

NJDOE SCAFFOLDED MODEL CURRICULUM FOR ELLS

ELA	Grade 9-10	Unit 1	Reading Literature and Narrative Writing
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO: 1 CCSS: RL.9.1 WIDA: 2 Reading Speaking	Cite strong and thorough textual evidence to support analysis of what the text says explicitly		Read to cite and express explicit evidence using adapted text <i>and graphic organizers</i> (story map).		VU: Cite, textual evidence, quote, paraphrase, direct and indirect quotes, explicit LFC: Subject-verb agreement, past tense LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to cite explicit evidence in L1 and/or by matching phrase citations from appropriately- leveled poetic prose and personal narratives to visual representations of the text in English.	Read to cite explicit evidence in L1 and/or by matching sentence citations from appropriately- leveled poetic prose and personal narratives to visual representations of the text in English.	Read to cite and express explicit evidence using adapted poetic prose and personal narratives in simple related sentences using key content based vocabulary. Speech may include some errors which do not obscure meaning.	Read to cite and express explicit evidence from approaching grade- level poetic prose and personal narratives in complete and detailed sentences with some content based vocabulary.	Read to cite and express explicit evidence from grade level poetic prose and personal narratives in complex and varying sentence lengths and types with content based vocabulary.
Learning Supports	Partner Work Story Map (completed) Adapted Text Word/phrase citations Visuals L1 support	Partner Work Story Map (partially completed) Adapted Text Sentence citations Visuals L1 support	Partner Work Story Map Adapted Text	Partner Work Story Map	Story Map

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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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO 2. CCSS RL.9.2: WIDA 2 Reading	Determine a theme or central idea of a text.		Identify a theme or central idea of poems and short stories using <i>a story map and visual representations of the text.</i>		VU: Identify, determine, theme, poem, short story LFC: Recognize poetry structure LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Identify the theme using L1 and/or appropriately- leveled poems and short stories by matching phrases to visual representations of the text.	Identify the theme using L1 and/or appropriately - leveled poems and short stories by matching sentences to visual representations of the text.	Identify the theme and central idea using adapted poems and short stories.	Identify the theme and central idea from approaching grade- level poems and short stories.	Identify the theme and central idea of grade- level poems and short stories.
Learning Supports	Story Map (completed) Adapted Text Phrase citations (teacher-selected) Visuals Native Language Text , if feasible L1 support	Story Map (partially completed) Adapted Text Sentence citations (teacher-selected) Visuals Native Language Text , if feasible L1 support	Story Map Adapted Text Visuals	Story Map	Story Map

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO 3. CCSS RL.9.2: WIDA 2 Reading	Determine a theme or central idea of a text and analyze in detail its development over the course of the text.		Read and analyze the development of the theme in detail over the course of a text using a <i>Short Story graphic organizer</i> .		VU: Analyze, development, climax, rise, fall LFC: Modals (would, could, might), compound tenses (would have been), LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and understand the development of a theme using L1 and/or appropriately- leveled poems and short stories, then sequence phrase citations in English.	Read and understand the development of a theme using L1 and/or appropriately- leveled poems and short stories, then sequence sentence citations in English.	Read and analyze the development of a theme from adapted poems and short stories.	Read and analyze the development of a theme from approaching grade-level poems and short stories.	Read and analyze the development of the theme in detail from grade- level poems and short stories.
Learning Supports	Short Story Plot Graphic Organizer (completed) Adapted Text Phrase citations (teacher selected) Visuals Native Language Text , if feasible L1 support	Short Story Plot Graphic Organizer (partially completed) Adapted Text Sentence citations (teacher selected) Visuals Native Language Text , if feasible L1 support	Short Story Plot Graphic Organizer Adapted Text Bilingual Dictionary Visuals	Short Story Plot Graphic Organizer Bilingual Dictionary	Short Story Plot Graphic Organizer

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO 4. CCSS RL.9.2: WIDA 2 Reading Writing	Provide an objective summary of the text.		<u>Summarize</u> the text objectively in writing using <i>sentence starters and frames</i> .		VU: Objective, summary LFC: Transitional phrases LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read and summarize poems and short stories in L1 and/or in adapted texts by completing a summary in cloze sentences in English using key content vocabulary.	Read and summarize poems and short stories in L1 and/or in adapted texts by completing sentence frames in English using key content vocabulary.	Read and summarize adapted poems and short stories in simple related sentences using key content based vocabulary. Speech may include some errors that do not obscure meaning.	Read and summarize approaching grade level poems and short stories in complete sentences of emerging complexity using some content based vocabulary.	Read and summarize grade level poems and short stories in complete, detailed sentences of varying lengths and types using content based vocabulary.
Learning Supports	Summary Graphic Organizer using cloze sentences Adapted Text Word Wall Word Bank Visuals Native Language Text , if feasible L1 support	Summary Graphic Organizer with sentence frames Adapted Text Word Wall Word Bank Visuals Native Language Text , if feasible L1 support	Summary Graphic Organizer (partially completed) Adapted Text Bilingual Dictionary	Summary Graphic Organizer Bilingual Dictionary	Summary Graphic Organizer

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO 6 CCSS RL.9.4: WIDA 2 Reading	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place and informal tone).		Read to <u>determine</u> word and phrase meaning using a <i>Figurative Language chart</i> .		VU: Context clues, figurative, metaphor, simile, personification LFC: Compound tenses, embedded clauses LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine the meanings of words and phrases in selected sentences from appropriately- leveled, illustrated and/or first language poems and short stories by creating illustrations, matching words with student - friendly definitions or translations.	Read to determine the meanings of words and phrases in selected sentences from appropriately- leveled and/or first language poems and short stories by matching words and phrases with student friendly definitions.	Read to determine word and phrase meaning in adapted poems and short stories.	Read to determine word and phrase meaning in approaching grade- level poems and short stories.	Read to determine word and phrase meaning in grade- level poems and short stories.
Learning Supports	Figurative Language chart Partner Work Adapted Text Word Wall Word Bank Video Clips/Films Native Language Text L1 support Cognates Bilingual Dictionary	Figurative Language chart Partner Work Adapted Text Idiom dictionary Word Wall Word Bank Video Clips/Films Native Language Text L1 support Cognates	Figurative Language chart Thesaurus Partner Work Adapted Text Idiom dictionary Bilingual Dictionary	Figurative Language chart Thesaurus	Figurative Language chart

