ESL
SCIENCE
BUSINESS
BILINGUAL
PRESCHOOL
MATHEMATICS
LIBRARY MEDIA
SOCIAL STUDIES
WORLD LANGUAGES
GIFTED & TALENTED
TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: **English as a Second Language**

Course: ESL III

Grade Level: 7-8

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

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The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:
ESL III
Grade 7th-8th

Date of Board Adoption:
August 25, 2026

RAHWAY PUBLIC SCHOOLS CURRICULUM

ESL III - Grades: 7th-8th

PACING GUIDE

Unit	Title	Pacing
1	Examining Prejudice and Conflict ● Understanding Stereotypes and Their Impact ● Roots of Conflict: Causes and Resolution Strategies ● Empathy and Taking Action Against Prejudice	8-10 weeks
2	Finding Your Place: Identity and Belonging	8-10 weeks
3	Truth	8-10 weeks
4	Injustice: ● Voices Silenced: Whose Stories Aren't Told? ● Standing Up: Acts of Resistance and Courage ● Justice for All? Exploring Fairness in Rules and Laws	8-10 weeks

ACCOMMODATIONS

504 Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide student with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining agenda book.

IEP Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

Gifted and Talented Accommodations:

- Differentiate reading levels of texts (e.g., Newsela).
- Offer students additional texts with higher lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.

ELL Accommodations:

- Provide extended time.
- Assign preferential seating.
- Assign peer buddy who the student can work with.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc…).
- Have student repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.

● Assign/allow for leadership roles during collaborative work and in other learning activities.	● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes. ● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets. ● Create alternate assignments. ● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. ● Allow student to resubmit assignments. ● Use small group instruction. ● Simplify language. ● Provide scaffolded vocabulary and vocabulary lists. ● Demonstrate concepts possibly through the use of visuals. ● Use manipulatives. ● Emphasize critical information by highlighting it for the student. ● Use graphic organizers. ● Pre-teach or pre-view vocabulary. ● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. ● Provide audio versions of the textbooks. ● Highlight textbooks/study guides. ● Use supplementary materials. ● Give assistance in note taking ● Use adapted/modified textbooks. ● Allow use of computer/word processor. ● Allow student to answer orally, give extended time (time-and-a-half). ● Allow tests to be given in a separate location (with the ESL teacher). ● Allow additional time to complete assignments and/or assessments. ● Read question to student to clarify. ● Provide a definition or synonym for words on a test that do not impact the validity of the exam. ● Modify the format of assessments. ● Shorten test length or require only selected test items. ● Create alternative assessments. ● On an exam other than a spelling test, don’t take points off for spelling errors.

UNIT OVERVIEW

Content Area: ESL III - English as a Second Language

Unit Title: (Unit 1) **Examining Prejudice and Conflict**

- Understanding Stereotypes and Their Impact
- Roots of Conflict: Causes and Resolution Strategies
- Empathy and Taking Action Against Prejudice

Target Course/Grade Level: ESL Level III - Grades 7th-8th

Unit Summary: This unit explores the complex issues of prejudice and conflict, focusing on understanding stereotypes, the roots and resolutions of conflict, and the importance of empathy and action in confronting injustice. The anchor text for the unit is Jerry Craft's *New Kid*, which is complemented by a variety of fiction and nonfiction texts that examine bias, discrimination, identity, belonging, and the experiences of individuals from diverse cultural and social backgrounds. Through these texts, students compare multiple perspectives, analyze how prejudice affects individuals and communities, and examine the choices people make when faced with conflict. Designed for multilingual learners at advanced English proficiency, the unit develops academic language, critical thinking, and social-emotional skills through discussion, close reading, collaborative learning, and evidence-based writing. As the culminating assessment, students will write an informative/explanatory literary analysis explaining how Jerry Craft develops the themes of prejudice, identity, and belonging through characters, dialogue, illustrations, and events. Students will support their analysis with relevant textual evidence while making connections to ideas presented in the accompanying fiction and nonfiction texts.

Approximate Length of Unit: 8-10 weeks

ESL III Unit 1 Pacing Guide

LEARNING TARGETS

WIDA Standards:

- **ELD-SI.4-12.Narrate**
  - Share ideas about one's own and others' lived experiences and previous learning
  - Connect stories with images and representations to add meaning
  - Identify and raise questions about what might be unexplained, missing, or left unsaid
  - Recount and restate ideas to sustain and move dialogue forward
  - Create closure, recap, and offer next steps
- **ELD-SI.4-12.Explain**
  - Generate and convey initial thinking
  - Follow and describe cycles and sequences of steps or procedures and their causes and effects
  - Compare changing variables, factors, and circumstances
  - Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes

    - Act on feedback to revise understandings of how or why something is or works in particular ways
- **ELD-SI.4-12.Argue**
    - Generate questions about different perspectives
    - Support or challenge an opinion, premise, or interpretation
    - Clarify and elaborate ideas based on feedback
    - Evaluate changes in thinking, identifying trade-offs
    - Refine claims and reasoning based on new information or evidence
- **ELD-SI.4-12.Inform**
    - Define and classify facts and interpretations; determine what is known vs. unknown
    - Report on explicit and inferred characteristics, patterns, or behavior
    - Describe the parts and wholes of a system
    - Sort, clarify, and summarize relationships ● Summarize most important aspects of information
- **ELD-LA.6-8:** .Narrate.Interpretive-Interpret language arts narratives by:
    - Identifying a theme or central idea that develops over the course of a text
    - Analyzing how character attributes and actions develop in relation to events or dialogue
    - Evaluating impact of specific word choices about meaning and tone
- **ELD-LA.6-8:** Narrate.Expressive- Construct language arts narratives that:
    - Orient audience to context and point of view
    - Develop and describe characters and their relationships
    - Develop story, including themes with complication and resolution, time, and event sequences
    - Engage and adjust for audience
- **ELD-LA.6-8:** .Inform.Interpretive- Interpret informational texts in language arts by:
    - Identifying and/or summarizing main ideas and their relationship to supporting ideas
    - Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
    - Evaluating the impact of author's key word choices over the course of a text
- **ELD-LA.6-8:**Inform.Expressive Construct informational texts in language arts that:
    - Introduce and define topic and/or entity for audience
    - Establish objective or neutral stance
    - Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
    - Develop coherence and cohesion throughout text
- **ELD-LA.6-8:**Argue.Interpretive- Interpret language arts arguments by:
    - Identifying and summarizing central idea distinct from prior knowledge or opinions
    - Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
    - Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)
- **ELD-LA.6-8:** Argue.Expressive- Construct language arts arguments that:
    - Introduce and develop claim(s) and acknowledge counterclaim(s)
    - Support claims with reasons and evidence that are clear, relevant, and credible
    - Establish and maintain formal style
    - Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

NJ Student Learning Standards:

RL.CR.7.1:Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RL.CR.8.1: Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
RL.CI.7.2: Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.CI.8.2: Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.7.3: Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.IT.8.3: Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
RL.TS.7.4: Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.TS.8.4: Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
RI.PP.7.5: Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
RI.TS.8.4: Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.
RI.CR.7.1: Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RI.CR.8.1: Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
RI.CI.7.2: Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.CI.8.2: Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.IT.7.3: Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
RI.IT.8.3: Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
W.WP.7.4: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
W.WP.8.4: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
W.SE.7.6: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
W.SE.8.6: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.RW.7.7: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of

discipline-specific tasks, purposes, and audiences.
W.RW.8.7: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.AW.8.1: Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. Establish and maintain a formal or academic style, approach, and form.
e. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.8.2: Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

f. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
g. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
h. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
i. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
j. Establish and maintain a formal style/academic style, approach, and form.
k. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

- **SL.PE.7.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
    a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
    b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
    c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
    d. Acknowledge new information expressed by others and, when warranted, modify their own views. appropriate.
- **L.SS.7.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
    a. Explain the function of phrases and clauses in general and their function in specific sentences.
    b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
    c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and

dangling modifiers.

d. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
e. Recognize spelling conventions.

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

Interdisciplinary Connections and Standards:

Social Studies

6.3.8. CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings,
elections) to understand how conflicting points of view are addressed in a democratic society.
6.3.5. GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues,
including climate change and propose possible solutions.
6.2.8. HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living. Asia, Africa (Islam), Europe and the Americas over time.
4-ESS3-1, 6.3.5.CivicsPD.2).

Unit Understandings:

Students will understand that…

- Identity is shaped by personal experiences, family, culture, language, race, ethnicity, gender, community, and other aspects of a person's lived experiences, influencing their voice, perspective, and sense of belonging. (**AAH**, **HG**, **LGBTQ**, **AAPI**)
- Authors use literary elements, including characterization, setting, dialogue, conflict, and theme, to communicate ideas about identity, belonging, resilience, justice, and the diverse experiences of individuals and communities.
- Readers construct meaning by using textual evidence, background knowledge, and inference to understand characters, themes, and multiple perspectives represented in literary and informational texts.
- Literary and informational texts present diverse voices, structures, and perspectives that help readers understand different cultures, identities, historical experiences, and viewpoints.
- Effective readers identify themes, analyze character development, and examine how culture, identity, and lived experiences influence characters' decisions, relationships, and perspectives.
- Effective writers organize ideas, integrate relevant textual evidence, and communicate clearly to explain, analyze, and express ideas about identity, culture, and the human experience.
- Speaking, listening, reading, and writing are interconnected processes that strengthen communication, critical thinking, and appreciation for diverse perspectives.

