



**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT  
OFFICE OF CURRICULUM AND INSTRUCTION  
MULTILINGUAL PROGRAM CURRICULUM**

**ML ELA 1**

Grade Level: 9

Credits: 5

**BOARD OF EDUCATION ADOPTION DATE: August 27, 2026**

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| Course Name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ML ELA 1                                                     |                  |
| Course Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                              |                  |
| ML ELA 1 is the first course in the Multilingual Program’s English language arts sequence, designed for newcomer multilingual learners at WIDA levels 1–2 and aligned to both the New Jersey Student Learning Standards for English Language Arts and WIDA ELD Standard 2. Across four thematic units — retelling and comparing stories, the evolution of character, perspective and identity, and impulse and consequence — students read accessible fiction, nonfiction, drama, and film, from Gary Soto’s short stories to an adapted Romeo and Juliet, while building the academic English needed to discuss, analyze, and write about them. Each unit culminates in a scaffolded writing task — a compare/contrast paragraph, a personal narrative, an analytical paragraph, and an argumentative paragraph delivered as a courtroom-style oral presentation — supported by sentence frames, word banks, and visual organizers that enable every learner to produce authentic academic work. ML ELA 1 fulfills English graduation requirements. |                                                              |                  |
| Course Sequence and Pacing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                              |                  |
| The course comprises four thematic units mapped to the four marking periods, totaling 100 teachable sessions of 67 minutes each. Each unit pairs a reading/analysis section with a scaffolded writing or presentation section and closes with a culminating summative task. Session counts are approximate (≈) to allow responsive pacing for WIDA Level 1–2 learners.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                              |                  |
| Unit Title                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Section Focus                                                | Suggested Pacing |
| Unit 1: Retell, Connect and Compare                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1.1 Story Foundations — Plot, Character & Point of View      | 15 Sessions      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1.2 Comparing Texts — Toward the Compare/Contrast Paragraph  | 13 Sessions      |
| Unit 2: Evolution of Character                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2.1 Heritage, Identity & Character Growth (Mentor Texts)     | 14 Sessions      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2.2 Writing the Personal Narrative (Exposition → Resolution) | 10 Sessions      |
| Unit 3: Perspective & Identity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 3.1 Point of View vs. Perspective Through a Cultural Lens    | 10 Sessions      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3.2 Crafting the Analytical Paragraph (Claim + Evidence)     | 8 Sessions       |
| Unit 4: Impulse and Consequence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 4.1 Romeo & Juliet, the Teen Brain & Figurative Language     | 16 Sessions      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 4.2 Argument & Presentation — Who Is Responsible?            | 14 Sessions      |
| Total                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 4 units across four marking periods                          | 100 Sessions     |
| Support Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                              |                  |
| Supporting resources and appendices for this curriculum are available. These include a Resource Catalog of standards-aligned activities, common formative assessment, and interdisciplinary items for performance expectations and objectives in this course.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                              |                  |
| <ul style="list-style-type: none"><li>● ML ELA 1 Resource Catalog</li><li>● <a href="#">Appendix A: Accommodations and Modifications for Various Student Populations</a></li><li>● <a href="#">Appendix B: Assessment Evidence</a></li><li>● <a href="#">Appendix C: Interdisciplinary Connections</a></li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                              |                  |
| This course is aligned to the NJSLs for ELA (Grades 9–10) and to WIDA ELD Standard 2 (Language for Language Arts). NJSLs and WIDA performance expectations are presented in condensed form throughout this document; complete standard text is available from the New Jersey Department of Education and the WIDA Consortium.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                              |                  |

