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 II

Grade Level: 7-8

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

ACKNOWLEDGMENTS

Program Supervisor: Veronica Fiori

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

Date of Board Adoption:
August 25, 2026

RAHWAY PUBLIC SCHOOLS CURRICULUM

ESL II - Grades: 7th-8th

PACING GUIDE

Unit	Title	Pacing
1	Examining Prejudice and Conflict	8-10 weeks
2	Choice, Identity, and Rebellion	8-10 weeks
3	The Subjectivity of Truth	8-10 weeks
4	A Legacy of Injustice: ● Stories of Resistance: Voices That Challenged Injustice ● Uncovering Hidden Histories: Injustice in Our Communities ● From Injustice to Action: How Can We Make Change?	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 students 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 students 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.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

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.
- 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 II - English as a Second Language 7th & 8th Rahway Academy

Unit 1 Title: Examining Prejudice and Conflict

Target Course/Grade Level: Unit 1- ESL Level II - Grades 7th - 8th

Unit Summary: This unit explores the themes of prejudice and conflict through both literary and informational texts through short stories. Texts Included in this Unit are: Fish Cheeks" by Amy Tan, "Names/Nombres" by Julia Alvarez, "Inside Out" by Francisco Jiménez, "The Bracelet" by Yoshiko Uchida, and "All Summer in a Day" by Ray Bradbury. Students will interpret, analyze, and construct narratives and informational writing to deepen their understanding of how prejudice and conflict shape individuals, relationships, and communities. Through close reading, critical analysis, and evidence-based writing, students will develop the skills to identify underlying themes, evaluate author choices, and express their own informed perspectives. The unit is designed for multilingual learners at emerging and developing English proficiency, emphasizing scaffolded language support and opportunities for oral and written communication. At the end of the unit, students will synthesize their learning in a culminating writing piece. This informative/explanatory writing task will require students to explain how prejudice and conflict are portrayed in one or more of the texts studied, analyze the impact of these themes on characters and communities, use evidence from the texts to support their analysis, and demonstrate their understanding through clear, organized, and purposeful writing. This writing task will be supported with graphic organizers, model texts, and peer review opportunities, ensuring that all students demonstrate their growth as writers and critical thinkers.

Approximate Length of Unit: 8 weeks

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.
- **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.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.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.AW.8.1**.Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts)
    a. to support claims with clear reasons and relevant evidence.
    b. 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.
    c. 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.
    d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
    e. Establish and maintain a formal or academic style, approach, and form.
    f. 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)
    a. to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
    b. 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.
    c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
    d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
    e. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
    f. Establish and maintain a formal style/academic style, approach, and form.
    g. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
- **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.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.R.W.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 audience.
- **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 (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,

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…

- **Prejudice** can take many forms and often leads to conflict within and among groups.(**AAH**, **AAPI**, **HG**, **LGBTQ**)
- **Conflict** can stem from misunderstandings, stereotypes, and lack of empathy, but can be resolved through communication, collaboration, and critical thinking.
- **Literature and informational texts** provide insight into historical and contemporary examples of prejudice and conflict. (**AAH**, **AAPI**, **HG**, **LGBTQ**)
- **Everyone has a voice** and can contribute to positive change by recognizing, questioning, and addressing prejudice and conflict. (**AAH**, **AAPI**, **HG**, **LGBTQ**)
- Students will examine literary and informational texts that highlight African American experiences with prejudice, discrimination, identity, resistance, and the ongoing pursuit of equality and civil rights. (AAH)
- **Through texts such as "Fish Cheeks" by Amy Tan and "The Bracelet" by Yoshiko Uchida, students will examine Asian American experiences with cultural identity, belonging, discrimination, and prejudice, including connections to Japanese American incarceration during World War II. (AAPI)**

Unit Essential Questions:

Understanding Prejudice

- What is prejudice, and what are some examples we see in our lives or in stories?
- Why do people sometimes judge others before getting to know them?
- How can words and actions show prejudice?
- How does prejudice affect individuals and groups?

Exploring Conflict.

- What is conflict, and what are some types of conflict we might experience?
- How can misunderstandings or stereotypes lead to conflict?
- How do people feel when they are treated unfairly?
- Can conflict sometimes help people learn or change? How?

Overcoming Prejudice and Resolving Conflict

- What are some ways people can stand up against prejudice?
- How can we solve conflicts peacefully?
- Why is it important to listen to different points of view?
- How can learning about other cultures help reduce prejudice?

Making Connections

- Have you ever experienced or seen prejudice or conflict? How did it make you feel?
- How can we make our classroom or community a more welcoming place for everyone?
- What can we do if we see someone being treated unfairly?
- What qualities help people become peacemakers or allies to others?

Knowledge and Skills:

Students will know...

- Key vocabulary: prejudice, stereotype, discrimination, empathy, conflict, bias, resolution, perspective, evidence, claim, counterclaim.
- Major causes and effects of prejudice and conflict in texts and real-world scenarios.
- How to identify and analyze themes in narratives and informational texts related to prejudice and conflict.
- The structure and features of narrative, informational, and argumentative texts.
- Ways to use evidence from texts to support analysis, claims, and arguments.

Students will be able to...

- **Narrate:** Share personal and others' experiences with prejudice and conflict, using images and representation to add meaning
- **Explain:** Describe causes, effects, and cycles of prejudice and conflict; compare factors and offer solutions
- **Argue:** Generate questions, support/challenge opinions about prejudice and conflict, and refine claims using new evidence
- **Inform:** Summarize and report on explicit and inferred information from texts; classify facts vs. interpretations
- **Interpret:** Identify themes, summarize main ideas, and analyze characters' development in literature
- **Write:** Construct clear narratives, informative, and argumentative texts with logical organization and evidence
- Analyze a literary text to identify central themes and the author's craft.
- Write a formal literary analysis that includes a clear claim, relevant textual evidence, and logical reasoning.
- Use academic language and discipline-specific vocabulary to explain how textual elements (characters, setting, plot, literary devices) support their claim.
- Distinguish between claim, evidence, and reasoning in a literary analysis.
- Select relevant textual evidence and paraphrase or quote while avoiding plagiarism.
- Organize an essay with a clear introduction, body, and conclusion, using cohesive transitions.
- Maintain a formal, academic style and use grade-level academic vocabulary.
- Revise and edit writing using peer and teacher feedback.
- Plan, draft, revise, and publish an essay using credible sources and proper citation.

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 a writing task in the following genre:
    - **Informative/Explanatory Writing Task**: 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.
- **Entrance/Exit Tickets:** Short responses to prompts on prejudice/conflict.
- **Vocabulary Journals:** Ongoing record of key terms with student-generated definitions and examples.