- Understanding and respecting the diverse identities, histories, and experiences of individuals and communities fosters empathy, inclusion, civic responsibility, and a stronger sense of belonging.(**AAH**, **HG**, **LGBTQ**, **AAPI**)

Unit Essential Questions:

- What are stereotypes and how do they form? (**AAH**, **HG**, **LGBTQ**, **AAPI**)
- How do stereotypes influence our perceptions and actions?
- What are the consequences of stereotyping individuals or groups?
- What are common causes of conflict between individuals and groups?
- How can conflicts escalate, and what strategies help resolve them?
- What role does communication play in conflict resolution?
- What does it mean to have empathy?
- How can individuals and communities challenge prejudice? (**AAH**, **HG**, **LGBTQ**, **AAPI**)
- What actions can we take to create a more inclusive environment? (**AAH**, **HG**, **LGBTQ**, **AAPI**)

Knowledge and Skills:

Students will know…

- Students will know that citing textual evidence supports analysis and interpretation of both literary and informational texts.
- Students will know that summarizing main ideas and themes, and distinguishing between fact and interpretation, are key to understanding complex topics like prejudice and conflict.
- Students will know that writing and speaking about prejudice, conflict, and empathy requires clear reasoning, relevant evidence, and consideration of audience and purpose.
- Students will know that evaluating the impact of word choice, structure, and point of view in texts helps reveal underlying themes and biases.
- Students will know that revising arguments and explanations based on new evidence or feedback is essential for developing a well-rounded perspective.
- **Informative/Explanatory Writing Skills:**
    - Informative/explanatory essays describe, discuss, explain, or analyze a topic using evidence from texts and personal experience.
    - Effective essays have a clear introduction, body paragraphs with supporting evidence, and a conclusion.
    - Writers use academic language, transition words, and evidence to support their explanations.
- **Prejudice and Stereotypes:**
    - Prejudice means judging someone before knowing them, often negatively, based on their identity or group.
    - Stereotypes are oversimplified ideas about groups of people that can be harmful and untrue.
    - Stereotypes can lead to prejudice, discrimination, and conflict.
- **Conflict and Its Roots:**
    - Conflict can arise from misunderstandings, differences, stereotypes, or competition for resources.
    - There are both internal (within oneself) and external (between people or groups) causes of conflict.
    - Conflicts can be resolved through communication, empathy, and problem-solving strategies.

- **Empathy and Action:**
    - Empathy means understanding and sharing another person's feelings or experiences.
    - Showing empathy can help reduce prejudice and resolve conflict.
    - Individuals can take action to challenge prejudice and help create inclusive communities.

Students will be able to...

- Engage in extended discussions, debates, and collaborative projects.
- Analyze and summarize complex texts (novels, graphic novels, essays).
- Use evidence from texts to support claims in speaking and writing.
- Produce structured written pieces (essays, narratives, reflections).
- Develop academic vocabulary related to prejudice, conflict, and empathy.
- Define empathy and explain its role in combating prejudice.
- Identify causes of conflict in personal, local, and global contexts.
- Compare conflict experiences of characters (e.g., *Refugee*, *The Breadwinner*, *When Stars Are Scattered*).
- Evaluate and propose resolution strategies.
- Identify actions individuals and communities can take to promote understanding and kindness.
- Analyze mentor texts for examples of empathy and positive change (e.g., *Wonder*, *Each Kindness*, *I Am Malala*).
- Define stereotypes and identify examples in mentor texts.
- Analyze how stereotypes affect characters' lives and self-perceptions.
- Use academic vocabulary related to stereotypes, bias, and perspective.
- Summarize various viewpoints using evidence from texts.
- Express and justify opinions during structured discussions.
- Sequence events and explain cause/effect relationships in oral and written forms.
- Use language for agreeing, disagreeing, and proposing solutions.
- Write a reflection or dialogue script showing conflict resolution.
- Use descriptive language to express emotions and perspectives.
- Compose persuasive texts and oral presentations.
- Collaborate on group projects using respectful and supportive language.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- **END OF UNIT ASSESSMENT:** Students will read independently from a long or paired text set and answer combination of multiple-choice and constructed-response questions about the text. Additionally, students will complete a writing task in the following genre:
    - **Informative/Explanatory Writing Task** (W2): After reading a short passage, students will describe, discuss, explain or analyze an aspect of the passage. They will draw on their own experiences or opinions to develop their ideas for the essay.

- Vocabulary quizzes
- CommonLit assessments
- Written reflections connecting texts and personal experiences.
- Group presentations and reflective journals.
- Multimedia presentation or creative piece demonstrating understanding and advocating for empathy.

Assessment Accommodations for ESL III

WIDA English Language Proficiency Levels 3–4

- Read and clarify assessment directions using academic language supported by examples or visuals when needed.
- Provide extended time and chunk lengthy assessments into manageable sections.
- Allow the use of bilingual dictionaries, glossaries, and academic vocabulary reference sheets.
- Permit students to annotate texts and use graphic organizers to organize ideas, evidence, and writing.
- Provide sentence starters or paragraph frames for complex writing tasks as needed while encouraging increasing independence.
- Allow students to discuss ideas or rehearse responses with a partner before independent writing or speaking tasks.
- Accept minor grammatical and language errors that do not interfere with communication or demonstrate misunderstanding of the content.
- Assess content knowledge separately from English language proficiency when language conventions are not the primary focus of the assessment.
- Permit the use of approved assistive technology, speech-to-text, or digital planning tools when appropriate.
- Provide opportunities for revision and reflection based on teacher or peer feedback during formative assessments.
- Use multiple assessment formats, including essays, presentations, discussions, projects, research tasks, and performance-based assessments, to allow students to demonstrate learning in a variety of ways.
- Use rubrics that evaluate content understanding, organization, use of evidence, academic vocabulary, and language development appropriate to students' English proficiency level.

Assessment Design Considerations

Assessments should:

- Align with grade-level New Jersey Student Learning Standards while providing appropriate linguistic supports based on students' WIDA English language proficiency levels.
- Measure content knowledge independently from English language proficiency whenever possible.
- Include multiple opportunities for students to demonstrate understanding through reading, writing, speaking, and listening.
- Scaffold academic language without reducing the cognitive rigor of the assessment.
- Incorporate visuals, graphic organizers, real-world examples, and contextual supports to facilitate comprehension.
- Encourage students to use evidence-based responses and increasingly independent academic language aligned with WIDA Level 2–3 expectations.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Understanding Stereotypes and Their Impact.**
    - Text-based discussions (e.g., *American Born Chinese*, *The All-American Slurp*)
    - Personal narrative writing: "A Time I Felt Misunderstood"
    - Group poster: "Breaking Stereotypes"

- **Roots of Conflict: Causes and Resolution Strategies**

    - Socratic seminar: Debating conflict causes/resolutions using evidence from texts.
    - Role-play: Conflict scenarios and peaceful resolution strategies.
    - Research project: Real-world conflict and resolution case studies.

- **Empathy and Taking Action Against Prejudice**
    - Empathy mapping: Charting characters' feelings and perspectives.
    - Class project: "Acts of Kindness" campaign in school/community.
    - Creative writing: Letters from the perspective of a character or historical figure advocating for change.
- Analyze short stories, news articles, or media representations for examples of stereotypes.
- **Vocabulary Preview:** Introduce essential academic and topic-specific vocabulary (e.g., prejudice, stereotype, empathy, resolution) with visuals and student-friendly definitions.
- **Anticipation Guide:** Students respond to statements related to the unit themes (agree/disagree) and discuss in pairs, activating background knowledge and opinions.
- **Guided Text Annotation:** As students read the long or paired text, they highlight or annotate examples of prejudice, conflict, stereotypes, and empathy.
- **Jigsaw Reading:** In small groups, each student reads a different section of the text, summarizes key information, and shares with the group to build collective understanding.
- **Text-Dependent Questions:** Students answer multiple-choice and short constructed-response questions that require citing evidence and interpreting the text.
- **Socratic Seminar or Fishbowl Discussion:** Students discuss one of the unit themes using evidence from the text, practicing academic conversation skills and supporting ideas with examples.
- **Role-Play Scenarios:** In pairs or small groups, students act out situations involving stereotypes or conflict and practice empathy and conflict resolution strategies.
- Conduct group discussions on how stereotypes have affected personal or observed experiences.
- Research and present on historical or current events where stereotypes led to conflict or injustice.
- Read and discuss case studies of conflicts (school-based, community, or global).
- Role-play scenarios to practice conflict resolution strategies (e.g., negotiation, active listening).
- Interview peers or family members about real-life conflict experiences and solutions.
- Read narratives or watch videos highlighting people who stood up against prejudice.
- Develop and participate in classroom or school-wide anti-bias projects.
- Write letters, posters, or digital messages advocating for inclusion and respect.
- Visual supports, photographs, illustrations, and realia
- Translanguaging
- Read-alouds and/or shared reading
- Bilingual glossaries and multilingual resources
- Sentence frames and paragraph frames
- Graphic organizers for reading and writing
- Storyboards and sequencing organizers

- Color-coded annotation and evidence charts
- Chunked reading passages and writing tasks
- Modeled think-alouds and teacher demonstrations
- Flexible grouping for collaborative learning
- Frequent formative feedback through conferencing and observation
- Opportunities for oral rehearsal before writing
- Multiple means of engagement, representation, and expression
- **Writing Activities for Informative/Explanatory Writing**
    - **Graphic Organizer for Essay Planning:** Use a template to help students organize their main idea, evidence from the text, personal experiences, and explanations for their informative/explanatory essay.
    - **Sentence Frames & Paragraph Starters:** Provide scaffolds such as:
        - "The text shows that _____ because _____."
    - " In my experience, _____."
        - "This is important because _____."
    - **Peer Review:** Students exchange drafts and use a checklist to give feedback on clarity, evidence, organization, and language.
    - **Final Informative/Explanatory Essay:** After reading a short passage, students write an essay describing, discussing, explaining, or analyzing an aspect of the text, drawing on both textual evidence and their own experiences.

