

Grade 12 - Unit 4 - ESL Curriculum

iLit Level F: Unit 6 (Days 21-45), Unit 7 (Days 1-5)

Text/Novel - Unit 6 - “Brothers” and “Someone Who Used to Have Someone”, “Fish Cheeks”, “Furball Therapy”

Unit 7 - “All Good People”, “The Butterfly”, “But Since You Finally Asked”

***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-GPcmFxiueJWDrFDu7Rm2Yad_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

Argumentative

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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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:

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

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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
<p>iLit Unit 6 (Days 21-25)</p> <p>NJSLS: RL. 11-12.1 RL. 11-12.2 RL. 11-12.4 RL. 11-12.7 RL. 11-12.10 RI. 11-12.1 RI. 11-12.2 RI. 11-12.3 RI. 11-12.4 RI. 11-12.10 W. 11-12.2a, b, c, f W. 11-12.4 W. 11-12.5 W. 11-12.10 L. 11-12.4a, b, c,d L.11-12.5 L. 11-12. 5c L. 11-12. 6</p>	<p>Language Development - Use past tense verbs correctly; understand and use acronyms and initialisms; determine the meaning of key vocabulary in context; spell correctly</p> <p>Meaning Making - read independently in self-selected text; make, review, and modify predictions; identify cause-and-effect relationships; develop characters; understand domain-specific words</p> <p>Effective Expression - use supporting details in explanatory writing; engage in collaborative conversation; plan an explanatory 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: entrepreneur, authoritarian, pact, allegiance, inevitable, bravado</p> <p>LFC: discussion, gradually, expected, traditional, demonstration, restricted</p> <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	Oops! Past Tense Verbs; Acronyms and Initialisms; Text: We Beat the Street, Strategy: Make and Confirm Predictions; Strategy: Cause and Effect Relationships; Strategy: Make Connections Between Causes and Effects Among Individuals, Events, and Ideas; Supporting details in explanatory writing; partner discussion - think-pair-share; develop characters; partner discussion; understand domain-specific words; use of L1 if needed	Oops! Past Tense Verbs; Acronyms and Initialisms; Text: We Beat the Street, Strategy: Make and Confirm Predictions; Strategy: Cause and Effect Relationships; Strategy: Make Connections Between Causes and Effects Among Individuals, Events, and Ideas; Supporting details in explanatory writing; partner discussion - think-pair-share; develop characters; partner discussion; understand domain-specific words	Oops! Past Tense Verbs; Acronyms and Initialisms; Text: We Beat the Street, Strategy: Make and Confirm Predictions; Strategy: Cause and Effect Relationships; Strategy: Make Connections Between Causes and Effects Among Individuals, Events, and Ideas; Supporting details in explanatory writing; partner discussion - think-pair-share; develop characters; partner discussion; understand domain-specific words	Oops! Past Tense Verbs; Acronyms and Initialisms; Text: We Beat the Street, Strategy: Make and Confirm Predictions; Strategy: Cause and Effect Relationships; Strategy: Make Connections Between Causes and Effects Among Individuals, Events, and Ideas; Supporting details in explanatory writing; partner discussion - think-pair-share; develop characters; partner discussion; understand domain-specific words	Oops! Past Tense Verbs; Acronyms and Initialisms; Text: We Beat the Street, Strategy: Make and Confirm Predictions; Strategy: Cause and Effect Relationships; Strategy: Make Connections Between Causes and Effects Among Individuals, Events, and Ideas; Supporting details in explanatory writing; partner discussion - think-pair-share; develop characters; partner discussion; understand domain-specific words

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Learning Supports	<p>iLit Resources - Spelling Study Plan, Word; Reading 27</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 - Spelling Study Plan, Word; Reading 27</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 27</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 27</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 27</p> <p>Online Resources</p>
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	<p>Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>			
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	Student Learning Objective (SLO)	Language Objective	Language Needed
<p>iLit Unit 6 (Days 26-30) NJSLS: RL. 11-12.1</p>	<p>Language Development - Use progressive tense verbs correctly; understand the influence of Arabic on English; determine the meaning of key vocabulary in context; understand and use English words that come from Arabic</p>	<p>English language learners communicate for Social and Instructional purposes within the school setting.</p>	<p>VU: brash, promote, vigorously, remediation, rigors, arrogant, repentant;</p>