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| <b>ML ELA 1</b><br><b>Suggested Pacing: ≈ 15 Sessions</b><br><b>Unit 1: Retell, Connect and Compare   Marking Period 1 (September – November 14)</b><br><i>Culminating Writing: Compare/Contrast Paragraph</i><br><b>Section 1.1 – Story Foundations — Plot, Character &amp; Point of View</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>NJ Standards – NJSLS for English Language Arts</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>RL.IT.9–10.3</b> — Analyze how an author unfolds and develops ideas, including how complex characters develop, interact, and advance the plot or theme.<br><b>RL.IT.9–10.3 [2]</b> — Identify evidence in a text that makes a character complex.<br><b>RL.TS.9–10.4</b> — Analyze the author's choices concerning text structure and the order of events to create specific effects.<br><b>RL.PP.9–10.5</b> — Determine an author's lens, including cultural experience reflected in a work of literature.<br><b>RL.PP.9–10.5 [3]</b> — Identify point of view or cultural experience presented.<br><b>RI.CT.9–10.8</b> — Analyze seminal/informational text of historical significance and how texts relate in theme and concept.                                                                          |
| <b>WIDA ELD Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Standard 2 — Language for Language Arts</b><br><b>ELD-LA.9-12.Narrate.Interpretive.1</b> — Interpret narratives by identifying themes or central ideas that develop over the text.<br><b>ELD-LA.9-12.Narrate.Interpretive.2</b> — Analyze how author choices about character attributes and actions relate to story elements (setting, event sequence, context).<br><b>ELD-LA.9-12.Inform.Interpretive.1</b> — Interpret informational texts by identifying and/or summarizing central ideas.                                                                                                                                                                                                                                                                                                               |
| <b>Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:</b><br><i>Objective IDs follow the Unit.Section.Objective convention (e.g., [2.1.3] = Unit 2, Section 1, Objective 3). Language objectives are differentiated by WIDA proficiency level (L1/L2) and language domain.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Content Objectives</b><br><b>[1.1.1]</b> Sequence the events of a short story on a basic plot diagram (exposition → resolution).<br><b>[1.1.2]</b> Identify a character and describe them using at least three STEAL traits, citing one detail from the text as evidence.<br><b>[1.1.3]</b> Distinguish first-person from third-person point of view in a given passage.<br><b>[1.1.4]</b> Identify the central idea of the 9/11 nonfiction article and connect it to a personal or visual response from the video.                                                                                                                                                                                                                                                                                         |
| <b>Language Objectives</b><br><b>[1.1.5]</b> LISTENING (L1–L2): Point to or label parts of a plot diagram and STEAL chart when the teacher names them aloud, using picture supports.<br><b>[1.1.6]</b> SPEAKING (L1): Produce simple subject-verb-adjective sentences to describe a character ('She looks tired.') using a word bank and sentence frame.<br><b>[1.1.7]</b> SPEAKING (L2): Ask and answer WH-questions (Who? What? Where? When? How?) about a story event with a partner using question stems.<br><b>[1.1.8]</b> READING (L1–L2): Use the 'Mark the Text' strategy to highlight characters, setting, and key events in a modified text.<br><b>[1.1.9]</b> WRITING (L1–L2): Write 2–3 simple sentences describing a character's looks and actions using present-tense verbs and provided frames. |
| <b>Instructional Support</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Critical Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

- Stories follow a predictable structure (exposition, rising action, climax, falling action, resolution) that can be mapped on a plot diagram.
- Characters are revealed through STEAL evidence — Speech, Thoughts, Effects on others, Actions, and Looks.
- Point of view (first vs. third person) shapes whose experience the reader follows.
- Fiction (Gary Soto stories) and nonfiction (9/11 article + video) can address related ideas in different forms.

#### Statement of Purpose (why students need to learn this)

Newcomer students need a shared, visual vocabulary for talking about stories before they can compare or analyze them. Mapping plot, naming character traits with evidence, and noticing who is telling the story give Level 1–2 learners concrete, transferable tools that anchor every later unit and let them participate in grade-level literary conversation with scaffolds.

#### Key Vocabulary

- Academic: plot, setting, character, point of view, exposition, climax, resolution, central idea
- From 'The No-Guitar Blues': distracted, deceit, guilt, charity, chimes
- From the 9/11 article: tragedy, memorial, resilience, first responder, unity
- Emotion/appearance/action words for character description (e.g., nervous, proud, quiet, brave)

#### Sentence Frames

- Character description: 'He / She looks \_\_\_\_\_. ' • 'He / She acts \_\_\_\_\_. ' • 'The character feels \_\_\_\_\_. '
- Plot retell: 'First, \_\_\_\_\_. Then, \_\_\_\_\_. At the end, \_\_\_\_\_. '
- Point of view: 'This story is told by \_\_\_\_\_. I know because the words \_\_\_\_\_ are used. '
- Central idea: 'The article is mostly about \_\_\_\_\_. '

#### ML ELA 1

**Suggested Pacing: ≈ 13 Sessions**

**Unit 1: Retell, Connect and Compare | Marking Period 1 (September – November 14)**

*Culminating Writing: Compare/Contrast Paragraph*

**Section 1.2 – Comparing Texts — Toward the Compare/Contrast Paragraph**

#### NJ Standards – NJSLS for English Language Arts

**RL.TS.9–10.4** — Analyze the author's choices concerning text structure and order of events to create specific effects.

**RL.IT.9–10.3 [4]** — Analyze how a change in one element shapes another.

**RI.IT.9–10.3** — Analyze how an author develops ideas, including the order points are made and connections drawn between them.

**RI.IT.9–10.3 [1]** — Identify organizational patterns.

#### WIDA ELD Standards

#### Standard 2 — Language for Language Arts

**ELD-LA.9-12.Inform.Interpretive.2** — Interpret informational texts by analyzing descriptions and inferences for key attributes and conceptual relationships.