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ELA	Grade 9-10	Unit 1	Reading Literature and Narrative Writing
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	Bilingual Dictionary			
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO 5 CCSS RL.9.4: WIDA 2 Reading	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.		Read to determine word and phrase meaning using a <i>Figurative Language Chart</i> .		VU: Context clues, figurative, connotative LFC: Compound tenses, embedded clauses LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to determine the meanings of words and phrases in selected sentences from appropriately- leveled and/or first language poems and short stories.	Read to determine the meanings of words and phrases in selected sentences from appropriately- leveled and/or first language poems and short stories.	Read to determine word and phrase meaning in adapted poems and short stories.	Read to determine word and phrase meaning in approaching grade- level poems and short stories.	Read to determine word and phrase meaning in grade- level poems and short stories.
Learning Supports	Figurative Language chart Adapted Text Word Wall Word Bank Video Clips/Films Native Language Text , if feasible L1 support Cognates	Figurative Language chart Adapted Text Idiom dictionary Word Wall Word Bank Video Clips/Films Native Language Text , if feasible L1 support Cognates	Figurative Language chart Thesaurus Think-Pair-Share (Partner Work) Adapted Text Idiom dictionary Bilingual Dictionary	Figurative Language chart Thesaurus	Figurative Language chart

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	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO 7. CCSS RL.9.5: WIDA 2 Reading Speaking	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.		<u>Read and discuss how</u> an author decided to sequence events and apply literary techniques in order to create mystery, tension, or surprise using <i>a plot summary and multimedia to demonstrate the literary techniques.</i>		VU:	Sequence, plot, flashback, foreshadowing
					LFC:	Adverbs of time; present, past and future tense
					LC:	Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Read plot summary and timeline and identify sequence of events and places where the author applied literary techniques in order to create mystery, tension, or surprise using evidence from a short story in L1 and/or completed plot summary in English.	Read plot summary and timeline to identify sequence of events and how the author applied literary techniques in order to create mystery, tension, or surprise using evidence from a short story in L1 and/or selected sentences from a short story in English.	Read and discuss how an author decided to sequence events and apply literary techniques in order to create mystery, tension, or surprise using evidence from an adapted short story.	Read and discuss how an author decided to sequence events and apply literary techniques in order to create mystery, tension, or surprise using evidence from an approaching grade level short story.	Read and discuss how an author decided to sequence events and apply literary techniques in order to create mystery, tension, or surprise using evidence from a grade level short story.	
Learning Supports	Literary Elements Poster Video Clips/Films of literary techniques Plot summary Adapted Text Timeline Word Wall Word Bank Native Language Text L1 support	Literary Elements Poster Video Clips/Films of literary techniques Plot summary Adapted Text Timeline Word Wall Word Bank Native Language Text L1 support	Literary Elements Poster Video Clips/Films of literary techniques Adapted short story Triads or Small Groups Template for discussion Bilingual Dictionary	Literary Elements Poster Video Clips/Films of literary techniques Triads or Small Groups	Literary Elements Poster	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO 8. CCSS RL.9.6: WIDA 2 Reading	Analyze a particular point of view reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.		Read to <u>analyze</u> point of view in literature from outside the United States using <i>multimedia</i> .		VU: First, second, third person; third person omniscient; narrator LFC: Compound tenses, embedded clauses LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to identify point of view after reading selected words and phrases from an appropriately- leveled, illustrated short story or first language text.	Read to identify point of view after reading selected sentences from an appropriately- leveled, illustrated short story or first language text.	Read to identify and analyze point of view using an adapted short story.	Read to analyze point of view in an approaching grade- level short story.	Read to analyze point of view in a grade- level short story.
Learning Supports	Video Clips/Films Think Aloud (teacher) Partner Work Adapted Text Selected words and phrases Bilingual Dictionary Native Language Text , if feasible L1 support Bilingual Dictionary	Video Clips/Films Think Aloud (teacher) Partner Work Adapted Text Bilingual Dictionary Native Language Text , if feasible L1 support Bilingual Dictionary	Video Clips/Films Think Aloud (teacher) Thesaurus Partner Work Adapted Text Bilingual Dictionary	Video Clips/Films Think Aloud (teacher)	Video Clips/Films

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO 9. CCSS RL.9.6: WIDA 2 Reading	Analyze a cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.		Read to <u>analyze</u> a cultural experience in literature from outside the United States using <i>multimedia</i> . <i>The cultural experience could be connected to EL’s home culture.</i>		VU: LFC: LC: Culture/cultural Compound tenses, embedded clauses Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Read to identify a cultural experience after reading selected words and phrases from an appropriately- leveled, illustrated short story or first language text.	Read to identify a cultural experience after reading selected sentences from an appropriately- leveled, illustrated short story or first language text.	Read to identify and analyze a cultural experience using an adapted short story.	Read to analyze a cultural experience in an approaching grade- level short story.	Read to analyze a cultural experience in a grade level short story.
Learning Supports	Video Clips/Films Think Aloud (teacher) Partner Work Adapted Text Selected words and phrases Bilingual Dictionary Native Language Text , if feasible L1 support Bilingual Dictionary	Video Clips/Films Think Aloud (teacher) Partner Work Adapted Text Selected sentences Bilingual Dictionary Native Language Text , if feasible L1 support Bilingual Dictionary	Video Clips/Films Think Aloud (teacher and student) Thesaurus Partner Work Adapted Text Bilingual Dictionary	Video Clips/Films Thesaurus Partner Work	Video Clips/Films