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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 WIDA: 1,2 Reading Listening Writing Speaking	Meaning Making - Read independently in self-selected text; make and confirm predictions; make inferences		English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.		LFC: committed, doubt, calculations, capable, abandoned, instantly, mentioned, analyzed
	Effective Expression - Plan a narrative essay; Write a narrative essay; engage in collaborative conversations; organize events in sequence; Set the scene for a narrative essay		Reading - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency. Writing - engage in written communication in a variety of situations for a variety of audiences. Listening - process, understand, interpret, and evaluate spoken language in a variety of situations Speaking - engage in oral communication in a variety of situations for a variety of audiences.		LC: Varies by ELP level
	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! Progressive Tense Verbs; Influence of Arabic on English; Text: We Beat the Street, Strategy: Make and Confirm Predictions, Strategy: Make Inferences; write a narrative paragraph; small group discussion; organize events in sequence; partner discussion; set the scene for a narrative paragraph</p>	<p>Oops! Progressive Tense Verbs; Influence of Arabic on English; Text: We Beat the Street, Strategy: Make and Confirm Predictions, Strategy: Make Inferences; write a narrative essay; small group discussion; organize events in sequence; partner discussion; set the scene for a narrative essay (2-3 paragraphs)</p>	<p>Oops! Progressive Tense Verbs; Influence of Arabic on English; Text: We Beat the Street, Strategy: Make and Confirm Predictions, Strategy: Make Inferences; write a narrative essay; small group discussion; organize events in sequence; partner discussion; set the scene for a narrative essay (3-4 paragraphs)</p>	<p>Oops! Progressive Tense Verbs; Influence of Arabic on English; Text: We Beat the Street, Strategy: Make and Confirm Predictions, Strategy: Make Inferences; write a narrative essay; small group discussion; organize events in sequence; partner discussion; set the scene for a narrative essay</p>	<p>Oops! Progressive Tense Verbs; Influence of Arabic on English; Text: We Beat the Street, Strategy: Make and Confirm Predictions, Strategy: Make Inferences; write a narrative essay; small group discussion; organize events in sequence; partner discussion; set the scene for a narrative essay</p>
Learning Supports	<p>iLit Resources - Speeches that Inspire, Word Reading 28</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>Gestures</p> <p>Online Resources</p>	<p>iLit Resources - Speeches that Inspire, Word Reading 28</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</p>	<p>iLit Resources - Speeches that Inspire, Word Reading 28</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</p> <p>https://literarydevices.net/figurative-language/</p> <p>Parts of Speech</p>	<p>iLit Resources - Speeches that Inspire, Word Reading 28</p> <p>Online Resources</p>	<p>iLit Resources - Speeches that Inspire, Word Reading 28</p> <p>Online Resources</p>

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	<p>Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/ L1 Supports: Translator/ dictionary Native Language Explanations Native Language Discussions Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>		
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	Student Learning Objective (SLO)	Language Objective	Language Needed
iLit Unit 6 (Days 31 -35) NJSLS: RL. 11-12.1 RL. 11-12.2 RL. 11-12.4	Language Development - Use subject-verb agreement correctly; understand and use connotations; determine the meaning of key vocabulary in context	English language learners communicate for Social and Instructional purposes within the school setting. English language learners communicate information, ideas and concepts necessary for	VU: diligently , perseverance, suppress, disastrous, strived, mentoring,