**ELD-LA.9-12.Inform.Expressive.1** — Construct informational texts that introduce and define a topic for the audience.

**ELD-LA.9-12.Inform.Expressive.4** — Construct informational texts that develop coherence and cohesion throughout.

#### Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

*Objective IDs follow the Unit.Section.Objective convention (e.g., [2.1.3] = Unit 2, Section 1, Objective 3). Language objectives are differentiated by WIDA proficiency level (L1/L2) and language domain.*

#### Content Objectives

- [1.2.1]** Identify one similarity and one difference between two texts (or two characters) using a compare/contrast graphic organizer.
- [1.2.2]** Select one detail from each text as evidence for a point of comparison.
- [1.2.3]** Write a grammatically correct three-sentence compare/contrast paragraph (similarity, difference, conclusion).

#### Language Objectives

- [1.2.4]** READING (L1–L2): Sort details from two texts into 'same' and 'different' columns on a graphic organizer with sentence-strip support.
- [1.2.5]** SPEAKING (L1): Orally state one similarity using the frame 'Both \_\_\_\_ and \_\_\_\_ are \_\_\_\_.'
- [1.2.6]** SPEAKING (L2): Orally compare two characters or sports in 2–3 connected sentences using transition words.
- [1.2.7]** WRITING (L1): Complete the three sentence frames to produce a compare/contrast paragraph with a word bank.
- [1.2.8]** WRITING (L2): Expand each frame with one supporting detail and correct present-tense agreement.

#### Instructional Support

##### Critical Content

- Two texts (Amigo Brothers / Football vs. Fútbol) can be examined side by side for similarities and differences in characters, ideas, or perspectives.
- A compare/contrast paragraph states a similarity, states a difference, and ends with a concluding statement.
- Transitional words (both, however, similar, in conclusion) signal whether ideas are alike or different.
- Textual evidence supports each point of comparison.

##### Statement of Purpose (why students need to learn this)

Comparing is one of the most frequent academic demands students will face across every subject and on state assessments. Practicing it first with a tightly scaffolded three-sentence structure lets Level 1–2 writers produce organized, evidence-based academic writing successfully — building the confidence and sentence control they will reuse in narrative, analytical, and argumentative writing later in the year.

##### Key Vocabulary

- Academic: compare, contrast, similarity, difference, transition, evidence, conclusion
- From 'Amigo Brothers': aspirations, internal conflict, bout, elimination, unwavering
- Transition words: both, also, similarly, however, but, on the other hand, in conclusion

##### Sentence Frames

- Similarity: 'Both [Text A] and [Text B] are about \_\_\_\_.'
- Difference: 'However, [Character A] is \_\_\_\_, but [Character B] is \_\_\_\_.'
- Conclusion: 'In conclusion, these stories show that \_\_\_\_.'
- Evidence: 'In the story, \_\_\_\_.' • 'In the article, \_\_\_\_.'

#### Unit 1 Summative Assessment

Students craft a grammatically correct, multi-sentence compare/contrast paragraph (minimum three sentences: similarity, difference, conclusion). Students may compare/contrast two characters or two sports drawn from the unit texts, supporting each point with one piece of textual evidence and using compare/contrast transition words.

#### ML ELA 1

**Suggested Pacing: ≈ 14 Sessions**

**Unit 2: Evolution of Character | Marking Period 2 (November 15 – February 2)**

*Culminating Writing: Personal Narrative — “Inheriting My Story”*  
**Section 2.1 – Heritage, Identity & Character Growth (Mentor Texts)**

**NJ Standards – NJSLS for English Language Arts**

**RL.IT.9–10.3** — Analyze how complex characters develop, interact, and advance the plot or theme.  
**RL.TS.9–10.4** — Analyze the author's choices concerning text structure and order of events.  
**RL.CI.9–10.2** — Determine one or more themes of a literary text and analyze how they develop; provide an objective summary.  
**RL.CT.9–10.8 [4]** — Compare and contrast the treatment of similar themes or topics from two or more texts.  
**RI.CI.9–10.2** — Determine one or more central ideas of an informational text and analyze how they develop.  
**RI.IT.9–10.3 [1]** — Identify organizational patterns (cause/effect).

**WIDA ELD Standards**

**Standard 2 — Language for Language Arts**

**ELD-LA.9-12.Narrate.Interpretive.1** — Interpret narratives by identifying themes or central ideas that develop over the text.  
**ELD-LA.9-12.Narrate.Interpretive.2** — Analyze how author choices about character attributes and actions relate to story elements.  
**ELD-LA.9-12.Inform.Interpretive.1** — Interpret informational texts by identifying and/or summarizing central ideas.

**Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:**

*Objective IDs follow the Unit.Section.Objective convention (e.g., [2.1.3] = Unit 2, Section 1, Objective 3). Language objectives are differentiated by WIDA proficiency level (L1/L2) and language domain.*

**Content Objectives**

- [2.1.1]** Track how a character changes across a story using a STEAL + 'Effect on Others' chart.
- [2.1.2]** Explain one cause-and-effect relationship between a character's action and another character's reaction.
- [2.1.3]** Identify a shared theme (heritage, identity, family) across a literary text, an informational text, and a film clip.
- [2.1.4]** Summarize a mentor text objectively in 2–3 sentences.