RESOURCES

Suggested Teacher Resources:

Novels

- **"Inside Out and Back Again" by Thanhha Lai** A poignant verse novel about a young girl fleeing Vietnam and adapting to life in the United States, exploring themes of prejudice, identity, and empathy.
- **"Refugee" by Alan Gratz** Interwoven stories of three young people from different periods and places, all fleeing conflict and facing prejudice as refugees.
- **"The Breadwinner" by Deborah Ellis** A story set in Afghanistan, focusing on a girl who must disguise herself as a boy to support her family under Taliban rule, touching on gender stereotypes, conflict, and empathy.
- **"Ghost" by Jason Reynolds** Chronicles a boy's journey overcoming stereotypes and finding empathy among teammates in a new track team.
- **"Wonder" by R.J. Palacio** Explores empathy and prejudice through the eyes of a boy with a facial difference attending school for the first time.

Graphic Novels

- **"American Born Chinese" by Gene Luen Yang** Explores stereotypes, identity, and the struggle to fit in through interconnected stories and rich visuals.
- **"When Stars Are Scattered" by Victoria Jamieson and Omar Mohamed** Based on a true story, it follows two Somali brothers in a Kenyan refugee camp, offering insight into prejudice, hope, and resilience.

- **"New Kid" by Jerry Craft** Follows Jordan, a Black student navigating a new, mostly white private school, facing stereotypes and microaggressions.

Short Fictional Stories

- **"Thank You, Ma'am" by Langston Hughes** A classic short story about compassion and understanding, breaking down stereotypes about youth and crime.
- **"The All-American Slurp" by Lensey Namioka** A humorous look at cultural misunderstandings and stereotypes as a Chinese family adapts to life in the U.S.
- **"Seventh Grade" by Gary Soto** Explores cultural identity, fitting in, and empathy in a diverse classroom setting.

Short Non-Fiction Stories & Essays

- "Sammy Davis Jr., an Exceptional Entertainer"Jay Bernstein Public Relations ByReadWorks
- "Letter from Jackie Robinson on Civil Rights" by ReadWorks
- "Thurgood Marshall: From Briggs to Brown" from the U.S. News & World Report collection at the Library of Congress (ReadWorks)
- "The Negro Leagues and Latin American Béisbol"by T.J. Resler (Common Lit)
- "Can We Stop A.I. from Learning Harmful Biases" by Kathryn Hulick (Common Lit)
- Refugee Communities in the United States By Read Works (several passages)
- "The Holocaust" by ReadWorks
- Immigration and Challenges for New Americans by ReadWorks (several passages)
- "Malala Yousafzai" By ReadWorks
- "Civil Rights on a City Bus" By ReadWorks
- "Girls and boys learn gender behavior roles when they are young" by Newsela
- "Companies and magazines discriminate against Mexico's dark-skinned people" by Newsela
- "The lesser-known history of Black cowboys" by Newsela
- "Marvel's "Shang-Chi" fights Asian stereotypes" by Newsela
- "School program tries to help more girls focus on science, math classes" by Newsela
- "My Name" from "The House on Mango Street" by Sandra Cisneros A reflective piece on cultural identity and prejudice faced by Latinx students.
- **"The Danger of a Single Story" (TED Talk transcript) by Chimamanda Ngozi Adichie** illuminates how stereotypes are formed and the importance of empathy in overcoming them.
- **"Fish Cheeks" by Amy Tan** A brief memoir about cultural embarrassment and empathy, ideal for discussion about perspectives and understanding.
- **Selections from "I Am Malala: How One Girl Stood Up for Education and Changed the World" (Young Readers Edition) by Malala Yousafzai** Non-fiction account of facing prejudice and conflict with courage and empathy.
- Articles and texts from the CommonLit 360 Curriculum

Picture Books with Complex Themes (for scaffolding)

- **"The Name Jar" by Yangsook Choi** explores cultural identity, acceptance, and understanding differences.
- **"Each Kindness" by Jacqueline Woodson** A powerful message about the impact of kindness and empathy.
- Google Classroom
- CommonLit
- Newsela

Equipment Needed:

- Newline Board
- Student Chromebook
- Headsets
- Google Classroom

UNIT OVERVIEW

Content Area: ESL III - English as a Second Language

Unit Title: (Unit 2): Finding Your Place: Identity and Belonging

Target Course/Grade Level: ESL Level III - Grades 7th-8th

Unit Summary: This unit explores the theme of **"Finding Your Place: Identity and Belonging "** through diverse texts—short stories, essays, poems, novels, and graphic novels. Multilingual students will develop their academic English through authentic reading, writing, discussion, and technology-based activities. They will investigate cultural heritage, assimilation, self-acceptance, and the multifaceted nature of identity. After reading a selection of texts that explore identity from different perspectives students will write a literary analysis essay

Approximate Length of Unit: 8-10 weeks

ESL III Unit 2 Pacing Guide

LEARNING TARGETS

WIDA Standards:

- **ELD-SI.4-12.Narrate**
  - Share ideas about one's own and others' lived experiences and previous learning
  - Connect stories with images and representations to add meaning
  - Identify and raise questions about what might be unexplained, missing, or left unsaid
  - Recount and restate ideas to sustain and move dialogue forward
  - Create closure, recap, and offer next steps
- **ELD-SI.4-12.Explain**
  - Generate and convey initial thinking
  - Follow and describe cycles and sequences of steps or procedures and their causes and effects
  - Compare changing variables, factors, and circumstances
  - Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
  - Act on feedback to revise understandings of how or why something is or works in particular ways
- **ELD-SI.4-12.Argue**
  - Generate questions about different perspectives
  - Support or challenge an opinion, premise, or interpretation
  - Clarify and elaborate ideas based on feedback
  - Evaluate changes in thinking, identifying trade-offs
  - Refine claims and reasoning based on new information or evidence
- **ELD-SI.4-12.Inform**

    - Define and classify facts and interpretations; determine what is known vs. unknown
    - Report on explicit and inferred characteristics, patterns, or behavior
    - Describe the parts and wholes of a system
    - Sort, clarify, and summarize relationships ● Summarize most important aspects of information
- **ELD-LA.6-8:** .Narrate.Interpretive-Interpret language arts narratives by:
    - Identifying a theme or central idea that develops over the course of a text
    - Analyzing how character attributes and actions develop in relation to events or dialogue
    - Evaluating impact of specific word choices about meaning and tone
- **ELD-LA.6-8:** Narrate.Expressive- Construct language arts narratives that:
    - Orient audience to context and point of view
    - Develop and describe characters and their relationships
    - Develop story, including themes with complication and resolution, time, and event sequences
    - Engage and adjust for audience
- **ELD-LA.6-8:** .Inform.Interpretive- Interpret informational texts in language arts by:
    - Identifying and/or summarizing main ideas and their relationship to supporting ideas
    - Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
    - Evaluating the impact of author's key word choices over the course of a text
- **ELD-LA.6-8:**Inform.Expressive Construct informational texts in language arts that:
    - Introduce and define topic and/or entity for audience
    - Establish objective or neutral stance
    - Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
    - Develop coherence and cohesion throughout text
- **ELD-LA.6-8:**Argue.Interpretive- Interpret language arts arguments by:
    - Identifying and summarizing central idea distinct from prior knowledge or opinions
    - Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
    - Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)
- **ELD-LA.6-8:** Argue.Expressive- Construct language arts arguments that:
    - Introduce and develop claim(s) and acknowledge counterclaim(s)
    - Support claims with reasons and evidence that are clear, relevant, and credible
    - Establish and maintain formal style
    - Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

NJ Student Learning Standards:

- **RI.CR.9–10.1.** Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- **RI.CI.9–10.2.** Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- **RI.IT.9–10.3.** Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

- **RL.TS.9–10.4.** Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

- **W.AW.9–10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
    a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
    b. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
    c. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
    e. Provide a concluding paragraph or section that supports the argument presented.
- **W.WP.9–10.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- **W.RW.9–10.7.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **SL.PE.7.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
    a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
    b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
    c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
    d. Acknowledge new information expressed by others and, when warranted, modify their own views.
- **SL.ES.7.3.** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- **SL.PI.7.4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- **L.SS.7.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
    a. Explain the function of phrases and clauses in general and their function in specific sentences.
    b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
d. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
e. Recognize spelling conventions.