- **Think-Pair-Share:** Oral sharing of lived or learned experiences with prejudice/conflict.
- **Graphic Organizers:** Venn diagrams, cause/effect charts, and story maps.
- **Quick Writes:** Brief written reflections about daily readings or discussions.
- **Narrative Paragraph:** Students narrate a personal or historical experience of prejudice or conflict, using images or drawings for support.
- **Argumentative Writing:** Students take a stance on how prejudice can be addressed in their community, supporting their claim with reasons and evidence from unit texts.
- **Informational Report:** Students research a historical or current example of prejudice/conflict, summarizing causes, effects, and possible solutions.
- **Project/Presentation:** In groups, students create a poster, slideshow, or digital story about a person or event related to prejudice and conflict, presenting their findings to the class.
- **Participation in Simulated Democratic Process:** Students role-play a legislative hearing or debate about an issue related to prejudice, practicing perspective-taking and respectful dialogue

Assessment Accommodations for ESL II

WIDA English Language Proficiency Levels 2–3

- Read and clarify assessment directions using simplified academic language.
- Provide extended time and break assessments into smaller sections.
- Highlight key vocabulary and provide word banks, transition words, and bilingual dictionaries or glossaries.
- Allow students to annotate texts and use graphic organizers to organize ideas and evidence.
- Provide sentence starters, paragraph frames, and writing organizers for constructed responses.
- Allow oral rehearsal or discussion before independent writing.
- Permit oral, written, visual, or graphic responses when appropriate to the assessed standard.
- Focus scoring on content understanding and use of evidence rather than grammatical accuracy when language conventions are not the assessment focus.
- Accept minor language errors that do not interfere with meaning.
- Provide opportunities for revision after teacher feedback on formative assessments.
- Allow approved assistive technology, speech-to-text, or translation tools when appropriate.
- Use multiple assessment formats, including presentations, discussions, projects, and performance tasks, to measure student learning.

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?

    - Close reading of selected literary text(s).
    - Small-group discussions using sentence frames:
        - "One idea the author develops is ___ because ___."
        - "This event shows ___ and supports the theme of ___."
- Graphic organizers, sentence starters, and other scaffolding strategies to support struggling learners.
- Tiered assignments that provide differentiated tasks at different levels of complexity or difficulty.
- Multimodal learning activities that provide multiple modes of learning, such as videos, audio recordings, or hands-on activities.
- Teachers will frame the learning by communicating big ideas or essential questions at the beginning of the unit and periodically throughout the unit.
- Students will engage in small group discussions and think-pair-share to discuss daily topics.
- **Picture Sort:** Students match images of diverse people and situations with vocabulary words (prejudice, empathy, etc.).
- **KWL Chart:** What students Know, Want to know, and Learned about prejudice/conflict.
- **Word Wall:** Ongoing display with visuals and translations.
- **Read-Alouds:** Teacher reads accessible texts (short stories, excerpts, poems) that illustrate prejudice/conflict (e.g., *Maniac Magee*, *Seedfolks*, *The Sneetches*).
- **Guided Reading Groups:** Texts at student proficiency level, focusing on theme, character actions, and author's word choice.
- **Dialogue Analysis:** Students identify lines that show prejudice or promote understanding, using sentence frames to discuss effects.
- **Personal Narrative Sharing:** Students share or write about a time they experienced or witnessed prejudice/conflict (with scaffolds and options for drawing or verbal sharing).
- **Guest Speaker/Video:** Virtual or in-person visit from a community member or short video about overcoming prejudice (with guided discussion).
- **Role Play/Skits:** Students act out scenarios involving conflict and practice strategies for resolution, using sentence starters ("I feel… when…").
- **Compare and Contrast:** Use graphic organizers to compare conflicts and resolutions in different stories or historical events.
- **Jigsaw Reading:** Small groups read different articles or texts about prejudice/conflict, then share summaries with class.
- **Fact or Opinion Sort:** Students identify and classify statements from informational texts.
- **Debate Circles:** Structured, sentence-stem-supported debates about a school/community issue related to prejudice.
- **Claim-Evidence-Reasoning (CER) Chart:** Students practice supporting opinions with text evidence.
- **Collaborative Slides/Padlet:** Students post responses, images, or research findings in English and home languages.
- **Digital Storytelling:** Students create short digital stories (using simple tools like Book Creator or Google Slides) to narrate an event involving prejudice/conflict.
- **Class Contract:** Students co-create class norms for respectful discussion and inclusion.
- **Action Plan:** Students brainstorm and present ideas for addressing prejudice in their school or community.

RESOURCES

Suggested Teacher Resources:

- Teacher selected model essays.

Short Stories

- **"Thank You, Ma'am" by Langston Hughes** explores themes of kindness, trust, and second chances through the interaction between a young boy and an older woman.
- "Inside Out" by Francisco Jiménez
  - *Summary*:A young boy and his family face challenges & changes as they immigrate from Mexico to the U.S., discovering resilience and hope in a new world.
- "The Bracelet" by Yoshiko Uchida
  - *Summary*: Japanese-American girl's experience with prejudice during WWII.
- "All Summer in a Day: By Ray Bradbury
  - Summary: Explores exclusion and bullying based on difference.
- **"Seventh Grade" by Gary Soto** highlights themes of self-acceptance and the challenges of fitting in, using realistic dialogue and relatable events for middle schoolers.
- **"Names/Nombres" by Julia Alvarez**
  - *Summary*: A memoir essay about the author's experiences with her name and identity as an immigrant facing cultural misunderstanding.
  - Explores identity and cultural assimilation through the lens of a young immigrant navigating American school life.
- **"The All-American Slurp" by Lensey Namioka**
  - Examines cultural differences and acceptance through a humorous family dinner.
- **"Fish Cheeks" by Amy Tan**
  - *Summary*: Cultural differences and embarrassment at a family dinner.
  - Deals with embarrassment, cultural pride, and acceptance of one's heritage.

Novel Excerpts

- **"Inside Out & Back Again" by Thanhha Lai** *(novel in verse, excerpts)* Follows a young Vietnamese refugee's journey, exploring resilience and adaptation.
- **"Esperanza Rising" by Pam Muñoz Ryan** *(selected chapters)* Themes of hope, change, and perseverance are conveyed through Esperanza's struggles and growth.

Poetry

- **"I, Too" by Langston Hughes**
  - Short poem about racial identity, hope, and inclusion.
- **"Oranges" by Gary Soto**
  - A narrative poem about a boy's first date, illustrating details of setting and character to convey themes of innocence and kindness.
- **"Where I'm From" by George Ella Lyon**

    - Explores personal and cultural identity, making it ideal for comparing with other texts about self-discovery.

Plays

- **"Sorry, Wrong Number" by Lucille Fletcher**
    - A suspenseful radio play that can be used to discuss how dialogue and action reveal character and theme.
- **"A Raisin in the Sun" (selected scenes) by Lorraine Hansberry**
    - Deals with dreams, family, and racial discrimination; select shorter scenes for age-appropriate analysis.

Folktales & Myths

- **"The People Could Fly" retold by Virginia Hamilton**
    - An African American folktale about the power of hope and freedom.
- **"The Tale of the Firebird" (Russian folktale, retold versions)**
    - Explores themes of bravery and resourcefulness.

Additional Contemporary/Accessible Texts

- **"Brown Girl Dreaming" by Jacqueline Woodson** *(excerpts)*
    - Memoir in verse on growing up as an African American girl, identity, and belonging.
- **"The Circuit: Stories from the Life of a Migrant Child" by Francisco Jiménez** *(selected stories)*
    - Autobiographical short pieces about migration, family, and perseverance.

Equipment Needed:

- Newline Board
- Student Chromebook
- Headsets
- Google Classroom

UNIT OVERVIEW

Content Area: ESL II- English as a Second Language

Unit Title: (Unit 2) Choice, Identity, and Rebellion

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

Unit Summary: This unit explores the themes of **Choice, Identity, and Rebellion** through literature, student-centered reflection, discussion, and collaborative activities. ***Esperanza Rising*** **by Pam Muñoz Ryan will serve as the primary mentor text**, providing students with opportunities to examine how characters' choices, experiences, cultural identities, and responses to challenges shape their development. Throughout the unit, students will read a variety of literary and informational texts and **compare and contrast these texts with *Esperanza Rising*** to analyze characters, perspectives, themes, conflicts, and responses to change. Designed for multilingual learners in grades 7–8, the unit provides language scaffolds while developing grade-level reading, discussion, and analytical writing skills. The unit culminates in a **literary analysis essay** in which students use textual evidence to analyze and compare how themes are developed across texts.