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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 WIDA: 1,2 Reading Listening Writing Speaking	Meaning Making - Read independently in self-selected text; make inferences; identify cause and effect relationships; recognize and evaluate generalizations; recognize figurative language		academic success in the content area of Language Arts. Reading - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency. Writing - engage in written communication in a variety of situations for a variety of audiences. Listening - process, understand, interpret, and evaluate spoken language in a variety of situations Speaking - engage in oral communication in a variety of situations for a variety of audiences.		LFC: continuous, manageable, exhausting, addressed, coordinated, motivation
	Effective Expression - write a satisfying conclusion; write a narrative essay; engage in collaborative conversation; revise and edit; present a narrative essay				LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5

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Language Objectives	Subject-Verb agreement; Connotations; Text: We Beat the Street- Strategy: Make Inferences, Cause and Effect Relationships, Recognizing and Evaluating Generalizations; Write a satisfying conclusion; partner discussion: turn and Talk; revise and edit; whole-group discussion; recognize figurative language	Subject-Verb agreement; Connotations; Text: We Beat the Street- Strategy: Make Inferences, Cause and Effect Relationships, Recognizing and Evaluating Generalizations; Write a satisfying conclusion; partner discussion: turn and Talk; revise and edit; whole-group discussion; recognize figurative language	Subject-Verb agreement; Connotations; Text: We Beat the Street- Strategy: Make Inferences, Cause and Effect Relationships, Recognizing and Evaluating Generalizations; Write a satisfying conclusion; partner discussion: turn and Talk; revise and edit; whole-group discussion; recognize figurative language	Subject-Verb agreement; Connotations; Text: We Beat the Street- Strategy: Make Inferences, Cause and Effect Relationships, Recognizing and Evaluating Generalizations; Write a satisfying conclusion; partner discussion: turn and Talk; revise and edit; whole-group discussion; recognize figurative language	Subject-Verb agreement; Connotations; Text: We Beat the Street- Strategy: Make Inferences, Cause and Effect Relationships, Recognizing and Evaluating Generalizations; Write a satisfying conclusion; partner discussion: turn and Talk; revise and edit; whole-group discussion; recognize figurative language
Learning Supports	iLit Resources - Word Reading 29, Grammar Study Plan Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Gestures Online Resources Figurative language	iLit Resources - Word Reading 29, Grammar Study Plan Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word/Picture Wall Audio/ Visual of Text Sentence Frames Online Resources Figurative language https://literarydevices.net/figurative-language/	iLit Resources - Word Reading 29, Grammar Study Plan Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides Word Wall Online Resources Figurative language https://literarydevices.net/figurative-language/ Parts of Speech	iLit Resources - Word Reading 29, Grammar Study Plan Online Resources	iLit Resources - Word Reading 29, Grammar Study Plan Online Resources

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	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	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	https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/		
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	Student Learning Objective (SLO)	Language Objective	Language Needed
iLit Unit 6 (Days 36-40) NJSLS: RL. 11-12.1	Language Development - Use language related to time, money, distance, and weight correctly; understand and use Greek roots; determine the meaning of key vocabulary in context	English language learners communicate for Social and Instructional purposes within the school setting.	VU: essential, appalling, clamor, grimaced, melancholy, aloof, empathy