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO 10. CCSS RL.9.7: WIDA 2 Reading Speaking	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).		<u>Compare and contrast</u> two different interpretations of the same work using <i>a graphic organizer (e.g., Venn Diagram)</i> .		VU: Interpretation(s), scene, representation, LFC: absent Compound sentences, embedded clauses Varies by ELP level LC:
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compare and contrast orally two different interpretations of the same scene or subject using L1 and/or illustrations and single words in English.	Compare and contrast orally two different interpretations of the same scene or subject using L1 and/or illustrations and phrases in English.	Compare and contrast orally two different interpretations of the same scene or subject using simple related sentences which may include some grammatical errors which do not impede comprehension.	Compare and contrast orally two different interpretations of the same scene or subject using complete, detailed sentences with emerging variety.	Compare and contrast orally two different interpretations of the same scene or subject using a variety of sentences and transitional phrases.
Learning Supports	Venn Diagram Selected scenes or sentences from appropriate text Triads or Small Groups Partner Work Visuals Word Wall Word Bank Native Language Text , if feasible L1 support	Venn Diagram Adapted scenes Sentence Frames Adapted Text Triads or Small Groups Visuals Word Wall Word Bank Native Language Text , if feasible L1 support	Venn Diagram Adapted scenes Triads or Small Groups Template for discussion Bilingual Dictionary	Venn Diagram Triads or Small Groups	Venn Diagram

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO 11. CCSS W.9.3: WIDA 2 Writing	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured events.		Compose well-structured, detailed, and engaging personal and fictional narratives using <i>a graphic organizer (e.g.; Narrative Writing Diamond)</i> with <i>online support</i> .		VU: Elements of plot LFC: Quotation marks, dialogue tags, pronouns, adverbs of time, prepositional phrases LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compose short, engaging personal narratives using L1 and/or visual representations and captions written using a cloze activity.	Compose short, sentence-level engaging personal narratives using phrases and illustrations and/or first language.	Compose short, paragraph-level engaging personal narratives using simple related sentences, and general and specific vocabulary. Writing may include some grammatical errors which do not impede comprehension.	Compose detailed and engaging personal and fictional narratives with complete sentences, extended discourse, specific and technical vocabulary and minimal errors in language forms and conventions.	Compose well-written, detailed, and engaging personal and fictional narratives with a variety of sentence types and lengths, grade level vocabulary and correct syntax and form.
Learning Supports	Narrative Writing Diamond (English and L1) Online Resources (thesaurus, dictionary, translation) Visuals Word Wall Word Bank Story board Native Language Text L1 support	Narrative Writing Diamond (English and L1) Online Resources (thesaurus, dictionary, translation) Sentence Frames Word Wall Word Bank Story board Native Language Text L1 support	Narrative Writing Diamond Online Resources (thesaurus, dictionary, translation) Template (completed model) Word Wall Word Bank	Narrative Writing Diamond Online Resources (thesaurus, dictionary, translation)	Narrative Writing Diamond

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO 12. CCSS W.9.3 a: WIDA 2 Writing	When writing narratives, engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view , and introducing a narrator and/or characters; create a smooth progression of experiences or events.		Compose well-structured, detailed, and engaging narratives by setting the problem; establishing one or more points of view; introducing a narrator and characters; creating a smooth progressions of experiences and events using <i>a graphic organizer (e.g.; artist’s story map) with online support.</i>		VU: Elements of plot LFC: Quotation marks, dialogue tags, pronouns, adverbs of time, prepositional phrases LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Compose short, engaging personal and fictional narratives using visual representations, captions written using a cloze activity, and L1 support; focusing on setting the problem and introducing the point of view, narrator and characters.	Compose short, sentence-level engaging personal and fictional narratives using phrases and illustrations and/or first language; focusing on setting the problem and introducing the point of view, narrator and characters.	Compose short, paragraph-level engaging narratives that focus on setting the problem and introducing the point of view, narrator and characters using simple related sentences, and general and specific vocabulary. Writing may include some grammatical errors which do not impede comprehension.	Compose detailed and engaging narratives with complete sentences, extended discourse, specific and technical vocabulary and minimal errors in language forms and conventions; focusing on setting the problem and introducing the point of view, narrator and characters.	Compose well-written, detailed, and engaging narratives with a variety of sentence types and lengths, grade level vocabulary and correct syntax and form; focusing on setting the problem and introducing the point of view, narrator and characters.
Learning Supports	Story Map (English and L1) Online Resources (thesaurus, dictionary, translation) Visuals Word Wall Word Bank Story board. Native Language Text L1 support	Story Map (English and L1) Online Resources (thesaurus, dictionary, translation) Sentence Frames Word Wall Word Bank Story board. Native Language Text L1 support	Story Map Online Resources (thesaurus, dictionary, translation) Template (completed model) Word Wall Word Bank	Story Map Online Resources (thesaurus, dictionary, translation)	Story Map

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO 13. CCSS W.9.3 b: WIDA 2 Writing	When writing narratives, use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines , to develop experiences, events, and/or characters.		<u>Develop</u> experiences, events, and or characters by implementing narrative techniques using <i>a literary techniques reference sheet</i> .		VU: Dialogue, pacing, description, reflection LFC: Various verb forms, descriptive verbs, LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Develop short sentence level narratives detailing experiences, events, and/or characters by implementing narrative techniques in first language and/or using word and/or phrase captions for visual representations of a story.	Develop short, sentence-level narratives detailing experiences, events, and/or characters by implementing narrative techniques using phrases and illustrations and/or first language.	Develop a three paragraph narrative using simple, related sentences that detail experiences, events, and/or characters by implementing narrative techniques with general and specific vocabulary. Writing may include some grammatical errors which do not impede comprehension.	Develop a multi-paragraph narrative approaching a 9 th and 10 th grade writing level detailing experiences, events, and/or characters with moderate discourse, specific and technical vocabulary and minimal errors in language forms and conventions.	Develop a multi-paragraph narrative detailing experiences, events, and/or characters by implementing narrative techniques at a 9 th and 10 th grade writing level using extended discourse, grade level vocabulary, and correct language forms and conventions.
Learning Supports	Literary techniques reference sheet (English & L1) Online Resources (thesaurus, dictionary, translation) Visuals Word Wall Word Bank Story board. Native Language Text L1 support	Literary techniques reference sheet (English & L1) Online Resources (thesaurus, dictionary, translation) Sentence Frames Word Wall Word Bank Story board. Native Language Text L1 support	Literary techniques reference sheet Online Resources (thesaurus, dictionary, translation) Template (completed model) Word Wall Word Bank	Literary techniques reference sheet Online Resources (thesaurus, dictionary, translation)	Literary techniques reference sheet

