

Lesson Guidance 2.7	
<b>Grade</b>	3rd
<b>Unit</b>	3
<b>Selected Text(s)</b>	<a href="#">Esperanza Rising</a>
<b>Duration</b>	Approximately 2-3 days

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

## Learning Goal(s)

*What should students understand about today's selected text?*

- Develop a timeline (using a Slides presentation, poster, or draw diagram) to show key events on Esperanza's immigration journey from Mexico to arriving in America.

## CCSS Alignment

### Priority Standards:

[CCSS.ELA-LITERACY.W.3.2](#)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

[CCSS.ELA-LITERACY.W.3.7](#)

Conduct short research projects that build knowledge about a topic.

[CCSS.ELA-LITERACY.W.3.8](#)

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

[CCSS.ELA-LITERACY.SL.3.4](#)

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

[CCSS.ELA-LITERACY.RL.3.5](#)


Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

[CCSS.ELA-LITERACY.RI.3.3](#)

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

[CCSS.ELA-LITERACY.RI.3.8](#)



	<p>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>Supporting Standards:</b> <u>CCSS.ELA-LITERACY.W.3.10</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>CCSS.ELA-LITERACY.SL.3.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-LITERACY.RF.3.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>CCSS.ELA-LITERACY.RF.3.4</u> Read with sufficient accuracy and fluency to support comprehension.</p>
 <b>WIDA Alignment</b>	<p>Review ELD focus areas as needed based on content retaught/reviewed.</p>
<p><b>End of lesson task</b> <i>Formative assessment</i></p>	<p>Students will complete Performance Task 2: Students will develop a timeline of the key events from Esperanza's journey from Mexico to arriving in America. Through this activity, students will demonstrate an understanding of the journey Esperanza, like many other Mexican immigrants, took. With this, students will reflect on Esperanza's journey and select/explain cultural items or other aspects that Esperanza would include in her own cultural mosaic.</p>
<p><b>Naviance</b></p>	<p>CEW Standard 13.1 Career Awareness and Preparation as it focuses on career development Discuss the types of jobs that immigrants had (farmer, factory, etc.) after the readings in Module 1. Did they have any problems with employment? Why?</p>
<p><b>Knowledge Check</b> <i>What do students need to know in order to access the text?</i></p>	<p><b>Background knowledge</b></p> <ul style="list-style-type: none"><li>• Immigration</li><li>• Mexico</li><li>• Dust Bowl</li><li>• Deportation</li><li>• Great Depression</li><li>• California Migration</li><li>• Mosaic</li><li>• Discrimination</li></ul> <p><b>Key Terms</b></p> <ul style="list-style-type: none"><li>• Text features</li></ul>



## Foundational Skills Connections

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.

## Vocabulary Words *(words found in the text)*

- Preview, identify, and define the following words:
  - **Immigration** - the action of coming to live permanently in a foreign country
  - **Discrimination** - the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex

ELD

## [ELD Instructional Practices for Vocabulary](#): Use the [Vocabulary In Context](#) strategy ([see example](#))

“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,

- Effective vocabulary instruction for ELs includes:
  - (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 [Vocabulary Tracker](#), [notebook configuration](#), [vocabulary log](#) or [Frayer Model](#) activity to increase understanding

## Core Instruction

*Text-centered questions and ways students will engage with the text*

### Opening Activity:

- **Engaging Scenario:**

The United States of America is considered to be a cultural and ethnic mosaic because people from all over the world are represented in its population. Many immigrants have no trouble blending in, however, some immigrants experience discrimination because of their country of origin, religion, language, skin color, or ethnicity. Think about your family’s journey to the United States, or the journey of someone you know in your school, your neighborhood, or your city. Talk to that person and conduct some research to find out how and why he or she became a part of this nation, and about some of the challenges they faced and the benefits they gained.

### Content Knowledge: (how does this connect to the theme)

- Students should be familiar with immigration, experiences of immigrants in America, Esperanza's story, and discrimination against Mexican immigrant workers.

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.

### Performance Tasks (Suggested Pacing/Timeline in Unit)

Task	Suggested Student Completion and Rationale
<b>2</b>	Students will complete Performance Task 2: Students will develop a timeline of the key events from Esperanza's journey from Mexico to arriving in America. Through this activity, students will demonstrate an understanding of the journey Esperanza, like many other Mexican immigrants, took. With this, students will reflect on Esperanza's journey and select/explain cultural items or other aspects that Esperanza would include in her own cultural mosaic.

ELD

#### [ELD Scaffolds](#)

- Support for all levels:**
  - Provide a graphic organizer to plan writing how Esperanza has changed overall throughout the book from beginning to end (i.e. [Venn Diagram](#), [Compare/Contrast Chart](#)) and a color-coded example of a narrative piece (i.e. red-opening statement, orange-similarities, green-differences, blue-conclusion) to ensure criteria for quality work is clear for students.
  - In order for all students to access the text, learning scaffolds are recommended. The chapter can be broken into chunks, read aloud by the teacher, and/or the students can listen to it read aloud while following along [here](#) in order to provide additional support.

### SPED Accommodation/ Differentiation:


- Students will orally discuss the events that led up to the family's decision to leave the ranch using a cause and effect graphic organizer.
- Students will share their thoughts on how they would feel if they were in Esperanza's place in the story, and share any similar incidents that they may have experienced.

### Optional Extension Activity:

- Students will write a book review for *Esperanza Rising*.
- Students will create a new book cover for *Esperanza Rising* with a brief synopsis of the book on the back.
- Students will write a letter to the author asking questions they have about the real-life story and the characters of the book they were based on.



Foundational Skills, Fluency, Comprehension and Writing Supports	
Foundational Skills	<a href="#">Saxon</a> <a href="#">Foundations</a> <a href="#">Foundational Skills Integration</a> <a href="#">PA Eligible Content</a> <i>(Regardless of core resource, the eligible content must be taught prior to PSSA.)</i> <a href="#">Sounds First: Phonemic Awareness Resource Weeks 1-8</a> <a href="#">Sounds First: Phonemic Awareness Resource Weeks 9-18</a> <a href="#">Sounds First: Assessments</a> <a href="#">Sounds First: K-2 Video Demonstrations</a>
Fluency	<a href="#">Fluency Protocols</a>
Sentence Comprehension	n/a
Writing	<a href="#">Pattan Writing Scope and Sequence</a>

Additional Supports	
 <a href="#">ELD Practices</a>	<ul style="list-style-type: none"><li>• <a href="#">English Language Development Instructional Guide</a></li><li>• <a href="#">Strategies for English Learners</a></li><li>• <a href="#">Argumentative Student Language Support Sheet(ELD)</a></li><li>• <a href="#">Narrative Student Language Support Sheet(ELD)</a></li><li>• <a href="#">Informational Student Language Support Sheet(ELD)</a></li><li>• <a href="#">Sample Linguistic Frames</a></li></ul>
<a href="#">SpEd Practice</a>	<ul style="list-style-type: none"><li>• Focus and reteach on the areas where students struggled.</li><li>• Have students practice concepts and skills learned during this module.</li><li>• Provide constructive feedback with non examples and examples.</li><li>• Prepare students for assessment by explicitly reviewing concepts, and key vocabulary that will be required to understand the assessment.</li></ul>
<a href="#">MTSS Practices</a>	Practices to promote Tier 1 access
<b>Enrichment Practices</b>	Practices to promote Tier 1 access