Approximate Length of Unit: 8-10 weeks

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:

- **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.
- **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.
- **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.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
- **W.IW.7.2.** 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

    a. Introduce a topic clearly, previewing what is to follow; 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.
    b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples
    c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
    d. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.
    e. Establish and maintain a formal style, academic style, approach, and form.
    f. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation 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.
- **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.
- **RL.8.2**: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **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 an objective summary.
- **RL.8.3**: Analyze 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.8.6**: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or
- **RI.8.6**: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- **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.

a. 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.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain/grade-level- specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style/academic style, approach, and form.
f. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

- **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.
- **SL.PE.8.1**. 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..
- **L.KL.8.2.** 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. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Career Readiness, Life Literacies, and Key Skills:

- 9.4.8CI Creativity and Innovation: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
- 9.4.8. GCA Global and Cultural Awareness: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
- 9.4.8. TL Technology Literacy: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

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 ti**me.**

Unit Understandings:

Students will understand that…

- knowledge, memory, and perception influence individual points of view
- Young people struggle with challenges and hardships to shape their identity and understanding of the world (**AAH**, **AAPI**, **HG**, **LGBTQ**)
- Choices and acts of rebellion impact personal and community identities. (**AAH**, **AAPI**, **HG**, **LGBTQ**)
- Through texts such as *"Thank You, Ma'am"* by Langston Hughes, *"Still I Rise"* by Maya Angelou, and excerpts from *"Letter from a Birmingham Jail"* by Martin Luther King Jr., students will examine African American experiences with identity, dignity, discrimination, resistance, and the choices individuals make when confronting injustice. (AAH)
- Through *Inside Out & Back Again* by Thanhha Lai and selected excerpts from *American Born Chinese* by Gene Luen Yang, students will explore immigration, cultural identity, stereotypes, belonging, assimilation, and the challenges individuals may face when navigating multiple cultural expectations. (AAPI)

Unit Essential Questions:

- What shapes our identity?
- How do our choices define who we are?
- When is it right to rebel or challenge rules?
- Which matters more: safety or love?
- Why are memories important?
- Should the government restrict personal freedoms for the good of society?
- Should people be protected from making poor choices?
- How does a society benefit from diversity?
- How do characters in literature demonstrate choice, identity, and rebellion

Knowledge and Skills:

Students will know...

- How setting shapes character development and plot.
- Characters are shaped by their environment and experiences.
- the interaction between text elements, with a specific focus on how the setting shapes both character development and plot
- that characters are shaped by the setting in which they live and the events which they experience
- how the development of characters reveals the theme of the novel
- that varied sentence structure enhances writing

- how to find repeating ideas (themes) in a story by tracking matching words, symbols, or images across different chapters.

Students will be able to...

- **Language Development:** Expand vocabulary and grammar related to identity, choice, and rebellion.
- **Reading Comprehension:** Engage with accessible texts (short stories, excerpts, and poems) on the unit's themes.
- **Speaking & Listening:** Practice expressing opinions, recounting experiences, and participating in group discussions.
- **Writing:** Develop skills in narrative, opinion, and reflective writing.
- **Critical Thinking:** Analyze characters' decisions and relate them to students' own lives.
- 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.
- Analyze how setting and plot shape characters
- Analyze how character development reveals theme
- Notice how an author develops different points of view
- Compare various texts to evaluate whether perfection is worth a sacrifice
- Comprehend and analyze accessible texts (stories, excerpts, poems).
- Express opinions, recount experiences, and discuss as a group.
- Write narrative, opinion, and reflective pieces.
- Identify how gender, race, and experiences shape self-image.
- Compare texts and evaluate trade-offs of "perfection."
- Write a literary analysis essay on character change and perspective.

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 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.
- Participation in discussions and role plays
- Journals and graphic organizers
- Evidence-based responses about the interaction of narrative elements
- Vocabulary quizzes
- CommonLit assessments

Assessment Accommodations for ESL II

WIDA English Language Proficiency Levels 2–3

- Read and clarify assessment directions using simplified academic language.
- Provide extended time and break assessments into smaller sections.
- Highlight key vocabulary and provide word banks, transition words, and bilingual dictionaries or glossaries.
- Allow students to annotate texts and use graphic organizers to organize ideas and evidence.
- Provide sentence starters, paragraph frames, and writing organizers for constructed responses.
- Allow oral rehearsal or discussion before independent writing.
- Permit oral, written, visual, or graphic responses when appropriate to the assessed standard.
- Focus scoring on content understanding and use of evidence rather than grammatical accuracy when language conventions are not the assessment focus.
- Accept minor language errors that do not interfere with meaning.
- Provide opportunities for revision after teacher feedback on formative assessments.
- Allow approved assistive technology, speech-to-text, or translation tools when appropriate.
- Use multiple assessment formats, including presentations, discussions, projects, and performance tasks, to measure student learning.

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?

- **Identity Collage:** Visual representations of identity; students present and discuss.
- **Role Play:** Practice language to agree/disagree; act out difficult choices.
- **Journaling:** Weekly reflections on choices, rules, and personal growth.
- **Group Discussion/Debates:** "When is it okay to break the rules?"
- **Story Mapping:** Visual organizers for character choices and consequences.
- **Thematic Tracking:** Use graphic organizers to follow symbols, repeated ideas.
- **Comparative Analysis:** Evaluate whether perfection is worth sacrifice across texts.
- **Sentence Combining:** Practice creating and punctuating complex sentences.
- **Academic Vocabulary:** Explicit instruction and application of 20+ new words.
- **Peer Discussions:** Practice academic language in small groups and whole class.
- **Literary Analysis Essay:** Scaffolding and drafting a full-length essay on character change and perspective.

RESOURCES

Suggested Teacher Resources:

Short Stories & Excerpts- CommonLit

- **"Thank You, Ma'am" by Langston Hughes**
  - *Why?* Simple yet powerful language, clear dialogue, and themes of personal choice and transformation.
  - *Focus:* Decisions, personal change, respect.
- **"The Jacket" by Gary Soto**
  - *Why?* Relatable narrative about self-image and family, using straightforward language.
  - *Focus:* Identity, acceptance, growing up.
- **"Seventh Grade" by Gary Soto**
  - *Why?* Accessible vocabulary and a focus on fitting in and making choices.
  - *Focus:* Self-expression, peer pressure, first impressions.
- **Excerpt from "Inside Out & Back Again" by Thanhha Lai**
  - *Why?* Written in verse with short lines, making it accessible. Explores identity and adapting to change.
  - *Focus:* Immigration, cultural identity, resilience.
- **"The Circuit" (short story) by Francisco Jiménez**
  - *Why?* Narrated from the perspective of a migrant child, this story uses clear, descriptive language and explores choices and hardships.
  - *Focus:* Family, identity, overcoming obstacles.

Poems

- **"Still I Rise" (adapted/abridged) by Maya Angelou**
  - *Why?* Can be excerpted for clarity; focuses on resilience and self-assertion.
  - *Focus:* Rebellion against oppression, confidence, self-worth.