**Language Objectives**

- [2.1.5]** LISTENING (L1–L2): Identify cause and effect in a film clip by matching action cards to reaction cards.
- [2.1.6]** SPEAKING (L1): State a character's feeling and one cause using 'The character feels \_\_\_ because \_\_\_.'
- [2.1.7]** SPEAKING (L2): Explain in 2–3 sentences why a theme matters, using transition words.
- [2.1.8]** READING (L1–L2): Mark the text for evidence of how a character changes from beginning to end.
- [2.1.9]** WRITING (L1): Write past-tense sentences about a character's actions using a past-tense anchor chart and word bank.
- [2.1.10]** WRITING (L2): Write a short cause/effect explanation of character growth using temporal transitions.

**Instructional Support**

**Critical Content**

- Characters change over the course of a story in response to conflict between individual desires and family expectations.
- The STEAL framework can be extended with 'Effect on Others' to track how one character's actions cause another's emotional reaction.
- Cause-and-effect organizers reveal why characters act and what results from those actions.
- Themes of heritage, identity, and legacy connect a literary mentor text (Everyday Use / Fish Cheeks) with informational text (Coco) and film.

**Statement of Purpose (why students need to learn this)**

To write meaningfully about their own family traditions, students first need to see how authors build and change characters. Studying heritage and identity in mentor texts gives Level 1–2 learners a model and a reason to write — their own lives — while cause/effect and extended STEAL analysis build the analytical thinking and past-tense narrative language they will transfer directly into the personal narrative.

#### Key Vocabulary

- Academic: theme, character growth, cause, effect, conflict, summary, narrative
- Heritage & identity: heritage, identity, shame, authentic, custom
- Coco text: ancestor, ofrenda, transcend, legacy, matriarch, estranged, self-identity, grieving, expectation, inherent
- Temporal words: initially, first, then, after, suddenly, eventually

#### Sentence Frames

- Cause/effect: 'Because \_\_\_\_\_, the character \_\_\_\_\_.'
- Character growth: 'At first, the character \_\_\_\_\_. By the end, the character \_\_\_\_\_.'
- Effect on others: 'When \_\_\_\_\_ did \_\_\_\_\_, \_\_\_\_\_ felt \_\_\_\_\_.'
- Theme: 'One theme in both texts is \_\_\_\_\_.'

#### ML ELA 1

**Suggested Pacing: ≈ 10 Sessions**

**Unit 2: Evolution of Character | Marking Period 2 (November 15 – February 2)**

*Culminating Writing: Personal Narrative — “Inheriting My Story”*

**Section 2.2 – Writing the Personal Narrative (Exposition → Resolution)**

#### NJ Standards – NJSLS for English Language Arts

**W.NW.9–10.3** — Write narratives to develop real or imagined experiences using effective technique, well-chosen detail, and well-structured sequences.

**W.NW.9–10.3.C** — Use a variety of techniques to sequence events so they build on one another to create a coherent whole.

#### WIDA ELD Standards

##### Standard 2 — Language for Language Arts

**ELD-LA.9-12.Narrate.Expressive.1** — Construct narratives that orient the audience to context and point(s) of view.

**ELD-LA.9-12.Narrate.Expressive.2** — Construct narratives that develop and describe characters and their relationships over a progression of events.

**ELD-LA.9-12.Narrate.Expressive.3** — Construct narratives that advance the plot with time and event sequences.

#### Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

*Objective IDs follow the Unit.Section.Objective convention (e.g., [2.1.3] = Unit 2, Section 1, Objective 3). Language objectives are differentiated by WIDA proficiency level (L1/L2) and language domain.*

#### Content Objectives

- [2.2.1]** Plan a personal narrative about a family tradition using a Freytag/narrative arc organizer.
- [2.2.2]** Draft a narrative with a clear beginning, middle, and end, describing at least two people.
- [2.2.3]** Revise for consistent past tense and the use of temporal transitions.

#### Language Objectives

- [2.2.4]** SPEAKING (L1–L2): Orally rehearse the sequence of a personal story to a partner using temporal words.
- [2.2.5]** READING (L1–L2): Read a narrative excerpt aloud and give one piece of peer feedback using a checklist.
- [2.2.6]** WRITING (L1): Complete a narrative arc template with simple past-tense sentences and a word bank.

**[2.2.7] WRITING (L2):** Write an expanded multi-paragraph narrative with vivid description and irregular past-tense verbs (gave, felt, taught).

### Instructional Support

#### Critical Content

- A personal narrative follows a structured arc from exposition to resolution.
- Strong narratives use vivid nouns, verbs, and adjectives and consistent past tense.
- Temporal transition words sequence events logically.
- The STEAL chart can be used as a planning 'blueprint' to build the writer's own characters.

