

NJDOE SCAFFOLDED MODEL CURRICULUM FOR ELLS

ELA	Grade: 1	Unit 1	
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: RL.1.1 WIDA: 2 Reading Speaking	Answer questions posed about key details in a text read aloud.		Orally answer questions using key details through reading and listening		VU: Question words: who, when, where, what LFC: Verbs, past tense LC: Varies by ELP levels
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally answer yes/no or either/or questions with single words about details in an appropriately leveled story.	Orally answer who, when, where questions in phrases or short sentences from an appropriately leveled text .	Orally answer “Wh” questions in simple sentences using an appropriately leveled text .	Orally answer questions in complete sentences using details from an adapted grade level text .	Orally answer questions in complete sentences using grade level vocabulary about key details in a grade level story .
Learning Supports	Word Wall Visuals Gestures L1 support	Word Wall Visuals Sentence Frames L1 support	Word Wall Visuals	Word Wall	

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

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ELA	Grade: 1	Unit 1	
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 2 CCSS: L.1.3; RL.1.7 WIDA: 2 Reading Speaking	Use illustrations and key details in a story to describe characters and settings.		Orally describe the characters and settings.		VU: Nouns and adjectives for people and places, character traits related to a story LFC: Adjective/noun word order LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally describe characters and setting in a story with single words in appropriately leveled or adapted text.	Orally describe characters and setting in a story with phrases in appropriately leveled or adapted text.	Orally describe characters and setting in a story using simple sentences in appropriately leveled or adapted text.	Orally describe characters and settings with clear details using complete sentences in appropriately leveled or adapted text.	Orally describe characters and settings with vivid images by using complex sentences in grade level text.
Learning Supports	Illustrations/Diagrams/Drawings Pictures/Photographs Visuals Word Wall Partner work L1 support	Illustrations/Diagrams/Drawings Word Wall Partner work Visuals	Illustrations/Diagrams/Drawings Word Wall Partner work	Illustrations/Diagrams/Drawings Word Wall	Illustrations/Diagrams/Drawings

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ELA	Grade: 1	Unit 1	
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 3 CCSS: RI.1.7 WIDA: 2 Reading Speaking	Use resources (e.g., charts, photographs) in a text for describing key ideas.		Read and identify text that describes the key details in a <i>chart or picture</i>		VU: Transitional words LFC: Present progressive tense, adverbs LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read single words and identify the pictures.	Read an outline and identify the picture or chart it describes with key details.	Read an adapted or appropriately leveled text and identify the picture or chart it describes with key details.	Read near grade level text and identify the picture or chart it describes with key details.	Read a grade level reading selection and identify the picture or chart it describes with key details.
Learning Supports	Illustrations/Diagrams/Drawings Word Wall Partner work Visuals L1 support Adapted Text	Illustrations/Diagrams/Drawings Word Wall Partner work Visuals L1 support Adapted Text	Illustrations/Diagrams/Drawings Partner work Word Wall Adapted Text	Illustrations/Diagrams/Drawings Partner work Word Wall	Illustrations/Diagrams/Drawings

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 4 RF 1.1.a WIDA 2 Reading Listening	Recognize a sentence begins with a capital letter and ends with a punctuation mark.		Identify sentences written correctly which begin with capital letters and end with a punctuation mark using <i>familiar text</i> .		VU: Capital letters, period, question mark LFC: Punctuation LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify punctuation marks and capital letters at the beginning of sentences.	Identify simple sentences written with correct capitalization and punctuation.	Identify simple sentences written with correct capitalization and punctuation working with a partner.	Identify near grade level sentences written with correct capitalization and punctuation working with a partner.	Identify complex sentences written with correct capitalization and punctuation.
Learning Supports	Partner work Word Wall Visuals L1 support Adapted Text	Partner work Word Wall Visuals L1 support Adapted Text	Partner work Word Wall Adapted Text	Partner work Word Wall	

