

Grade 12 - Unit 3 - ESL Curriculum

iLit Level F: Unit 5 (Days 1-10), Unit 6 (Days 1-20)

Text/Novel -Unit 5 - “Buying Power”, “That’s Avertainment”, “What’s for Sale? Your Self-Esteem” and “Really?!”, “Statistics Don’t Lie”, “Why I Lived with My Garbage for a Year”

Unit 6 - “What Are Friends For?”, “Anything Can Happen”, We Beat the Street, “The Persistence of African American Poverty”,

***Online Resources that can be utilized with all SLO/Standards**

<https://www.englishcentral.com/browse/videos>

<https://www.esllibrary.com/>

<https://kahoot.com/>

<https://www.mobymax.com/>

<https://newsela.com/>

<https://www.spellingcity.com/>

<https://www.readworks.org/>

<https://www.ixl.com>

<https://www.learningA-Z.com>

<https://www.litcharts.com/>

https://docs.google.com/document/d/1yAZOFS-GPcmFxiuJWDrFDu7Rm2Yad_ozautuFpKP5Y/edit#! (Sentence frames)

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

<http://www.vocabulary.com>

Writing Resources:

Informative/ Explanatory

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

Research

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

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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

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:

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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 5 (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 L. 11-12.4a, b, c,d L.11-12.5	Language Development - identify and use patterns of word changes; understand new vocabulary in context; understand and use connotation	English language learners communicate for Social and Instructional purposes within the school setting.	VU: influence, anxiety, embedded, skepticism, revenue , migrated
	Meaning Making - research a topic; ask questions; evaluate sources; take notes from reliable sources; begin research for a multimedia presentation; gather information and conduct research	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	LFC: evaluate, connotation
	Effective Expression - Engage in collaborative conversation; Plan a presentation; take notes on research	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	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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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			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	Oops! Noun-Pronoun Agreement; pattern of word change; Text: "Buying Power" Strategy: Ask Questions; Text: "That's Avertainment", Strategy: Evaluate Sources, Strategy: Paraphrase; Gather information; partner discussion; Use Reliable Sources; Small Group Discussion; Research a Topic	Oops! Noun-Pronoun Agreement; pattern of word change; Text: "Buying Power" Strategy: Ask Questions; Text: "That's Avertainment", Strategy: Evaluate Sources, Strategy: Paraphrase; Gather information; partner discussion; Use Reliable Sources; Small Group Discussion; Research a Topic	Oops! Noun-Pronoun Agreement; pattern of word change; Text: "Buying Power" Strategy: Ask Questions; Text: "That's Avertainment", Strategy: Evaluate Sources, Strategy: Paraphrase; Gather information; partner discussion; Use Reliable Sources; Small Group Discussion; Research a Topic	Oops! Noun-Pronoun Agreement; pattern of word change; Text: "Buying Power" Strategy: Ask Questions; Text: "That's Avertainment", Strategy: Evaluate Sources, Strategy: Paraphrase; Gather information; partner discussion; Use Reliable Sources; Small Group Discussion; Research a Topic	Oops! Noun-Pronoun Agreement; pattern of word change; Text: "Buying Power" Strategy: Ask Questions; Text: "That's Avertainment", Strategy: Evaluate Sources, Strategy: Paraphrase; Gather information; partner discussion; Use Reliable Sources; Small Group Discussion; Research a Topic

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Learning Supports	<p>iLit Resources - Vocabulary Study Plan; Word Reading 21</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 - Vocabulary Study Plan; Word Reading 21</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 - Vocabulary Study Plan; Word Reading 21</p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions & Pictures</p> <p>Visual Aides</p> <p>Word Wall</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>	<p>iLit Resources - Vocabulary Study Plan; Word Reading 21</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>	<p>iLit Resources - Vocabulary Study Plan; Word Reading 21</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 5 (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	Language Development - interpret figures of speech; understand new vocabulary in context;	English language learners communicate for Social and Instructional purposes within the school setting.	VU: profound, commodity, accurate, unethical, consumer culture, momentum
	Meaning Making - organize information; analyze author’s purpose; make connections; synthesize ideas and information	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	LFC: figures of speech, synthesize, collaborative
	Effective Expression - Engage in collaborative conversation; plan a multimedia presentation; organize information into a final plan; deliver a multimedia presentation	Reading - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency.	LC: Varies by ELP level

