

**Unit 3.2: Immigration**  
**English as a Second Language**  
**6 weeks of instruction**

**STAGE 1 – (Desired Results)**

<b>Unit Summary:</b>	In this unit, the student studies the push and pull factors of immigration by reading fiction and informational texts to understand who makes up the Puerto Rican population and why people choose to leave their homeland for other countries. During this unit, the student also studies slavery to understand Puerto Rico’s past and the variety of backgrounds that make up its ancestry. He/She uses the unit vocabulary and past tense grammar as appropriate.
<b>Transversal Themes:</b>	Multi-Culturalism, Health, Geography, and The Arts
<b>Integration Ideas:</b>	Science, Social Studies, Art, Geography, Music, Language

**Essential Questions (EQ) and Enduring Understandings (EU)**

<b>EQ1. Why do people immigrate?</b>	<b>EU1.</b> People immigrate for many reasons. You can be pulled to a new country or pushed out of your old country, or you could be brought against your will.
<b>EQ2. How are immigrant experiences the same or different than ours?</b>	<b>EU2.</b> We can learn from other cultures, but no one’s experience is the same. Puerto Rican culture blends many histories and people together.
<b>EQ3. What effect does immigration have on culture, family, and history?</b>	<b>EU3.</b> Immigration has a significant impact on the development of a people/culture and an individual that may not be known or fully understood for years.
<b>EQ4. What do good readers do?</b>	<b>EU4.</b> Good readers build on prior knowledge from experience and reading to understand both real people and fictional characters and to help understand the world around them.

**Transfer (T) and Acquisition (A) Goals**

<b>T1.</b> The student will leave the class able to use his/her learning from fictional and informational texts about immigration and slavery to understand why people migrate and to understand the multicultural background of Puerto Rico. He/She will use appropriate vocabulary and past tense grammar to help convey ideas.
<i>The student acquires skills to...</i>
<b>A1.</b> Listen and respond to 5W questions.
<b>A2.</b> Ask and answer detailed questions to stimulate conversation.
<b>A3.</b> Offer and support opinions and ideas by providing valid reasoning, text evidence, and/or relevant background knowledge about the subject matter.
<b>A4.</b> Critically read a variety of relevant texts to describe ideas, phenomena, cultural identity, and literary elements in the texts. When reading, ask and answer such questions as who, what, where, when, why, and how to deepen understanding of key details and make personal connections.
<b>A5.</b> Recall personal experiences or gather information from print and digital sources (e.g., word wall, book talks, grade-appropriate texts) to answer a question in writing.

**Unit 3.2: Immigration**  
**English as a Second Language**  
**6 weeks of instruction**

Puerto Rico Core Standards (PRCS)	
<b>Listening</b>	
<b>3.L.1a</b>	Ask and answer detailed questions that stimulate conversation and refer to details from the text as the basis for opinions and conclusions, and use appropriate language structure according to purpose and setting (formal and informal).
<b>3.L.1e</b>	Listen and respond to 5W questions.
<b>Speaking</b>	
<b>3.S.1</b>	Interact in class, group, and partner discussions by following rules, asking and answering questions, and adding relevant information.
<b>3.S.4</b>	Offer and reinforce ideas and opinions by providing good reasoning and increasingly detailed text evidence and/or relevant background knowledge about the subject matter.
<b>Reading</b>	
<b>3.R.1</b>	Use in-depth critical reading of a variety of relevant texts to describe ideas, phenomena, cultural identity and literary elements in the texts, asking and answering such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.
<b>3.R.2I</b>	Identify the main topic of a multi-paragraph informational text as well as the focus of specific paragraphs within the text.
<b>3.R.3I</b>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text.
<b>3.R.4</b>	Determine the meaning of words and phrases in an informational text.
<b>3.R.5I</b>	Use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in an informational text efficiently.
<b>3.R.6I</b>	Identify the main purpose of an informational text, including what the author wants to answer, explain, or describe.
<b>3.R.9I</b>	Compare and contrast the most important points presented by two informational texts on the same topic.
<b>Reading Foundational Skills</b>	
<b>3.R.FS.11</b>	Identify sounds (phonemes), syllables, and words.
<b>3.R.FS.11a</b>	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
<b>3.R.FS.12</b>	Know and apply phonics and word analysis skills to decode words.
<b>3.R.FS.12c</b>	Read increasing number of irregularly spelled words fluently.
<b>Writing</b>	



