A Bend in the River Name: _____

From where I stood, in an encampment near one of Tijuana's main border crossings, I could almost see San Diego, the shimmering American city just beyond the border fence. I could see American cars as they slid down a highway and disappeared toward the skyline, and I could imagine what lay almost within reach.

But that promised land was also infinitely distant. From the Mexican side of the border, stuck in thick mud, the entire U.S. might as well have been a mirage.

Important word: encampment 	**ML:**	Where is the author? What can she see? How does she feel?  *The author is …* *She can see ….* *She feels …*
Important word:	**ML:**	**Why is this word important to the story?** *This word is important to the story because …*

When my father, my mother, and I arrived with my siblings Kenia Jasmin, 12; Isaac, 11; and Yeimi, 9, my parents added our names to the bottom of what seemed like an endless list in a thick book. There were more than 5,000 people ahead of us waiting to request asylum in the U.S., and because the American authorities were processing only a few requests a day, we realized it would take months before our names were called.

Summarize: How long will the author and her family have to wait in the camp before they can enter the U.S.? **Why do they have to wait so long?** 	**Make an inference: How do you think the author felt about adding her family's names to the list? How do you know?**  *Feeling words: nervous, excited, disappointed, happy, discouraged, elated, depressed*
The author and her family will have to wait _____ before they can get asylum in the U.S. *They have to wait this long because …*	*When the author's parents added her family's names to the list, I think she felt _____ because _____ .*

But we were willing to do whatever it took. Going back to Guatemala was simply not an option. My family was forced to flee after a gang threatened to harm us if my parents didn't pay a large bribe — five months' worth of profits from our tiny juice stall.

We hid for a day and a half in our house and then snuck away before dawn. "No hay nadie que pueda protegernos aquí," I overheard my father say to my mom. "Hemos visto en los otros casos, lastiman a las personas y dañan a sus hijos."

"Necesitamos tener seguridad para los niños, para que no les pase nada malo," my mom replied. "Nosotros debemos irnos ahora."

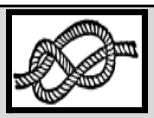
It was dangerous for us in Guatemala, so that is why we were there, in that camp. In the rain, in the mud. Waiting. Waiting. Waiting.



Visualize. Translate and draw the following sequence of events.

draw	draw	draw
My family was forced to flee after a gang threatened to harm us if my parents didn't pay a large bribe. ML:	We hid for a day and a half in our house and then snuck away before dawn. ML:	… that is why we were there, in that camp. In the rain, in the mud. ML:

But we could not wait forever, so we decided to cross the border ourselves. We hired a coyote to take us across. My parents made arrangements to meet at a bend in the river, and we paddled across on large black inner tubes. It was very dark. My dad insisted my little sister sit on top while he waded across. On the other side, we walked and walked for what seemed like the entire night, until we got the signal to stop and wait.

How did the author and her family get across the river? When did the family cross over? 	**Make a prediction: What will happen after the family waits?** 
The author and her family crossed the river by _____. *The family crossed over during the _____ .*	*I think the family will _____ because_____ .*

I appreciated the time to rest, but waiting only made me more nervous. Finally, we saw headlights in the distance, and a van stopped a short distance from where we were crouched down, hiding. We waited for the signal from the coyote to move toward the van. We all got in, 12 of us in total. The coyote slammed the door, and left. We were at the mercy of the driver who we did not know, but had to trust.

 Find an important sentence from the paragraph above and copy it below. Then explain why the sentence is important to the story.	 How does the author feel about the driver of the van? How do you know?
My important sentence: *This sentence is important to the story because ….*	*The author feels …* *I think the author feels this way toward the driver of the van because …*

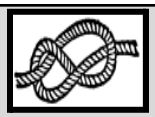
I woke up as the van jolted to a stop. The van had driven for hours while I slept. We were in a town. It was midday, and a few people were entering and exiting the shops along the road. The driver said, “Everybody out!” in English, and everyone obeyed, moving quickly in different directions. We knew what he meant even though we could not understand his words.



Visualize. Translate and draw the following sequence of events.

draw	draw
I woke up as the van jolted to a stop. The van had driven for hours while I slept. ML:	The driver said, “Everybody out!” in English, and everyone obeyed, moving quickly in different directions. ML:

We walked a few blocks down the street, acting like we belonged there. After a few minutes, my uncle pulled up in his truck. I was so happy to see him! Finally, a friendly face. He hugged my mom and my dad, and loaded our suitcases into the back. We all got in the truck, and drove away.