#### Statement of Purpose (why students need to learn this)

Personal narrative lets newcomers write from the strongest knowledge base they have — their own experience — while practicing the past-tense, sequencing, and descriptive language that academic writing requires. Using the same STEAL and arc tools they applied to mentor texts turns analysis into authorship and makes the writing task achievable for Level 1–2 students.

#### Key Vocabulary

- Narrative structure: exposition, rising action, climax, falling action, resolution
- Tradition & family: tradition, generation, ancestor, custom, legacy
- Irregular past-tense verbs: gave, felt, taught, brought, made, knew
- Temporal transitions: first, before, while, suddenly, finally

#### Sentence Frames

- Exposition: 'When I was \_\_\_\_\_, my family \_\_\_\_\_.'
- Sequencing: 'First, \_\_\_\_\_. Then, \_\_\_\_\_. Finally, \_\_\_\_\_.'
- Description: 'My \_\_\_\_\_ was \_\_\_\_\_ and \_\_\_\_\_.'
- Resolution: 'After that day, I learned \_\_\_\_\_.'

### Unit 2 Summative Assessment

Personal Narrative — “Inheriting My Story.” Drawing on the mentor texts (Everyday Use, Coco, Mulan), students write a personal narrative about a time they participated in a family tradition passed down in their family. The narrative must follow a clear exposition-to-resolution arc, describe at least two people, and use past tense and temporal transitions.

### ML ELA 1

**Suggested Pacing: ≈ 10 Sessions**

**Unit 3: Perspective & Identity | Marking Period 3 (February 3 – March 17)**

*Culminating Writing: Analytical Paragraph*

**Section 3.1 – Point of View vs. Perspective Through a Cultural Lens**

#### NJ Standards – NJSLS for English Language Arts

**RL.PP.9–10.5** — Determine an author's lens, including cultural experience, and analyze rhetorical devices that advance a point of view.

**RL.PP.9–10.5 [3]** — Identify point of view or cultural experience presented.

**RL.PP.9–10.5 [4]** — Cite details or examples of the point of view or cultural experience.

**RL.IT.9–10.3 [4]** — Analyze how a change in one element shapes another.

#### WIDA ELD Standards

**Standard 2 — Language for Language Arts**

**ELD-LA.9-12.Narrate.Interpretive.3** — Interpret narratives by evaluating the impact of word choices on meaning, tone, and explicit vs. implicit points of view.

**ELD-LA.9-12.Inform.Interpretive.1** — Interpret informational texts by identifying and/or summarizing central ideas.

**ELD-LA.9-12.Inform.Interpretive.2** — Analyze descriptions and inferences for key attributes and conceptual relationships.

**Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:**

*Objective IDs follow the Unit.Section.Objective convention (e.g., [2.1.3] = Unit 2, Section 1, Objective 3). Language objectives are differentiated by WIDA proficiency level (L1/L2) and language domain.*

**Content Objectives**

- [3.1.1]** Distinguish point of view from perspective in a literary or biographical text.
- [3.1.2]** Explain how a character's or real figure's cultural experience shapes their perspective.
- [3.1.3]** Cite one detail or example that reveals a point of view or cultural experience.

**Language Objectives**

- [3.1.4]** LISTENING (L1–L2): Identify whose perspective is shown in a read-aloud using picture/word supports.
- [3.1.5]** SPEAKING (L1): State a perspective using 'Because of \_\_\_\_, [name] sees \_\_\_\_ as \_\_\_\_.'
- [3.1.6]** SPEAKING (L2): Explain in 2–3 sentences how an experience changed a figure's outlook.
- [3.1.7]** READING (L1–L2): Mark the text to find evidence of a character's cultural experience.
- [3.1.8]** WRITING (L1–L2): Write a sentence identifying point of view and a sentence stating perspective with evidence.

**Instructional Support**

**Critical Content**

- Point of view (who is speaking) is different from perspective (a character's unique outlook shaped by experience).
- Cultural experiences — race, language, segregation — create different 'lenses' through which characters see the world.
- Historical context (the Negro Leagues, Latin American béisbol) shapes how real and fictional figures experience events.
- Readers move from 'what happened' to 'how the character feels about what happened.'

**Statement of Purpose (why students need to learn this)**

Distinguishing point of view from perspective helps multilingual learners — who navigate multiple cultural lenses daily — name and analyze how identity shapes experience. Grounding this in the accessible, high-interest history of baseball lets Level 1–2 students engage with race, language, and identity and build the analytical reading that feeds a clear, evidence-based claim.