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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	<p>Oops! Possessive Pronouns, Figures of Speech; Text: “What’s for Sale? Your Self-Esteem” and “Really?!”, Strategy: Analyze Author’s Purpose; Text: “Statistics Don’t Lie, Strategy: Make Connections; Text: “Why I Lived with My Garbage for a Year”, Strategy: Synthesize; partner discussion; make and listen to a presentation; organize information; small group discussion</p>	<p>Oops! Possessive Pronouns, Figures of Speech; Text: “What’s for Sale? Your Self-Esteem” and “Really?!”, Strategy: Analyze Author’s Purpose; Text: “Statistics Don’t Lie, Strategy: Make Connections; Text: “Why I Lived with My Garbage for a Year”, Strategy: Synthesize; partner discussion; make and listen to a presentation; organize information; small group discussion</p>	<p>Oops! Possessive Pronouns, Figures of Speech; Text: “What’s for Sale? Your Self-Esteem” and “Really?!”, Strategy: Analyze Author’s Purpose; Text: “Statistics Don’t Lie, Strategy: Make Connections; Text: “Why I Lived with My Garbage for a Year”, Strategy: Synthesize; partner discussion; make and listen to a presentation; organize information; small group discussion</p>	<p>Oops! Possessive Pronouns, Figures of Speech; Text: “What’s for Sale? Your Self-Esteem” and “Really?!”, Strategy: Analyze Author’s Purpose; Text: “Statistics Don’t Lie, Strategy: Make Connections; Text: “Why I Lived with My Garbage for a Year”, Strategy: Synthesize; partner discussion; make and listen to a presentation; organize information; small group discussion</p>	<p>Oops! Possessive Pronouns, Figures of Speech; Text: “What’s for Sale? Your Self-Esteem” and “Really?!”, Strategy: Analyze Author’s Purpose; Text: “Statistics Don’t Lie, Strategy: Make Connections; Text: “Why I Lived with My Garbage for a Year”, Strategy: Synthesize; partner discussion; make and listen to a presentation; organize information; small group discussion</p>
Learning Supports	<p>iLit Resources - Spelling Study Plan, Word Reading 22</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>iLit Resources - Spelling Study Plan, Word Reading 22</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>iLit Resources - Spelling Study Plan, Word Reading 22</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>iLit Resources - Spelling Study Plan, Word Reading 22</p> <p>Online Resources</p>	<p>iLit Resources - Spelling Study Plan, Word Reading 22</p> <p>Online Resources</p>

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	<p>Gestures</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>		
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<p>iLit Unit 6 (Days 1 -5)</p> <p>NJSLS: RL. 11-12.1</p>	<p>Language Development - Use articles with singular nouns correctly; understand and use multiple meaning words; use context clues; determine the meaning of key vocabulary in context; use articles with singular nouns</p>	<p>English language learners communicate for Social and Instructional purposes within the school setting.</p>	<p>VU: sustain, proximity, skulked, obstacles, daunting, intensity</p>

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<p>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>correctly; recognize and correct misplaced modifiers; use commas and semicolons correctly in sentences; recognize and use parallel structure in sentences</p> <p>Meaning Making - Read independently in self - selected text; preview text; connect text to experience and knowledge; recognize author’s purpose</p> <p>Effective Expression - Engage in collaborative conversation; organize ideas in writing</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: resist, critical, submit, consequences, unimaginable; information, reliability, superiors, experts, voluntarily, accumulated</p> <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.

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Language Objectives	<p>Oops! Articles with Singular Nouns; Multiple Meaning Words, Text: “What Are Friends For?”, Strategies: Preview Text; Connect Text to Prior Experiences and Knowledge; Text: “Anything Can Happen”, Strategies: Make Connections; Connect Text to Experience and Knowledge; Text: We Beat the Street, Strategy: Author’s Purpose; Multiple Meaning Words; Use Context Clues; Partner Discussion; Recognize Author’s Purpose; Partner Discussion; understand narrative nonfiction</p>	<p>Oops! Articles with Singular Nouns; Multiple Meaning Words, Text: “What Are Friends For?”, Strategies: Preview Text; Connect Text to Prior Experiences and Knowledge; Text: “Anything Can Happen”, Strategies: Make Connections; Connect Text to Experience and Knowledge; Text: We Beat the Street, Strategy: Author’s Purpose; Multiple Meaning Words; Use Context Clues; Partner Discussion; Recognize Author’s Purpose; Partner Discussion; understand narrative nonfiction</p>	<p>Oops! Articles with Singular Nouns; Multiple Meaning Words, Text: “What Are Friends For?”, Strategies: Preview Text; Connect Text to Prior Experiences and Knowledge; Text: “Anything Can Happen”, Strategies: Make Connections; Connect Text to Experience and Knowledge; Text: We Beat the Street, Strategy: Author’s Purpose; Multiple Meaning Words; Use Context Clues; Partner Discussion; Recognize Author’s Purpose; Partner Discussion; understand narrative nonfiction</p>	<p>Oops! Articles with Singular Nouns; Multiple Meaning Words, Text: “What Are Friends For?”, Strategies: Preview Text; Connect Text to Prior Experiences and Knowledge; Text: “Anything Can Happen”, Strategies: Make Connections; Connect Text to Experience and Knowledge; Text: We Beat the Street, Strategy: Author’s Purpose; Multiple Meaning Words; Use Context Clues; Partner Discussion; Recognize Author’s Purpose; Partner Discussion; understand narrative nonfiction</p>	<p>Oops! Articles with Singular Nouns; Multiple Meaning Words, Text: “What Are Friends For?”, Strategies: Preview Text; Connect Text to Prior Experiences and Knowledge; Text: “Anything Can Happen”, Strategies: Make Connections; Connect Text to Experience and Knowledge; Text: We Beat the Street, Strategy: Author’s Purpose; Multiple Meaning Words; Use Context Clues; Partner Discussion; Recognize Author’s Purpose; Partner Discussion; understand narrative nonfiction</p>
Learning Supports	<p>iLit Resources - Grammar Study Plan, Word Reading 3</p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p>	<p>iLit Resources - Grammar Study Plan, Word Reading 3</p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions & Pictures</p>	<p>iLit Resources - Grammar Study Plan, Word Reading 3</p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions &</p>	<p>iLit Resources - Grammar Study Plan, Word Reading 3</p> <p>Online Resources</p>	<p>iLit Resources - Grammar Study Plan, Word Reading 3</p> <p>Online Resources</p>