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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 WIDA: 1,2 Reading Listening Writing Speaking	<p>Meaning Making - Read independently in self selected text; recognize generalizations; visualize; ask questions and make inferences; identify author’s viewpoint; ask questions to monitor comprehension; analyze an argument</p> <p>Effective Expression - Engage in collaborative conversation</p>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. Reading - process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency. Writing - engage in written communication in a variety of situations for a variety of audiences. Listening - process, understand, interpret, and evaluate spoken language in a variety of situations Speaking - engage in oral communication in a variety of situations for a variety of audiences.			<p>LFC: unfold, uncontrolled, unique, trained, rigorous, sustain, organized, exploration, conquer</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! Time, Distance, Money, and Weight; Greek Roots; Text: “Brothers” and “Someone Who Used to Have Someone”, Strategy: Visualizing; Text: “Fish Cheeks”, Strategy: Ask Questions to Make Logical Inferences; Text: “Furball Therapy”, Strategy: Asking Questions to Monitor Comprehension; Greek Roots; Recognize Generalizations; Partner Discussion - Turn and Talk; Identify Author’s Viewpoint; Partner Discussion; Analyze an Argument, Use of L1 if needed</p>	<p>Oops! Time, Distance, Money, and Weight; Greek Roots; Text: “Brothers” and “Someone Who Used to Have Someone”, Strategy: Visualizing; Text: “Fish Cheeks”, Strategy: Ask Questions to Make Logical Inferences; Text: “Furball Therapy”, Strategy: Asking Questions to Monitor Comprehension; Greek Roots; Recognize Generalizations; Partner Discussion - Turn and Talk; Identify Author’s Viewpoint; Partner Discussion; Analyze an Argument</p>	<p>Oops! Time, Distance, Money, and Weight; Greek Roots; Text: “Brothers” and “Someone Who Used to Have Someone”, Strategy: Visualizing; Text: “Fish Cheeks”, Strategy: Ask Questions to Make Logical Inferences; Text: “Furball Therapy”, Strategy: Asking Questions to Monitor Comprehension; Greek Roots; Recognize Generalizations; Partner Discussion - Turn and Talk; Identify Author’s Viewpoint; Partner Discussion; Analyze an Argument</p>	<p>Oops! Time, Distance, Money, and Weight; Greek Roots; Text: “Brothers” and “Someone Who Used to Have Someone”, Strategy: Visualizing; Text: “Fish Cheeks”, Strategy: Ask Questions to Make Logical Inferences; Text: “Furball Therapy”, Strategy: Asking Questions to Monitor Comprehension; Greek Roots; Recognize Generalizations; Partner Discussion - Turn and Talk; Identify Author’s Viewpoint; Partner Discussion; Analyze an Argument</p>	<p>Oops! Time, Distance, Money, and Weight; Greek Roots; Text: “Brothers” and “Someone Who Used to Have Someone”, Strategy: Visualizing; Text: “Fish Cheeks”, Strategy: Ask Questions to Make Logical Inferences; Text: “Furball Therapy”, Strategy: Asking Questions to Monitor Comprehension; Greek Roots; Recognize Generalizations; Partner Discussion - Turn and Talk; Identify Author’s Viewpoint; Partner Discussion; Analyze an Argument</p>
Learning Supports	<p>iLit Resources - The Science of Basketball, Word Reading 30 Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures</p>	<p>iLit Resources -The Science of Basketball, Word Reading 30 Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures Visual Aides</p>	<p>iLit Resources - The Science of Basketball, Word Reading 30 Translator/ Dictionary Partner / Small Group Work Vocabulary Definitions & Pictures</p>	<p>iLit Resources - The Science of Basketball, Word Reading 30 Online Resources</p>	<p>iLit Resources - The Science of Basketball, Word Reading 30 Online Resources</p>

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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>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>Visual Aides Word Wall Online Resources Figurative language https://literarydevices.net/figurative-language/ Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p>		
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	Student Learning Objective (SLO)	Language Objective	Language Needed
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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 6 (Days 41-45)</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 Reading Listening Writing</p>	<p>Language Development - Use prepositions with time correctly; Determine the meaning of key vocabulary in context</p>	<p>English language learners communicate for Social and Instructional purposes within the school setting.</p>	<p>VU: entangled, obstructed, curtailed, illusion,</p>
	<p>Meaning Making - Read independently in self-selected text; Synthesize information and ideas; make, review and modify predictions; connect text to prior knowledge and synthesize ideas</p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>LFC: disadvantage, globally, quality, conservation, scientific, discoveries, achievement</p>
	<p>Effective Expression - engage in collaborative conversation; debate an issue</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.

