

ESL-LCD Level A- MP 1

Content Area: **ESL**
Course(s):
Time Period: **MP1**
Length: **45**
Status: **Published**

Course Rationale

This course is designed for English language learners who have little or no prior experience with English. LCD A is a single-period, foundational ESL class that provides explicit instruction in English language skills. Lessons are aligned with WIDA ELD standards and support the development of the four language domains: listening, speaking, reading, and writing. Instruction is integrated across core content areas—English Language Arts, Math, Science, Social Studies—and 21st Century Skills to promote both academic and social success.

WIDA ELD Standards

WIDA Levels 1-1.9: Entering to Emerging

- **Standard 1:** Social and instructional language — introducing self, asking/answering personal questions
- **Standard 2:** Language of Language Arts — personal narratives and sentence construction
- **Standard 1:** Social and instructional language — following directions, navigating classroom routines
- **Standard 4:** Language of Science — describing positions and spatial relationships
- **Standard 1:** Social and instructional language — describing routines and abilities
- **Standard 2:** Language of Language Arts — time-based narratives
- **Standard 5:** Language of Social Studies — daily routines in social context
- **Standard 1:** Social and instructional language — discussing home routines and preferences
- **Standard 2:** Language of Language Arts — descriptive writing
- **Standard 1:** Social and instructional language — storytelling and recounting events
- **Standard 2:** Language of Language Arts — narrative writing and comprehension

<https://satchel.commongoodlt.com/>

Unit Focus

This 9-week unit introduces foundational social and academic language through thematic chapters in the iLit ELL Newcomer program. Topics include making new friends, navigating school, describing home life, and discussing daily and past activities. Students will acquire vocabulary, sentence structures, and functional grammar needed to communicate in personal, school, and community contexts.

Length of Time 9 Weeks	Themes	Summary
	making new friends	In this unit, students engage in scaffolded, theme-based lessons through the iLit ELL Newcomer curriculum. They build confidence using high-frequency vocabulary and grammatical structures to express personal information, navigate school, describe routines, and share past experiences. Lessons integrate visual supports, collaborative speaking, and guided reading/writing.
	navigating school	
	describing home life	

Essential Question/ Enduring Understanding

Week 1	Week 2	Week 3	Week 4	Week 5
Getting to Know your Students/Data	Chapters 1.17 - 1.18 <i>New Friends: New Friends, What's Your Name?</i>	Chapters 1.19- 1.20 <i>New Friends: What Classes Do You Have?</i>	Chapters 1.21 - 1.22 <i>New Friends: This is a Calculator</i>	Chapters 1.23 - 1.24 <i>At School: Where's the Gym?</i>
ML Student Surveys ACCESS Data Analysis All About Me	Essential Question: How can I introduce myself and others?	Essential Question: How do I talk about the things I have?	Essential Question: How can I describe objects around me?	Essential Question: How do I talk about locations in my school?

	<p>Guiding Question: What do I say when I meet someone new?</p> <p>Enduring Understanding: Students use personal information vocabulary, the verb be, and subject pronouns to introduce themselves and ask about others.</p>	<p>Guiding Question: How do I ask and answer questions about school items?</p> <p>Enduring Understanding: Students use the verb have in affirmative, negative, and question forms to talk about possessions and school subjects.</p>	<p>Guiding Question: What do I say when I point out or describe something?</p> <p>Enduring Understanding: Students use articles and demonstrative pronouns to describe and identify classroom items using short vowel word families.</p>	<p>Guiding Question: What do I say when I want to describe where something is?</p> <p>Enduring Understanding: Students use prepositions of location and <i>be</i> questions to describe classroom and school locations.</p>
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Week 6	Week 7	Week 8	Week 9
<p>Chapters 1.25 - 1.26</p> <p><i>At School: What's the Address?</i></p>	<p>Chapters 1.27 - 1.28</p> <p><i>At School: You Were Late Yesterday</i></p>	<p>Chapters 1.29 - 1.30</p> <p><i>At Home: What Are You Doing?</i></p>	<p>Chapters 1.31 - 1.32</p> <p><i>At Home: I have to Work</i></p>
<p>Essential Question: How do I talk about where things are or what people can do?</p> <p>Guiding Question: How do I ask about places and talk about what people can do there?</p> <p>Enduring Understanding: Students use digraphs, question words, and <i>can</i> to describe abilities and address locations.</p>	<p>Essential Question: How do I talk about something that already happened?</p> <p>Guiding Question: What do I say when I explain why I was late?</p> <p>Enduring Understanding: Students use the past tense of <i>be</i> and <i>do</i> to explain events and describe what happened.</p>	<p>Essential Question: How do I describe what someone is doing right now?</p> <p>Guiding Question: What do I say when I want to talk about actions in progress?</p> <p>Enduring Understanding: Students use the present continuous tense and object pronouns to describe present-time</p>	<p>Essential Question: How can I talk about my routines and responsibilities?</p> <p>Guiding Question: What do I say when I talk about things I like, want, or have to do?</p> <p>Enduring Understanding: Students use present and present continuous tenses with <i>like</i>, <i>have to</i>, and <i>want to</i> to describe</p>