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ELA	Grade: 1	Unit 1	
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 5 RF 1.2.a WIDA 2 Reading Listening	Distinguish long and short vowel sounds in a spoken single-syllable word (e.g., cat, play).		Distinguish long vowel words and short vowel words (a) using a <i>graphic organizer</i> , Total Physical Response , <i>pictures and other manipulatives</i> .		VU: Short and long vowel words LFC: Simple present tense LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Distinguish between long and short vowel “a” sounds with common known words (cat, rain).	Distinguish between long and short vowel “a” sounds with familiar words.	Distinguish between long and short vowel “a” using general words chosen from appropriate text.	Distinguish between long and short “a” using technical vocabulary chosen from the text	Distinguish between long and short “a” using nonsense words, sight words and technical vocabulary chosen from the text
Learning Supports	Partner work Word Wall Vowel Chart Visuals L1 support Total Physical Response Manipulatives Adapted Text	Partner work Word Wall Vowel Chart Visuals L1 support Total Physical Response Manipulatives Adapted Text	Partner work Word Wall Adapted Text	Partner work Word Wall	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 6 RF 1.2.b WIDA 2 Reading Speaking	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.		Orally produce consonant blends <i>using a consonant chart</i> .		VU: LFC: LC: Consonant blends Simple present tense Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally repeat single syllable words by blending sounds, including consonant blends.	Orally produce single syllable familiar words by blending sounds, including consonant blends.	Orally produce single syllable general words by blending sounds and consonant blends.	Orally produce single syllable content based grade level words by blending sounds and consonant blends.	Orally produce single syllable nonsense and content-based grade level words by blending sounds and consonant blends
Learning Supports	Consonant chart Partner work Word Wall Manipulatives Pictures/Photographs L1 support Adapted Text	Consonant chart Partner work Word Wall Manipulatives Pictures/Photographs L1 support Adapted Text	Consonant chart Pictures/Photographs Word Wall Manipulatives Adapted Text	Consonant chart Partner work Word Wall	Consonant chart

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 7 RF 1.3.d WIDA 2 Reading Listening	Count the syllables in printed multisyllabic words.		Count syllables in printed multisyllabic words by <i>clapping, snapping.</i>		VU: Syllables LFC: Simple present tense LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Clap, snap, known printed and pictured multisyllabic words.	Clap, snap, familiar printed and pictured multisyllabic words and gesture how many syllables.	Clap, snap, familiar printed and pictured multisyllabic words.	Clap, snap, unfamiliar printed and pictured multisyllabic words.	Clap, snap, unfamiliar and nonsense multisyllabic words.
Learning Supports	Word Wall Pictures/Photographs L1 support Adapted Text	Word Wall Pictures/Photographs L1 support Adapted Text	Word Wall Pictures/Photographs Adapted Text	Word Wall	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 8 RF 1.2.c WIDA 2 Reading Speaking	Orally segment and identify phonemes in a single-syllable word, identifying initial, medial vowel and final sounds (e.g., top: /t/-/o/-/p/).		Orally segment and identify phonemes in a single-syllable word, identifying initial, medial vowel and final sounds (e.g., top: /t/-/o/-/p/) by tapping out sounds and using words such as beginning, middle and end and using pictures.		VU: Beginning ,middle and end LFC: Simple present tense LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally segment and identify phonemes of known single –syllable words.	Orally segment and identify phonemes of familiar single –syllable words.	Orally segment and identify phonemes of familiar single-syllable words.	Orally segment and identify familiar single –syllable content based words.	Orally segment and identify unfamiliar and nonsense single –syllable content based words.
Learning Supports	Alphabet picture cards Word Wall Pictures/Photographs L1 support Adapted Text	Alphabet picture cards Word Wall Pictures/Photographs L1 support Adapted Text	Alphabet picture cards Word Wall Pictures/Photographs Adapted Text	Alphabet picture cards Word Wall	Alphabet picture cards