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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>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>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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	Student Learning Objective (SLO)	Language Objective	Language Needed
<p>iLit Unit 6 (Days 6 -10)</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 - Use articles with plural nouns correctly; understand and use prefixes en-.re-, and in-; determine the meaning of key vocabulary in context; use articles with plural nouns correctly; spell correctly</p> <p>Meaning Making - Read independently in self-selected text; visualize; recognize author’s purpose; ask questions to make inferences; identify similes and metaphors</p> <p>Effective Expression - engage in collaborative conversation; write a narrative 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: disruptions, dysfunctional, sparse, chaos, justify,</p> <p>LFC: emerged, widespread, current, polar, strength, residence</p> <p>LC: Varies by ELP level</p>

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Reading Listening Writing Speaking					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Oops! Articles with Plural Nouns; Prefixes: en-, re-, in-; Text: We Beat the Street, Strategy: Author's Purpose; Text: We Beat the Street, Strategy: Visualize the Action; Visualize; Partner Discussion - Turn and Talk; Ask Questions to Make Inferences; Partner Discussion; Identify Similes and Metaphors; Plan a narrative paragraph; write a narrative paragraph	Oops! Articles with Plural Nouns; Prefixes: en-, re-, in-; Text: We Beat the Street, Strategy: Author's Purpose; Text: We Beat the Street, Strategy: Visualize the Action; Visualize; Partner Discussion - Turn and Talk; Ask Questions to Make Inferences; Partner Discussion; Identify Similes and Metaphors; Plan a narrative paragraph; write a narrative paragraph	Oops! Articles with Plural Nouns; Prefixes: en-, re-, in-; Text: We Beat the Street, Strategy: Author's Purpose; Text: We Beat the Street, Strategy: Visualize the Action; Visualize; Partner Discussion - Turn and Talk; Ask Questions to Make Inferences; Partner Discussion; Identify Similes and Metaphors; Plan a narrative paragraph; write a narrative paragraph	Oops! Articles with Plural Nouns; Prefixes: en-, re-, in-; Text: We Beat the Street, Strategy: Author's Purpose; Text: We Beat the Street, Strategy: Visualize the Action; Visualize; Partner Discussion - Turn and Talk; Ask Questions to Make Inferences; Partner Discussion; Identify Similes and Metaphors; Plan a narrative paragraph; write a narrative paragraph	Oops! Articles with Plural Nouns; Prefixes: en-, re-, in-; Text: We Beat the Street, Strategy: Author's Purpose; Text: We Beat the Street, Strategy: Visualize the Action; Visualize; Partner Discussion - Turn and Talk; Ask Questions to Make Inferences; Partner Discussion; Identify Similes and Metaphors; Plan a narrative paragraph; write a narrative paragraph

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<p>Learning Supports</p>	<p>iLit Resources - Ancient Greece, Word Reading 24</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 -Ancient Greece, Word Reading 24</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 - Ancient Greece, Word Reading 24</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 - Ancient Greece, Word Reading 24</p> <p>Online Resources</p>	<p>iLit Resources - Ancient Greece, Word Reading 24</p> <p>Online Resources</p>
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	https://www.nj.gov/education/modelcurriculum/ella/ellscaffolding/L1Supports.pdf				

	Student Learning Objective (SLO)	Language Objective	Language Needed
iLit Unit 6 (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	<p>Language Development - Use articles with proper nouns correctly; understand and use connotations; determine the meaning of key vocabulary in context</p> <p>Meaning Making - Read independently in self-selected text; examine cause-and-effect relationships; ask questions to make inferences; identify reasons and evidence, visualize</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>VU: intentions, plaintively, inquisitive, insignificant, potential, lucrative, legitimate,</p> <p>LFC: sense of urgency, predicament, democracy, diplomats, refugee, practical, navigate, approaching</p>