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO 14. CCSS W.9.3 c: WIDA 2 Writing	When writing narratives, use a variety of techniques to sequence events so that they build on one another to create a coherent whole.		Produce a coherent narrative applying effective plot sequence using <i>a timeline and a bank of transitional phrases.</i>		VU: Transitional words and phrases, sequence, events, coherent LFC: Prepositional phrases, verb forms LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write word and phrase-level captions for pictures or write multiple paragraphs in first language to develop an understanding of a plot sequence.	Write a short, sentence level coherent narrative employing a variety of techniques to sequence events using illustrations and/or first language.	Write a three- paragraph coherent narrative using simple related sentences and employing a variety of techniques to sequence events with general and specific vocabulary. Writing may include some grammatical errors which do not impede comprehension.	Write a multi-paragraph coherent narrative employing a variety of techniques to sequence events approaching a 9 th and 10 th grade writing level with moderate discourse, specific and technical vocabulary and minimal errors in language forms and conventions.	Write a multi-paragraph coherent narrative employing a variety of techniques to sequence events at a 9 th and 10 th grade writing level using extended discourse, grade level vocabulary, and correct language forms and conventions.
Learning Supports	Timeline (English & L1) Online Resources (thesaurus, dictionary, translation) Visuals Word Wall Word Bank Transitional Phrase Word Wall Native Language Text L1 support	Timeline (English & L1) Online Resources (thesaurus, dictionary, translation) Sentence Frames Word Wall Word Bank Transitional Phrase Word Wall Native Language Text L1 support	Timeline Online Resources (thesaurus, dictionary, translation) Template (completed model) Word Wall Word Bank Transitional Phrase Word Wall	Timeline Online Resources (thesaurus, dictionary, translation)	Timeline

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO 15. CCSS W.9.3 d: WIDA 2 Writing	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.		Write to <u>integrate</u> sensory vocabulary in order to provide the reader with a vivid description using <i>multiple reference materials</i> .		VU: Sensory details, vivid LFC: Descriptive adjectives, descriptive verbs, descriptive adverbs, varied dialogue tags LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write word- level captions for pictures to reflect sensory vocabulary by matching words to pictures.	Write a sentence- level narrative that uses sensory vocabulary by matching descriptive phrases to appropriate pictures.	Write a three- paragraph narrative that uses general and specific sensory vocabulary with simple related sentences. Writing may include some errors in language forms and conventions which do not interfere with comprehension.	Write to integrate sensory vocabulary into a multi-paragraph narrative approaching a 9 th and 10 th grade writing level using moderate discourse and correct language forms and conventions.	Write to integrate sensory vocabulary into a multi-paragraph narrative at a 9 th and 10 th grade writing level.
Learning Supports	Multiple reference materials (thesaurus, dictionary, translation) Visual representations Word Wall Word Bank Native Language Text L1 support	Multiple reference materials (thesaurus, dictionary, translation) Sentence Frames Word Wall Word Bank Native Language Text L1 support	Multiple reference materials (thesaurus, dictionary, translation) Template (completed model) Word Wall Word Bank	Multiple reference materials (thesaurus, dictionary, translation)	Multiple reference materials (thesaurus, dictionary, translation)

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	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO 16. CCSS W.9.3 e: WIDA 2 Writing	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		Write to <u>synthesize</u> events to create a cohesive and well-developed resolution using <i>a graphic organizer (e.g.; artist’s story map).</i>		VU:	Resolution, conclusion
					LFC:	Word order, tense and aspect
					LC:	Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write a conclusion in first language or by using pictures that depict the plot and writing phrase- level captions that signify a resolution.	Write a conclusion in first language or by using pictures that depict the plot and writing sentence-level captions that signify a resolution.	Write a conclusive paragraph with a cohesive resolution by synthesizing events in simple related sentences using general and specific vocabulary. Writing may include some errors in language forms and conventions which do not interfere with comprehension.	Write a cohesive and detailed resolution by synthesizing events in complete sentences with emerging complexity of sentence length and type, approaching grade- level vocabulary and correct language forms and conventions.	Write a cohesive and well-developed resolution by synthesizing events with varying length and type of sentences, grade- level vocabulary and correct language forms and conventions.	
Learning Supports	Story Map Multiple reference materials (thesaurus, dictionary, translation) Pictures/Photographs Word Wall Word Bank Native Language Text , if feasible L1 support	Story Map Multiple reference materials (thesaurus, dictionary, translation) Sentence Frames Pictures/Photographs Word Wall Word Bank Native Language Text , if feasible L1 support	Story Map Multiple reference materials (thesaurus, dictionary, translation) Template (completed model) Word Wall Word Bank	Story Map Multiple reference materials (thesaurus, dictionary, translation)	Story Map Multiple reference materials (thesaurus, dictionary, translation)	