**Key Vocabulary**

- Academic: point of view, perspective, cultural lens, claim, evidence, central idea
- Clemente biography: legacy, humanitarian, prejudice, World Series
- Negro Leagues text: segregation, integration, pioneer, béisbol

**Sentence Frames**

- Point of view: 'This text is told from the point of view of \_\_\_\_.'
- Perspective: 'Because of \_\_\_\_, [name] has a \_\_\_\_ perspective.'
- Evidence: 'According to the biography, \_\_\_\_.' • 'The author states \_\_\_\_.'

**ML ELA 1**

**Suggested Pacing: ≈ 8 Sessions**

**Unit 3: Perspective & Identity | Marking Period 3 (February 3 – March 17)**

*Culminating Writing: Analytical Paragraph*

**Section 3.2 – Crafting the Analytical Paragraph (Claim + Evidence)**

**NJ Standards – NJSLS for English Language Arts**

**W.AW.9–10.1** — Write arguments to support claims in an analysis of texts using valid reasoning and relevant evidence.

**W.AW.9–10.1.A** — Introduce precise claims and organize relationships among claims, reasons, and evidence.

**W.AW.9–10.1.A [6]** — Write an argument with organization establishing clear relationships among claims supported by evidence.

**W.AW.9–10.1.C** — Use transitions to clarify relationships among claims, reasons, and evidence.

**W.AW.9–10.1.C [1]** — Clarify relationships among claims/reasons, reasons/evidence, and claims/counterclaims using words, phrases, and clauses.

**WIDA ELD Standards**

**Standard 2 — Language for Language Arts**

**ELD-LA.9-12.Argue.Expressive.1** — Construct arguments that introduce and develop precise claims.

**ELD-LA.9-12.Argue.Expressive.2** — Support claims with valid reasoning and relevant, sufficient evidence.

**ELD-LA.9-12.Argue.Interpretive.1** — Interpret arguments by identifying and summarizing central ideas of sources.

**Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:**

*Objective IDs follow the Unit.Section.Objective convention (e.g., [2.1.3] = Unit 2, Section 1, Objective 3). Language objectives are differentiated by WIDA proficiency level (L1/L2) and language domain.*

**Content Objectives**

**[3.2.1]** Craft a clear claim about how a figure's perspective was shaped by their cultural experience.

**[3.2.2]** Organize a claim and supporting evidence using a Box and Bullets organizer.

**[3.2.3]** Write an analytical paragraph with a claim, one piece of textual evidence, and an explanation.

**Language Objectives**

**[3.2.4]** SPEAKING (L1–L2): State a claim aloud to a partner using a claim stem before writing.

**[3.2.5]** READING (L1–L2): Select one quote or fact as evidence and label why it supports the claim.

**[3.2.6]** WRITING (L1): Complete the analytical paragraph frames with a word bank and Box and Bullets.

**[3.2.7]** WRITING (L2): Write an analytical paragraph that introduces evidence with a formal phrase and explains it.

**Instructional Support**

**Critical Content**

- An analytical paragraph begins with a clear claim and supports it with textual evidence and explanation.
- A 'Box and Bullets' organizer boxes the claim and bullets the supporting evidence to prevent cognitive overload.
- Formal introductory phrases signal evidence ('According to the biography...', 'The author states...').
- Each piece of evidence must be explained, not just quoted.

**Statement of Purpose (why students need to learn this)**

The claim-evidence-explanation paragraph is the backbone of academic writing in high school and beyond. Building it visually with Box and Bullets and sentence stems lets Level 1–2 writers organize logic before language, so they can produce a coherent, evidence-based analytical paragraph and carry the structure forward into argumentation in Unit 4.

**Key Vocabulary**

- Academic: claim, evidence, analysis, support, introductory phrase, cite
- Baseball idioms (for cultural/language study): step up to the plate, out of left field, curveball, home run
- Introductory phrases: according to, the author states, the text shows, for example

### Sentence Frames

- Claim: '[Name] has a \_\_\_\_\_ perspective because of \_\_\_\_\_.'
- Evidence: 'According to the text, \_\_\_\_\_.'
- Explanation: 'This shows that the character feels \_\_\_\_\_ about \_\_\_\_\_.'
- Box and Bullets: 'My claim is \_\_\_\_\_. My evidence is: (1) \_\_\_\_\_ (2) \_\_\_\_\_.'

### Unit 3 Summative Assessment

Analytical Paragraph — Perspective & Identity in Baseball. Using Fences, Roberto Clemente, and The Negro Leagues, students choose one figure (Troy Maxson, Roberto Clemente, or a Negro Leagues player) and write an analytical paragraph explaining how that figure's perspective was shaped by their experiences with race or culture, including a clear claim and at least one piece of textual evidence with explanation.

### ML ELA 1

**Suggested Pacing: ≈ 16 Sessions**

**Unit 4: Impulse and Consequence | Marking Period 4 (March 27 – June 10)**

*Culminating Work: Argumentative Paragraph + Oral Presentation*

**Section 4.1 – Romeo & Juliet, the Teen Brain & Figurative Language**

### NJ Standards – NJSLS for English Language Arts

**L.VI.9–10.4** — Demonstrate understanding of figurative language, word relationships, and nuances, including connotative meanings.