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2)
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g.,1.3E.12profCR3.a).
9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

Interdisciplinary Connections and Standards:

Social Studies

6.3.8. CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
6.3.5. GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues,including climate change and propose possible solutions.
6.2.8. HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living. Asia, Africa (Islam), Europe and the Americas over time.

Unit Understandings:

Students will understand that…

- Identity is shaped by personal experiences, family, culture, language, race, ethnicity, gender, community, and the relationships people build throughout their lives.
- A sense of belonging develops through connections with family, culture, community, and acceptance, while experiences of exclusion can shape a person's identity and perspective.
- Navigating multiple cultures, languages, and communities can present challenges while also fostering resilience, empathy, and personal growth. (**AAH**, **HG**, **LGBTQ**, **AAPI**)
- A person's opportunities, beliefs, and understanding of the world can be influenced by social, cultural, historical, and economic factors.
- Personal goals, values, and identities may sometimes conflict with family, cultural, or societal expectations, requiring individuals to make difficult choices. (**AAH**, **HG**, **LGBTQ**, **AAPI**)
- Literature and informational texts help readers understand diverse identities, cultures, histories, and lived experiences, encouraging empathy and respect for multiple perspectives.
- Authors use characterization, setting, dialogue, symbolism, imagery, and other literary elements to communicate themes of identity, belonging, resilience, justice, and the human experience.
- Effective readers analyze themes, character development, and an author's craft while supporting their interpretations with relevant textual evidence.
- Effective writers communicate ideas clearly by organizing their thinking, supporting their analysis with evidence, and reflecting on how texts connect to their own experiences and the world around them.

- Speaking, listening, reading, and writing are interconnected processes that strengthen communication, critical thinking, and appreciation for diverse perspectives.

Unit Essential Questions:

- How do a character's gender, race, and money change how they see the world and their place in society?
- What does a character do when their personal dreams are different from their family or community rules?
- How do a character's home, life experiences, and inside feelings change their life journey?
- What factors shape our identities?
- How do our names, backgrounds, and experiences influence how we see ourselves and how others see us? (**AAH**, **HG**, **LGBTQ**, **AAPI**)
- In what ways can literature and storytelling help us understand and navigate identity?
- How do authors use literary techniques to develop characters and themes related to identity?
- How can we express our evolving identities through writing, speaking, and creative projects?
- How does a step-by-step writing process help us build clear paragraphs and essays?

Knowledge and Skills:

Students will know...

- The concept of identity and factors that influence it (family, culture, language, experiences).
- How to identify theme and central idea in various genres.
- Literary elements: characterization, point of view, dialogue, and word choice.
- Strategies for close reading and textual analysis.
- The structure of informative, narrative, and argumentative texts.
- English grammar conventions relevant to complex sentence construction and academic writing.
- How to use digital tools for collaboration and presentation.
- How to find repeating ideas (themes) in a story by tracking matching words, symbols, or images across different chapters.
- The plot (events), characters (people), setting (place), and theme (lesson) work together to create the main meaning of a story.
- To make clear claims (opinion) about a book and support it using exact examples from the text.
- How to choose a specific quote or illustration from a story to prove their written statements are correct.
- To organize ideas in a logical order using graphic organizers, transitions (First, Second, Finally), and sentence frames to build a structured paragraph.
- How to agree and disagree on a character's dreams, family cultural rules, or their own individual dreams.

Students will be able to...

- Identify and label how a character's gender, race, and life experiences change their self-image (how they see themselves), using pictures and a provided word bank.
- Sort examples of personal dreams versus family/community responsibilities into a visual graphic organizer (T-chat).
- Explain how a character's life journey is shaped by their home, experiences, and inner feelings by completing simple, pre-written sentence frames.

- Match the major parts of a coming-of-age story - such as the characters growing up, facing problems, and/or learning a lesson to specific chapters or visuals panels in a book.
- Use literary devices to complete scaffolded argumentative writing about a story.
- **Interpret and analyze** how authors convey themes about identity
- **Summarize** literary and informational texts, distinguishing between fact and opinion
- **Discuss and collaborate** effectively with peers, building on others' ideas and supporting their own with evidence
- **Write** narrative, informative/explanatory, and argumentative texts using appropriate organization, transitions, and academic language
- **Explain** how specific details, dialogue, and incidents reveal aspects of characters or move the plot forward.
- **Compare and contrast** perspectives of different characters or narrators.
- **Create** personal narratives, poems, or multimodal projects about their own identity journeys.
- **Revise** and edit their writing for clarity, style, and grammatical accuracy
- **Use technology** to gather, organize, and present information, and to communicate across cultures
- **Demonstrate global and cultural awareness** by reflecting on their own identity and appreciating diverse perspectives

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Evidence-based responses about the interaction of narrative elements
- Vocabulary quizzes
- CommonLit assessments
- **END OF UNIT ASSESSMENT:** Students will read independently from a long or paired text set and answer a combination of multiple-choice and constructed-response questions about the text. Additionally, students will complete a writing task in the following genre:
    - ***Literary Analysis Task:*** After reading the passage(s), students will think about the similarities and differences in how the two authors developed the themes in each text. Students will write an essay in which they identify a theme from each text and analyze how the theme is developed using specific details from both selections.
- Reading journals and annotations
- Quick writes and discussion posts
- Peer feedback on writing drafts
- Participation in SchoolAI Spaces activities
- Analytical essay or multimedia project on a chosen text/theme
- Personal narrative or poem about identity
- Group presentation (digital or live)
- Portfolio including revised writing, reflections, and creative projects

Assessment Accommodations for ESL III

WIDA English Language Proficiency Levels 3–4

- Read and clarify assessment directions using academic language supported by examples or visuals when needed.
- Provide extended time and chunk lengthy assessments into manageable sections.
- Allow the use of bilingual dictionaries, glossaries, and academic vocabulary reference sheets.
- Permit students to annotate texts and use graphic organizers to organize ideas, evidence, and writing.
- Provide sentence starters or paragraph frames for complex writing tasks as needed while encouraging increasing independence.
- Allow students to discuss ideas or rehearse responses with a partner before independent writing or speaking tasks.
- Accept minor grammatical and language errors that do not interfere with communication or demonstrate misunderstanding of the content.
- Assess content knowledge separately from English language proficiency when language conventions are not the primary focus of the assessment.
- Permit the use of approved assistive technology, speech-to-text, or digital planning tools when appropriate.
- Provide opportunities for revision and reflection based on teacher or peer feedback during formative assessments.
- Use multiple assessment formats, including essays, presentations, discussions, projects, research tasks, and performance-based assessments, to allow students to demonstrate learning in a variety of ways.
- Use rubrics that evaluate content understanding, organization, use of evidence, academic vocabulary, and language development appropriate to students' English proficiency level.

Assessment Design Considerations

Assessments should:

- Align with grade-level New Jersey Student Learning Standards while providing appropriate linguistic supports based on students' WIDA English language proficiency levels.
- Measure content knowledge independently from English language proficiency whenever possible.
- Include multiple opportunities for students to demonstrate understanding through reading, writing, speaking, and listening.
- Scaffold academic language without reducing the cognitive rigor of the assessment.
- Incorporate visuals, graphic organizers, real-world examples, and contextual supports to facilitate comprehension.
- Encourage students to use evidence-based responses and increasingly independent academic language aligned with WIDA Level 2–3 expectations.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Language Focus Mini-Lessons

- **Content:** Focused instruction on sentence structure, transitions, and academic vocabulary related to identity and the texts.
- **Activity:** Use mentor sentences from the texts to practice combining sentences, using varied clauses, and correcting errors.
- **Support:** Mini-lessons, editing checklists, and collaborative sentence-building games.

Reflection Circles: Growth and Self-Discovery

- **Texts:** Student work and readings
- **Activity:** Students participate in reflection circles to share their learning, growth, and evolving sense of identity, making connections across texts and experiences.
- **Support:** Sentence stems, group norms, and teacher-facilitated discussions.

RESOURCES

Suggested Teacher Resources:

Mentor Texts (Short Stories, Essays, Poems)

- **"Names/Nombres" by Julia Alvarez** An essay exploring cultural heritage, name identity, and assimilation.
- **"Fish Cheeks" by Amy Tan** A short memoir about cultural embarrassment and pride.
- **"Where I'm From" by George Ella Lyon** A poem that prompts reflection on personal and cultural roots.
- **Excerpt from "A Place to Belong" by Cynthia Kadohata** A passage about adapting to a new culture and redefining family.
- **"My Name" from *The House on Mango Street* by Sandra Cisneros** A vignette that explores the connection between names and self-identity.

