



| Lesson Guidance 2.3 | |
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| Grade | 2nd |
| Unit | 1 |
| Selected Text(s) | <ul style="list-style-type: none"> ● <i>Ruby Bridges Goes to School: My True Story</i>, Ruby Bridges-purchased ● Images Based on the Ruby Bridges' Experience (images) |
| Duration | 2 days (approx) |

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

- Ask and answer questions about the text, [Ruby Bridges Goes to School: My True Story](#).
- Recount key individuals, events, and historical perspectives from a text.
- Understand the impact of first-person perspective and how it contributes to the purpose of a text.

CCSS Alignment

Priority Standards:

[CCSS.ELA-LITERACY.RI.2.1](#) Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

[CCSS.ELA-LITERACY.RI.2.6](#) Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

[CCSS.ELA-LITERACY.W.2.3](#) Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

[CCSS.ELA-LITERACY.SL.2.4](#) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Supporting Standards:

[CCSS.ELA-LITERACY.RF.2.3](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

ELD

WIDA Alignment


ELD Focus: ELD-LA.2-3.Narrate.Expressive: Construct language arts narratives that develop a story with time and event sequences, complication, resolution, or ending through headings to organize information into story element categories (setting, problem, solution, main character, message).

End of lesson task

Formative assessment

- Recall story elements including key individuals, events, experiences, and ideas by responding to text-dependent questions.



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| | <ul style="list-style-type: none">Recount a text in writing by including story elements and moments from the text. |
| Knowledge Check <i>What do students need to know in order to access the text?</i> | <p>Background knowledge</p> <ul style="list-style-type: none">Students should examine the cover of <i>Ruby Bridges Goes to School: My True Story</i> or images related to the text. Ask students to share what they remember about Ruby Bridges from the previous module.Explain that the book students will read today is written in the first person point of view, as Ruby Bridges. Readers know that an author is writing in the first person point of view when they use the words me/my/I to tell their story. Highlight for students that they will have the opportunity to apply this to their own writing in future modules.Introduce the concept of an autobiography (a book written by the person it is about). <p>Key Terms</p> <ul style="list-style-type: none">Key DetailEvidence:Event SequenceRelevant Details (Writing)Author's PurposeFirst Person <p>Foundational Skills Connections</p> <p>Look for ways throughout the text to apply and transfer the learning from your phonics lesson into shared reading. The foundational skills integration document will call out sample teacher moves to incorporate during instruction and add the link to the foundational skills integration document.</p> <p>Vocabulary Words (<i>words found in the text</i>)</p> <p>Identify vocabulary based on selected text.</p> <p>Example from <i>Ruby Bridges Goes to School: My True Story</i></p> <ul style="list-style-type: none">Pre-teach: school segregation, protesters, governmentDefine while reading: picket line (from image), U.S. Marshals, First-Lady <p> ELD Instructional Practices for Vocabulary: Use the Vocabulary In Context strategy (see example)</p> <p>"Vocabulary instruction is throughout the lesson/unit with only key terms/phrases introduced at the beginning of the lesson. All vocabulary should include illustrations/gifs/photographs. Utilizing hand signals when targeted vocabulary is heard, cements learning,</p> <ul style="list-style-type: none">Effective vocabulary instruction for ELs includes:<ul style="list-style-type: none">(1) "multiple exposures to target words over several days and across reading, writing, and speaking opportunities" with a variety of instructional activities,(2) "student-friendly" definitions(3) ensuring students can use the terms for "communication and future learning." (Baker, Lesaux, et al) |

- (4) teaching affixes/words that can be altered by adding prefixes and or suffixes,
- (5) pointing out cross-language similarities (e.g., cognates),
- (6) noting multiple meanings across domains (e.g., the definition of “volume” in math and science vs. ELA).
- Students can complete a [notebook configuration](#), [vocabulary log](#) or [Frayer Model](#) activity to increase understanding

SPED Accommodation/Differentiation:

- When orally responding to text-dependent questions, prompt students to “Turn the Question Around” or provide students with sentence stems/frames to aid their ability to speak and write complete sentences.
- Allow students to reference their [graphic organizer](#) to engage in the shared writing recount of the text.