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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO 17. CCSS W.9.4: WIDA 2 Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		Produce clear and coherent writing suitable for task, purpose, and audience using <i>a graphic organizer (specific to task and purpose)</i> .		VU: Purpose, audience, writing tasks LFC: Varies by task LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Produce clear and coherent writing suitable for task, purpose and audience in first language, or complete captions suitable for task, purpose or audience with single words or phrases.	Produce clear and coherent writing suitable for task, purpose and audience in first language, or complete sentence frames and captions suitable for task, purpose or audience.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience in simple related sentences and general and specific vocabulary. Writing may include some errors in language forms and conventions which do not interfere with comprehension.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. Writing includes complete sentences with emerging complexity, approaching grade- level vocabulary and correct language forms and conventions.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. Writing includes sentences of varying lengths and types, content- based vocabulary and correct language forms and conventions.
Learning Supports	Graphic Organizer appropriate to task Multiple reference materials (thesaurus, English & Bilingual Dictionary , translation) Pictures/Photographs Word Wall Word Bank Native Language Text L1 support	Graphic Organizer appropriate to task Multiple reference materials (thesaurus, English & Bilingual Dictionary , translation) Sentence Frames Pictures/Photographs Word Wall Word Bank Native Language Text L1 support	Graphic Organizer appropriate to task Multiple reference materials (thesaurus, English & Bilingual Dictionary , translation) Template (completed model) Word Wall Word Bank	Graphic Organizer appropriate to task Multiple reference materials (thesaurus, dictionary, translation)	Graphic Organizer appropriate to task

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.

NJDOE SCAFFOLDED MODEL CURRICULUM FOR ELLS

ELA	Grade 9-10	Unit 1	Reading Literature and Narrative Writing
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	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO 18. CCSS W.9.5: WIDA 2 Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		Apply the writing process to hone in on specific purpose and audience using <i>a graphic organizer (i.e. an audience and purpose planning chart)</i> .		VU:	Revising, drafting, editing, rewriting, writing process
					LFC:	Varies by task
					LC:	Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Apply the writing process to appropriately address purpose and audience in L1 or at the word and phrase level with illustrations.	Apply the writing process to appropriately address purpose and audience in L1 or at the sentence level with illustrations.	Apply the writing process to appropriately address purpose and audience at an adapted level employing simple related sentences and general and specific vocabulary. Writing may include some errors in language forms and conventions which do not interfere with comprehension.	Apply the writing process to appropriately address purpose and audience at a level approaching grade- level writing employing complete sentences with emerging complexity of sentence length and type, approaching grade- level vocabulary and correct language forms and conventions.	Apply the writing process to appropriately address purpose and audience at a 9 th and 10 th grade writing level by employing varying length and type of sentences, grade- level vocabulary and correct language forms and conventions.	
Learning Supports	Purpose and Audience planning chart Reference materials (thesaurus, English and Bilingual Dictionary , translation) Pictures/Photographs Word Wall Word Bank Native Language Text L1 support	Purpose and Audience planning chart Reference materials (thesaurus, English and Bilingual Dictionary , translation) Sentence Frames Pictures/Photographs Word Wall Word Bank Native Language Text L1 support	Purpose and Audience planning chart Multiple reference materials (thesaurus, English and Bilingual Dictionary , translation) Template (completed model) Word Wall Word Bank	Purpose and Audience planning chart Multiple reference materials (thesaurus, dictionary, translation)	Multiple reference materials (thesaurus, dictionary, translation)	

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NJDOE SCAFFOLDED MODEL CURRICULUM FOR ELLS

ELA	Grade 9-10	Unit 1	Reading Literature and Narrative Writing
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO 19. CCSS W.9.6: WIDA 2 Writing	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.		Write using technology to produce, publish, and collaborate using <i>a checklist of required steps</i> .		VU: Produce, publish, link LFC: Varies by task LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write to edit and publish individual and collaborative writing in L1 and/or at phrase level with illustrations.	Write to edit and publish individual and collaborative writing in L1 and/or sentence- level writing pieces at an adapted level using sentences starters and illustrations.	Write to edit and publish individual and collaborative three-paragraph writing pieces at an adapted level using a checklist of steps and technology.	Write to edit and publish individual and collaborative multi-paragraph writing pieces at a level approaching 9 th and 10 th grade writing.	Write to edit and publish individual and collaborative multi-paragraph writing pieces at a 9 th and 10 th grade writing level.
Learning Supports	Checklist for publishing Checklist for editing Multiple reference materials (thesaurus, English and Bilingual Dictionary , translation) Pictures/Photographs Word Wall Word Bank Native Language Text , if feasible L1 support	Checklist for publishing Checklist for editing Multiple reference materials (thesaurus, English and Bilingual Dictionary , translation) Sentence Starters Pictures/Photographs Word Wall Word Bank Native Language Text L1 support	Checklist for publishing Checklist for editing Multiple reference materials (thesaurus, English and Bilingual Dictionary , translation) Template (completed model) Word Wall Word Bank	Checklist for publishing Checklist for editing Multiple reference materials (thesaurus, dictionary, translation)	Checklist for publishing

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NJDOE SCAFFOLDED MODEL CURRICULUM FOR ELLS

ELA	Grade 9-10	Unit 1	Reading Literature and Narrative Writing
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	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO 20. CCSS W.9.9.a: WIDA 2 Writing	Draw evidence from literary texts to support analysis, reflection, and research; apply grade 9 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible]”)		Write to support analysis, reflection, and research with evidence from poems and short stories using adapted text <i>and sentence starters.</i>		VU:	Analysis, reflection, research
					LFC:	Varies by task
					LC:	Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write to support analysis, reflection, and research with evidence from short stories or poems in L1 or adapted short stories and poems using a cloze activity.	Write to support analysis, reflection, and research with evidence from short stories and poems in L1 or adapted short stories and poems using sentence starters and a phrase bank to complete the sentences.	Write to support analysis, reflection, and research with evidence from adapted short stories and poems in simple related sentences using general and specific vocabulary. Writing may include some errors in language forms and conventions which do not interfere with comprehension.	Write to support analysis, reflection, and research with evidence from short stories and poems using complete sentences with emerging complexity of sentence length and type, approaching grade- level vocabulary and correct language forms and conventions.	Write to support analysis, reflection, and research with evidence from short stories and poems at a 9 th - and 10 th - grade writing level by employing varying length and type of sentences, grade-level vocabulary and correct language forms and conventions.	
Learning Supports	KWS chart Multiple reference materials (thesaurus, English and Bilingual Dictionary , translation) Pictures/Photographs Word Wall Word Bank Native Language Text L1 support	KWS chart Multiple reference materials (thesaurus, English & Bilingual Dictionary, translation) Sentence Starters Pictures/Photographs Word Wall Word Bank Native Language Text L1 support	KWS chart Multiple reference materials (thesaurus, English and Bilingual Dictionary , translation) Template (completed model) Word Wall Word Bank	KWS chart Multiple reference materials (thesaurus, dictionary, translation, research)	Multiple reference materials (thesaurus, dictionary, translation, research)	