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 9 RF 1.3.b,d WIDA 2 Reading Speaking	Decode basic CVC (e.g., pin) and CVCC (e.g., back) and VC (e.g., it) words.		Decode one syllable words <i>using vowel chart and/or letter tiles</i> .		VU: Consonant, word LFC: Simple present tense LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Decode CVC and CVCC and VC known words with pictures by repeating them and rebuilding the words with letter tiles.	Decode CVC and CVCC and VC familiar words by saying them, repeating them and rebuilding the words with letter tiles.	Decode CVC, CVCC, VC words from an appropriately leveled text.	Decode CVC, CVCC, VC words in appropriately leveled text.	Decode CVC, CVCC, and VC words independently in a grade level text.
Learning Supports	Alphabet picture cards Vowel Chart Partner work Word Wall Pictures/Photographs Letter tiles L1 support Adapted Text	Alphabet picture cards Vowel Chart Partner work Word Wall Pictures/Photographs Letter tiles L1 support Adapted Text	Alphabet picture cards Vowel Chart Partner work Word Wall Pictures/Photographs Adapted Text	Alphabet picture cards Partner work Word Wall	Alphabet picture cards

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 10 RF 1.3.g WIDA 2 Reading Speaking	Identify and read grade-level high-frequency/irregular words in and out of context.		Identify and read grade-level high-frequency/irregular words in and out of context by identifying <i>and reading them in text using a word wall</i> .		VU: High frequency words LFC: Simple sentences LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify and repeat high frequency/ irregular words by highlighting them in adapted text and repeating them aloud.	Identify and orally read aloud high frequency/irregular words by searching in appropriately leveled text; then highlight, read or repeat them.	Identify and orally read aloud high frequency/ irregular words in appropriately leveled text.	Identify and orally read aloud high frequency/ irregular words in and out of context by reading them in appropriately leveled texts.	Identify and read high-frequency /irregular words in and out of context by identifying and reading them in grade level text.
Learning Supports	Word Wall Pictures/Photographs L1 support Adapted Text	Word Wall Pictures/Photographs L1 support Adapted Text	Word Wall Pictures/Photographs Adapted Text	Word Wall	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 11 RF 1.4.a,b WIDA 2 Listening Speaking	Establish a purpose for reading and adjust reading rate to support accuracy, appropriate rate, and expression in grade-level text (e.g., looking at illustrations, activating prior knowledge, and predicting the outcome of the selection).		Make predictions using <i>illustrations, headings and prior knowledge</i>		VU: Guess, predict LFC: Future tense, conditional LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Make predictions about story by referring to pictures and prior knowledge using single words, high frequency vocabulary.	Make predictions about an appropriately leveled story by referring to pictures and prior knowledge using phrases or short sentences and common vocabulary.	Make predictions about an appropriately leveled story by referring to pictures and prior knowledge using simple sentences and general vocabulary.	Make predictions about near grade level story by referring to pictures and prior knowledge using complete sentences and content based vocabulary.	Make predictions about a grade level story by referring to pictures and prior knowledge using complex, detailed sentences and content based vocabulary.
Learning Supports	Word Wall Pictures/Photographs L1 support Adapted Text Partner work Cloze sentences	Word Wall Pictures/Photographs L1 support Adapted Text Partner work Sentence Frames	Word Wall Pictures/Photographs Adapted Text Partner work	Word Wall Pictures/Photographs	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 12 RF1.4.c WIDA 2 Reading Speaking	Monitor reading using context clues (e.g., word patterns, story structure, illustrations) to support accuracy, rate and comprehension.		Read with accuracy, fluency and comprehension by <i>using pictures and word patterns.</i>		VU: Repeat, word patterns LFC: Simple sentences LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read single words with accuracy, fluency and comprehension.	Read phrases and short sentences with accuracy, fluency and comprehension.	Read appropriately leveled texts with accuracy, fluency and comprehension.	Read near grade level texts with accuracy, fluency and comprehension.	Read grade level texts with accuracy, fluency and comprehension.
Learning Supports	Word Wall Pictures/Photographs L1 support Adapted Text Partner work	Word Wall Pictures/Photographs L1 support Adapted Text Partner work	Word Wall Pictures/Photographs Adapted Text Partner work	Word Wall	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 13 W 1.3; L.1.2.d WIDA 2 Writing Listening	Organize ideas and information for writing showing a progressing and chronological narrative recounting two events using temporal words and a closing sentence		Compose a sequential narrative about two events using transitional phrases, <i>pictures and graphic organizers</i>		VU: Transitional temporal words LFC: Verb tense, third person LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write single sequence words under illustrations about two events.	Write simple phrases about two events.	Write simple sentences about two events with general vocabulary and transitional words..	Compose narrative about two events with complete sentences, common and grade level vocabulary, and transitional words.	Compose narrative about two events using complex sentences, grade level vocabulary and transitional words and a closing sentence.