**Unit 3.2: Immigration**  
**English as a Second Language**  
**6 weeks of instruction**

<b>3.W.1</b>	Offer and support ideas, feelings, and opinions on familiar topics, experiences, or appropriate-level texts, providing text evidence or adding relevant background knowledge about the subject matter.
<b>3.W.4</b>	Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>3.W.5</b>	Use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>3.W.6</b>	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
<b>3.W.7</b>	Students remember information about experiences or gather information from print and digital sources (e.g., word wall, book talks, grade-appropriate texts) to answer a question in writing.
<b>Language</b>	
<b>3.LA.4c</b>	Use the most frequently occurring suffixes (e.g., -s, -ed, -ing, -ful, -less) as a clue to the meaning of an unknown word.

**Unit 3.2: Immigration**  
**English as a Second Language**  
**6 weeks of instruction**

STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus (The student understands...)	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p><b>PRCS:</b> 3.L.1a 3.L.1e 3.W.1 3.W.4</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ2/EU2 EQ3/EU3</p> <p><b>T/A:</b> A2 A4</p>	<ul style="list-style-type: none"> <li>The reasons why people immigrate:               <ul style="list-style-type: none"> <li>Push factors: famine, war, bad economy, natural disaster,</li> <li>Pull factors: better opportunities, reunite with family, religious freedom.</li> </ul> </li> <li>The history of the Puerto Rican population (Taino, colonization, slavery, mestizo).</li> <li>The main idea, topic, theme.</li> <li>The structure of a paragraph.</li> <li>The writing process—</li> </ul>	<ul style="list-style-type: none"> <li>Character traits of immigrants: courageous, brave, shy, intelligent, stubborn, fearful, strong, etc.</li> <li>Pull factors: more opportunities, jobs, reunite</li> <li>Push factors: hunger, war, less opportunities, poor economy</li> <li>Terms to describe immigration: immigrant, ancestors, challenge, culture, leave, country, move</li> <li>Terms used in describing slavery: Middle Passage, slave ship, rob,</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Integrated Assessment 3.1</b></p> <ul style="list-style-type: none"> <li>Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: “Integrated Assessment 3.1”).</li> </ul> <p><b>What Makes Puerto Rico Unique?</b></p> <ul style="list-style-type: none"> <li>The student creates a class magazine on different aspects of Puerto Rican culture to answer the question, “What makes Puerto Rico unique and interesting?”</li> </ul>	<p><b>Journal Entries/Personal Reflections</b></p> <ul style="list-style-type: none"> <li>The teacher has the student keep a journal with entries of his/her ideas or prompts from the teacher. He/She writes about his/her feelings and reactions to slavery and immigration and to such questions as:           <ul style="list-style-type: none"> <li>How would it feel to be an immigrant or a slave in the 1700s compared to now? Give examples of ways life might be easier or harder?</li> <li>Compare your family’s life to the life of another immigrant considering factors such as housing and economic conditions.</li> <li>What was life like for a child immigrant vs. an adult immigrant?</li> </ul> </li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><b>Immigration: Why Immigrate?</b></p> <ul style="list-style-type: none"> <li>The teacher asks if any family members have left Puerto Rico for another country. The teacher asks, “Why would their family members leave?” The teacher describes moving to another country as immigration. The teacher asks, “Why do people immigrate?” and generates a list of reasons why people might immigrate.</li> <li>The teacher creates a KWL Chart on what the student knows about why people immigrate and what he/she wants to know about immigration. At the end of the unit, the teacher revisits the KWL chart to discuss what the student has learned about immigration over the course of the unit.</li> <li>The teacher has family members who have immigrated come and share their personal stories about immigration. The teacher prompts the student to make personal connections to how the visitors might have felt when immigrating (see Attachment: 3.2 Other Evidence – Making Connections).</li> <li>From the oral interviews done in class or in his/her performance task, have the student come up with the main idea, or a major idea</li> </ul>