Novels

- **"The First Rule of Punk" by Celia C. Pérez** A story about a bicultural girl expressing her identity through music and zines.
- **Mexican WhiteBoy by Matt de la Peña** Danny, a biracial Mexican-American teenager, spends the summer with his father's family in National City, California. He wrestles with his mixed heritage, language barriers, and finding his place both on and off the baseball field.
- **Ghost by Jason Reynold:** Castle "Ghost" Cranshaw runs from his past and toward a better future. When he joins an elite track team, he must confront his family's struggles and his own sense of self-worth. Ghost's journey is one of growth, honesty, and finding community.
- **"Inside Out and Back Again" by Thanhha Lai** Told in verse, this novel follows a Vietnamese immigrant's journey to self-acceptance.
- **"American Born Chinese" by Gene Luen Yang** Intertwining stories of identity, stereotypes, and self-acceptance.

- **“Other Words for Home” by Jasmine Warga** A Syrian girl navigates new beginnings in America while holding onto her roots.
- **“Piecing Me Together” by Renée Watson** Explores race, privilege, and a young woman’s journey to find her own voice.
- **“The Crossover” by Kwame Alexander** A novel in verse about basketball, family, and growing up.
- **“Front Desk” by Kelly Yang** Though slightly below the grade band, this accessible novel centers on an immigrant girl's search for belonging.

Graphic Novels

- **“Pashmina”: By Nidhi Chanani:** Priyanka, an Indian-American teen, discovers a magical pashmina that reveals her family’s past and her own sense of self. Explores bicultural identity, heritage, and the meaning of home.
- **“American Born Chinese” *By Gene Luen Yang*** Intertwines three stories about Chinese American identity, stereotypes, and cultural assimilation. Explores bicultural struggles and self-acceptance, resonating with multilingual and multicultural students.
- **“New Kid” by Jerry Craft** chronicles an African American boy’s experiences in a new, primarily white private school.
- **“Stargazing” by Jen Wang** explores Chinese-American identity, friendship, and self-discovery.
- **“When Stars Are Scattered” by Victoria Jamieson & Omar Mohamed** A poignant graphic memoir set in a refugee camp, focusing on hope and resilience.
- **“El Deafo” by Cece Bell** A graphic memoir about navigating school and friendships with hearing loss, with themes of difference and acceptance

Equipment Needed:

- Projector
- Document camera
- Student chromebooks

UNIT OVERVIEW

Content Area: ESL III - English as a Second Language

Unit Title: (Unit 3) Truth

Target Course/Grade Level: ESL Level III - Grades 7th-8th

Unit Summary: In this unit, students will explore the complex concept of *truth* through the lens of literature, focusing on how personal perspectives and bias shape what we understand as "the truth". Students will delve into diverse novels, each presenting events through multiple viewpoints, unreliable narrators, or documentary-style storytelling. Students will act as "truth detectives," examining how narrative structure, character perspective, and language choices influence our understanding of events. Through close reading, collaborative discussions, and analytical writing, students will develop skills in critical thinking, textual analysis, and argumentation—all vital for level 3 multilingual learners. The unit will emphasize language development, especially comparing, contrasting, and synthesizing information from various sources.

Approximate Length of Unit: 8-10 weeks

ESL III Unit 3 Pacing Guide

LEARNING TARGETS

WIDA Standards:

- **ELD-SI.4-12.Narrate**
  - Share ideas about one's own and others' lived experiences and previous learning
  - Connect stories with images and representations to add meaning
  - Identify and raise questions about what might be unexplained, missing, or left unsaid
  - Recount and restate ideas to sustain and move dialogue forward
  - Create closure, recap, and offer next steps
- **ELD-SI.4-12.Explain**
  - Generate and convey initial thinking
  - Follow and describe cycles and sequences of steps or procedures and their causes and effects
  - Compare changing variables, factors, and circumstances
  - Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
  - Act on feedback to revise understandings of how or why something is or works in particular ways
- **ELD-SI.4-12.Argue**
  - Generate questions about different perspectives
  - Support or challenge an opinion, premise, or interpretation
  - Clarify and elaborate ideas based on feedback
  - Evaluate changes in thinking, identifying trade-offs
  - Refine claims and reasoning based on new information or evidence

- **ELD-SI.4-12.Inform**
    - Define and classify facts and interpretations; determine what is known vs. unknown
    - Report on explicit and inferred characteristics, patterns, or behavior
    - Describe the parts and wholes of a system
    - Sort, clarify, and summarize relationships ● Summarize most important aspects of information
- **ELD-LA.6-8:** .Narrate.Interpretive-Interpret language arts narratives by:
    - Identifying a theme or central idea that develops over the course of a text
    - Analyzing how character attributes and actions develop in relation to events or dialogue
    - Evaluating impact of specific word choices about meaning and tone
- **ELD-LA.6-8:** Narrate.Expressive- Construct language arts narratives that:
    - Orient audience to context and point of view
    - Develop and describe characters and their relationships
    - Develop story, including themes with complication and resolution, time, and event sequences
    - Engage and adjust for audience
- **ELD-LA.6-8:** .Inform.Interpretive- Interpret informational texts in language arts by:
    - Identifying and/or summarizing main ideas and their relationship to supporting ideas
    - Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
    - Evaluating the impact of author's key word choices over the course of a text
- **ELD-LA.6-8:**Inform.Expressive Construct informational texts in language arts that:
    - Introduce and define topic and/or entity for audience
    - Establish objective or neutral stance
    - Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
    - Develop coherence and cohesion throughout text
- **ELD-LA.6-8:**Argue.Interpretive- Interpret language arts arguments by:
    - Identifying and summarizing central idea distinct from prior knowledge or opinions
    - Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
    - Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)
- **ELD-LA.6-8:** Argue.Expressive- Construct language arts arguments that:
    - Introduce and develop claim(s) and acknowledge counterclaim(s)
    - Support claims with reasons and evidence that are clear, relevant, and credible
    - Establish and maintain formal style
    - Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

NJ Student Learning Standards:

- **RL.CR.7.1.** Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- **RI.CR.7.1.** Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- **RL.PP.7.5.** Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
- **RI.PP.7.5.** Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

- **RI.AA.7.7.** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- **RL.PP.7.5** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- **W.AW.7.1.** Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
    a. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
    b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
    c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
    d. Establish and maintain a formal style/academic style, approach, and form.
    e. Provide a concluding statement or section that follows from and supports the argument presented.
- **W.WP.7.4.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
- **W.WR.7.5.** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **W.SE.7.6.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **SL.PE.7.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
    a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
    b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
    c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
    d. Acknowledge new information expressed by others and, when warranted, modify their own views.
- **SL.ES.6.3.** Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **SL.PI.6.4.** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
- **L.KL.7.2.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    a. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
    b. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
    c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

- **NJSLSA.R5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **RI.CR.8.1**. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
- **RL.8.5:** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- **RL.8.7:** Evaluate the advantages and disadvantages of using different forms of text (e.g., written, audio, staged, or filmed) to present a particular topic or idea.
- **RI.AA.8.7**. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced
- **RL.8.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at grade level text-complexity or above, with scaffolding as needed.
- **W.AW.8.1.** Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
    A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
    B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
    C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
    D. Establish and maintain a formal or academic style, approach, and form.
    E. Provide a concluding statement or section that follows from and supports the argument presented.

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

Interdisciplinary Connections and Standards:

6.3.8. CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
6.3.5. GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
6.2.8. HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Unit Understandings:

Students will understand that…

- Truth is shaped by personal experiences, culture, identity, historical context, and individual perspectives. (**AAH**, **HG**, **LGBTQ**, **AAPI**)
- Multiple perspectives help readers develop a more complete and nuanced understanding of people, events, and ideas. (**AAH**, **HG**, **LGBTQ**, **AAPI**)
- Personal experiences, beliefs, and biases influence how individuals interpret and communicate truth.
- Literature and informational texts present different perspectives that encourage readers to question assumptions, evaluate evidence, and think critically.
- Authors make intentional choices about the narrator, point of view, structure, language, and evidence to shape readers' understanding of truth and influence their interpretation of events.
- Evaluating truth requires readers to analyze evidence, identify bias, consider multiple perspectives, and distinguish between fact, opinion, and interpretation.
- Examining diverse voices and lived experiences promotes empathy, challenges stereotypes, and fosters a deeper understanding of history, identity, and society.
- Effective readers support their interpretations with relevant textual evidence, while effective writers and speakers communicate thoughtful analyses using evidence from multiple sources.

Unit Essential Questions:

- What does it mean to tell the truth?
- How do personal experiences and perspectives shape our understanding of events? (**AAH**, **HG**, **LGBTQ**, **AAPI**)
- In what ways do our backgrounds and experiences influence what we believe is true? (**AAH**, **HG**, **LGBTQ**, **AAPI**)
- How can the same event be interpreted differently by different people?
- What strategies can we use to determine what is true in a story with multiple viewpoints?
- How do authors use language and structure to shape or distort truth?
- How can we identify bias or unreliability in a narrator or text?

Knowledge and Skills:

Students will know...