		actions at home and school.	obligations and preferences.
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Lesson Vocabulary

Making New Friends			Navigating School		
New Friends / What's Your Name?	What Classes Do You Have?	This is a Calculator	Where's the Gym?	What's the Address?	You Were Late Yesterday
<ul style="list-style-type: none"> name, friend, new, old, student, teacher alphabet, letter, sound, vowel, consonant from, country, language What's your name? / I am... / Nice to meet you. 	<ul style="list-style-type: none"> class, math, science, English, history, subject schedule, school, book, folder, pencil, backpack have, don't have, do you have...? plural nouns, possessive adjective s (my, your) 	<ul style="list-style-type: none"> calculator, pen, notebook, paper, desk, eraser this, that, these, those a, an, my, your singular and plural classroom items 	<ul style="list-style-type: none"> gym, library, office, classroom, cafeteria, hallway in, on, under, next to, near, between Where is...? / There is... / There are... map, directions 	<ul style="list-style-type: none"> address, street, city, zip code, phone number what, who, where can, can't, read, write, spell, say, learn digraphs: <i>th, sh, ch, wh, ph</i> 	<ul style="list-style-type: none"> late, early, yesterday, today, tomorrow come, go, arrive, leave, walk, run was, were, did, didn't What did you do...? / I was...

Describing Home Life	
What Are You Doing?	I Have to Work
<ul style="list-style-type: none"> • eat, sleep, clean, cook, study, play, read, write • now, right now, at home, in my room • I am..., you are..., he/she is... (+ -ing) • what, when, where questions 	<ul style="list-style-type: none"> • work, job, responsibility, chore, help, take care of • like to, want to, have to • clean, cook, shop, babysit • I like to..., I want to..., I have to...

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
<ul style="list-style-type: none"> - use vocabulary in sentences -use L1 and L2 to describe accomplishments - identify cause and effect - label -read information -Reuse of sentence frames across topics (e.g., “This is my ____.” → “This is my school.” / “This is my family.”) -Ongoing practice with <i>be</i> and <i>have</i> in multiple tenses -Regular choral reading for pronunciation and fluency -Visual vocabulary reviews using picture cards and matching games 	<ul style="list-style-type: none"> - Strategies: Comprehension, questioning, summarizing - Classify information - Produce drawings, phrases, short sentences - Respond to oral directions - Follow two-step oral directions - Ask and answer short questions - Describe actions, people, places

Scope and Sequence

Lesson	Focu	Word Study	Grammar	Cross-	WIDA	Small	RESOUR
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	s			Curricular Connections	Standards-KLUs	Group	CES
<u>Week 1</u> Introductions/ Data Review -	ML Student Surveys ACCESS Data	All About me	introductory words sentence frames		Standard 1: <u>Language for Social and Instructional Purposes</u> Key Language Use: <i>Narrate</i> Language Expectation: <i>Express personal information and recount experiences.</i> Standard 2: <u>Language for Language Arts</u> Key Language Use: Narrate Language Expectation: <i>Compose personal narratives with appropriate sequencing.</i> -	Use data to determine small groups	ML Survey
<u>Week 2</u> Chapters 1.17 - 1.18	New Friends: New Friends What's Your Name	The alphabet Subject Pronouns	Subject Pronouns Present tense of <i>be</i>	ELA NJSLSA.SL1: Participate in conversations. <i>Prepare for and participate effectively in a range of conversations</i>	Standard 1: <u>Language for Social and Instructional Purposes</u> Key Language	Time to Read Vocabulary Development	iLit-Newcomer Reader Series Decodable texts Phonics