**Unit 3.2: Immigration**  
**English as a Second Language**  
**6 weeks of instruction**

	brainstorm, draft, edit, revise, publish. <ul style="list-style-type: none"> <li>• How to identify and state the main idea or topic of an oral message or class reading from a variety of simple informational texts.</li> </ul>	stolen, take over, Colonizer, colonized, colony, plantation <ul style="list-style-type: none"> <li>• Terms used in the past and found in Puerto Rican Census: mulatto, colored, free, slave, Indian, population</li> <li>• Terms used to describe identity/race: mestizo, white, Spanish, race, black, indigenous</li> </ul>			he/she learned about immigration. It can focus on why people immigrate or challenges faced when they immigrate as the main idea. The teacher has the student share orally with the class or in groups. <ul style="list-style-type: none"> <li>• The teacher categorizes reasons for immigration into pull factors and push factors. The teacher explains that push factors are reasons that push you out of your country. The teacher has the student brainstorm and share the reasons one would have to leave his/her country. Pull factors are reasons that pull one towards another country. From the interviews or oral histories collected by the student, the teacher has the student describe the reasons that pulled the family member to another country. The teacher creates a class chart so the student can refer to it and use it with his/her writing and research.</li> </ul>
--	--	--	--	--	--

**Unit 3.2: Immigration**  
**English as a Second Language**  
**6 weeks of instruction**

STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p><b>PRCS:</b> 3.L.1a 3.L.1e 3.R.1 3.R.3l 3.W.6</p> <p><b>EQ/EU:</b> EQ2/EU2 EQ3/EU3 EQ4/EU4</p> <p><b>T/A:</b> A1 A3</p>	<ul style="list-style-type: none"> <li>How to identify and state the main character(s) and their character traits.</li> <li>How to listen carefully during a read aloud from a variety of narrative texts to comprehend and identify the main character and setting.</li> <li>How to identify setting within narrative text.</li> <li>How to make connections.</li> <li>How to write words, phrases, and simple sentences to develop descriptive and narrative three-sentence paragraphs.</li> <li>The main idea, topic, theme.</li> </ul>	<ul style="list-style-type: none"> <li>Character traits of immigrants: courageous, brave, shy, intelligent, stubborn, fearful, strong, etc.</li> <li>Connection: I have a connection! When I read _____, it makes me think of _____.</li> <li>Pull factors: more opportunities, jobs, reunite</li> <li>Push factors: hunger, war, less opportunities, poor economy</li> <li>Terms to describe immigration: immigrant, ancestors, challenge,</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Genre Book Tracker</b></p> <ul style="list-style-type: none"> <li>The student makes a genre book to keep track of the genres they learn about. For each genre, the student writes a simple description and an example of a book in this genre. It can be accordion style, which makes it easy to attach new pieces to show how his/her knowledge of genres is expanding (see Attachment: 3.1 Learning Activity – Accordion Foldable).</li> </ul>	<p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>The teacher has the student complete attachment 3.2 Other Evidence – Making Connections individually and conferences with the student to share what connections he/she made to a book read aloud on immigration.</li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><b>Making Connections and Describing Character Traits from Immigrant Stories</b></p> <ul style="list-style-type: none"> <li>After having visitors share their stories, the student now has a basis for understanding the immigrant experience. The teacher asks, “What does a good reader do if he/she knows he/she will read about immigration? How can what we learned help us as we read?” The teacher verifies if the student how he/she can use his/her own knowledge to help him/her understand what the character is going through. The teacher models his/her own thinking aloud when reading a book.</li> <li>The teacher reads a selection of picture books that deal with the challenges experienced by immigrants and has the student complete attachment 3.2 Other Evidence – Making Connections. The student connects to the stories and feelings experienced by the characters in the story, notes where the immigrants moved from and moved to, and learns to focus on the importance of identifying the setting.</li> <li>The teacher has the student read with a partner the books read in class, and</li> </ul>