Novels

- **The Circuit: Stories from the Life of a Migrant Child** by Francisco Jiménez
  - ***Summary:*** follows the life of Panchito, a young boy whose family moves from place to place as migrant farmworkers in California. Through a series of interconnected stories, Panchito experiences the hardships of poverty, frequent relocations, and challenges at school, while holding onto hope and the strength of family.
  - ***Themes:*** highlights the importance of perseverance, family bonds, and the dream of education amid adversity
  -
- **Rez Dogs" by Joseph Bruchac**
  - ***Summary:*** Malian, stranded on her grandparents' reservation during the pandemic, connects with her heritage and learns about her family's history of resistance.
  - ***Themes:*** Identity, Choice, Rebellion against injustice

Graphic Novels & Visual Texts

- **"American Born Chinese" (selected excerpts) by Gene Luen Yang**
  - *Why?* Visual context supports comprehension; explores cultural identity and rebellion against expectations.
  - *Focus:* Identity, stereotypes, fitting in.
- **"New Kid" (selected scenes) by Jerry Craft**
  - *Why?* Accessible visuals and dialogue; deals with navigating new environments and making choices about identity.
  - *Focus:* Belonging, peer relationships, self-acceptance.

Nonfiction

- Troubles Waters" by Time for Kids
  - **Focus:** Examines environmental issues using evidence to propose solutions and distinguish viewpoints.
- "Letter from a Birmingham Jail" by Martin Luther King Jr. (excerpt)
  - **Focus:** King's use of evidence to refute counterarguments and emphasize his purpose.
- **"Teens and Social Media: Finding Your Voice Online"**(Contemporary Informational Article)
  - Relatable theme of personal choice and identity for Multilingual students.
- **"Malala Yousafzai: Standing Up for Education" (Article/Biography Excerpt)**
  - Highlights how personal identity motivates rebellion for positive change.
- **"I Am Malala" (Young Readers Edition, excerpted)**
  - Can be used in small, adapted excerpts; focuses on choice and standing up for one's identity.
  - *Focus:* Voice, activism, personal choice.
- "Malala Yousafzai's Nobel Prize Speech" Video:
  - **Focus:** Connections between Malala's experiences and her advocacy for education
- Censorship: For the People, or for Controlling the People? from CommonLit:

  This text explains why different governments have chosen to withhold information from their citizens.
- "The Danger of a Single Story" by Chimamanda Ngozi Adichie (speech transcript):
  - **Focus:** How distinctions between perspectives reveal biases and foster understanding.
- **"Would You Marry a Stranger?" from CommonLit:**
  - This text describes arranged marriages in the modern world.

Fables & Folktales

- **"The Emperor's New Clothes"**
  - *Why?* Recognizable story, simple structure, and clear themes of conformity and rebellion.
  - *Focus:* Peer pressure, standing up for truth, choice.

Equipment Needed:

- Projector
- Document camera
- Student Chromebook

UNIT OVERVIEW

Content Area: ESL II

Unit Title: (3)The Subjectivity of Truth

- Perspective and Point of View
- Cultural Interpretations of Truth
- Language and Meaning
- Media Literacy & Misinformation
- Memory and Perception
- Truth in History
- Ethics: When is it Okay to Bend the Truth?
- Personal Identity and Truth

Target Course/Grade Level: 7th & 8th ESL II

Unit Summary: In this unit, students will examine the concept of **"truth"** and how perspective, evidence, experience, and context shape what people understand to be true. ***The Giver*** **by Lois Lowry will serve as the primary mentor text**, supported by a variety of literary, informational, media, and multimodal texts that present different perspectives on truth, knowledge, memory, and society. Multilingual learners will develop skills in citing evidence, comparing perspectives, evaluating arguments, conducting research, and communicating ideas through reading, writing, discussion, and digital tools. The unit culminates in an **argumentative essay** in which students develop a claim about how perspective shapes our understanding of truth and support it with evidence from *The Giver* and other unit texts.

Approximate Length of Unit: 8-10 weeks.

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)

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.

- **RL.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.
- **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.
- **RL.8.6** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

- **RI.8.6** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- **RI.8.8** 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.
- **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.
- **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.
- **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.8.1** Write arguments to support claims with clear reasons and relevant evidence.
    - A. Introduce claims, acknowledge and distinguish opposing claims, and organize reasons and evidence logically.
    - B. Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
    - C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence.
    - D. Establish and maintain a formal style.
    - E. Provide a concluding statement or section that follows from and supports the argument presented.
- **W.8.5** With some guidance and support, 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.
- **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.
- **W.8.8** 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.8.1** 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 prepared, having read or researched material.
    b. Follow rules for discussions, track progress, define roles.
    c. Pose and respond to questions with relevant observations. -
    d. Acknowledge new information and modify views as warranted.
- **SL.8.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- **SL.8.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- **L.8.1** & **L.8.3** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.8.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Career Readiness, Life Literacies, and Key Skills:

9.4.8CI Creativity and Innovation: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4.8. TL Technology Literacy: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

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…

- The truth can be a complex concept, with different perspectives shaping how events are interpreted.
- Our actions, even small ones, can have unintended consequences. (**AAH**, **AAPI**, **HG**, **LGBTQ**)
- Taking responsibility for your choices is crucial.
- Communication and empathy are vital for navigating conflict.
- **memory, testimony, propaganda, censorship, and access to information influence what individuals and societies understand as truth. Connections to *The Giver* can focus on the consequences of controlling information, erasing collective memory, and limiting individuals' ability to question authority. (HG)**

Unit Essential Questions:

- What does it mean for something to be "true"?
- Can two people have different truths about the same event? Why or why not?
- How might people from different cultures understand or explain the same event differently?
- How can language change the meaning of what is true?
- How do our memories affect what we believe is true?
- How do we decide if information we see or hear is true?
- How do personal feelings, experiences, or perspectives affect what we believe is true?

Knowledge and Skills:

Students will know…

- The difference between fact, opinion, and perspective.
- How authors use language, evidence, and structure to convey a point of view.
- Ways to gather, evaluate, and use evidence from multiple sources.

- Strategies for effective collaborative discussions and presentations.
- Vocabulary related to argument, evidence, perspective, and truth.
- How digital tools can help research, analyze, and communicate ideas.

Students will be able to…

- **Cite textual evidence** to support analysis of both literary and informational texts
- **Analyze how authors develop perspective or purpose** through point of view or argument
- **Write arguments** with logical reasoning, relevant evidence, and formal style
- **Conduct short research projects** using multiple sources and generate focused research questions
- **Engage in collaborative discussions,** building on others' ideas and expressing their own
- **Present claims and findings** clearly and logically, using appropriate language and speaking behaviors
- **Use academic vocabulary** and conventions of English in writing and speaking
- **Utilize digital tools** for research, collaboration, and presentation

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:** 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.
- **Research Project:** Small group or individual, students investigate a global or historical issue (e.g., climate change, historical event) and present findings using digital tools.
- **Socratic Seminar or Simulated Hearing:** Students participate in a structured discussion or role-play, defending viewpoints with evidence.
- **Oral Presentation:** Students present a claim or research finding, demonstrating effective communication and use of academic language.
- Study Guides
- Vocabulary Quizzes
- End of Unit Project
- *Text Evidence Journals:* Students collect and cite evidence from readings.
- *Exit Tickets:* Students respond to daily essential questions.
- *Discussion Participation:* Use of sentence frames and accountable talk.
- *Peer Feedback:* On writing drafts and presentations.

