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| About this Resource:*This text set centers around the topic of a high-quality read aloud anchor text, in order to build students’ knowledge and vocabulary. Anchor texts are a part of Student Achievement Partners’ Read Aloud Project and full lesson plans are hyperlinked. Each Related Text is a suggested lightweight resource that connects to the topic of the read aloud and builds student knowledge and vocabulary. Also included are high-interest, topically related Optional Supporting Resources and Writing/Culminating Tasks in varied genres. Suggested resources are free or almost free (requiring a teacher license or sign on) and can be used as read aloud texts or for small group or independent reading depending on their complexity. All are intended to be optional resources for the classroom and teachers are encouraged to modify, adapt, or supplement these text sets with related resources. Text Sets are intended to support approximately two weeks of instruction. For additional suggestions for use, read this blog post:* [*https://achievethecore.org/aligned/reading-to-learn/*](https://achievethecore.org/aligned/reading-to-learn/)*.* |

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| **Key Content (Synopsis of two weeks)** |
| Read Aloud:La fronteraby Deborah Mills | **Synopsis of Text:**This story is an important narrative about immigration. The book highlights some of the reasons why people choose to migrate and to do so with children. Before Alfredo and his father go on a trip, his mother tells him: "You must think of yourself as a little bird that does not need to eat or drink much to keep flying." Alfredo's mother clearly understood the dangers of arriving in the United States. But she also understood the unsustainable situation their family faced in La Ceja. The book provides extensive details about the path Alfredo and his father take to the United States, the people they know, and the challenges they face. |
| Related Text 1:The Story of ImmigrationInformational (nonfiction), 1,795 words, Level X (Grade 5), Lexile 950L<http://arianamorrow.weebly.com/uploads/5/2/3/5/52351663/level_x-the_story_of_immigration.pdf>  | **Synopsis, highlighting related learning:**The Story of Immigration tells the story of voluntary and involuntary immigration to the United States from the early 1600s to the present. The book explains why people migrated and how they arrived in the United States. Photographs, pictures, and a map support the text. |
| Related Text 2:César Chávez: Héroe migranteBiography (nonfiction), 1,086 words, Spanish Level R (Grade 3), Lexile 970L<https://centroescolarfamoreorg.files.wordpress.com/2019/05/cesarchavezmigranthero-lect-semana-1.pdf>  | **Synopsis, highlighting related learning:**When César Chávez was a child, his family lost their farm and had to become migrant farm workers. Seeing and experiencing how many migrant farm workers were treated made a lasting impression on Chavez. In this biography, students will learn how César Chavez led a nonviolent movement for the dignity and fair treatment of American farm workers and became one of the most famous union leaders in the world. |
| **Related book 4:**Vivimos en MéxicoInformational (fiction), 356 words, Spanish Level I (Grade 1)Multilevel Book also available in Spanish levels L and O<https://www.readinga-z.com/book.php?id=3454>  | **Synopsis, highlighting related learning:***Vivimos en México* compares the life of two children living in Mexico, a country in North America. Emiliano lives in Mexico City, while his cousin Clara lives in a town of the state of Michoacán. This text can be used both to teach about Mexico and to practice comparing and contrasting ideas and details. It is also useful to teach some regional words of this country. This book and the lesson are also available for levels L and O. |

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| **Optional Supporting Resources** |
| <https://www.youtube.com/watch?v=8LkIOO5i20U> | **Description/rationale for inclusion:***La frontera* can be read in Youtube. This gives students the opportunity to hear the story. |
| **Writing/Culminating Tasks** |
| Text Type 1: Narrative | **Description of task:**Have students write a letter or possibly write an email to Deborah Mills talking with Alfredo about how brave he and his dad were to travel more than 2,000 miles to the United States. |
| Text Type 2: Informative | **Description of task:**All books are non-fiction to help build basic knowledge about Mexican culture, as well as immigration to the United States. Have students keep a journal and write the main ideas of each text to help build knowledge about immigration to better understand *La frontera*. |
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