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NJDOE SCAFFOLDED MODEL CURRICULUM FOR ELLS

ELA	Grade 9-10	Unit 1	Reading Literature and Narrative Writing
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO 21. CCSS W.9.10: WIDA 2 Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		Write routinely for specific time frames and for various purposes, tasks and audiences using <i>graphic organizers</i> (specific to time frame, purpose, task, and audience).		VU: Routinely, extended and short time frame LFC: Varies by task LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write sentence- level pieces routinely for specific time frames and for various purposes, tasks and audiences in L1 and/or using a phrase bank with visual representations and a graphic organizer.	Write sentence- level pieces routinely for specific time frames and for various purposes, tasks and audiences in L1 and/or using sentence starters and a graphic organizer.	Write three- paragraph pieces at an adapted level routinely for specific time frames and for various purposes, tasks and audiences using a graphic organizer.	Write multi-paragraph pieces routinely at a level approaching 9 th - and 10 th - grade writing for specific time frames and for various purposes, tasks and audiences using a graphic organizer.	Write extended multi-paragraph pieces routinely at a 9 th - and 10 th - grade writing level for specific time frames and for various purposes, tasks and audiences.
Learning Supports	Graphic Organizer (specific to time frame, purpose, task, and audience). Reference materials (thesaurus, English and Bilingual Dictionary , translation) Pictures/Photographs Word Wall Word Bank Native Language Text L1 support	Graphic Organizer (specific to time frame, purpose, task, and audience) Reference materials (thesaurus, English & Bilingual Dictionary) Sentence Starters Pictures/Photographs Word Wall Word Bank Native Language Text L1 support	Graphic Organizer (specific to time frame, purpose, task, and audience). Multiple reference materials (thesaurus, English and Bilingual Dictionary , translation) Template (completed model) Word Wall Word Bank	Graphic Organizer (specific to time frame, purpose, task, and audience). Multiple reference materials (thesaurus, dictionary, translation, research)	Multiple reference materials (thesaurus, dictionary, translation, research)

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.

NJDOE SCAFFOLDED MODEL CURRICULUM FOR ELLS

ELA	Grade 9-10	Unit 1	Reading Literature and Narrative Writing
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO 22. CCSS SL.9.1: WIDA 2-5 Speaking Listening	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		Participate in a variety of cooperative discussion settings using a <i>graphic organizer</i> .		VU: Collaborate, cooperate, persuasive, clearly, express LFC: Verbs and verb phrases in questions, prosodic features (e.g., stress) LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Participate in a variety of teacher- facilitated collaborative discussions using a graphic organizer and/or notes in L1 and/or with visual representations and pre-taught words and/or phrases.	Participate in a variety of teacher- facilitated collaborative discussions using a graphic organizer and/or notes using L1, phrases or simple sentences.	Participate in a variety of collaborative discussions using a graphic organizer and/or notes for support and organization.	Participate in a variety of collaborative discussions approaching grade - level using an outline and/or notes for support and organization.	Participate in a variety of grade-level collaborative discussions, expressing oneself clearly and persuasively at a 9 th and 10 th grade level.
Learning Supports	Outlines Notes in L1 & English Multiple reference materials (thesaurus, English and Bilingual Dictionary , translation) Pictures/Photographs Word Wall Word Bank Native Language Text L1 support	Outlines Notes in L1 & English Multiple reference materials (thesaurus, English & Bilingual Dictionary, translation) Sentence Starters Pictures/Photographs Word Wall Word Bank Native Language Text L1 support	Outlines Notes Multiple reference materials (thesaurus, English and Bilingual Dictionary , translation) Word Wall Word Bank	Outlines Notes Multiple reference materials (thesaurus, dictionary, translation)	Outlines

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.

NJDOE SCAFFOLDED MODEL CURRICULUM FOR ELLS

ELA	Grade 9-10	Unit 1	Reading Literature and Narrative Writing
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO 23. CCSS SL.9.1.a: WIDA 2-5 Speaking Listening	Come to discussions prepared, having read and researched material under study.		Speak and listen to stimulate an exchange of ideas based on a synthesis of research findings relevant to the discussion using <i>notes</i> .		VU: Cite, research LFC: Verbs and verb phrases in questions, prosodic features (e.g., stress) LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak in single words and listen to a teacher facilitated discussion to understand how to stimulate an exchange of ideas based on visuals and on teacher-modeled techniques and teacher-prepared notes.	Speak and listen in a teacher facilitated discussion to develop an understanding of how to stimulate an exchange of ideas based on visuals, adapted text, teacher - modeled techniques, and note-taking strategies.	Speak and listen to stimulate an exchange of ideas based on a synthesis of research gathered from adapted texts using simple related sentences which may include some grammatical errors.	Speak and listen to stimulate an exchange of ideas based on a synthesis of approaching grade level research using complete sentences with emerging complexity of sentence length and type with appropriate stress and intonation.	Speak and listen to stimulate an exchange of ideas based on a synthesis of research gathered from grade-level texts using complex sentences of varying length and type and appropriate stress and intonation.
Learning Supports	Outlines (teacher prepared) Notes in L1 & English Prompts Reference materials (thesaurus, English and Bilingual Dictionary , translation) & Pictures/Photographs Word Wall Word Bank Native Language Text L1 support	Outlines (teacher prepared) Prompts Reference materials (thesaurus, English & Bilingual Dictionary , translation) Sentence Starters Pictures/Photographs Word Wall Word Bank Native Language Text L1 support	Outlines Notes Partners Prompts Multiple reference materials (thesaurus, English and Bilingual Dictionary , translation) Word Wall Word Bank	Notes Multiple reference materials (thesaurus, dictionary, translation)	