Assessment Accommodations for ESL II

WIDA English Language Proficiency Levels 2–3

- Read and clarify assessment directions using simplified academic language.

- Provide extended time and break assessments into smaller sections.
- Highlight key vocabulary and provide word banks, transition words, and bilingual dictionaries or glossaries.
- Allow students to annotate texts and use graphic organizers to organize ideas and evidence.
- Provide sentence starters, paragraph frames, and writing organizers for constructed responses.
- Allow oral rehearsal or discussion before independent writing.
- Permit oral, written, visual, or graphic responses when appropriate to the assessed standard.
- Focus scoring on content understanding and use of evidence rather than grammatical accuracy when language conventions are not the assessment focus.
- Accept minor language errors that do not interfere with meaning.
- Provide opportunities for revision after teacher feedback on formative assessments.
- Allow approved assistive technology, speech-to-text, or translation tools when appropriate.
- Use multiple assessment formats, including presentations, discussions, projects, and performance tasks, to measure student learning.

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?

- Whole-class read-aloud.
- Discuss and respond in writing to essential questions and study guide questions.
- Engage in a Socratic Seminar to demonstrate understanding of the issues in the book.
- Maintain dialectical journals to cite quotations from text and interpret meaning.
- Write complex sentences for vocabulary words.
- **Anchor Text(s):** Short stories, news articles, or folktales from diverse cultures.
    - *Activity:* “Two Truths and a Lie” icebreaker to discuss subjectivity.
    - *Mini-Lesson:* Fact vs. opinion vs. perspective (graphic organizer).
    - *Vocabulary:* truth, perspective, evidence, fact, opinion, bias.
    - *Collaborative Task:* In pairs, students discuss a topic they see differently and share why.

RESOURCES

Suggested Teacher Resources:

Non-Fiction Texts & Videos

- "Refugee" Related Media Videos by Britannica Kids 2022 from Common Lit
- "Jewish Refugees on the St. Louis" byJessica McBirney CommonLit
  - **Summary:** The prejudices and economic fears of several countries led to the deaths of many Jewish refugees, who tried to escape Nazi Germany.
- "Diary of a Teenage Refugee" by Amira CommonLit
  - **Summary:** Amira is an ordinary teenage girl living through extraordinary circumstances as a refugee from the Syrian civil war.
- "Going to School as a Refugee" by Caroline Garrison on CommonLit
  - **Summary:** Recent refugees face many fears and struggles when they first attend school in their new home.
- 5 Surprising Facts about the Refugee Crisis by Jason Beaubien CommonLit
  - **Summary**:Displaced people face many obstacles when they are searching for safety away from their home
- "Famous Fakes" by Liz Huyck CommonLit
  - **Summary**: A hoax is something that is fake or false that is made to seem true or real. In this article, Liz Huyck describes several famous hoaxes.
- "Loch Ness Monster" by India James CommonLit
  - **Summary**: In this informational text, author India James shares the legend of a mysterious creature.
- "How the News Media Works" by Jessica McBirney CommonLit
  - **Summary:** In this informational text, Jessica McBirney explores what "news media" means today, and how people acquire the information that shapes their views of the world.
- The Camera Does Lie by Meg Moss CommonLit
  - **Summary**: In this informational text, Meg Moss talks about how people make sense of information on the Internet.
- "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.
- "The Blind Men and the Elephant" (Article) Format: Short article
  - **Summary:** Explores the classic parable as a metaphor for how people perceive truth differently.
- "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.

Fiction Short Texts

- **"Raymond's Run" by Toni Cade Bambara**
    - **A** short story exploring perspective, personal identity, and how truth is shaped by experience**.**
- **"Thank You, Ma'am" by Langston Hughes**
    - Explores point of view, personal truth, and ethics.
- **"The Circuit: Stories from the Life of a Migrant Child" by Francisco Jiménez**
    - Select stories focus on cultural perspectives, memory, and personal truth

Novels

- **"The Giver" by Lois Lowry** (dystopian fiction)
    - A boy named Jonas discovers the dark truths behind his seemingly perfect, colorless society when he is chosen to inherit memories of the past from the community's mysterious Receiver, known as The Giver. The subjectivity of truth is revealed as the community's version of reality is shaped by selective memories and controlled perceptions, showing that truth can differ dramatically based on what is hidden or revealed.
- **"Inside Out & Back Again" by Thanhha Lai Told** in verse
    - This novel explores memory, cultural interpretation, and the challenge of expressing truth in a new language.
- **"Harbor Me" by Jacqueline Woodson**
    - Explores how students share personal truths and perspectives about their lives and identities.
- **"Refugee" by Alan Gratz (graphic novel version as well)**
    - Follows three young refugees from different times and places, comparing historical truths and perspectives.
- **"Code Talker: A Novel About the Navajo Marines of World War Two"** by Joseph Bruchac
    - Examines language, cultural perspective, and truth in history through the eyes of a Navajo code talker.
- **"The Book Thief" by Markus Zusak** Narrated by Death
    - The novel explores memory, the power of language, and how truth is both preserved and lost in history.
- **"The Absolutely True Diary of a Part-Time Indian" by Sherman Alexie**
    - Focuses on cultural identity, perspective, and navigating multiple truths.

Graphic Novels

- **"Refugee: The Graphic Novel"** by Alan Gratz
    - Reveals how the truth of war, persecution, and survival is experienced differently through the perspectives of three young refugees across different time periods.
- **"American Born Chinese" by Gene Luen Yang** E
    - Explores cultural identity, stereotypes, and the struggle to reconcile multiple truths.

- **"They Called Us Enemy" by George Takei, Justin Eisinger, Steven Scott, and Harmony Becker**
  - A memoir about Japanese American internment, examining history through personal and collective memory.
- **"Persepolis: The Story of a Childhood" by Marjane Satrapi**
  - Explores cultural perspective, the subjectivity of truth, and personal identity during political upheaval.
- **"New Kid" by Jerry Craft**
  - Highlights perspective, identity, and the experience of navigating different cultural truths in school.
- **"When Stars Are Scattered" by Victoria Jamieson and Omar Mohamed**
  - A graphic memoir about Somali refugees, focusing on memory, perspective, and truth in adversity.

Poetry Texts:

