognize author’s purpose; write and argumentative essay; revise an argumentative essay</p>	<p>Reading - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency.</p> <p>Writing - engage in written communication in a variety of situations for a variety of audiences.</p> <p>Listening - process, understand, interpret, and evaluate spoken language in a variety of situations</p> <p>Speaking - engage in oral communication in a variety of situations for a variety of audiences.</p>	<p>LC: Varies by ELP level</p>

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 2 - ESL Curriculum

Speaking					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Text: “Me and My Robot” and “That Looks Like Garbage”, Strategy: Recognize Author’s Purpose; Text: “Ahead of the Curve” Strategy: Compare and Contrast; Text: Somebody Everybody Listens To, Strategy: Read Closely to Make Logical Predictions; Oops! Nouns Without Plurals; Recognize Author’s Purpose; Multisyllabic Words; Whole-Group Discussion; Introduce: Revise and Edit Writing; Understand Suffixes	Text: “Me and My Robot” and “That Looks Like Garbage”, Strategy: Recognize Author’s Purpose; Text: “Ahead of the Curve” Strategy: Compare and Contrast; Text: Somebody Everybody Listens To, Strategy: Read Closely to Make Logical Predictions; Oops! Nouns Without Plurals; Recognize Author’s Purpose; Multisyllabic Words; Whole-Group Discussion; Introduce: Revise and Edit Writing; Understand Suffixes	Text: “Me and My Robot” and “That Looks Like Garbage”, Strategy: Recognize Author’s Purpose; Text: “Ahead of the Curve” Strategy: Compare and Contrast; Text: Somebody Everybody Listens To, Strategy: Read Closely to Make Logical Predictions; Oops! Nouns Without Plurals; Recognize Author’s Purpose; Multisyllabic Words; Whole-Group Discussion; Introduce: Revise and Edit Writing; Understand Suffixes	Text: “Me and My Robot” and “That Looks Like Garbage”, Strategy: Recognize Author’s Purpose; Text: “Ahead of the Curve” Strategy: Compare and Contrast; Text: Somebody Everybody Listens To, Strategy: Read Closely to Make Logical Predictions; Oops! Nouns Without Plurals; Recognize Author’s Purpose; Multisyllabic Words; Whole-Group Discussion; Introduce: Revise and Edit Writing; Understand Suffixes	Text: “Me and My Robot” and “That Looks Like Garbage”, Strategy: Recognize Author’s Purpose; Text: “Ahead of the Curve” Strategy: Compare and Contrast; Text: Somebody Everybody Listens To, Strategy: Read Closely to Make Logical Predictions; Oops! Nouns Without Plurals; Recognize Author’s Purpose; Multisyllabic Words; Whole-Group Discussion; Introduce: Revise and Edit Writing; Understand Suffixes
Learning Supports	iLit Resources - Environmental Disasters, Word Reading 20 Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions &	iLit Resources -Environmental Disasters, Word Reading 20 Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures	iLit Resources - Environmental Disasters, Word Reading 20 Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions &	iLit Resources - Environmental Disasters, Word Reading 20 Online Resources	iLit Resources - Environmental Disasters, Word Reading 20 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.

Grade 12 - Unit 2 - ESL Curriculum

	<p>Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Gestures Online Resources Figurative language https://literarydevices.net/figuratative-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>Visual Aides Word/Picture Wall Audio/ Visual of Text Sentence Frames Online Resources Figurative language https://literarydevices.net/figuratative-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 Wall Online Resources Figurative language https://literarydevices.net/figuratative-language/ 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 2 - ESL Curriculum

	Student Learning Objective (SLO)	Language Objective	Language Needed
iLit Unit 4 (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	Language Development - Determine the meaning of key vocabulary in context; Use pronouns as subjects and objects correctly	English language learners communicate for Social and Instructional purposes within the school setting.	VU: contemporary, fundamental
	Meaning Making - Read independently in self-selected text; Preview and set a purpose for reading; recognize author's purpose; summarize a text	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	LFC: directions, programmed, tasks, technology, classification, function, specific, unit
	Effective Expression - Engage in collaborative conversation; present an argumentative essay	Reading - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency.	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>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>Writing - engage in written communication in a variety of situations for a variety of audiences.</p> <p>Listening - process, understand, interpret, and evaluate spoken language in a variety of situations</p> <p>Speaking - engage in oral communication in a variety of situations for a variety of audiences.</p>		
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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Language Objectives			Text: "Taking Action" Strategies: Summarize; Text: "Empowering a Community" Strategy: Preview Text and Set a Purpose; Text: "Apple Visionary Redefined Digital Age", Strategy: Recognize Author's Purpose; Whole-Group Discussion; Preview and Set a Purpose for Reading Oops! Pronouns as Subjects and Objects; summarize; partner discussion; Activity: Reading Check; Small Group: Summarize; Activity: Present Essays; Oops! Pronouns as Subjects and Objects; Activity: Present Essays		
Learning Supports	iLit Resources - Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Gestures	iLit Resources - Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Sentence Frames Online Resources	iLit Resources - Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word Wall Online Resources Figurative language	iLit Resources - Online Resources	iLit Resources - Online Resources

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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>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>		
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