**L.VI.9–10.4.A** — Interpret figures of speech in context and analyze their role in the text.

**L.VI.9–10.4.A [2]** — Interpret the role of figurative language in the text.

**RI.IT.9–10.3** — Analyze how an author develops ideas, including connections drawn between them.

**RI.IT.9–10.3 [1]** — Identify organizational patterns (cause/effect).

### WIDA ELD Standards

#### Standard 2 — Language for Language Arts

**ELD-LA.9-12.Narrate.Interpretive.3** — Evaluate the impact of specific word choices on meaning, tone, and point of view.

**ELD-LA.9-12.Inform.Interpretive.1** — Interpret informational texts by identifying and/or summarizing central ideas.

**ELD-LA.9-12.Inform.Interpretive.2** — Analyze descriptions and inferences for key attributes and conceptual relationships.

#### Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:

*Objective IDs follow the Unit.Section.Objective convention (e.g., [2.1.3] = Unit 2, Section 1, Objective 3). Language objectives are differentiated by WIDA proficiency level (L1/L2) and language domain.*

#### Content Objectives

- [4.1.1]** Identify and interpret examples of metaphor, simile, and hyperbole in adapted text.
- [4.1.2]** Explain one cause-and-effect relationship in a key scene.
- [4.1.3]** Use the nonfiction teen-brain article to explain a character's impulsive decision.
- [4.1.4]** Gather evidence of responsibility/guilt for the unit's central question.

#### Language Objectives

- [4.1.5]** LISTENING (L1–L2): Identify figurative language in a read-aloud by raising a labeled card (metaphor/simile/hyperbole).
- [4.1.6]** SPEAKING (L1): State what a figure of speech means using 'This means \_\_\_\_\_.'
- [4.1.7]** SPEAKING (L2): Explain how a metaphor shows a character's feeling in 2–3 sentences.

**[4.1.8] READING (L1–L2):** Apply the color-coding key to mark names, figurative language, and evidence of guilt.

**[4.1.9] WRITING (L1–L2):** Write sentences interpreting figurative language and stating cause/effect using frames.

### Instructional Support

#### Critical Content

- Figurative language (metaphor, simile, hyperbole) carries emotional meaning in Shakespeare's dialogue.
- A nonfiction text on the teen brain (prefrontal cortex, amygdala) provides a scientific lens for why characters act impulsively.
- Cause-and-effect relationships in key scenes drive the tragedy's events.
- A color-coded 'Mark the Text' key (names, figurative language, evidence of guilt) makes adapted Shakespeare accessible.

#### Statement of Purpose (why students need to learn this)

Pairing *Romeo & Juliet* with teen-brain science gives multilingual learners a real reason to decode difficult, figurative language: it explains behavior they can relate to. Mastering metaphor, simile, and cause/effect — with heavy color-coded scaffolds — equips Level 1–2 students to gather and interpret the evidence they will need to build and defend an argument.

#### Key Vocabulary

- Academic: metaphor, simile, hyperbole, figurative language, cause, effect, imagery
- *Romeo & Juliet*: feud, star-crossed, foe, banish, consent, tragedy
- Teen-brain article: impulsive, adolescence, prefrontal cortex, amygdala, primal, vulnerability

#### Sentence Frames

- Figurative language: 'The author compares \_\_\_\_\_ to \_\_\_\_\_. This means \_\_\_\_\_.'
- Cause/effect: 'Because \_\_\_\_\_ happened, \_\_\_\_\_ happened next.'
- Science lens: 'The article says teens \_\_\_\_\_, which explains why \_\_\_\_\_.'

### ML ELA 1

**Suggested Pacing: ≈ 14 Sessions**

**Unit 4: Impulse and Consequence | Marking Period 4 (March 27 – June 10)**

*Culminating Work: Argumentative Paragraph + Oral Presentation*

**Section 4.2 – Argument & Presentation — Who Is Responsible?**

### NJ Standards – NJSLS for English Language Arts

**W.AW.9–10.1.A** — Introduce precise claims and create organization establishing relationships among claims, counterclaims, reasons, and evidence.

**W.AW.9–10.1.A [5]** — Select an organizational structure establishing clear relationships among claims, counterclaims, reasons, and evidence.

**SL.PI.9–10.4** — Present information, findings, and supporting evidence clearly, concisely, and logically.

**SL.PI.9–10.4 [2],[3]** — Recognize that presentation is shaped by purpose/audience/task and what makes a clear, logical presentation.

**SL.UM.9–10.5 [4]** — Use digital media strategically in presentations to enhance understanding and add interest.

### WIDA ELD Standards

#### Standard 2 — Language for Language Arts

**ELD-LA.9-12.Argue.Expressive.1** — Construct arguments that introduce and develop precise claims and address counterclaims.