- "Jabari Unmasked" by Nikki Grimes CommonLit Summary: This poem uses the first stanza of Paul Laurence Dunbar's "We Wear the Mask," as a speaker describes why they conceal their identity.
- "Underface" by Shel Silverstein CommonLit Summary: The speaker describes how underneath their "outside face," they have another face people cannot see.
- "Remember" by Joy Harjo CommonLit Summary: The speaker lists things that one should remember about their life.
- "First Love" by John Clare CommonLit Summary:The speaker is a person who is experiencing love at first sight, for the first time.
- "Masks" by Shel Silverstein CommonLit Summary: Two people wear masks to hide their blue skin.
- "The Road Not Taken" by Robert Frost Summary: While often interpreted as a poem about choices, it also explores the truth of decision-making and its consequences. Why It Fits: Familiar structure and simple language help ESL students analyze how the poem's form shapes its meaning.
- "Still I Rise" By Maya Angelou A powerful poem celebrating resilience and unwavering self-worth in the face of adversity and oppression. Why it Fits; is a powerful exploration of resilience, identity, and the complexities of truth.
- "Translation for Mamá" by Richard Blanco CommonLit Summary: The speaker reflects on how he has tried to use his poetry to honor his mother and her home country of Cuba, but this has felt limited because he has always written in English
- "Languages" by Carl Sandburg CommonLit Summary: The speaker describes how humankind cannot take charge of language, because it is in motion and ever-changing like a river.
- "Identity" by Julio Noboa CommonLit Summary: The speaker illustrates via extended metaphor the difference between people who are like flowers and people who are like weeds.
- **"The Border: A Double Sonnet"** by Alberto Ríos CommonLit Summary: This poem uses a repeating structure of "The border is…" to talk about the border between countries and to describe it, both literally and figuratively.
- "The Blind Men and the Elephant" by John Godfrey Saxe
- "The Layers" (excerpt) by Stanley Kunitz: Summary: Reflects on personal growth and the search for self-truth over time. Why It Fits: The poem's narrative structure and clear stanzas support ESL comprehension and analysis.
- "If" (first stanza) by Rudyard Kipling Summary: Offers advice on honesty, integrity, and staying true to oneself. Why It Fits: The clear, didactic tone and regular structure make it suitable for ESL analysis of form and message.
- "Tell all the truth but tell it slant—" by Emily Dickinson Summary: Dickinson uses a unique structure and metaphors to suggest that truth should be approached indirectly. Why It Fits: Its unusual punctuation and capitalization make for strong discussion on poetic choices and structure.
- "Truth" by Gwendolyn Brooks Summary: A concise, imagery-rich poem exploring the nature of truth and its sometimes overwhelming clarity. Why It Fits: The poem's structure (short lines, repetition) and figurative language are ideal for discussing how form reveals meaning.

- **"Dreams"** by Langston Hughes Form focus: Two stanzas, simple rhyme scheme; demonstrates how brevity and repetition emphasize the theme of hope.
- **"Oranges" by Gary Soto** Form focus: Free verse, narrative structure with stanzas; shows how lack of rhyme and flexible stanza length support storytelling and emotional tone.
- **"Stopping by Woods on a Snowy Evening" by Robert Frost** Form focus: Four quatrains, AABA rhyme scheme; the repetitive and musical structure reinforces the poem's contemplative mood.

The Subjectivity of Truth

- The True Story of the Three Little Pigs by Jon Scieszka (picture book, ~10 min)
    - Why: Familiar tale retold; clear contrast between versions.
    - Connections: Competing truths; narrator credibility.
    - Scaffolds: Side-by-side story map (Wolf vs. Pigs), signal words list (however, according to), sentence frames for claims.
- Two-Sentence News Summaries on the Same Event (Newsela or Smithsonian Tween Tribune; leveled articles)
    - Why: Short, comparable texts at adjustable Lexiles.
    - Connections: How wording and facts presented change "truth."
    - Scaffolds: Highlight fact vs. opinion, T-chart of differences, bilingual glossary.

Perspective and Point of View

- Voices in the Park by Anthony Browne (picture book; four POVs)
    - Why: Repeated event through different narrators with visual cues.
    - Connections: Perspective shapes tone and meaning.
    - Scaffolds: Color-code each narrator, feelings/observations chart, POV sentence starters.
- The Wall by Eve Bunting (picture book; immigration/veterans memorial)
    - Why: Clear first-person narration with strong visuals.
    - Connections: How POV directs empathy and interpretation.
    - Scaffolds: Picture walk, pronoun tracking, paragraph frame: "From ___'s view, ___."

Cultural Interpretations of Truth

- "Aesop's Fables" vs. "Anansi Stories" (very short folktales; multimodal versions online)
    - Why: Global folktales; concise; moral-driven.
    - Connections: Truth as moral/cultural lesson.
    - Scaffolds: Side-by-side moral chart, cognate hunt, sentence frames: "In ___ culture, truth = ___."
- The Name Jar by Yangsook Choi (picture book)
    - Why: Identity and cultural naming; approachable language.
    - Connections: Cultural truths around names and belonging.
    - Scaffolds: Personal name stories, vocabulary visuals, agree/disagree line ("A name shows truth about who I am.")

Language and Meaning

- "This Is Just to Say" by William Carlos Williams + student-friendly parodies (poems)
    - Why: Simple syntax; layers of meaning and tone.
    - Connections: How word choice shifts apology/truth.
    - Scaffolds: Word bank for tone (sorry, playful, guilty), rewrite activity with different mood.
- Everyday Ambiguities: "Literal vs. Figurative" mini-texts (idioms, memes, signage)

    - Why: Micro-texts to model figurative vs. literal meanings.
    - Connections: Language shapes perceived truth.
    - Scaffolds: Matching idioms to meanings, sketch-to-stretch.

Media Literacy & Misinformation

- Headlines vs. Articles (paired—same story) from CommonSense Media lessons or Newsela
    - Why: Short, leveled, classroom-safe.
    - Connections: Clickbait, framing, bias.
    - Scaffolds: Anchor chart: headline tricks, checklist (source/date/author), true/false/needs more info sorting.
- "Fake Photo?" Image Analysis (e.g., viral images with fact-checks from Snopes/Verify)
    - Why: Visual-first; accessible for MLs.
    - Connections: Visual manipulation and verification.
    - Scaffolds: Photo evidence hunt, "I notice/I wonder," reverse image search demo.

Memory and Perception

- "The Dress" internet debate (blue/black vs. white/gold) with short explainer (National Geographic Kids/Science News for Students)
    - Why: High-interest; science-based and short.
    - Connections: Perception differences; memory limits.
    - Scaffolds: Poll + bar graph, cause (light) → effect (perception) map, sentence frames: "I see ___ because ___."
- Very short memoir vignettes (e.g., "Snapshot" paragraphs from This I Believe or Teen Ink)
    - Why: Bite-size narratives; personal memory focus.
    - Connections: Memory is selective; narration shapes truth.
    - Scaffolds: Time-order words, five-senses chart, compare two memories of the same event.

Truth in History

- Primary vs. Textbook Passage on the Same Event (e.g., a paragraph from Frederick Douglass's Narrative + textbook excerpt)
    - Why: Short, powerful contrast; authentic voice.
    - Connections: Whose truth is preserved? Perspective in history.
    - Scaffolds: Source notes (who/when/why), quote vs. paraphrase organizer, claim-evidence frame.
- "Two Sides" of a Historical Image (e.g., photo of child labor + short caption from two sources)
    - Why: Visual + minimal text; accessible.
    - Connections: Captioning frames historical truth.
    - Scaffolds: Caption rewrite task, perspective labels (owner/worker/reformer).

Ethics: When Is It Okay to Bend the Truth?

- The Day the Crayons Quit by Drew Daywalt (picture book letters)
    - Why: Clear opinions and reasons; letter format.
    - Connections: Justifying choices and "white lies."
    - Scaffolds: Opinion frames (I think… because…), ethics continuum line-up, write a "truth-bend" letter.
- Short Scenario Cards (medical privacy, surprise party, protecting a friend—teacher-created 3–5 sentences)
    - Why: Controlled language; concrete dilemmas.