Learning Supports	Graphic organizer Word Wall Pictures/Photographs L1 support Partner work	Graphic organizer Word Wall Pictures/Photographs L1 support Partner work	Graphic organizer Word Wall Pictures/Photographs Partner work	Graphic organizer Word Wall	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 14 L.1.1.e WIDA 2 Speaking	Use verbs that depict past, present, and future (e.g. walk, walked, will walk) appropriately.		Orally produce correct tense in sentences <i>using pictures</i> and key time words.		VU: Past, present and future LFC: Sentences with appropriate varied tense forms LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Repeat key time words and hand gestures after teacher. Repeat regular verb with appropriate time word.	Produce simple phrases using key time words.	Produce simple sentences using key time words, pictures, common, irregular and regular verbs.	Produce complete sentences using key time words and appropriate regular and irregular verb tenses.	Produce complex sentences using past, present and future regular and irregular verbs with appropriate time phrases.
Learning Supports	Graphic organizer Word Wall Pictures/Photographs L1 support Triads or Small Groups	Graphic organizer Word Wall Pictures/Photographs L1 support Triads or Small Groups	Graphic organizer Word Wall Pictures/Photographs Triads or Small Groups	Graphic organizer Word Wall Triads or Small Groups	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 15 W 1.8 WIDA 2 Writing Speaking	With guidance and support, listen to, discuss and compare published stories/texts written by various authors to answer a question.		Compare and contrast different texts by <i>using a graphic organizer</i>		VU: LFC: LC: Compare and contrast Sentences with conjunctions, adverbs, superlatives, pronouns Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast different versions of a story or topic and answer questions about similarities and differences using single words, and answering yes/no or either/or questions.	Compare and contrast different versions of an appropriately leveled story or topic and answer questions about similarities and differences using phrases to complete sentence frames.	Compare and contrast different versions of an appropriately leveled story or topic and answer questions about similarities and differences using simple sentences.	Compare and contrast different versions of an appropriately leveled story or topic and answer questions about similarities and differences using complete sentences.	Compare and contrast different versions of a grade level story or topic and answer questions about similarities and differences using complex sentences, conjunctions and transitions.
Learning Supports	Graphic organizer Adapted Text Word Wall Pictures/Photographs L1 support Choice questions	Graphic organizer Adapted Text Word Wall Pictures/Photographs L1 support Partner work Sentence Frames	Graphic organizer Adapted Text Word Wall Template Partner work	Graphic organizer Adapted Text	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 16 SL.1.1.a,b,c WIDA 1-5 Speaking Listening	Share and extend accountable talk with others using proper rules when speaking (e.g., listening to others with care, speaking one at a time about grade one topics and text under discussion) and asking questions for clarification.		Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking about the topic of discussion in small groups <i>using cue cards</i> .		VU: Rules, take turns LFC: Complete sentences LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking about the grade level topics of discussion with a partner in L1 and/or using single words.	Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking about the grade level topics of discussion with a partner using phrases.	Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking about the grade level topics of discussion with a partner using simple sentences.	Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking about the grade level topics of discussion in small groups using complete sentences.	Listen to and share ideas and thoughts through conversation by listening attentively to others and taking turns speaking about the grade level topics of discussion in small groups using complex sentences in extended discourse and using realia.
Learning Supports	Graphic organizer Cue Cards Manipulatives Word Wall Pictures/Photographs L1 support Choice questions Partner work	Graphic organizer Cue Cards Manipulatives Word Wall Pictures/Photographs L1 support Partner work Sentence Frames	Graphic organizer Cue Cards Manipulatives Word Wall Template Partner work	Graphic organizer	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 17 SL.1.5 WIDA 2 Listening	Add illustrations that represent descriptions of characters, places, or events for clarification.		Listen to oral descriptions of people, places and things <i>and point to corresponding illustrations</i>		VU: People, places and things, LFC: Adjective/ noun agreement LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Listen to simple oral descriptions of people, places or things and point to drawings or pictures mentioned using familiar pictures.	Listen to simple oral descriptions of people, places or things and point to drawings or pictures depicted in oral description using familiar pictures or drawings.	Listen to simple oral descriptions of people, places and things and add drawings or pictures depicted in oral description.	Listen to near grade level oral descriptions of people, places and things and add drawings or pictures depicted in oral description.	Listen to complex grade level oral descriptions of people, places and things and add drawings or pictures depicted in oral description.
Learning Supports	Word Wall Pictures/Photographs L1 support Partner work	Word Wall Pictures/Photographs L1 support Partner work	Word Wall Template Partner work		