Core Instruction

Text-centered questions and ways students will engage with the text
Enduring Understanding: We can create fair rules by taking a stand.

Opening Activity: Model what an autobiography is. This [video](#) could be used as an example.

ELD

[ELD Scaffolds](#)

When introducing a new concept, students need time to think about the concept and the academic or technical language associated with it.

- **[Think / Write / Pair / Share](#)** provides time for students to share ideas about the topic/concept and build a sense of empowerment.
- Please reference [English Language Development Instructional Guide](#) (pages 64-68) for additional tasks that support ELs as they interact with texts/concepts.
- During the formative assessment, students will use the story map responses to give them the language they need to orally rehearse the story elements. Have children practice in pairs prior to sharing with the class to give sufficient oral practice on academically relevant and challenging content.

Content Knowledge:

- The Civil Rights Movement was a political movement and campaign from 1954 to 1968 in the United States to abolish institutional racial segregation.
- Desegregation of schools
- New Orleans, Louisiana
- William Frantz Elementary School

Shared Reading:

- Share the purpose: The teacher will display [images based on Ruby Bridges' experience](#). Students will write in a notebook or on a post-it note what they notice and wonder about the photographs.



- Read the text aloud: The teacher will read *Ruby Bridges Goes to School: My True Story* aloud to the class or play the [read aloud on video](#) for students.

Sample text-dependent questions:

- Who is telling the story? How do you know?
- What is the setting of the text? When does the story take place?
- What events are happening in the text? How does the setting affect the story events?
- What problem does Ruby face? Is Ruby's problem resolved?
- What events take place at the end of the story? How do these events lead to a solution?
- Practice and apply skills; Teacher and students can engage in a shared writing activity in order to create a written recount of the text:
 - After reading, ask students to consider what they think is the message of *Ruby Bridges Goes to School: My True Story*. Sample text-dependent questions:
 - How do you think Ruby felt crossing a picket line full of angry protesters?
 - How do you think Ruby felt being the only child in her class?
 - Would you have joined Ruby in her class? Why?
 - Why do you think Ruby wrote her story?
 - Students can discuss their responses with partners during a Turn & Talk and/or share as a class. The teacher can record student responses on chart paper or on the board.
- Students should orally practice recounting the text (using their notes or teacher-recorded responses). After practicing orally, the class can engage in a shared writing experience in which they create a written recount of the text.

Sentence Comprehension:

And in some places, black children and white children could not go to the same schools.

- **Guiding question:** How can a sentence compare people?
- Who is speaking in this sentence? (children)
- Who is the author comparing? and how? (The children could not go to the same schools.)
- Why do you think the author used the school example last?
- Writing and speaking connection: And in some places, _____ and _____ could not _____.

Discourse:

- Students should practice describing their recounting of the text to each other. Students can use the sentence frames below:
 - The setting of the text is _____.
 - The text is about _____.
 - The problem they face is _____.
 - In response to the problem _____.
 - In the end _____.
- After reading, students should discuss the impact of reading a first-person narrative or autobiography. They should think about how this perspective gave them unique insights into Ruby Bridges' experiences.

ELD

[ELD Scaffolds](#)

- During the second reading, distribute a story map with the headings/categories: setting, *problem*, *solution*, *the main character*, and *message*. Explain what each heading/category means and translates to in their home language using translation software, if necessary, to assist with comprehension (e.g. setting—*where the story takes place/escenario-donde tiene lugar la historia*). Pair partners heterogeneously when completing the text-dependent questions and allow the use of

home language to take advantage of a student's linguistic repertoire. When sharing responses to questions, list answers randomly on the board with no headings and have a child translate these answers for the class (if possible). When complete, have the class identify what category each answer fits in and reinforce how these headings organize information (e.g. Ruby Bridges-"Main Character").