**ELD-LA.9-12.Argue.Expressive.2** — Support claims and refute counterclaims with valid reasoning and relevant, sufficient evidence.

**ELD-LA.9-12.Argue.Expressive.4** — Logically organize claims, reasons, and evidence; offer a conclusion.

**Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:**

*Objective IDs follow the Unit.Section.Objective convention (e.g., [2.1.3] = Unit 2, Section 1, Objective 3). Language objectives are differentiated by WIDA proficiency level (L1/L2) and language domain.*

**Content Objectives**

- [4.2.1]** Form an argument about who is responsible for the tragedy, taking a clear position.
- [4.2.2]** Write an argumentative paragraph with a claim, reasons, and textual evidence.
- [4.2.3]** Present a short, structured analysis (claim + evidence) orally to the class.
- [4.2.4]** Evaluate peers' arguments using shared criteria (claim clarity, evidence, speaking skills).

**Language Objectives**

- [4.2.5]** SPEAKING (L1): Deliver a rehearsed claim and one piece of evidence using a sentence frame.
- [4.2.6]** SPEAKING (L2): Present a 3–4 sentence argument with claim, evidence, and a concluding statement; respond to one question.
- [4.2.7]** LISTENING (L1–L2): Score a peer's argument on a simple criteria checklist.
- [4.2.8]** WRITING (L1): Complete the argument paragraph frames with a word bank.
- [4.2.9]** WRITING (L2): Write an argumentative paragraph using formal register and transitions, addressing the opposing view.

**Instructional Support**

**Critical Content**

- An argument takes a clear position (claim), supports it with reasons and evidence, and addresses the other side.
- Academic argument language and formal register strengthen a position in writing and speech.
- An effective oral presentation is organized for its audience and delivered clearly.
- Listeners can evaluate the persuasiveness of an argument against shared criteria.

**Statement of Purpose (why students need to learn this)**

Argumentation and public speaking are the highest-leverage academic and civic skills students take from the year. The courtroom framing — deciding who is responsible for the tragedy — gives Level 1–2 learners an authentic, motivating purpose to assemble a claim, evidence, and reasoning and to speak before an audience, consolidating every reading and writing skill built across the four units.

**Key Vocabulary**

- Academic: argument, claim, reason, evidence, counterclaim, persuasive, register, conclusion
- Argument language: in my opinion, the most responsible character is, this proves, on the other hand, therefore
- Legal framing: responsible, guilt, involuntary, consequence, evidence

**Sentence Frames**

- Claim: 'In my opinion, the most responsible character is \_\_\_\_.'
- Reason + evidence: 'This is because \_\_\_\_\_. The text shows \_\_\_\_.'
- Counter: 'Some people think \_\_\_\_\_, but \_\_\_\_\_.'
- Conclusion: 'Therefore, \_\_\_\_\_ is responsible for the tragedy.'

**Unit 4 Summative Assessment**

Argumentative Paragraph + Oral Presentation. After reading *Romeo and Juliet*, students determine whether Friar Lawrence is guilty of involuntary manslaughter in the deaths of Romeo, Juliet, and Paris. Students write an argumentative paragraph (claim, reasons, evidence, conclusion) and read their argument aloud in a courtroom-style presentation. The audience evaluates persuasiveness using a peer-feedback checklist scoring claim clarity, evidence, and speaking skills.

| NJSLS Career Awareness, Exploration, Preparation, and Training, and Life Literacies and Key Skills |                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9.4.12.CI.1                                                                                        | Demonstrate the ability to reflect, analyze, and use creative skills and ideas.                                                                                                                         |
| 9.4.12.CI.3                                                                                        | Investigate new challenges and opportunities for personal growth, advancement, and transition.                                                                                                          |
| 9.4.12.CT.1                                                                                        | Identify problem-solving strategies used in the development of an innovative product or practice.                                                                                                       |
| 9.4.12.CT.2                                                                                        | Explain the potential benefits of collaborating to enhance critical thinking and problem solving.                                                                                                       |
| 9.4.12.CT.4                                                                                        | Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). |
| 9.4.12.TL.1                                                                                        | Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.                                                                       |
| 9.4.12.TL.4                                                                                        | Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.                                                            |
| 9.4.12.IML.2                                                                                       | Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.                                            |
| 9.4.12.IML.3                                                                                       | Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.                                                                                        |
| 9.4.12.IML.4                                                                                       | Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.                                                                                            |
| 9.4.12.IML.7                                                                                       | Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.                                                                                  |
| 9.4.12.IML.9                                                                                       | Evaluate media sources for point of view, bias, and motivations.                                                                                                                                        |
| 9.4.12.IML.10                                                                                      | Analyze the decisions creators make to reveal explicit and implicit messages within information and media.                                                                                              |