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<p>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 an argumentative paragraph; write an argumentative 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>Oops! Articles with Proper Nouns; Connotations; Text: We Beat the Street, Strategy: Ask Questions to Make Inferences; Strategy: Visualize the Action; Examine Cause-and-Effect relationships; small group discussion; identify reasons and evidence; identify cause and effect</p>	<p>Oops! Articles with Proper Nouns; Connotations; Text: We Beat the Street, Strategy: Ask Questions to Make Inferences; Strategy: Visualize the Action; Examine Cause-and-Effect relationships; small group discussion; identify reasons and evidence; identify cause and effect</p>	<p>Oops! Articles with Proper Nouns; Connotations; Text: We Beat the Street, Strategy: Ask Questions to Make Inferences; Strategy: Visualize the Action; Examine Cause-and-Effect relationships; small group discussion; identify reasons and evidence; identify cause and effect</p>	<p>Oops! Articles with Proper Nouns; Connotations; Text: We Beat the Street, Strategy: Ask Questions to Make Inferences; Strategy: Visualize the Action; Examine Cause-and-Effect relationships; small group discussion; identify reasons and evidence; identify cause and effect</p>	<p>Oops! Articles with Proper Nouns; Connotations; Text: We Beat the Street, Strategy: Ask Questions to Make Inferences; Strategy: Visualize the Action; Examine Cause-and-Effect relationships; small group discussion; identify reasons and evidence; identify cause and effect</p>
Learning Supports	<p>iLit Resources - Vocabulary Study Plan 5; Word Reading 25</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</p>	<p>iLit Resources - Vocabulary Study Plan 5; Word Reading 25</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</p>	<p>iLit Resources - Vocabulary Study Plan 5; Word Reading 25</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</p>	<p>iLit Resources -Vocabulary Study Plan 5; Word Reading 25</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p>	<p>iLit Resources - Vocabulary Study Plan 5; Word Reading 25</p> <p>Online Resources</p>

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	Student Learning Objective (SLO)	Language Objective	Language Needed
<p>iLit Unit 6 (Days 16-20)</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</p>	<p>Language Development - Use forms of <i>to be</i> correctly; understand and use word families; determine the meaning of key vocabulary in context; use punctuation and capital letters correctly in sentence; avoid common usage problems; write effective sentences;</p> <p>Meaning Making - Read independently in self-selected text; read fluently; identify cause and effect; connect text to experience and knowledge; recognize author’s purpose; use cause-and-effect relationships to make connections; make and confirm predictions</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: discrimination, affects, seethed, insubordinate, impulsive</p> <p>LFC: oppression, scarce, resistance, colleague, designed, reduced, frequently</p> <p>LC: Varies by ELP level</p>

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Reading Listening Writing Speaking					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Oops! Forms of be; Word families; Text: We Beat the Street, Strategy: Cause and effect; Text: “The Persistence of African American Poverty”, Strategy: Make Connections to Prior Experiences and Knowledge; make and confirm predictions; small group discussions; recognize author’s purpose; whole-group discussion; read fluently	Oops! Forms of be; Word families; Text: We Beat the Street, Strategy: Cause and effect; Text: “The Persistence of African American Poverty”, Strategy: Make Connections to Prior Experiences and Knowledge; make and confirm predictions; small group discussions; recognize author’s purpose; whole-group discussion; read fluently	Oops! Forms of be; Word families; Text: We Beat the Street, Strategy: Cause and effect; Text: “The Persistence of African American Poverty”, Strategy: Make Connections to Prior Experiences and Knowledge; make and confirm predictions; small group discussions; recognize author’s purpose; whole-group discussion; read fluently	Oops! Forms of be; Word families; Text: We Beat the Street, Strategy: Cause and effect; Text: “The Persistence of African American Poverty”, Strategy: Make Connections to Prior Experiences and Knowledge; make and confirm predictions; small group discussions; recognize author’s purpose; whole-group discussion; read fluently	Oops! Forms of be; Word families; Text: We Beat the Street, Strategy: Cause and effect; Text: “The Persistence of African American Poverty”, Strategy: Make Connections to Prior Experiences and Knowledge; make and confirm predictions; small group discussions; recognize author’s purpose; whole-group discussion; read fluently
Learning Supports	iLit Resources - Word Reading 26 Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures	iLit Resources - Word Reading 26 Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures	iLit Resources - Word Reading 26 Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions &	iLit Resources - Word Reading 26 Online Resources	iLit Resources - Word Reading 26 Online Resources

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	<p>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>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>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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