	?	<p>Present tense of be</p> <p>Consonants and vowels</p> <p>Alphabetical order</p> <p>Use a dictionary/glossary</p>		<p><i>and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</i></p> <p>NJSLSA.SL4: Present personal information. <i>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and organization, development, and style are appropriate.</i></p> <p>NJSLSA.W3: Write personal narratives. <i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i></p> <p>NJSLSA.R1: Identify details</p>	<p>Use: <i>Narrate</i></p> <p>Language Expectation: <i>Express personal information and recount experiences.</i></p> <p><u>Standard 2: Language for Language Arts</u></p> <p>Key Language Use: <i>Narrate</i></p> <p>Language Expectation: <i>Compose personal narratives with appropriate sequencing.</i></p>	<p>Word Reading</p> <p>Word Slam</p>	<p>Readers</p> <p>Bilingual Glossaries</p> <p>Google Doc/Sheet /Slide</p> <p>Notebooks</p> <p>Smartboard, document camera, paper, folders, pens</p> <p>Chart Paper</p>
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				<p>in a text. <i>Read closely to determine what the text says explicitly and make logical inferences; cite specific textual evidence.</i></p> <p>L.9-10.1: Use correct grammar. <i>Demonstrate command of standard English grammar and usage when writing or speaking.</i></p> <p>L.9-10.2: Use correct capitalization and punctuation. <i>Demonstrate command of capitalization, punctuation, and spelling when writing.</i></p>			
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<p><u>Week 3</u></p> <p>Chapters 1.19-1.20</p>	<p>New Friends: What Classes Do You Have?</p>	<p>Short vowel and long vowel sounds</p> <ul style="list-style-type: none"> • Syllables 	<p>Present tense of have: affirmative statements</p> <p>Present tense of have: negative statements</p> <p>Present tense of have: yes/no questions</p> <p>Plural nouns</p> <p>Possessive adjectives</p>	<p>ELA</p> <p>-NJSLSA.SL1 – <i>Prepare for and participate effectively in a range of conversations and collaborations..</i></p> <p>Students ask and answer questions about school schedules using guided frames and visual supports.</p> <p>-NJSLSA.SL4 – <i>Present information, findings, and supporting evidence...</i></p> <p>Students describe what classes they have and when, using oral sentence structures.</p> <p>-NJSLSA.W3 – <i>Write narratives to develop real or imagined experiences or events...</i></p> <p>Students write or complete sentence frames describing their</p>	<p><u>Standard 1: Language for Social and Instructional Purposes</u></p> <p>Key Language Use: <i>Narrate</i></p> <p>Language Expectation: <i>Express personal information and recount experiences.</i></p> <p><u>Standard 2: Language for Language Arts</u></p> <p>Key Language Use: Narrate</p> <p>Language Expectation: <i>Compose personal narratives with appropriate sequencing.</i></p>	<p>Time to Read</p> <p>Vocabulary Development</p> <p>Word Reading</p> <p>Word Slam</p>	<p>iLit-Newcomer Reader Series</p> <p>Decodable texts</p> <p>Phonics Readers</p> <p>Bilingual Glossaries</p> <p>Google Doc/Sheet /Slide</p> <p>Notebooks</p> <p>Smartboard, document camera, paper, folders, pens</p> <p>Chart Paper</p>
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				<p>schedules or preferences: “I have math on Monday.”</p> <p>-NJSLSA.W2 – <i>Write informative/exp lanatory texts...</i></p> <p>Descriptions of what classes they take and what they do in each class.</p> <p>NJSLSA.R1 – <i>Read closely to determine what the text says explicitly...</i></p> <p>Students read simple schedules, class lists, or illustrated passages to find key details.</p>			
<p><u>Week 4</u> Chapters 1.21 - 1.22</p>	<p>New Friend s: This is a Calcul ator</p>	<p>Short vowel sounds:/a/as in cat, /i/ as in sit, and /o/ as in hot</p> <p>Wordfamilies with /a/, /i/, and /o/</p>	<p>Articles: <i>a</i> and <i>an</i></p> <p>Demonstrat ive pronouns: <i>this</i> and <i>that</i></p> <p>Demonstrat ive pronouns:</p>	<p>ELA:</p> <p>-NJSLSA.SL1: Participate in conversations Engage in collaborative discussions with peers, asking and answering questions using simple sentence frames and visuals.</p>	<p><u>Standard 1: Language for Social and Instructional Purposes</u></p> <p>Key Language Use: Explain Language Expectation: Name and describe classroom objects and their functions using precise vocabulary</p>	<p>Time to Read</p> <p>Vocabul ary Develop ment</p> <p>Word Reading</p> <p>Word</p>	<p>iLit- Newcome r Reader Series</p> <p>Calculators</p> <p>Decodable texts</p> <p>Phonics Readers</p> <p>Bilingual Glossaries</p> <p>Google</p>