**Unit 3.2: Immigration**  
**English as a Second Language**  
**6 weeks of instruction**

	<ul style="list-style-type: none"><li>• The structure of a paragraph.</li><li>• The writing process— brainstorm, draft, edit, revise, publish.</li></ul>	<p>culture, leave, country, move</p> <ul style="list-style-type: none"><li>• Terms used to describe identity/race: mestizo, white, Spanish, race, black, indigenous</li></ul>			<p>complete Attachment: 3.2 Learning Activity – Character Map in order to describe the character traits of the immigrants in the story. The teacher shares vocabulary for this lesson, by coming up with words with the student (brave, courageous, helpful, shy, ashamed, tough, intelligent).</p>
--	--	---	--	--	---

**Unit 3.2: Immigration**  
**English as a Second Language**  
**6 weeks of instruction**

STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p><b>PRCS:</b> 3.L.1a 3.R.1 3.R.2l 3.R.3l 3.R.4 3.R.5l 3.R.6l 3.R.9l 3.S.1 3.S.4 3.W.5 3.W.7</p> <p><b>EQ/EU:</b> EQ2/EU2 EQ3/EU3</p> <p><b>T/A:</b> A3 A4</p>	<ul style="list-style-type: none"> <li>The history of Puerto Rican population (Taino, colonization, slavery, mestizo).</li> <li>The main idea, topic, theme.</li> <li>How to identify and state the main idea or topic of an oral message or class reading from a variety of simple informational texts.</li> <li>How to write words, phrases, and simple sentences to develop descriptive and narrative three sentence paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Connection: I have a connection! When I read _____, it makes me think of _____.</li> <li>Context</li> <li>Hypothesis</li> <li>Past tense</li> <li>Suffix</li> <li>Terms to describe immigration: immigrant, ancestors, challenge, culture, leave, country, move</li> <li>Terms used in the past and found in Puerto Rican Census: mulatto, colored, free, slave, Indian, population</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><i>Using Questions to Write a Biography</i></p> <ul style="list-style-type: none"> <li>Individually, with a partner or in a small group, students select a famous person from Puerto Rico to study and write a biography. They practice asking and answering questions about their person. (Use the modeled learning activity as an example.)</li> </ul>	<p><b>Vocabulary Study</b></p> <ul style="list-style-type: none"> <li>The teacher has the student keep a dictionary of terms from the past. The student gives a definition, provides an example and uses it in a sentence or makes an illustration if appropriate. The teacher uses the Frayer model template as one example: <a href="http://www.phs.d211.org/science/filipekcj/Bio_138/frayer%20cards%20template.pdf">http://www.phs.d211.org/science/filipekcj/Bio_138/frayer%20cards%20template.pdf</a></li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><b>Using Primary Sources to Understand Our Past</b></p> <ul style="list-style-type: none"> <li>The teacher reminds the student when he/she reads informational text to use sub-headings as clues to where information can be found (as discussed in previous unit and this is a goal here as well). One way to understand how people were viewed or stereotyped in Puerto Rico’s history is to look at the census records. The teacher uses these websites to have a discussion with the student about vocabulary (“free coloreds” “whites” “Indians” “Slaves”). The teacher asks, “How has the population changed”? (Note how in the 1535 census there were Indians, and then in the 1765 census, there are no longer Indians. Where did they go?) And, “How can there be ‘free coloreds’ and ‘Slaves’”? The teacher has the students look at the information in groups and come up with their own questions they can research or discuss with their families and classmates (note that former slaves could buy their freedom and become “free”). <ul style="list-style-type: none"> <li>1530 Census: <a href="http://www.topuertorico.org/reference/cen1530.shtml">http://www.topuertorico.org/reference/cen1530.shtml</a></li> <li>1765 Census: <a href="http://www.topuertorico.org">http://www.topuertorico.org</a></li> </ul> </li> </ul>