SPED Accommodation/Differentiation:

- Allow students to provide verbal descriptions of what they notice and wonder about the [images based on Ruby Bridges' experience](#).
- Prior to reading, use an explicit instruction routine to teach vocabulary critical to understanding the text as a whole in order to facilitate text comprehension and foster deep processing and retention of word meaning, so that students are able to readily use the targeted words in their speaking and writing. [Click here to see an explicit instruction vocabulary routine](#)
- Place the discourse questions on a [graphic organizer](#) and preview prior to reading the text aloud in order to prepare students to think about the questions deeply.
The setting of the text is...
The text is about...
The problem they face is...
In response to the problem...
In the end...
- During the read-aloud, stop to discuss the discourse questions where appropriate and prompt students to write their answers on the graphic organizer. Check for understanding and clarify misunderstandings.
- While completing the graphic organizer, prompt students to utilize phoneme-grapheme correspondence by tapping out the sounds of words and writing the corresponding grapheme in order to spell a word.

Small Group Reading Instruction: Based on student needs (i.e. foundational skills and language comprehension), teachers will scaffold instruction by looking at the [vertical progression](#) of the priority standards in order to differentiate instruction so that students can access text.

Formative Assessment:

- Recall story elements including key individuals, events, experiences, and ideas by responding to text-dependent questions.
- Recount a text in writing by including story elements and moments from the text.

ELD

[ELD Scaffolds](#)

- During the formative assessment, students will use the story map responses to give them the language they need to orally rehearse the story elements. Have children practice in pairs prior to sharing with the class to give sufficient oral practice on academically relevant and challenging content.

SPED Accommodation/Differentiation:

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Optional Extension Activity:




Have students draw a picture of Ruby Bridges.

Foundational Skills, Fluency, Comprehension and Writing Supports

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| Foundational Skills | Saxon (Alignment to the core resource) Foundations (Alignment to the core resource) Foundational Skills Integration Resource Sounds First: Phonemic Awareness Weeks 1-8 Sounds First: Phonemic Awareness Weeks 9-18 Sounds First: Assessments Sounds First: K-2 Video Demonstrations |
| Fluency | Fluency Protocols |
| Sentence Comprehension | <i>And in some places, black children and white children could not go to the same schools.</i> <ul style="list-style-type: none">• Guiding question: How can a sentence compare people?• Who is speaking in this sentence? (children)• Who is the author comparing? and how?, (The children could not go to the same schools.)• Why do you think the author used the school example last?• Writing and speaking connection: And in some places, _____ and _____ could not _____. |
| Writing | Pattan Writing Scope and Sequence |

Additional Supports

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|  ELD Practices | <ul style="list-style-type: none">• English Language Development Instructional Guide• Strategies for English Learners• Argumentative Student Language Support Sheet(ELD)• Narrative Student Language Support Sheet(ELD)• Informational Student Language Support Sheet(ELD)• Sample Linguistic Frames |
| SpEd Practice | <ul style="list-style-type: none">• Model what it looks and sounds like to summarize a group discussion when it is your turn to speak and then to elaborate on the discussion so that students have a clear mental picture of what to do. |



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| | <ul style="list-style-type: none">● Prompt students to summarize the discussion when it is their time to speak and to elaborate on what has been said in order to elicit participation and practice and to assess the skill level of each student.● Instruct students in the use of outlining what they intend to write for both the summary and scenario. Assist students to outline the topic sentence, concluding sentence, and three supporting sentences in order to assist students to write proficiently.● Provide sentence starters if necessary to help generate ideas for sentences.● Allow for the use of Google Docs or Google Slides to construct the written composition as an alternative to a handwritten composition for students whose writing is more efficient and effective when using technology, and for students who have challenges gripping pencils and pens.● Encourage the use of spell checker, grammar checker, and word prediction when using Google Docs and Google Slides in order to reinforce correct spelling and grammar, and to encourage precise word usage. |
| <u>MTSS Practices</u> | Practices to promote Tier 1 access |
| Enrichment Practices | Practices to promote Tier 1 access |