			<p><i>these</i> and <i>those</i></p> <p>Possessive of singular and plural nouns</p>	<p>-NJSLSA.SL2: Use visuals to interpret meaning Integrate visual information (e.g., labeled items, pictures of objects) to support understanding during oral exchanges.</p> <p>-NJSLSA.R1: Identify key details in a text Read short texts or captions to find explicit information about familiar school objects.</p> <p>-NJSLSA.R4: Interpret basic vocabulary Understand and apply the meaning of high-frequency words and classroom-related terms.</p> <p>-NJSLSA.W2: Write informative/explanatory texts Write or complete sentence frames to describe objects using accurate</p>	<p>and demonstratives (this, that, these, those).</p> <p><u>Standard 6: Language for Mathematics</u></p> <p>Key Language Use: Explain Language Expectation: Identify, name, and describe mathematical tools (e.g., calculator, ruler) and their purposes using content-appropriate vocabulary and demonstratives. <i>Example Student Language:</i> “This is a calculator.” / “We use it for math.” / “That is a ruler.”</p> <p>Key Language Use: Inform Language Expectation: Describe attributes of objects (shape, size, number association) using count nouns, quantifiers,</p>	Slam	<p>Doc/Sheet /Slide</p> <p>Notebooks</p> <p>Smartboard, document camera, paper, folders, pens</p> <p>Chart Paper</p>
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				<p>vocabulary (e.g., “This is a pencil.”).</p> <p>-NJSLSA.W3: Write short narratives Compose or complete short sentences describing personal classroom experiences (e.g., “I have a notebook.”).</p> <p>-L.9-10.1: Use correct grammar Apply rules for demonstratives, articles, and singular/plural nouns when speaking and writing.</p> <p>-L.9-10.4: Determine word meanings Use picture clues, bilingual glossaries, and classroom supports to determine meanings of new vocabulary.</p> <p>Math Literacy:</p>	<p>and basic math-related sentence structures.<i>Example Student Language:</i></p> <p>“I have two pencils.” / “A calculator is small.” / “These are numbers.”</p>		
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				<p>-MP5: Use appropriate tools strategically Recognize and describe the function of classroom math tools like calculators, rulers, and paper.</p> <p>“This is a calculator. I use it for math.”</p> <p>-9-12.N-Q.A.1 – Use units to understand and solve problems This can be introduced conceptually by labeling and describing tools used to work with numbers, such as calculators and rulers.</p> <p>“A calculator helps me with numbers.” “A ruler is long. It measures things.”</p>			
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<p><u>Week 5</u></p> <p>Chapters 1.23-1.24</p>	<p>At School: Where's the Gym?</p>	<p>Short vowel sounds:/e/as in bed and /u/ as in cup</p> <p>Word families with /e/and /u/</p>	<p>Prepositions of location: <i>in, on, under, next to</i></p> <p>Where questions with <i>be</i></p> <p><i>There is</i> and <i>there are</i></p>	<p>ELA:</p> <p>NJSLSA.SL1: Participate in conversations. <i>Engage in conversations and collaborations with peers, expressing ideas clearly and building on others' contributions.</i></p> <p>NJSLSA.SL2: Use visuals to understand information. <i>Integrate and evaluate information presented in diverse formats, including visually and orally.</i></p> <p>NJSLSA.R1: Identify explicit details in a text. <i>Read closely to determine what the text says explicitly and make logical inferences; cite evidence to support understanding.</i></p> <p>NJSLSA.W2: Write informative</p>	<p><u>Standard 1: Language for Social and Instructional Purposes</u></p> <p>Key Language Use: <i>Explain</i></p> <p>Language Expectation: <i>Provide and follow multi-step directions in classroom settings.</i></p> <p><u>Standard 5: Language for Social Studies</u></p> <p>Key Language Use: Inform</p> <p>Language Expectation: Describe spatial relationships and features of familiar environments using academic and functional language.</p> <p><i>Example Student Language:</i></p> <p><i>"The map shows the school."</i></p> <p><i>"This is the entrance."</i></p>	<p>Time to Read</p> <p>Vocabulary Development</p> <p>Word Reading</p> <p>Word Slam</p>	<p>iLit-Newcomer Reader Series</p> <p>Calculators</p> <p>Decodable texts</p> <p>Phonics Readers</p> <p>Bilingual Glossaries</p> <p>Google Doc/Sheet /Slide</p> <p>Notebooks</p> <p>Smartboard, document camera, paper, folders, pens</p> <p>Chart Paper</p>
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				<p>descriptions. <i>Write informative texts to convey ideas and information clearly and accurately.</i></p> <p>NJSLSA.W3: Write narratives. <i>Write narratives using clear sequences and relevant details.</i></p> <p>L.9-10.1: Use correct grammar. <i>Demonstrate command of standard English grammar (focus: prepositions and “be” questions).</i></p> <p>L.9-10.4: Clarify word meanings. <i>Determine the meaning of unknown words using context clues and reference tools.</i></p> <p>Social Studies</p>	<p><i>“The classroom is between the library and the office.”</i></p>	
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				Literacy: - RH.9-10.7: Integrate visual information (e.g., maps, diagrams).			
<u>Week 6</u> Chapters 1.25 - 1.26	At School: What's the Address?	Consonant digraphs: /th/ as in three, /th/ as in that, / ch/ as in chair, and /sh/ as in she Consonant digraphs: /hw/ as in what and /f/ as in phone	What questions with <i>be</i> Present tense of regular verbs: statements Present tense of regular verbs: yes/no questions Statements with <i>can</i> Yes/no questions with <i>can</i>	ELA -NJSLSA.SL1: Participate in conversations <i>Engage in guided conversations to ask and answer questions about places and abilities (e.g., "Can you read?" / "Where is the office?")</i> . -NJSLSA.SL2: Use visuals to understand spoken information <i>Use classroom visuals (e.g., maps, pictures of locations) to interpret oral directions and questions.</i> -NJSLSA.R1:	<u>Standard 1: Language for Social and Instructional Purposes</u> Key Language Use: <i>Narrate</i> Language Expectation: <i>Recount daily routines and past events.</i> <u>Standard 5: Language for Social Studies</u> Key Language Use: <i>Explain</i> Language Expectation: <i>Discuss the significance of daily activities in different cultures.</i>	Time to Read Vocabulary Development Word Reading Word Slam	iLit-Newcomer Reader Series Decodable texts Phonics Readers Bilingual Glossaries Google Doc/Sheet /Slide Notebooks Smartboard, document camera, paper, folders, pens Chart Paper