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NJDOE SCAFFOLDED MODEL CURRICULUM FOR ELLS

ELA	Grade 9-10	Unit 1	Reading Literature and Narrative Writing
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	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO 24. CCSS SL.9.1.d: WIDA 2-5 Speaking Listening	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.		Listen to and respond to diverse perspectives in order to justify personal views and make new connections using <i>an outline</i> .		VU:	Diverse perspectives, qualify, justify
					LFC:	Verbs and verb phrases in questions, prosodic features (e.g., stress)
					LC:	Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Speak and listen during a grade- level discussion to respond and summarize diverse perspectives in order to justify personal views and make new connections in L1 and/or speak in single words and listen to a teacher - facilitated discussion.	Speak and listen during a grade- level discussion to respond and summarize diverse perspectives in order to justify personal views and make new connections in L1 and/or speak and listen in a teacher- facilitated discussion.	Speak and listen during an adapted discussion to respond and summarize diverse perspectives in order to justify personal views and make new connections using simple related sentences which may include some grammatical errors and key content vocabulary.	Speak and listen during a grade- level discussion to respond and summarize diverse perspectives in order to justify personal views and make new connections using complete sentences with emerging complexity with appropriate stress and intonation.	Speak and listen during a grade level discussion to respond and summarize diverse perspectives in order to justify personal views and make new connections using complex sentences of varying length and type and appropriate stress and intonation.	
Learning Supports	Outlines (teacher prepared) Notes in L1 & English Pictures/Photographs Word Wall Word Bank Native Language Text L1 support	Outlines (teacher prepared) Notes in L1 & English Sentence Starters Pictures/Photographs Word Wall Word Bank Native Language Text L1 support	Outlines Notes Prompts Multiple reference materials Word Wall Word Bank	Notes Multiple reference materials (thesaurus, dictionary, translation)	Notes	

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NJDOE SCAFFOLDED MODEL CURRICULUM FOR ELLS			
ELA	Grade 9-10	Unit 1	Reading Literature and Narrative Writing

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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ELA	Grade 9-10	Unit 1	Reading Literature and Narrative Writing
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO 25. CCSS SL.9.2: WIDA 2-5 Speaking Listening	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.		<u>Speak and listen</u> to integrate and evaluate multiple sources of information presented in diverse media or formats <i>using Cornell Notes</i> .		VU: Cite, research, integrate LFC: Verbs and verb phrases in questions, prosodic features (e.g., stress) LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak and listen to integrate and evaluate multiple sources of information presented in diverse media or formats in L1 and/or speak in single words and listen to a teacher - facilitated discussion to understand how to integrate and evaluate multiple sources of information presented in diverse media or formats.	Speak and listen to integrate and evaluate multiple sources of information presented in diverse media or formats based on visuals, adapted text, teacher -modeled techniques, and note-taking strategies.	Speak and listen to integrate and evaluate multiple sources of information presented in diverse media or formats using simple related sentences which may include some grammatical errors.	Speak and listen to integrate and evaluate multiple sources of information presented in diverse media or formats during an approaching grade-level academic discussion using complete sentences with emerging complexity of sentence length and type with appropriate stress and intonation.	Speak and listen to integrate and evaluate multiple sources of information presented in diverse media or formats during a grade-level academic discussion using complex sentences of varying length and type and appropriate stress and intonation.
Learning Supports	Notes in L1 & English Outlines (teacher prepared) Multiple reference materials Pictures/Photographs Word Wall Word Bank Native Language Text L1 support	Notes in L1 & English Outlines Multiple reference materials Sentence Starters Pictures/Photographs Word Wall Word Bank Native Language Text L1 support	Cornell Notes Outlines Partner Work Prompts Multiple reference materials (thesaurus, English and Bilingual Dictionary) Word Wall Word Bank	Cornell Notes Multiple reference materials (thesaurus, dictionary, translation)	Cornell Notes

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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ELA	Grade 9-10	Unit 1	Reading Literature and Narrative Writing
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO 26. CCSS SL.9.3: WIDA 2-5 Speaking Listening	Evaluate a speaker’s point of view and reasoning.		Listen to assess a speaker’s point of view and rationale using <i>a checklist</i> .		VU: LFC: LC: Reasoning, evaluate Cause and effect statements, prosodic features (e.g., stress), Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Listen to assess the teacher model a point of view and rationale from an appropriately - leveled, illustrated text. Check whether in agreement or not.	Listen to assess the teacher model a point of view and rationale from an appropriately- leveled, illustrated text using a checklist and guide.	Listen to assess a speaker discuss a topic using simple related sentences and identify their point of view and rationale using a checklist and notes.	Listen to assess a speaker discuss grade level texts and identify their point of view and rationale using a checklist.	Listen to assess a speaker discussing grade- level texts and identify their point of view and rationale.
Learning Supports	Teacher Model and guide Notes in L1 & English Pictures/Photographs Word Wall Word Bank Native Language Text L1 support	Teacher Model and guide Checklist Notes in L1 & English Pictures/Photographs Word Wall Word Bank Native Language Text L1 support	Teacher Model Checklist Notes Partner Work Word Wall Word Bank	Checklist Notes	Checklist