    - Connections: Context and consequences of bending truth.
    - Scaffolds: If…then chart; modal verbs (should/could/must), group debate with sentence stems.
    -

Personal Identity and Truth

- "Names/Nombres" (excerpt) by Julia Alvarez (adapted paragraph) or audio version
    - Why: Identity-language connection; relatable to MLs.
    - Connections: Truth about self shaped by language and others.
    - Scaffolds: Pronunciation map of names, identity web, bilingual word bank.
- Brown Girl Dreaming (selected poems) by Jacqueline Woodson (1–2 poems)
    - Why: Poetic, concise; strong identity themes.
    - Connections: Truth in self-story; belonging.
    - Scaffolds: Poem sketching, line-lift + response, "I am…" poem frame.
- Front Desk (excerpt) by Kelly Yang (1–3 pages from early chapters)
    - Why: Clear voice; immigration and truth-telling.
    - Connections: When to tell/withhold truth to survive/help.
    - Scaffolds: Character goal/obstacle chart, key vocabulary with images, role-play a front-desk scenario.

Equipment Needed:

- Projector
- Document camera
- Student chromebooks

UNIT OVERVIEW

Content Area: ESL II

Unit Title: (4) A Legacy of Injustice:

- Stories of Resistance: Voices That Challenged Injustice
- Uncovering Hidden Histories: Injustice in Our Communities
- From Injustice to Action: How Can We Make Change?

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

Unit Summary: This unit explores **historical and contemporary examples of injustice and resistance** at local, national, and global levels. ***American Born Chinese*** **by Gene Luen Yang will serve as the primary mentor text**, providing a foundation for examining identity, racism, stereotypes, cultural heritage, belonging, and resistance. Students will connect and compare experiences from the graphic novel with diverse literary and informational texts, primary sources, and research that highlight **stories of resistance and historically overlooked voices**.

Through scaffolded reading, research, discussion, storytelling, and writing, multilingual learners will develop skills in citing evidence, analyzing perspectives and text structure, making connections across texts, and examining how individuals and communities respond to injustice. Students will select a local, national, or global issue, research who is affected and whose perspectives may be overlooked, and investigate possible solutions. The unit culminates in a **multimedia advocacy campaign** in which students use research, narrative, and evidence to educate an audience and communicate a realistic message and call for change.

Approximate Length of Unit: 8-10 weeks

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)

NJ Student Learning Standards:

NJ Student Learning Standards:

- **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.
- **RI.CR.8.1** Cite the textual evidence and make relevant connections that most strongly support an analysis of what an informational text says explicitly as well as inferences drawn from the text
- **RI.CI.8.2** Determine a central idea of an informational text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.
- **RI.IT.8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events to develop concepts or advance the author's purpose.
- **RI.TS.8.4** Analyze and explain how an author's organizational structure and text features contribute to the development of ideas and the effectiveness of the text.
- **W.NW.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Subparts A–E remain with increased expectations for sophistication and effectiveness.)
- **W.WP.8.4** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on purpose, audience, organization, and style.

- **W.WR.8.5** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional focused questions for further research.
- **SL.PE.8.1** Engage effectively in a range of collaborative discussions with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (Subparts A–D continue with greater independence and depth.)
- **L.SS.8.1** Demonstrate command of the system and structure of the English language when writing or speaking, including continued application of sentence structure, conventions, grammar, usage, and punctuation appropriate to Grade 8.

Career Readiness, Life Literacies, and Key Skills:

9.4.8CI Creativity and Innovation: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4.8.GCA Global and Cultural Awareness: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.TL Technology Literacy: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

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 has both historical roots and present-day manifestations in communities. (**AAH**, **AAPI**, **HG**, **LGBTQ**)
- People respond to injustice in diverse ways—resistance, advocacy, everyday acts—that shape history and community outcomes. (**AAH**, **AAPI**, **HG**, **LGBTQ**)
- Texts (narratives and informational) convey ideas through structure, evidence, and language choices; analyzing these features reveals how authors shape meaning.
- Research, collaboration, and storytelling can transform understanding into action.

Unit Essential Questions:

- What does “injustice” look like in stories from the past and present?
- How do individuals and communities resist and respond to injustice?
- How can we identify and analyze evidence in texts to understand causes, effects, and perspectives?
- How can students use research and narrative to inform, persuade, and propose change in their communities?

Students will know...

- **A Legacy of Injustice:**
    - Students will know examples of historical and contemporary injustices, and how individuals or groups have been affected.
    - Students will know how to identify and explain the central idea of texts about injustice, and how text structure shapes understanding.
- **Stories of Resistance:**
    - Students will know the voices and actions of individuals or communities who have challenged injustice.
    - Students will know how to analyze connections between resistance stories and the broader struggle for justice.
- **Uncovering Hidden Histories:**
    - Students will know methods for identifying and researching lesser-known stories of injustice in their own communities.
    - Students will know how to summarize and present findings clearly and objectively.
- **From Injustice to Action:**
    - Students will know ways to move from understanding injustice to advocating for change.
    - Students will know how to collaborate, discuss, and plan actions based on research and evidence.
- Through *"Gay Rights Movement"* and related informational texts, students will examine the history of advocacy for LGBTQ+ rights, including how individuals and communities have challenged discrimination and organized for greater equality and recognition. Students will connect these examples of resistance to the unit's larger themes of identity, voice, belonging, and advocacy. (LGBTQ)
- Informational texts include both explicit statements and implied (inferred) ideas.
- How to determine and explain the central idea of an informational text, using specific details as evidence.
- To write a summary that is objective and distinct from personal opinions or judgments.
- To analyze connections and distinctions between individuals, events, and ideas within a text (e.g., through comparisons, analogies, or categories).
- To identify and describe the structure used by an author (e.g., cause-effect, problem-solution) and how it supports the text's message.
- To interpret and use text features (graphics, captions, indexes, etc.) to organize and analyze important information.
- How to write narratives (real or imagined) to describe experiences or events, using descriptive and sensory details.
- How to establish a context and point of view, introduce characters or narrator, and organize events logically.
- Know narrative techniques such as dialogue, pacing, and description to develop experiences and characters.
- How to use transition words and phrases to show sequence and shifts in time or setting.
- How to conclude a narrative by reflecting on the events or experiences.
- Know strategies for planning, revising, and editing writing with support from peers and adults.
- How to refer to evidence from texts and discussions to support their ideas.
- How to pose and respond to questions, make relevant observations, and help keep the discussion focused.
- How to acknowledge and build upon new information from others, and adapt their own views when warranted.
- To conduct short research projects, drawing on multiple sources and generating new questions for further investigation.

Students will be able to…

- build vocabulary: Learn and use words related to justice, fairness, resistance, and community.
- narrate experiences: Tell stories from your life and others' lives, connecting them to bigger themes.
- explain ideas: Clearly describe steps, causes, and effects in events or actions.

- arguing a Point: Support opinions with evidence, listen to others, and respectfully disagree or agree.
- inform others: Share facts, findings, and summaries with clarity and accuracy.
- cite multiple pieces of textual evidence to support explicit statements and inferences in informational texts.
- determine central ideas and summarize informational texts objectively.
- analyze how text elements interact (events, individuals, ideas) and how structure contributes to meaning.
- write narrative pieces that develop experiences with clear context, pacing, dialogue, sensory detail, and reflection.
- plan and conduct short research projects drawing on several sources, generating questions for further investigation.
- engage respectfully and effectively in collaborative discussions, referencing textual evidence.
- use varied sentence structures and correct language conventions in writing.
- apply ELD strategies (narrate, explain, argue, inform) to interpret and produce texts.