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Speaking					
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Text: “Thank You, Ma’am”, Strategy: Make, Review, and Modify Predictions; Text: “Christopher”, Strategy: Synthesize Ideas; Text: “A Hunger to be Free”, Strategy: Synthesize Ideas; Synthesize Information and ideas; Oops! Prepositions with Time; Whole-Group Discussion; Synthesize Ideas; Small Group Discussion; Activity: Reading Check; Small Group: Word Study; Debate an issue, synthesize ideas; interactive reading; use of L1 if needed	Text: “Thank You, Ma’am”, Strategy: Make, Review, and Modify Predictions; Text: “Christopher”, Strategy: Synthesize Ideas; Text: “A Hunger to be Free”, Strategy: Synthesize Ideas; Synthesize Information and ideas; Oops! Prepositions with Time; Whole-Group Discussion; Synthesize Ideas; Small Group Discussion; Activity: Reading Check; Small Group: Word Study; Debate an issue, synthesize ideas; interactive reading	Text: “Thank You, Ma’am”, Strategy: Make, Review, and Modify Predictions; Text: “Christopher”, Strategy: Synthesize Ideas; Text: “A Hunger to be Free”, Strategy: Synthesize Ideas; Synthesize Information and ideas; Oops! Prepositions with Time; Whole-Group Discussion; Synthesize Ideas; Small Group Discussion; Activity: Reading Check; Small Group: Word Study; Debate an issue, synthesize ideas; interactive reading	Text: “Thank You, Ma’am”, Strategy: Make, Review, and Modify Predictions; Text: “Christopher”, Strategy: Synthesize Ideas; Text: “A Hunger to be Free”, Strategy: Synthesize Ideas; Synthesize Information and ideas; Oops! Prepositions with Time; Whole-Group Discussion; Synthesize Ideas; Small Group Discussion; Activity: Reading Check; Small Group: Word Study; Debate an issue, synthesize ideas; interactive reading	Text: “Thank You, Ma’am”, Strategy: Make, Review, and Modify Predictions; Text: “Christopher”, Strategy: Synthesize Ideas; Text: “A Hunger to be Free”, Strategy: Synthesize Ideas; Synthesize Information and ideas; Oops! Prepositions with Time; Whole-Group Discussion; Synthesize Ideas; Small Group Discussion; Activity: Reading Check; Small Group: Word Study; Debate an issue, synthesize ideas; interactive reading

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Learning Supports	<p>iLit Resources - Vocabulary Study Plan, Word Reading 31</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 31</p> <p>Translator/ Dictionary</p> <p>Partner / Small Group Work</p> <p>Vocabulary Definitions & Pictures</p> <p>Visual Aides</p> <p>Word/Picture Wall</p> <p>Audio/ Visual of Text</p> <p>Sentence Frames</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p> <p>Parts of Speech https://www.thecurriculumcorner.com/thecurriculumcorner123/parts-of-speech/</p> <p>L1 Supports:</p> <p>Translator/ dictionary</p> <p>Native Language Explanations</p> <p>Native Language Discussions</p> <p>Native Language Texts https://www.nj.gov/education/modelcurriculum/ela/ellscaffolding/L1Supports.pdf</p>	<p>iLit Resources - Vocabulary Study Plan, Word Reading 31</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 31</p> <p>Online Resources</p> <p>Figurative language https://literarydevices.net/figurative-language/</p>	<p>iLit Resources - Vocabulary Study Plan, Word Reading 31</p> <p>Online Resources</p>
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	https://www.nj.gov/education/modelcurriculum/ella/ellscaffolding/L1Supports.pdf				
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	Student Learning Objective (SLO)	Language Objective	Language Needed
iLit Unit 7 (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	Language Development - Understand and use related words; understand new vocabulary in context	English language learners communicate for Social and Instructional purposes within the school setting.	VU: stanza, repetition, dazzling, ghetto, endurance, forbearance
	Meaning Making - recognize the elements of poetry; identify the theme of a poem; read closely and ask questions; plan to write a poem; monitor and clarify understanding by paraphrasing	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	LFC: paraphrasing; context
	Effective Expression - Engage in Collaborative conversation; present a poem		LC: Varies by ELP level

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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>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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	<p>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>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>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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