- Key academic vocabulary: truth, perspective, bias, narrator, point of view, evidence, claim, inference, reliable, unreliable, argument, interpretation.
- Elements of narrative structure (e.g., first/third person, linear vs. non-linear).
- How to identify explicit and implicit evidence in texts.
- Strategies for discussing, questioning, and revising interpretations.

Students will be able to…

- **Analyze** how authors use multiple perspectives or documentary styles to present subjective truth.
- **Compare and contrast** different characters' accounts of the same event.
- **Evaluate** the reliability of narrators and sources in fiction.
- **Cite textual evidence** to support claims about truth and perspective.
- **Participate in discussions** that respectfully consider a variety of viewpoints.
- **Produce written and/or multimedia projects** that synthesize information from multiple perspectives.

- Use academic vocabulary related to truth, perspective, and bias.
- Summarize and paraphrase different characters' points of view.
- Engage in structured debates or Socratic Seminars about what "really happened."
- Write analytical responses with clear claims and evidence from the text.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- **END OF UNIT COMMON ASSESSMENT:** Students will read independently from a long or paired text set and answer a combination of multiple-choice and constructed-response questions about the text. Additionally, students will complete a writing task in the following genre:
    - ***Argumentative Essay* (W1):** After reading a passage(s), students will write an argument to support their claims with clear reasons and relevant textual evidence, including direct quotations from the passage.
- Multimedia project, assessed with a rubric that values evidence, language use, and analysis of perspective.
- Study Guides
- Vocabulary Quizzes
- End of Unit Project

Assessment Accommodations for ESL III

WIDA English Language Proficiency Levels 3–4

- Read and clarify assessment directions using academic language supported by examples or visuals when needed.
- Provide extended time and chunk lengthy assessments into manageable sections.
- Allow the use of bilingual dictionaries, glossaries, and academic vocabulary reference sheets.
- Permit students to annotate texts and use graphic organizers to organize ideas, evidence, and writing.
- Provide sentence starters or paragraph frames for complex writing tasks as needed while encouraging increasing independence.
- Allow students to discuss ideas or rehearse responses with a partner before independent writing or speaking tasks.
- Accept minor grammatical and language errors that do not interfere with communication or demonstrate misunderstanding of the content.
- Assess content knowledge separately from English language proficiency when language conventions are not the primary focus of the assessment.
- Permit the use of approved assistive technology, speech-to-text, or digital planning tools when appropriate.
- Provide opportunities for revision and reflection based on teacher or peer feedback during formative assessments.

- Use multiple assessment formats, including essays, presentations, discussions, projects, research tasks, and performance-based assessments, to allow students to demonstrate learning in a variety of ways.
- Use rubrics that evaluate content understanding, organization, use of evidence, academic vocabulary, and language development appropriate to students' English proficiency level.

Assessment Design Considerations

Assessments should:

- Align with grade-level New Jersey Student Learning Standards while providing appropriate linguistic support based on students' WIDA English language proficiency levels.
- Measure content knowledge independently from English language proficiency whenever possible.
- Include multiple opportunities for students to demonstrate understanding through reading, writing, speaking, and listening.
- Scaffold academic language without reducing the cognitive rigor of the assessment.
- Incorporate visuals, graphic organizers, real-world examples, and contextual supports to facilitate comprehension.
- Encourage students to use evidence-based responses and increasingly independent academic language aligned with WIDA Level 2–3 expectations.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **"Two Truths and a Lie"** (students practice identifying and questioning statements)
- **Guided reading:** Small groups read and discuss selected short stories.
- **Text annotation:** Highlight evidence of bias, perspective, or unreliable narration.
- **Graphic organizers:** Venn diagrams to compare points of view.
- **Novel study:** Students read chosen novel in literature circles (roles: Summarizer, Questioner, Connector, Word Wizard).
- **Discussion protocols:** Accountable talk, sentence frames for comparing and contrasting.
- **Close reading:** Analyze key passages for word choice, tone, and perspective.
- **Research mini-project:** Find and compare two news accounts of the same event.
- **Argument writing workshop:** Draft, peer review, and revise argumentative essays.
- **Oral presentations:** Share findings and arguments, emphasizing evidence and clear reasoning.
- **Perspective Journals:** Students write diary entries from the viewpoint of different characters.
- **Point-of-View Mapping:** Visualize and compare how each narrator describes a key event.
- **Truth Detective Discussions:** Small groups debate conflicting accounts and decide what they believe is "true."
- **Anchor Text Projects:** Choice of essay, podcast, or multimedia presentation analyzing the subjectivity of truth in their selected novel.

RESOURCES

Suggested Teacher Resources:

Novel Choices

- **"The First Rule of Punk" by Celia C. Pérez** (Latina protagonist, explores identity, self-expression, and the truths we create for ourselves.)
- **"Inside Out & Back Again" by Thanhha Lai** (Written in verse, follows a Vietnamese refugee's experience—truth through memory and culture.)
- **"Ghost Boys" by Jewell Parker Rhodes** (Told from multiple perspectives, explores racial bias and whose truth is believed.)
- **"The Outsiders" by S.E. Hinton** (Classic coming-of-age story with shifting loyalties and truth shaped by social class.)
- **"Piecing Me Together" by Renée Watson** (African-American protagonist, truth about opportunity, race, and finding one's voice.)
- **"Nothing but the Truth: A Documentary Novel**" by Avi (the search for truth reveals how personal perspectives and honesty can shape—and sometimes distort—reality)

Graphic Novel Choices

- **"This Was Our Pact" by Ryan Andrews** A magical adventure that reveals truths about friendship, promises, and growing up. Visual storytelling aids comprehension.
- **"El Deafo" by Cece Bell** A memoir about growing up deaf, discovering inner truth, and embracing identity. The graphic format and accessible language are ideal for multilingual students.
- **"Stargazing" by Jen Wang** Examines friendship, honesty, and what happens when secrets come to light. Simple language and expressive illustrations help multilingual readers access the story.
- **"American Born Chinese" by Gene Luen Yang** Intertwines three stories about identity and facing personal and cultural truths. The visuals and humor make it engaging for students with diverse language backgrounds.
- **"They Called Us Enemy" by George Takei, Justin Eisinger, Steven Scott & Harmony Becker** Summary: George Takei recounts his childhood in Japanese American internment camps during WWII, grappling with the truths of prejudice, injustice, and resilience. **O**ffers historical truth-telling and personal reflection on injustice.
- **"New Kid" by Jerry Craft.** Jordan Banks, a Black student at a mostly white private school, navigates microaggressions, identity, and fitting in while discovering the importance of being true to himself. Explores how speaking your truth and being authentic can be challenging but rewarding.
- **"When Stars Are Scattered" by Victoria Jamieson & Omar Mohamed** Follows Omar and his younger brother's life in a Kenyan refugee camp, highlighting the power of honesty, hope, and the difficult truths in their journey for a better future. Encourages students to consider truth from personal and global perspectives.
- **"The Best We Could Do" by Thi Bui.** A family's journey from war-torn Vietnam to the United States, told through the author's search for her family's—and her own—truth. Explores generational stories, honesty, and the complexity of truth across cultures

Short Stories/Text Sets (for Close Reading)

- “The Tell-Tale Heart” by Edgar Allan Poe (unreliable narrator)
- “Thank You, Ma’am” by Langston Hughes (truth, trust, and compassion)
- “Seventh Grade” by Gary Soto (truth vs. perception in social situations)
- “The Scholarship Jacket” by Marta Salinas (truth, fairness, and integrity)
- “The Other Side of Truth” (excerpt) by Beverley Naidoo (truth in the face of political pressure)
- Selected news articles or first-person accounts of the same event (for comparing perspectives)

Non-fiction Text (for Close Reading)

- "The Blind Men and the Elephant" (Article) **Format: Short article**
  - **Summary:** Explores the classic parable as a metaphor for how people perceive truth differently.
- "Why Do People See Things Differently?" (Newsela, Free Version) Format: Informational text
  - **Summary:** Examines why different people can have different views of the same event.
- "Is Seeing Believing?" (Video) Format: Short explanatory video (TED-Ed)
  - **Summary:** Discusses how our brains interpret what we see, and why two people may see the same thing differently.
- "Photographs as Truth?" (Article with Images) Format: Article with photographs
  - **Summary:** Explores how photos can be interpreted in different ways, raising questions about objectivity.
- **"The Immortal Life of Henrietta Lacks" (Young Readers Edition) by Rebecca Skloot**
  - Explores the true story behind the HeLa cells, highlighting issues of ethical truth, perspective, and the impact of historical narratives.
- **"March: Book One" by John Lewis, Andrew Aydin, and Nate Powell**
  - A graphic memoir exploring civil rights history through a personal lens, emphasizing memory, perspective, and the shaping of historical truth.
- **"Trapped: How the World Rescued 33 Miners from 2,000 Feet Below the Chilean Desert" by Marc Aronson**
  - This account of the Chilean miners’ rescue explores media coverage, cultural perspectives, and how truth is told and retold.
- **"Lies My Teacher Told Me: Young Readers’ Edition" by James W. Loewen**
  - Investigates historical myths and the reasons behind altering or omitting facts, challenging students to analyze sources and perspectives.
- **"Fake News: Separating Fact from Fiction" by Michael Miller**
  - Focuses on media literacy, misinformation, and the subjectivity of information in the digital age.