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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ELA	Grade 9-10	Unit 1	Reading Literature and Narrative Writing
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO 27. CCSS: SL.9.6, 9.4 WIDA 2-5 Speaking	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate; present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.		Adapt speech to a variety of contexts and tasks by using <i>a speaking rubric specific to task.</i>		VU: Adapt, context, formal, informal LFC: Formal vs. informal sentence structure, prosodic features (e.g., stress) LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Adapt speech to a variety of contexts and tasks during academic discussions using formal and informal registers in L1, or identify informal and formal words and phrases in a variety of contexts and tasks during a teacher- led academic discussion in English.	Adapt speech to a variety of contexts and tasks during academic discussions using formal and informal registers in L1 or identify informal and formal speech phrases in a variety of contexts and tasks during a teacher- led academic discussion in English.	Adapt speech to a variety of contexts and tasks during academic discussions using formal and informal registers with simple, related sentences and general and some content-based vocabulary. Speech may include errors in language forms and conventions which do not impede meaning.	Adapt speech to a variety of contexts and tasks during academic discussions using formal and informal registers with sentences of emerging complexity, length and type, some content-based vocabulary and correct language forms and conventions.	Adapt speech to a variety of contexts and tasks during grade level academic discussions using formal and informal registers with sentences of varying complexity, length and type, content-based vocabulary and correct language forms and conventions.
Learning Supports	Teacher Model and guide Rubric Notes in L1 & English Pictures/Photographs Word Wall Word Bank L1 support	Teacher Model and guide Rubric Notes in L1 & English Pictures/Photographs Word Wall Word Bank L1 support	Rubric Notes Situational Cue Cards Prompts Partner Work Word Wall Word Bank	Rubric Notes	Rubric

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ELA	Grade 9-10	Unit 1	Reading Literature and Narrative Writing
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO 28. CCSS: SL.9.6, 9.4 WIDA 2-5 Speaking	Demonstrate that effective organization, development, substance, and style are appropriate to purpose, audience, and task.		Speak in an organized, cohesive manner appropriate to purpose, audience and task using <i>an outline</i> .		VU: concise, substance, style LFC: Correlative conjunctions LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Speak in an organized, cohesive manner appropriate to purpose, audience and task in L1 or speak with the teacher in a directed presentation using single words and pictures in English.	Speak in an organized, cohesive manner appropriate to purpose, audience and task in L1 or speak with the teacher in a directed presentation using phrases, pictures and sentence frames in English.	Speak in an organized, cohesive manner appropriate to purpose, audience and task with simple, related sentences, general and some content-based vocabulary. Speech may include errors in language forms and conventions which do not impede meaning.	Speak in an organized, cohesive manner appropriate to purpose, audience and task with sentences of emerging complexity, length and type, some content-based vocabulary and correct language forms and conventions.	Speak in an organized, cohesive manner appropriate to purpose, audience and task using sentences of varying complexity, length and type, content-based vocabulary and correct language forms and conventions.
Learning Supports	Teacher-led discussion Completed outline Notes in L1 & English Pictures/Photographs Word Wall Word Bank L1 support Gestures	Teacher-led discussion Outlines Notes in L1 & English Pictures/Photographs Word Wall Word Bank L1 support	Outlines Notes Template (completed model) Partner work Word Wall Word Bank	Outlines Notes	Outlines

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.

NJDOE SCAFFOLDED MODEL CURRICULUM FOR ELLS

ELA	Grade 9-10	Unit 1	Reading Literature and Narrative Writing
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	Student Learning Objective (SLO)		Language Objective		Language Needed	
SLO 29. CCSS: L.9.1 WIDA 2 Speaking Writing	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Speak and write to apply the conventions of standard English grammar and usage <i>after practicing with examples in small groups,</i>		VU:	Conventions
					LFC:	Verb forms
					LC:	Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	
Language Objectives	Write and speak single words to apply the conventions of standard English grammar and usage at an adapted level.	Write and speak in phrases to apply the conventions of standard English grammar and usage at an adapted level using a sentence frame.	Write and speak to apply the conventions of standard English grammar and usage at an adapted level with simple related sentences, and general and some content-based vocabulary. Speech and writing may include errors in language forms and conventions which do not impede meaning.	Write and speak to apply the conventions of standard English grammar and usage with sentences of emerging complexity, length and type, some content-based vocabulary and correct language forms and conventions.	Write and speak to apply the conventions of standard English grammar and usage using sentences of varying complexity, length and type, content-based vocabulary and correct language forms and conventions at grade level.	
Learning Supports	Language reference sheet Pictures/Photographs Cloze sentences Word Wall Word Bank L1 support	Language reference sheet Small group practice with examples Notes in L1 & English Pictures/Photographs Sentence Frames Word Wall Word Bank L1 support	Language reference sheet Small group practice with examples Template (completed model) Word Wall Word Bank	Language reference sheet Notes	Language reference sheet	

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.

NJDOE SCAFFOLDED MODEL CURRICULUM FOR ELLS

ELA	Grade 9-10	Unit 1	Reading Literature and Narrative Writing
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	Student Learning Objective (SLO)		Language Objective		Language Needed
SLO 30. CCSS: L.9.1.a WIDA 2 Speaking Writing	Use parallel structure when speaking and writing.		Speak and write to apply the conventions of standard English grammar and usage to parallel structure <i>after practicing with examples in small groups,</i>		VU: Parallel structure LFC: Verb forms LC: Varies by ELP level
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Write and speak single words to apply the conventions of standard English grammar and usage to parallel structure at an adapted level.	Write and speak in phrases to apply the conventions of standard English grammar and usage to parallel structure at an adapted level using a sentence frame.	Write and speak to apply parallel structure to the conventions of standard English grammar and usage to parallel structure at an adapted level with simple related sentences, and general and some content-based vocabulary. Speech may include errors in language forms and conventions which do not impede meaning.	Write and speak to apply the conventions of standard English grammar and usage to parallel structure with sentences of emerging complexity, length and type, some content-based vocabulary and correct language forms and conventions.	Write and speak to apply the conventions of standard English grammar and usage to parallel structure using sentences of varying complexity, length and type, content-based vocabulary and correct language forms and conventions at grade level.
Learning Supports	Parallel structure examples Pictures/Photographs Cloze sentences Word Wall Word Bank L1 support	Parallel structure examples Small group practice with examples Notes in L1 & English Pictures/Photographs Sentence Frames Word Wall Word Bank L1 support	Parallel structure examples Small group practice with examples Template (completed model) Word Wall Word Bank	Parallel structure examples Notes	Parallel structure examples

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.