**Unit 3.2: Immigration**  
**English as a Second Language**  
**6 weeks of instruction**

					<ul style="list-style-type: none"><li>○ <a href="#">/reference/cen1765.shtml</a></li><li>○ 1867 Census: <a href="http://www.topuertorico.org/history4.shtml">http://www.topuertorico.org/history4.shtml</a> (look at 1867 date)</li><li>• The teacher uses the Census data to discuss, “Are all people immigrants?” The teacher discusses the ancestral roots of Puerto Ricans from the census, and has the student make connections to his/her own ancestry and how his/her ancestors came to Puerto Rico by reading parts of “From Slave Ship to Freedom Road” and showing pictures from “The Middle Passage.”</li><li>• The teacher uses images from “The Middle Passage” to do a gallery walk and to build language and a common understanding about the horrors of slavery. The teacher selects 10 images from the book and puts chart paper underneath. The teacher selects a phrase to write underneath (he/she creates a T-Chart underneath and selects two phrases from: “I see _____”. “I wonder _____.” “I feel _____.”)</li><li>• When teaching about slavery, the teacher must be sensitive about the subject, discussing with the student that he/she is mature and respectful to fellow students, and does not make anyone feel bad.</li></ul>
--	--	--	--	--	---

**Unit 3.2: Immigration**  
**English as a Second Language**  
**6 weeks of instruction**

STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p><b>PRCS:</b> 3.LA.4c 3.R.FS.11 3.R.FS.11a 3.R.FS.12 3.R.FS.12a EQ4/EU4</p> <p><b>T/A:</b> A1</p>	<ul style="list-style-type: none"> <li>That past tense form (-ed) can have three sounds (-ed, -t, -d) and can also be irregular.</li> <li>How to apply correct spelling to words that have two letter clusters, common spelling patterns, and uncommon consonant patterns.</li> <li>How to apply phonemic awareness and auditory discrimination and distinguish between past/present tense of regular verbs.</li> </ul>	<ul style="list-style-type: none"> <li>Past tense</li> <li>Suffix</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><i>Immigration Interview and Magazine</i></p> <ul style="list-style-type: none"> <li>The student interviews a friend or family member about his or her immigration experience and researches trends in immigration across years in order to conduct research on the causes of immigration. The student creates a class magazine on information found from his/her research and writes a short biography on his/her family member based on his/her interview questions.</li> </ul>	<p><i>Word Family Check</i></p> <ul style="list-style-type: none"> <li>The teacher selects a word family with two or three letter clusters to focus on every week during the morning meeting. The teacher has a short lesson of how to pronounce the cluster and give examples of words (see website <a href="http://www.carlscorner.us.com/Sorts.htm">http://www.carlscorner.us.com/Sorts.htm</a> for word families’ picture cards and sorting ideas).</li> <li>The teacher uses Attachment 3.1: Other Evidence – Word Family Assessment to check the student’s ability to identify and read letter clusters.</li> <li>The student can also create a word family notebook to keep track of and to add new words to throughout the year (see Attachment: 3.1 Other Evidence – Word Family Book).</li> </ul> <p><i>Fluency Check</i></p> <ul style="list-style-type: none"> <li>The teacher has the student</li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><i>Past Tense Study</i></p> <ul style="list-style-type: none"> <li>The teacher shares how when we talk about the past in English we add a suffix to the end of the word, -ed. The teacher has the student find examples of past tense words in books and to create a list.</li> <li>The teacher takes the list, and has the student sound out words. Because English is his/her second language, he/she will tend to say “ed” for the endings, like “Walk-/ed/” instead of “walk/t/”. The teacher shares how the past tense “ed” is very tricky because it can have three sounds /ed/, /d/, and /t/. The teacher gives examples in a chart of these sounds, and has the student listen to the teacher say the word and to classify it into the correct phoneme based on the sound. See Attachment: 3.2 Resource – Exploring Past Tense Endings.</li> <li>The teacher has the student make index cards of past tense words and then, in pairs, they can make a word sort where they classify the words by the three sounds.</li> </ul>