Equipment Needed:

- Projector
- Document camera
- Student chromebooks

UNIT OVERVIEW

Content Area: ESL III - English as a Second Language

Unit Title: IV

Injustice:

- Voices Silenced: Whose Stories Aren't Told?
- Standing Up: Acts of Resistance and Courage
- Justice for All? Exploring Fairness in Rules and Laws

Target Course/Grade Level: ESL Level III - Grades 7th-8th

Unit Summary: This unit explores the complex theme of injustice, helping multilingual learners examine silenced voices, acts of resistance, and the concept of fairness in rules and laws. Through diverse literary and informational texts, students will analyze how injustice has impacted individuals and communities, and investigate ways people have resisted and advocated for change. Students will develop their English language skills through reading, discussion, writing, and research while connecting to lived experiences. Throughout the eight-week unit, students gradually create an **interactive museum exhibit** about an issue of injustice explored through *Harbor Me*, another literary text, an informational text, or research.

Approximate Length of Unit: 8-10 weeks

ESL III Unit 4 Pacing Guide

LEARNING TARGETS

WIDA Standards:

- **ELD-SI.4-12.Narrate**
  - Share ideas about one's own and others' lived experiences and previous learning
  - Connect stories with images and representations to add meaning
  - Identify and raise questions about what might be unexplained, missing, or left unsaid
  - Recount and restate ideas to sustain and move dialogue forward
  - Create closure, recap, and offer next steps
- **ELD-SI.4-12.Explain**
  - Generate and convey initial thinking
  - Follow and describe cycles and sequences of steps or procedures and their causes and effects
  - Compare changing variables, factors, and circumstances
  - Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
  - Act on feedback to revise understandings of how or why something is or works in particular ways
- **ELD-SI.4-12.Argue**
  - Generate questions about different perspectives
  - Support or challenge an opinion, premise, or interpretation

    - Clarify and elaborate ideas based on feedback
    - Evaluate changes in thinking, identifying trade-offs
    - Refine claims and reasoning based on new information or evidence
- **ELD-SI.4-12.Inform**
    - Define and classify facts and interpretations; determine what is known vs. unknown
    - Report on explicit and inferred characteristics, patterns, or behavior
    - Describe the parts and wholes of a system
    - Sort, clarify, and summarize relationships ● Summarize most important aspects of information
- **ELD-LA.6-8:** .Narrate.Interpretive-Interpret language arts narratives by:
    - Identifying a theme or central idea that develops over the course of a text
    - Analyzing how character attributes and actions develop in relation to events or dialogue
    - Evaluating impact of specific word choices about meaning and tone
- **ELD-LA.6-8:** Narrate.Expressive- Construct language arts narratives that:
    - Orient audience to context and point of view
    - Develop and describe characters and their relationships
    - Develop story, including themes with complication and resolution, time, and event sequences
    - Engage and adjust for audience
- **ELD-LA.6-8:** .Inform.Interpretive- Interpret informational texts in language arts by:
    - Identifying and/or summarizing main ideas and their relationship to supporting ideas
    - Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
    - Evaluating the impact of author's key word choices over the course of a text
- **ELD-LA.6-8:**Inform.Expressive Construct informational texts in language arts that:
    - Introduce and define topic and/or entity for audience
    - Establish objective or neutral stance
    - Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
    - Develop coherence and cohesion throughout text
- **ELD-LA.6-8:**Argue.Interpretive- Interpret language arts arguments by:
    - Identifying and summarizing central idea distinct from prior knowledge or opinions
    - Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
    - Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)
- **ELD-LA.6-8:** Argue.Expressive- Construct language arts arguments that:
    - Introduce and develop claim(s) and acknowledge counterclaim(s)
    - Support claims with reasons and evidence that are clear, relevant, and credible
    - Establish and maintain formal style
    - Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

NJ Student Learning Standards:

- **NJSLSA.R1 / RI.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **NJSLSA.R2 / RI.8.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide
- **NJSLS RI.8.5** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

- **NJSLS W.8.3 (A-E)** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
    a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
    b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
    c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show relationships among experiences and events
    d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
    e. E. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **NJSLS L.8.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **NJSLS W.8.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **NJSLS W.8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **NJSLS SL.8.1 (A-D)** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
    a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
    b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
    c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
    d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- **RI.CR.7.1.** Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- **RI.CI.7.2.** Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RI.IT.7.3.** Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
- **RI.TS.7.4.** Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information**.**
- **W.NW.7.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
    a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

- **W.WP.7.4.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
- **W.WR.7.5.** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **SL.PE.7.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
    a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
    b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
    c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
    d. Acknowledge new information expressed by others and, when warranted, modify their own views.
- **L.SS.7.1.** Demonstrate command of the system and structure of the English language when writing or speaking.
    a. Explain the function of phrases and clauses in general and their function in specific sentences.
    b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
    c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
    d. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
    e. Recognize spelling conventions.
- **SL.ES.6.3.** Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **SL.PI.6.4.** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
- **L.KL.7.2.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    a. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
    b. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
    c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

Interdisciplinary Connections and Standards:

6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Unit Understandings:

Students will understand that…

- Injustice can take many forms and impact people's lives in different ways. (**AAH**, **HG**, **LGBTQ**, **AAPI**)
- Stories of injustice are not always told or heard; recognizing silenced voices is crucial. (**AAH**, **HG**, **LGBTQ**, **AAPI**)
- Acts of resistance and courage can change lives and history. (**AAH**, **HG**, **LGBTQ**, **AAPI**)
- The concept of justice is complex; laws and rules can be both fair and unfair.
- Understanding injustice helps us become more empathetic and active members of society. (**AAH**, **HG**, **LGBTQ**, **AAPI**)
- Language can be a tool for advocacy and storytelling. (**AAH**, **HG**, **LGBTQ**, **AAPI**)

Unit Essential Questions:

- What is injustice, and how does it affect individuals and communities?
- Whose stories are often left untold, and why is it important to hear them?
- How do people resist injustice, and what does courage look like?
- How do rules and laws shape our understanding of justice and fairness?
- How can we use our voices to stand up for ourselves and others?

Knowledge and Skills:

Students will know...

- Key concepts: injustice, justice, resistance, courage, fairness, perspective, advocacy
- Literary elements: theme, character development, point of view, dialogue, structure
- Informational text features: main idea, supporting details, text structure (cause-effect, problem-solution)
- Academic vocabulary related to social justice and advocacy

Students will be able to...

- Summarize, analyze, and discuss literary and informational texts about injustice
- Identify and interpret central ideas and supporting details
- Cite evidence to support claims and inferences
- Write narratives, informational, and argumentative pieces
- Engage in collaborative discussions using academic language
- Reflect on and articulate their own perspectives about justice and fairness
- Cite and analyze textual evidence (explicit and inferred)
- Identify central ideas and themes in diverse texts
- Compare perspectives and experiences across texts and genres
- Write narratives (real or imagined) using effective technique and detail
- Conduct short research projects and present findings
- Engage in collaborative discussions, listening and building on others' ideas
- Construct effective arguments and informational texts
- Use conventions of English grammar and language

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- **END OF UNIT ASSESSMENT:** Students will read independently from a long or paired text set and answer a combination of multiple-choice and constructed-response questions about the text. Additionally, students will complete the following writing task:
    - Students will create an **interactive museum exhibit** about an issue of injustice explored through *Harbor Me*, another literary text, an informational text, or research.
- Research-based presentation on a person or event related to injustice and resistance.
- Exit tickets (reflection, comprehension checks)
- Socratic Seminar or Fishbowl discussions
- Graphic organizers (Venn diagrams, cause-effect charts)
- Journaling and reader's response
- Quick writes on essential questions
- Text-dependent questions (multiple choice and open-ended)
- Vocabulary activities (matching, sentence creation, word maps)
- Graphic organizers (character maps, cause/effect charts, timelines)
- Short written responses and journal entries
- Peer and self-assessment of speaking and writing

Assessment Accommodations for ESL III

WIDA English Language Proficiency Levels 3–4

- Read and clarify assessment directions using academic language supported by examples or visuals when needed.

- Provide extended time and chunk lengthy assessments into manageable sections.
- Allow the use of bilingual dictionaries, glossaries, and academic vocabulary reference sheets.
- Permit students to annotate texts and use graphic organizers to organize ideas, evidence, and writing.
- Provide sentence starters or paragraph frames for complex writing tasks as needed while encouraging increasing independence.
- Allow students to discuss ideas or rehearse responses with a partner before independent writing or speaking tasks.
- Accept minor grammatical and language errors that do not interfere with communication or demonstrate misunderstanding of the content.
- Assess content knowledge separately from English language proficiency when language conventions are not the primary focus of the assessment.
- Permit the use of approved assistive technology, speech-to-text, or digital planning tools when appropriate.
- Provide opportunities for revision and reflection based on teacher or peer feedback during formative assessments.
- Use multiple assessment formats, including essays, presentations, discussions, projects, research tasks, and performance-based assessments, to allow students to demonstrate learning in a variety of ways.
- Use rubrics that evaluate content understanding, organization, use of evidence, academic vocabulary, and language development appropriate to students' English proficiency level.