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 18 L1.1.a WIDA 2 Writing	Use upper-and-lower case letters correctly in writing.		Apply correct usage of all upper and lower case letters <i>using charts.</i>		VU: Upper and lower-case letters, top, middle and bottom LFC: Capitalization common and proper nouns LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Apply correct usage of upper and lower case letters in writing single words.	Apply correct usage of upper and lower case letters in writing phrases.	Apply correct usage of upper and lower case letters in writing simple sentences.	Apply correct usage of upper and lower case letters in writing on complete sentences on near grade level tasks.	Apply correct usage of upper and lower case letters in writing on grade level tasks.
Learning Supports	Word Wall Pictures/Photographs L1 support Alphabet Chart	Word Wall Pictures/Photographs L1 support Alphabet Chart	Word Wall Template Alphabet Chart	Word Wall	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 19 L 1.1.f WIDA 2 Speaking	Use adjectives when describing people, places, things, and events.		Describe people, places and things using adjectives <i>from familiar text and a word wall.</i>		VU: Descriptive words LFC: Adjective/noun word order LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Describe people, places and things using descriptive adjectives.	Describe people, places and things using descriptive adjectives correctly and grade level vocabulary in phrases.	Describe people, places and things using descriptive adjectives correctly and general vocabulary in simple sentences.	Describe people, places and things using descriptive adjectives correctly and near grade level vocabulary in complete sentences.	Describe people, places and things using descriptive adjectives correctly and grade level vocabulary in complex sentences.
Learning Supports	Word Wall Pictures/Photographs L1 support Cloze sentences Songs/Chants	Word Wall Pictures/Photographs L1 support Sentence Frames	Word Wall Template Partner work	Word Wall	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 20 L 1.2.a WIDA 2 Writing	Capitalize names, people and dates.		Apply correct usage of uppercase letters in names, people and dates <i>using a list of proper nouns.</i>		VU: LFC: LC: Capitalize Correct usage of capitalization of words Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Capitalize familiar, known words.	Apply correct usage of upper case letters in names, people and dates from lists of words/phrases.	Apply correct usage of upper case letters in names, people and dates when forming simple sentences.	Apply correct usage of upper case letters in names, people and dates when forming complete sentences.	Apply correct usage of upper case letters in names, people and dates when forming complex detailed sentences about grade level text.
Learning Supports	Word Wall Pictures/Photographs L1 support Cloze sentences Alphabet Chart	Word Wall Pictures/Photographs L1 support Sentence Frames Alphabet Chart	Word Wall Template Alphabet Chart	Word Wall Alphabet Chart	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 21 L 1.2.b W.1.2.b WIDA 2 Reading Writing	Use correct ending punctuation (e.g., period or question mark) for sentences.		Apply correct usage of ending punctuation for sentences <i>using pictures, word banks, or punctuation charts.</i>		VU: LFC: LC: Period, question mark Declarative and interrogative sentences Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Apply correct usage of ending punctuation of simple sentences read aloud using pictures and punctuation chart for support.	Apply correct usage of ending punctuation for simple sentences with general language related to topic or content areas using word bank, pictures, word walls and punctuation charts.	Apply correct usage of ending punctuation for simple sentences with general and some specific language related to topic or content areas, using word bank, pictures, and punctuation charts.	Apply correct usage of ending punctuation for complete sentences using specific and content based language referring to punctuation chart.	Apply correct usage of ending punctuation for complex, detailed sentences with specific and content based language.
Learning Supports	Word Wall Word Bank Punctuation Chart Pictures/Photographs L1 support Cloze sentences Writing rubric	Word Wall Word Bank Punctuation Chart Pictures/Photographs L1 support Sentence Frames Writing rubric	Word Wall Word Bank Punctuation Chart Template Writing rubric	Word Wall Writing rubric	Writing rubric