Who did the author meet in the town? How did she feel about seeing him? 	**Make a prediction: What do you think the family would have to do if the uncle had not arrived in his truck?** 
The author met _____ in the town. *The author felt _____ because _____.*	*I think the family would have to _____ because_____ .*

I looked back over my shoulder, and could see between the mountains in the distance, the sun glinting off the river. The river looked so small and harmless, like a shiny piece of thread. Gratefully, I watched it disappear as we rounded a curve in the road. I felt hopeful for the first time in weeks. I pulled my jacket tighter around my shoulders to stifle the chill, lifted my chin, and set my face to the warm afternoon sun.

 The author says she feels hopeful. Translate the word *hopeful*. Then, describe a time when you felt hopeful about something.	 How does the author describe the river? Why do you think the author feels this way about the river?
"hopeful" in ML: *I felt hopeful when …*	*The author describes the river as …* *I think the author feels this way about the river because …*

Reading Guide Roles: For this text, only 4 of 6 roles are being used

Checker for Understanding



What are the main points?

Read the Question to your Group! Facilitate a group discussion by asking everyone what they think.

Language Looker



What are key words and language features you should pay attention to and explain?

Make sure your group uses key vocabulary words from each section.

Critical Questioner



Analyze the reading, what questions does it make you think of?

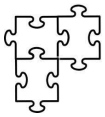
Push your group to think more by asking difficult questions, so that your final answer is well thought out.

Summarizer



What are the main points?

Read the Question to your Group! Facilitate a group discussion by asking everyone what they think.

Inference Maker	Connector
 What can you infer about the topic, that is *not* explicit in the reading? Listen to what people are saying, point out good inferences that they make based on the reading.	 What connections can you make from the reading to yourself, the world or scientific practices? Point out connections to the world or your lives.

Student Directions:

1. **First, choose your roles**
2. **Then, decide who in your group will read first. (The student with the longest hair reads first.)**
3. **Each student reads one sentence until the section is done.**
4. **All students answer all the questions. 10 mins (timer?)**

5. **When all students are done, start the discussion for question 1. The student with that role facilitates the discussion. 5 mins. Start the timer.**
6. **All students must respond. (If need more structure, students respond in reverse order of how they read)**

To start the discussion, say:

1. What do you think?

Or

2. How did you answer the question?

After all students have said their idea, keep the discussion going by using the talk moves below:

To agree, say:	To disagree, say:
● I agree with _____ because ____. ● I like what ___ said because ___.	● I disagree with ____ because ___. ● I'm not sure I agree with what ___ said because ___.

To extend the conversation, say:	To clarify, say:
● Yes, and _____. ● This makes me think _____. ● Now I am wondering _____. ● Can you say more about ____?	● Could you please repeat that for me? ● I'm not sure I understood you when you said _____.

The SFIHS Guided Reading Sequence

What it is:

Reading Guides are a way for students to read and analyze a text collaboratively. They also provide a differentiated way for students to engage in active reading strategies. Reading guides allow students to engage in the metacognitive process of active reading using strategies like questioning, predicting, inference making, and making connections. Additionally, they allow students to engage in high-level content even if their literacy skills are low. Because students are reading together they rely on each others' strengths. Reading guides not only promote literacy through interactive listening and reading but help build spoken academic language skills.

Why we do it:

- Individual reading/comprehension is often difficult with ELs, and is also difficult to assess
- Helps students pay close attention to the text and read for comprehension
- Gives students tools to become increasingly independent readers
- Allows opportunities to use and understand different reading strategies
- Builds metacognition
- Lowers affective filter and gives all students a chance to participate in literacy
- Reusable structure
- Multiple entry point for various literacy levels
- Facilitates and builds collaborative group work skills

How it works:

- Students are in groups of ~4
- Students self-assign numbers and role cards
- Students read the text together, alternating who reads out loud every sentence (hence the numbers)

- When it is time to answer a question, the student with the corresponding role becomes the leader for that section. Students should discuss and arrive at a consensus before writing their answers.

When it should happen:
Reading Guides are a during-the-reading activity. Sometimes thematic or vocabulary-related schema building must be in place before reading. Students need to understand the process of the reading guides and of the role cards.