**Unit 3.2: Immigration**  
**English as a Second Language**  
**6 weeks of instruction**

				<p>read aloud to check for fluency and any words that the student has difficulty with. The teacher also checks for intonation, skipped words, and missed endings</p> <ul style="list-style-type: none"><li>• See Attachment: Resource 8 – Paired Reading Fluency Check as an evaluation.</li></ul>	
--	--	--	--	--	--

**Unit 3.2: Immigration**  
**English as a Second Language**  
**6 weeks of instruction**

**STAGE 3 – (Learning Plan)**

**Suggested Literature Connections**

- **Fernando Pico (a story about slavery in Puerto Rico)**
  - *The Red Comb*
- **Julius Lester**
  - *From Slave Ship to Freedom Road*
- **Tom Feelings (excellent illustrations, a wordless book to have students come up with questions or observations about slavery)**
  - *The Middle Passage*
- **Ellen Levine and Kadir Nelson**
  - *Henry's Freedom Box: A True Story from the Underground Railroad*
- **William Miller**
  - *Frederick Douglass: The Last Day of Slavery*
- **Pamela Duncan Edwards**
  - *Barefoot: Escape on the Underground Railroad*
- **Deborah Hopkinson**
  - *Sweet Clara and the Freedom Quilt*
- **Jeanette Winter (story of the Big Dipper and the North Star used to guide slaves at night)**
  - *Follow the Drinking Gourd*
- **David A. Adler**
  - *A Picture Book of Harriet Tubman*
- **Anne Kamma (story about the hard life slaves faced)**
  - *...If You Lived When There Was Slavery in America*
- **Ellen Levine**
  - *If You Traveled on the Underground Railroad*
- **Ellen Levine (language Barriers)**
  - *I Hate English!*
- **Belle Yang (About adjustment and nervousness of citizenship status)**
  - *Hannah is My Name*
- **Amada Irma Perez (about tight living situations)**
  - *My Very Own Room/Mi propio cuartito*

**Unit 3.2: Immigration**  
**English as a Second Language**  
**6 weeks of instruction**

- **Betsy Maestro**
  - *Coming to America: The Story of Immigration*
- **Eve Bunting (about returning to parents' homeland)**
  - *Coming Home*
- **Eve Bunting (about language and identity)**
  - *One Green Apple*
- **Eve Bunting (Struggle to find jobs)**
  - *A Day's Work*
- **Allen Say (about desire to explore)**
  - *Grandfather's Journey*
- **Kathleen Krull (About immigrants who fight for better working conditions)**
  - *Harvesting Hope*
- **Pam Munoz Ryan**
  - *Esperanza Rising*
- **Alma Flor Ada**
  - *My Name is Maria Isabel*
- **Yangsook Choi ( a story of the special meaning of names)**
  - *The Name Jar*
- **Ellen Levine**
  - *If Your Name Was Changed at Ellis Island*
- **Scott Foresman**
  - *Reading – Collection 2. 1 New Beginnings Book and Practice Book*
- **Judy Nayer page 314 (Realistic Fiction)**
  - *New Best Friends*

**Additional Resources**

- Use Primary Source Pictures and items to have students understand slavery and the Middle Passage: <http://hitchcock.itc.virginia.edu/Slavery/search.html>
- See Attachment: 3.2 Additional Resource – Lessons on Slavery in Puerto Rico. Research conducted on 3rd grade perceptions of race and slavery. It is a good starting point to understand how to approach students with the complexities of discussing identity, Puerto Rico's past and current day racism.
- On Pronunciation of past tense –ed: <http://www.elearnenglishlanguage.com/esl/grammar/simplepast-pronunciation.html>
- Graphic organizers for reading comprehension: <http://www.enchantedlearning.com/graphicorganizers/storymap/> **Additional**

**Unit 3.2: Immigration**  
**English as a Second Language**  
**6 weeks of instruction**

## Performance Tasks

### *Genre Book Tracker*

- Each student keeps track of the genres he/she learns about in his/her genre book.
- For each genre, the student writes a simple description and an example of a book in this genre.
- It can be accordion style, which makes it easy to attach new pieces to show how his/her knowledge of genres is expanding (see Attachment: 3.1 Learning Activity – Accordion Foldable).