EVIDENCE OF LEARNING

Assessment:

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

- **Multimedia Presentation: Dangers of Stereotypes**
    - **Goal:** Create a multimedia presentation showing the dangers of stereotypes and ways to fight prejudice. (AAH, HG, **AAPI, LGBTQ/D**)
        - **Adaptations for Multilingual Learners**
            - Allow presentations in students' home language, English, or both.
            - Accept posters, slideshows, video, or audio as formats.
            - Provide presentation templates with visuals and sentence starters.
            - Offer a list of key words in multiple languages.
            - Allow use of translation tools and bilingual dictionaries.
            - Use graphic organizers to plan ideas.
            - Encourage simple, clear messages supported by images.
            - Allow students to work in pairs/groups, possibly with same-language peers.
- **End of Unit Assessment: Reading and Narrative Essay**
    - Read a passage or text set and answer multiple-choice & constructed-response questions.
    - Write a narrative essay based on the reading.
        - **Adaptations for Multilingual Learners**
        - Offer texts at varying levels of complexity; provide audio versions.
        - Allow bilingual glossaries or dictionaries.
        - Pre-teach key vocabulary with images.
        - Allow students to answer in English and/or their home language.
        - Accept oral answers, drawings, or labeled diagrams for constructed responses.
        - Provide narrative planning sheets (story map, sequence chart).
        - Use sentence frames:
            - "In the story, ___ happens first."
            - "The character feels ___ because ___."
        - Allow students to write short paragraphs or tell their story orally.

Assessment Accommodations for ESL II

WIDA English Language Proficiency Levels 2–3

- Read and clarify assessment directions using simplified academic language.
- Provide extended time and break assessments into smaller sections.
- Highlight key vocabulary and provide word banks, transition words, and bilingual dictionaries or glossaries.
- Allow students to annotate texts and use graphic organizers to organize ideas and evidence.
- Provide sentence starters, paragraph frames, and writing organizers for constructed responses.
- Allow oral rehearsal or discussion before independent writing.
- Permit oral, written, visual, or graphic responses when appropriate to the assessed standard.
- Focus scoring on content understanding and use of evidence rather than grammatical accuracy when language conventions are not the assessment focus.
- Accept minor language errors that do not interfere with meaning.
- Provide opportunities for revision after teacher feedback on formative assessments.
- Allow approved assistive technology, speech-to-text, or translation tools when appropriate.
- Use multiple assessment formats, including presentations, discussions, projects, and performance tasks, to measure student learning.

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?

- Story Mapping: Identify and map the main idea, characters, sequence of events, and outcomes in stories of injustice and resistance.
- Community Investigation: Interview a family member or community member about a time they experienced or saw injustice.
- Role Play/Debate: Take on the role of a historical figure or community member to argue for or against an action taken in the past.
- Action Plan: In groups, design a small project to promote fairness or address an issue in the school or neighborhood.
- Community Awareness Campaign: Student teams design a multi-part campaign (informational brochure, social media post, short PSA video, and a public gallery display) about a hidden local injustice and propose actionable steps for the school/community.

- Oral History & Story Exhibit: Students collect oral histories (interviews or transcribed community stories), curate excerpts, pair them with narratives and informational summaries, and host an exhibit or podcast episode series that centers community voices.
- Policy Brief & Advocacy Letters: Students write a concise policy brief summarizing research findings and propose clear recommendations. Students then draft and send advocacy letters/emails to a local official or school board and present a short in-person pitch.

RESOURCES

Suggested Teacher Resources:

Non-fiction 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
- Biography "Women Leaders: Malala Yousafzai" Newsela
- "The Function of Justice and Retribution in Our Society" Newsela
- "What is Judicial Activism? Newsela
- "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.
- "Speak Up: Youth Voices" for Change" 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.
- "Fighting for Rights" by Candace Dipsey CommonLit
- "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.
- "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.
- "Advocacy Skills Text Set" from Newsela
- "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.

Mentor Texts & Short Texts

- **"The Other Side" by Jacqueline Woodson (Picture Book Mentor Text)** A powerful, accessible story about a segregated town and two girls who form a friendship across a fence. *Theme:* A Legacy of Injustice
- **"Harriet Tubman: Conductor on the Underground Railroad" (excerpt) by Ann Petry** An engaging short nonfiction text that highlights resistance and courage. *Theme:* Stories of Resistance
- **"I Am Not Your Perfect Mexican Daughter" (excerpt/short chapter) by Erika L. Sánchez** A relatable voice for multilingual learners, addressing family, identity, and hidden stories. *Theme:* Uncovering Hidden Histories
- **"The Sneetches" by Dr. Seuss (Picture Book Mentor Text)** Accessible allegory on discrimination and overcoming injustice for developing readers. *Theme:* A Legacy of Injustice
- **"We Had to Be Brave: Escaping the Nazis on the Kindertransport" (excerpt) by Deborah Hopkinson** A short, nonfiction account emphasizing real-life resistance and action. *Theme:* From Injustice to Action
- **Poems from "The Poet X" by Elizabeth Acevedo (select excerpts)** Poetry selections that give voice to resistance and self-expression. *Theme:* Stories of Resistance
- **"Separate Is Never Equal: Sylvia Mendez & Her Family's Fight for Desegregation" by Duncan Tonatiuh (Picture Book Mentor Text)** Story of the Mendez family's fight for school desegregation in California. *Theme:* Uncovering Hidden Histories

Graphic Novels

- **"March: Book One" by John Lewis, Andrew Aydin, and Nate Powell** The autobiographical account of Congressman John Lewis's role in the civil rights movement. *Theme:* Stories of Resistance
- **"When Stars Are Scattered" by Victoria Jamieson and Omar Mohamed** A graphic novel memoir about Somali refugees, perseverance, and hope. *Theme:* From Injustice to Action
- **"They Called Us Enemy" by George Takei, Justin Eisinger, Steven Scott, and Harmony Becker** George Takei's memoir of Japanese American incarceration during WWII. *Theme:* A Legacy of Injustice, Uncovering Hidden Histories
- **"New Kid" by Jerry Craft** Examines race, class, and belonging in a new school environment. *Theme:* Uncovering Hidden Histories
- **"American Born Chinese" by Gene Luen Yang** explores identity, racism, and cultural heritage through interconnected stories. *Theme:* Stories of Resistance, Uncovering Hidden Histories

Novels

- **"Farewell to Manzanar" by Jeanne Wakatsuki Houston & James D. Houston.**Tells the true story of Jeanne Wakatsuki and her family's experiences in a Japanese American internment camp during World War II, exploring themes of identity, resilience, and injustice.
- **"Esperanza Rising" by Pam Muñoz Ryan** The inspiring story of a young girl's migration and struggle for justice as a farm worker. *Theme:* A Legacy of Injustice, From Injustice to Action
- **"Return to Sender" by Julia Alvarez** Deals with immigration, family separation, and activism. *Theme:* From Injustice to Action
- **"Refugee" by Alan Gratz** Weaves together stories of three young refugees from different eras, all escaping injustice. *Theme:* A Legacy of Injustice, Stories of Resistance
- **"Inside Out & Back Again" by Thanhha Lai** A novel in verse about a Vietnamese family's journey to the United States, exploring prejudice and resilience. *Theme:* Uncovering Hidden Histories
- **"All American Boys" by Jason Reynolds and Brendan Kiely** Addresses police brutality, racism, and youth activism. *Theme:* From Injustice to Action
- **"Stella by Starlight" by Sharon M. Draper** Follows a young African American girl facing racism and injustice in the segregated South. *Theme:* A Legacy of Injustice, Stories of Resistance
- **"The First Rule of Punk" by Celia C. Pérez** A story of self-expression, culture, and standing up against discrimination. *Theme:* Stories of Resistance