			<p>Identify details in a text <i>Locate specific information from short descriptions or labels (e.g., “This is the school address.”).</i></p> <p>NJSLSA.R4: Understand basic vocabulary</p> <p><i>Interpret place-related vocabulary (e.g., street, school, phone) and question words like what, where, can.</i></p> <p>-NJSLSA.W2: Write informative descriptions Label places or complete sentence frames describing location or ability (e.g., “I can write.” / “This is my address.”).</p> <p>-NJSLSA.W3: Write narratives with basic sequencing <i>Use simple</i></p>			
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			<p><i>frames to describe routines or abilities in a short written narrative.</i></p> <p>-L.9-10.1: Use correct grammar <i>*Apply correct forms of “can,” regular verbs, and WH-questions with be and do.</i></p> <p>L.9-10.4: Determine word meanings <i>Use context, visuals, and glossaries to clarify vocabulary related to addresses, school places, and actions.</i></p> <p>Social Studies Literacy:</p> <p>-RH.9-10.7: Integrate visual information <i>Interpret a simple map or diagram of a school or neighborhood to answer questions about locations.</i></p>			
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<p><u>Week 7</u></p> <p>Chapters 1.27 - 1.28</p> <p>-</p>	<p>At School: You Were Late Yesterday</p>	<p>Long vowel sounds with silent e</p> <p>Word families with /a⁻ /, / /, /o⁻ /, and /yo⁻ o⁻ /</p>	<p>What questions with do</p> <ul style="list-style-type: none"> • What + noun • Past tense of be: statements • Past tense of be: yes/no questions 	<p>ELA:</p> <p>-NJSLSA.SL1: Participate in conversations <i>Engage in guided conversations to recount past events (e.g., “I was late.” / “Where were you yesterday?”).</i></p> <p>-NJSLSA.SL6: Adapt speech for purpose <i>Use simple past-tense sentence frames to describe experiences in appropriate classroom contexts.</i></p> <p>-NJSLSA.R1: Identify details in a text <i>Read short passages and identify explicit information about past actions or routines.</i></p> <p>-NJSLSA.R2: Determine central ideas <i>Determine the main idea of brief narrative or informational</i></p>	<p><u>Standard 1:</u> <u>Language for Social and Instructional Purposes</u> Key Language Use: Narrate Language Expectation: Recount recent personal experiences using the past tense of be and do in statements and questions.</p> <p><i>Example student language: “I was late.” / “Where were you yesterday?” / “I didn’t go to school.”</i></p> <p><u>Standard 2:</u> <u>Language for Language Arts</u> Key Language Use: Narrate Language Expectation: Compose short personal narratives using time markers (e.g., yesterday, then, after that) and sequencing to describe events.</p> <p><i>Example student writing: “Yesterday, I</i></p>	<p>Time to Read</p> <p>Vocabulary Development</p> <p>Word Reading</p> <p>Word Slam</p>	<p>iLit-Newcomer Reader Series</p> <p>Decodable texts</p> <p>Phonics Readers</p> <p>Bilingual Glossaries</p> <p>Google Doc/Sheet /Slide</p> <p>Notebooks</p> <p>Smartboard, document camera, paper, folders, pens</p> <p>Chart Paper</p>
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			<p><i>texts related to school routines.</i></p> <p>-NJSLSA.W3: Write narratives about past events <i>Compose or complete short personal narratives using the past tense to recount what happened (e.g., “I was at the bus stop.”).</i></p> <p>-L.9-10.1: Use correct grammar <i>Use the past tense of be and do in statements and questions.</i></p> <p>-L.9-10.2: Apply punctuation for past-tense statements <i>Write past-tense sentences with appropriate capitalization and punctuation.</i></p> <p>-L.9-10.4: Determine word meanings <i>Understand time-related</i></p>	<p><i>missed the bus. I was late for class.”</i></p>	
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				<p><i>vocabulary and verb forms using visuals and context clues.</i></p> <p>Social Studies Literacy:</p> <p>RH.9-10.1: Cite evidence from past events <i>Support answers with details from personal experience or text about a daily routine or past event.</i></p> <p>RH.9-10.2: Summarize central ideas <i>Summarize a past event described in a short narrative or image prompt.</i></p>			
<p><u>Week 8</u></p> <p>Chapters 1.29 - 1.30</p>	<p>At Home: What Are You Doing ?</p>	<p>Long vowel sound: /a⁻/ as in game</p> <p>Word families with long vowel sound: /a⁻/</p>	<p>Present continuous tense: statements</p> <p>Present continuous tense: what questions</p>	<p>ELA</p> <p>- NJSLSA.W2: Write informative pieces (e.g., My Family).</p> <p>- NJSLSA.SL1: Collaborative discussions</p>	<p><u>Standard 1: Language for Social and Instructional Purposes</u></p> <p>Key Language Use: Inform</p> <p>Language Expectation:</p>	<p>Time to Read</p> <p>Vocabulary Development</p> <p>Word</p>	<p>iLit-Newcomer Reader Series</p> <p>Decodable texts</p> <p>Phonics Readers</p> <p>Bilingual</p>