### *Immigration Interview and Magazine*

- The student interviews a friend or family member about his or her immigration experience and researches trends in immigration across years in order to conduct research on the causes of immigration. The student creates a class magazine on information found from his/her research and writes a short biography on his/her family member based on his/her interview questions. The student finds a family member that has immigrated at some point in his/her life and interviews him/her about why he/she immigrated.
- The teacher has the students brainstorm as a class five questions they want to ask their family members (e.g., When did you immigrate? Why did you immigrate? What was the most difficult part about immigrating? What did you miss? What did you think of your new home? What were the challenges? Benefits?)
- The teacher has the student create a poster from the information received from the interview. The teacher sees if the student can categorize whether or not it was push or pull factors causing them to leave Puerto Rico.
- As a class, the students compare the results of the immigration stories. The teacher asks, “Did more people immigrate at a certain time?” The teacher creates a class bar graph of who immigrated in what years to see if there was a trend.
- If there is a large amount of immigration during certain years, the teacher has the student hypothesize about what was occurring around that time that caused immigration (economic issues, natural disaster, opportunities) and has the student do research (ask family, look in the library) to find out why people immigrated from Puerto Rico.
- The students create a class magazine on information found from their research and write short biographies on their family members based on their interview questions.
- The teacher has the student share his/her findings with family members and members of the school community in a presentation of his/her research.
- The teacher uses Attachment: 3.1 Performance Task – Descriptive Writing Rubric to assess writing.

### *Using Questions to Write a Biography*

- Individually, with a partner, or in a small group, students select a person to study and write a biography. They practice asking and answering questions about their person. (The teacher can use the modeled learning activity as an example.)
- Students write five questions that they want to answer about the person before they read. Then they read or listen to a variety of books on the topic and answer their questions. They write the title of the book and page number where they found the answer. Note: You will need a variety of books at multiple reading levels for each topic for students to choose from.
- Use the following link as a solid model of how to get started: <http://www.readworks.org/lessons/grade3/explicit-information/lesson-1>
- The students report back to the class what their questions were and if they found any answers while reading. Partners write a paragraph based on their notes and present them to the class in the form of a report, poster, etc.

### *What Makes Puerto Rico Unique?*

- The students create a class magazine on different aspects of Puerto Rican culture to answer the question, “What makes Puerto Rico unique and interesting?”
- The teacher brainstorms with the class to come up with examples of Puerto Rican fame (famous people, foods, sports, music, art, locations, and history) and break the students into groups to become experts in a specific topic. The teacher models how to develop a question related to the topic (e.g., Why is El Yunque a famous park? Why is Roberto Clemente famous? Why do people like



**Unit 3.2: Immigration**  
**English as a Second Language**  
**6 weeks of instruction**

Tito El Bambino? What makes Old San Juan a tourist attraction?)

- In groups, students develop research questions they want to answer. Based on their questions, students go to the library and research sources (or as a teacher, you can provide sources for students to conduct research) and take notes answering their questions.
- The teacher meets with each group throughout the process to help them refine their questions and to help them find information that will answer their question (this is a good way to focus on main idea and important details).
- From their research, the students write a paragraph answering their research question. You can scaffold by giving sentence starters and transition words (e.g., then, next, because of, in addition).
- The teacher has students peer edit for spelling sight words, vocabulary words, correct capital letters and punctuation.
- Groups illustrate their paragraph and put together all of their work as a class into a class magazine on Puerto Rico.
- Teachers use Attachment: 3.1 Performance Task – Descriptive Writing Rubric to assess writing.



**Unit 3.2: Immigration**  
**English as a Second Language**  
**6 weeks of instruction**

**Suggested Sample Lessons**

- Make a class quilt celebrating student's background and family history: <http://www.tolerance.org/supplement/family-ties-and-fabric-tales-elementary-grades>
- A Lesson on making connections using "Harvesting Hope": <http://www.readwritethink.org/classroom-resources/lesson-plans/guided-comprehension-making-connections-228.html>
- Lessons on past tense pronunciation: <http://www.eslflow.com/pronunciationlessonplans.html>