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

NJDOE SCAFFOLDED MODEL CURRICULUM FOR ELLS

ELA	Grade: 1	Unit 1	
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 22 L 1.2.e W.1.2e WIDA 2 Listening Writing	Apply developmental spelling or phonics-based knowledge to write unfamiliar words.		Write unfamiliar words utilizing developmental spelling or phonics-based knowledge <i>using word walls, picture dictionaries, and alphabet chart.</i>		VU: LFC LC: Sound-out, tap-out Imperative commands Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write unfamiliar words utilizing developmental spelling or phonics-based knowledge for one syllable words in a list.	Write unfamiliar words utilizing developmental spelling or phonics-based knowledge to generate simple phrases and sentences with key content based word.	Write unfamiliar words utilizing developmental spelling or phonics-based knowledge to generate complete sentences.	Write unfamiliar words utilizing developmental spelling or phonics-based knowledge to generate complete, related sentences using specific and some content based vocabulary.	Write unfamiliar words utilizing developmental spelling or phonics-based knowledge to generate detailed, related sentences with content based grade level vocabulary.
Learning Supports	Word Wall Pictures/Photographs L1 support Cloze sentence Word family charts Alphabet chart	Word Wall Pictures/Photographs L1 support Sentence Frames Word family charts Alphabet chart	Word Wall Word family charts Picture dictionary Alphabet chart	Word Wall	Writing rubric

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

NJDOE SCAFFOLDED MODEL CURRICULUM FOR ELLS

ELA	Grade: 1	Unit 1	
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 23 L.1.6 W 1.6 WIDA 2 Speaking Listening Reading	Use words and phrases acquired through conversations, reading and being read to.		Utilize words and phrases through conversations, reading and being read to <i>using a story map</i> .		VU: Personal , text and content language LFC: Sentence structures, writing conventions LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Utilize words and gestures from conversations, reading and listening; identify symbols, icons, and environmental print.	Utilize words and phrases from conversations, reading and listening; match voice to print in phrases and short sentences with key content based vocabulary.	Utilize words and phrases from conversations, reading and listening; match voice to print in simple sentences with general and some key content based vocabulary.	Utilize words and phrases from conversations, reading and listening; match voice to print in complete sentences using specific and some content based language.	Utilize words and phrases through conversations, reading and listening and match voice to print using complex sentences of varying lengths with content based language.
Learning Supports	Word Wall Pictures/Photographs L1 support Cloze sentence Gestures Story Map	Word Wall Pictures/Photographs L1 support Sentence Frames Story Map	Word Wall Pictures/Photographs Story Map	Word Wall	Writing rubric

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

NJDOE SCAFFOLDED MODEL CURRICULUM FOR ELLS

ELA	Grade: 1	Unit 1	
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 24 L.1.6 WIDA 2 Speaking Writing	Use frequently occurring conjunctions to signal simple relationships (e.g., because, and, or).		Utilize frequently occurring conjunctions to signal simple relationships such as cause and effect <i>using graphic organizers</i>		VU: LFC: LC: Conjunctions Compound sentences Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Utilize frequently occurring conjunctions to signal simple relationships such as cause and effect using single word phrases.	Utilize frequently occurring conjunctions to signal simple relationships such as cause and effect using simple phrases and simple sentences with general language and key content based vocabulary.	Utilize frequently occurring conjunctions to signal simple relationships such as cause and effect in simple sentences with general and some key content vocabulary.	Utilize frequently occurring conjunctions to signal simple relationships such as cause and effect in complete sentences using specific and some content based vocabulary.	Utilize frequently occurring conjunctions to signal simple relationships such as cause and effect using complex sentences with content based language.
Learning Supports	Word Wall Pictures/Photographs L1 support Cloze sentence Gestures	Word Wall Pictures/Photographs L1 support Sentence Frames	Graphic organizer Word Wall Pictures/Photographs	Graphic organizer Word Wall	

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.