			<p>Present continuous tense: yes/no questions</p> <p>Object pronouns</p>	<p>about home life.</p> <p>- NJSLSA.SL4: Present information clearly.</p> <p>Social Studies Literacy</p> <p>- RH.9-10.1: Support responses with textual evidence.</p>	<p><i>Describe family roles and household responsibilities.</i></p> <p><u>Standard 2: Language for Language Arts</u></p> <p>Key Language Use: <i>Narrate</i></p> <p>Language Expectation: <i>Write narratives about family experiences and traditions.</i></p>	<p>Reading</p> <p>Word Slam</p>	<p>Glossaries</p> <p>Google Doc/Sheet /Slide</p> <p>Notebooks</p> <p>Smartboard, document camera, paper, folders, pens</p> <p>Chart Paper</p>
<p><u>Week 9</u></p> <p>Chapters 1.31-1.32</p>	<p>At Home: I have to Work</p>	<p>Long vowel sound: /e⁻/ as in clean</p> <p>Word families with long vowel sound: /e⁻/</p>	<p>Simple present tense and present continuous tense</p> <p>Statements with like, have, and want + infinitive</p> <p>What questions with like, have, and want + infinitive</p>	<p>ELA:</p> <p>-NJSLSA.SL1: Participate in conversations <i>Engage in conversations to describe responsibilities and preferences (e.g., “I have to clean.” / “Do you like to read?”).</i></p> <p>-NJSLSA.SL4: Present personal information <i>Present information about routines or home life</i></p>	<p><u>Standard 1: Language for Social and Instructional Purposes</u></p> <p>Key Language Use: Inform</p> <p>Language Expectation: Describe daily routines and personal responsibilities using present tense and verbs + infinitives.</p> <p><i>Example student language: “I have to clean the kitchen.” /</i></p>	<p>Time to Read</p> <p>Vocabulary Development</p> <p>Word Reading</p> <p>Word Slam</p>	<p>iLit-Newcomer Reader Series</p> <p>Decodable texts</p> <p>Phonics Readers</p> <p>Bilingual Glossaries</p> <p>Google Doc/Sheet /Slide</p> <p>Notebooks</p> <p>Smartboard, document camera,</p>