Assessment Design Considerations

Assessments should:

- Align with grade-level New Jersey Student Learning Standards while providing appropriate linguistic supports based on students' WIDA English language proficiency levels.
- Measure content knowledge independently from English language proficiency whenever possible.
- Include multiple opportunities for students to demonstrate understanding through reading, writing, speaking, and listening.
- Scaffold academic language without reducing the cognitive rigor of the assessment.
- Incorporate visuals, graphic organizers, real-world examples, and contextual supports to facilitate comprehension.
- Encourage students to use evidence-based responses and increasingly independent academic language aligned with WIDA Level 2–3 expectations.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Anticipation Guide:** Students respond to statements about justice and injustice before and after the unit.
- **Gallery Walk:** Explore images and quotes about injustice, then discuss initial reactions and questions.
- **Close Reading:** Annotate mentor texts to identify whose voices are present or missing.
- **Jigsaw Reading:** Groups read different short stories or articles, then share key takeaways and discuss connections to the theme.
- **Socratic Seminar:** Discuss essential questions using evidence from texts.
- **Role Play/Dramatization:** Act out scenes of resistance or moments when a character’s voice is silenced.

- **Text-to-Self Connections:** Journal entries connecting personal or family experiences to stories of injustice.
- **Collaborative Research:** Research and present a "hidden figure" in history whose story is often untold.
- **Argument Writing:** Write a short essay defending or challenging whether a rule/law from a text is fair.
- **Visual Representation:** Create posters or digital storyboards illustrating a moment of injustice or resistance from a text.
- **Peer Review:** Structured feedback sessions for narrative and argumentative writing.

RESOURCES

Suggested Teacher Resources:

- Anchor charts for key vocabulary and literary terms
- Sentence frames and graphic organizers for writing and discussion
- Access to leveled texts (print/digital), e.g., Newsela, CommonLit, Scholastic Action
- Rubrics for narrative, informational, and argumentative writing
- Video/audio versions of selected texts for multimodal access

Novels:

- *Inside Out & Back Again* by Thanhhà Lai (Vietnamese refugee experience; verse novel)
- *The First Rule of Punk* by Celia C. Pérez (Identity, cultural expression, and resistance)
- *Refugee* by Alan Gratz (Multiple perspectives on the refugee experience)
- *Esperanza Rising* by Pam Muñoz Ryan (Mexican migrant labor, family, and injustice)
- *Harbor Me* by Jacqueline Woodson (Immigration, family separation, and racial injustice)

Graphic Novels

- **New Kid** by Jerry Craft Examines microaggressions and social inequities experienced by a Black student in a predominantly white school. Visual storytelling aids comprehension.
- **When Stars Are Scattered** by Victoria Jamieson & Omar Mohamed A memoir of growing up in a Somali refugee camp. Relatable themes of hope, resilience, and injustice.
- **March: Book One** by John Lewis, Andrew Aydin, and Nate Powell Civil rights icon John Lewis's firsthand account of fighting racial injustice. The graphic novel format supports diverse learners.
- **They Called Us Enemy** by George Takei, Justin Eisinger, Steven Scott, and Harmony Becker A graphic memoir about Takei's childhood in a Japanese American internment camp during WWII. Provides a personal lens on historical injustice.
- **Illegal** by Eoin Colfer & Andrew Donkin, illustrated by Giovanni Rigano Follows a young boy's dangerous journey from Africa to Europe as a refugee. Visual storytelling highlights contemporary social injustice.

Short Stories:

- "Thank You, M'am" by Langston Hughes
- "Names/Nombres" by Julia Alvarez
- "The Scholarship Jacket" by Marta Salinas

- "Seventh Grade" by Gary Soto
- "The Circuit" by Francisco Jiménez

Non-Fiction/Informational Texts:

- "Malala Yousafzai: A Normal Yet Powerful Girl" (biography/excerpt)
- Selected articles from *Time for Kids* or *Newsela* on child labor, voting rights, or current/international injustices
- Excerpts from *I Am Malala* by Malala Yousafzai
- "The Story of Ruby Bridges" by Robert Coles (biographical narrative)
- "The Universal Declaration of Human Rights" (adapted for middle grades)

Mentor Texts (Short Stories, Poems, Essays)

- **"Thank You, M'am"** by Langston Hughes Addresses themes of empathy and social inequality in a short, accessible narrative.
- **"Names/Nombres"** by Julia Alvarez A personal essay about identity, language, and acceptance, suitable for exploring cultural injustice.
- **"Fish Cheeks"** by Amy Tan Explores cultural identity and microaggressions, making it relatable for multilingual students.
- **"The Circuit"** by Francisco Jiménez Short story about a migrant child's experiences with injustice and perseverance.
- **"Still I Rise"** by Maya Angelou A poem of resilience and defiance in the face of injustice, with repetitive language that supports language learners.
- **"Liberty"** by Julia Alvarez A coming-of-age story about a Dominican girl navigating life in the United States, touching on themes of freedom and injustice.
- **"I, Too"** by Langston Hughes A poem confronting racial injustice and celebrating hope for equality.

Non-Fiction Short Texts

- "First They Came…" by Martin Niemöller CommonLit Key Themes: Speaking Out Against Injustice, Consequences of Staying Silent. The speaker describes how "they," or the Nazis, came for the Socialists, Trade Unionists, and Jews. The speaker never spoke out, because he did not identify as a member of those groups

- **"**The Function of Justice and Retribution in Our Society" Newsela
- "What is Judicial Activism? Newsela

- Nelly Bly: Celebrating this Courageous Journalist, Feminist, Traveler, and Fighter for Justice ReadWorks

- "Speak Up: Youth Voices" for Change" Text Set from Newsela
- "Advocacy Skills Text Set" from Newsela
- "Gay Rights Movement" by Britannica Kids from CommonLit -The gay rights movement of the United States has fought for equal rights for people who identify as part of the LGBT community.
- "Girls of the Crescent: Meet the Two Teenagers Fighting for Better Representation in Books" CommonLit- Mena and Zena, two Muslim teenagers, are working to expand access to books with diverse characters so young people like them feel represented.
- "The Story of Ruby Bridges" by Kio Herrera CommonLit – Ruby Bridges was a central figure in the movement to integrate schools in the United States.'

- "Fighting to End Injustice: Thurgood Marshall's Legacy" CommonLit
- "How Haiti Saved the United States" by David White CommonLit-The Haitian Revolution created the Republic of Haiti and helped the early United States remain independent.

- "Courage in Denmark: Resistance to the Nazis in WWII" CommonLit During WWII, the Danish government and its people took a stand against the persecution of Jewish people by the Nazi regime.
- "A Defiant Muhammad Ali Was Cherished By Black Men" by Karen Grigsby Bates CommonLit-Muhammad Ali's self-confidence, accessibility, and unrelenting commitment to his principles and the fight for equality made him a powerful and inspirational public figure.
- "Justice for All" by Lynn Rymarz CommonLit-Ida B. Wells fought for racial justice and inspired future generations to advocate for civil rights.
- "Fighting to End Injustice: Thurgood Marshall's Legacy" by India James CommonLit-Thurgood Marshall spent his career trying to end racism against Black people in the United States.
- "Anger as Inspiration" by Sami Awad -Anger can be summoned as motivation to explore new avenues of peace..
- Biography "Women Leaders: Malala Yousafzai" Newsela
- **"Malala Yousafzai's Speech to the United Nations" (Excerpt).** Malala's speech advocating for girls' education and against oppression.
- **"Letter from Birmingham Jail" (Excerpt) – Martin Luther King, Jr.** King's famous letter explaining his stance against segregation and injustice
- **"The Children's March"** (News Article/Primary Source), Account of students protesting segregation in Birmingham, 1963.
- **A Legacy of Injustice: Japanese Internment Camps" (Article).** Explores the forced relocation of Japanese Americans during WWII.
- **"The Fight for Disability Rights" (Scholastic News/Time for Kids Article).** Overview of the disability rights movement in the U.S.
- **"Why Do People Protest?" (Newsela/Scope Magazine Article).** Explains reasons behind protests and civil disobedience.

Non-Fiction Book Texts

- **"I Am Malala: How One Girl Stood Up for Education and Changed the World" (Young Readers Edition) – Malala Yousafzai.** Malala's story of fighting for girls' right to education in Pakistan.
- **"Claudette Colvin: Twice Toward Justice" – Phillip Hoose.** The story of a teenager who challenged bus segregation before Rosa Parks.
- **"March: Book One" – John Lewis, Andrew Aydin, Nate Powell.** Congressman John Lewis's account of his role in the Civil Rights Movement.
- **"We Are Not Yet Equal: Understanding Our Racial Divide" – Carol Anderson & Tonya Bolden.** Explores the history of racial injustice in the U.S., told for young readers.
- **"They Called Us Enemy" – George Takei, Justin Eisinger, Steven Scott, & Harmony Becker** George Takei's account of his family's internment during WWII.

Equipment Needed:

- Projector
- Document camera
- Student chromebooks