			<p>Yes/no questions with like, have, and want + infinitive</p>	<p><i>using appropriate language and structure.</i></p> <p>-NJSLSA.R1: Identify details in a text <i>Locate key details in short texts or dialogues about routines and responsibilities.</i></p> <p>-NJSLSA.R4: Understand basic vocabulary <i>Interpret words related to personal tasks, preferences, and family roles (e.g., cook, babysit, work, like).</i></p> <p>-NJSLSA.W2: Write informative descriptions <i>Write about responsibilities or routines using sentence frames and verbs + infinitives (e.g., "I like to read. ").</i></p> <p>-NJSLSA.W3: Write personal</p>	<p><i>"I want to study." / "I like to read."</i></p> <p><u>Standard 2:</u> <u>Language for Language Arts</u></p> <p>Key Language Use: Narrate Language Expectation: Compose simple personal narratives describing regular tasks or family life using time phrases and sentence sequencing.</p> <p><i>Example student writing:</i> <i>"On Saturday, I have to help my mom. I clean my room and do my homework."</i></p>	<p>paper, folders, pens</p> <p>Chart Paper</p>
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				<p>narratives <i>Compose short narratives describing everyday activities (e.g., “I work on weekends.”).</i></p> <p>-L.9-10.1: Use correct grammar <i>Use present simple and present continuous tenses; form affirmative/negative statements and questions with like, want, have to + infinitive</i></p> <p>-L.9-10.4: Determine word meanings <i>Use context clues and bilingual supports to determine meanings of verbs related to routines and responsibilities.</i></p>			
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Career Readiness, Life Literacies & Key Skills

<i>Collaboration & Communication</i>	
CRP.K–12.CRP1	Act as a responsible and contributing citizen and employee E.g., Participate in classroom routines, introduce self, help a peer.
CRP.K–	Communicate clearly and effectively and with reason E.g., Practice speaking with partners,

12.CRP4	share ideas in simple sentences, ask/answer personal questions.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas E.g., Create a self-poster or digital identity card, role-play conversations.
<i>Critical Thinking & Problem Solving</i>	
CRP.K– 12.CRP2	Apply appropriate academic and technical skills. E.g., Match objects to words, follow multi-step instructions, sort and categorize school items.
<i>Information and Media Literacy</i>	
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information E.g., Use bilingual dictionaries or safe image searches to explore vocabulary.
CRP.K– 12.CRP7	Employ valid and reliable research strategies E.g., Use resources like a class word wall, labeled classroom items, or visual dictionaries to locate information.
<i>Technology Integration</i>	
9.4.2.TL.3	Use a digital tool to organize information, share findings or complete a task E.g., Use Flipgrid to introduce yourself, Seesaw to record voice, or Google Slides for a self-introduction.