**3–5 Planning Guide**

***Alejandria Fights Back /* *Grade 3***

*Estimated pacing: 4 days*

*For more information, see the* [*Text Analysis Toolkit*](https://achievethecore.org/page/3369/text-analysis-toolkit) *resource page.*

| This resource is… | This resource is not…  |
| --- | --- |
| * Guidance for **multiple reads** of a grade-level anchor text (in this case read-aloud).
* A place to highlight some **key aspects** of **culturally relevant pedagogy** (e.g., exploring self/others, connecting to community, thinking critically about the world) *and* **standards-aligned work** (e.g., sequenced text-dependent questions and tasks, attention to academic vocabulary/language, building knowledge).
 | * **A scripted lesson plan**.This resource includes key instructional elements, but leaves you with room to customize.
* **Everything** **you/students will need**. For example, there is a sample graphic organizer included, but you will likely want to modify and/or create additional resources, tasks, or scaffolds with your specific students in mind.
* All the ways you could use this text to **connect with the lives and identities** of your students, school, and community.
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This resource contains blank templates to create guidance for:

| **Connecting to Text Analysis** | Important things to note about the complexity of, and opportunities/cautions with, this anchor text |
| --- | --- |
| **The Big Ideas**  | Text-based big ideas to guide planning/instruction |
| **Culminating Tasks** | Three culminating task opportunities for students to demonstrate understanding of the text/topic in varied formats |
| **Vocabulary** | Suggested words to spend more and less time on, cognates  |
| **Juicy Sentence Protocols** | Rich sentence from the text to deconstruct and reconstruct with students  |
| **Essential Questions** | Guiding questions to tie together experiences  |
| **Multiple-Reads Guidance**  | Questions and tasks for four reads of this text, including pre-reading activities  |
| **Reading-Writing Connections** | Opportunities for students to apply their learning by engaging in a text-inspired writing project |
| **Knowledge-Building Connections** | Opportunities for students to engage with knowledge-building resources that connect to the anchor text |
| **Text Set Resources**  | A set of topically-connected text and multimedia resources to build related knowledge of this topic in whole-group, small-group, partner, or independent settings  |
| **Additional Student Supports**  | Sample ways to support all students with this text and content  |
| **Standards Addressed**  | College- and career-ready standards and Social Justice standards  |

| **Connecting to Text Analysis**(*Either complete below or connect back to your complete analysis.*)  |
| --- |
| **Text:** *Alejandria Fights Back/ La lucha de Alejandria!* by Leticia Hernández-Linares |
| **Quantitative Level:** 650  |
| **Connections to Qualitative Analysis (*Structure, Meaning/Purpose, Language, Knowledge*):** |
| **Meaning/Purpose*** The text is about how Alejandria uses her voice to affect change in her community, addressing the problem they are facing of losing their homes.
 | **Structure*** This text follows a chronological text structure, with the exception of one opening flashback. It is primarily narrative, with the very ending including an address to the reader.
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| **Language** * The language of the text is primarily conversational and literal.
 | **Knowledge*** This text connects to the experience of living in community in an apartment, housing insecurity, living in a city, and local government (city council).
 |
| **Opportunities/Cautions for Culturally Relevant Pedagogy**Connecting to civic empowerment and how to engage with people in power and organize with the community, as well as shedding light on housing insecurity and gentrification. |
| **Reader and Task Considerations** * Students will likely relate to Alejandria as a protagonist in my all-girls school.
* Most students can read the text themselves, may work with a small group on the first read.
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| **The Big Ideas** |
| --- |
| **What is worthy of understanding in this text?** * Understand that Alejandria’s community is being targeted by landlords trying to make money and that she learns community organizing is a way to fight that.
* You can stand up for yourself and your community no matter who you are.
* What makes a community (diversity in voices, etc)
* Where you live is not always a given and for some people there is insecurity around that.
 |
| **What knowledge do students need in order to get to those understandings?*** Understanding around the idea that having a house takes resources.
* Understanding around organizing and local government.
* A sense of urban communities (apartment buildings, public housing…)
 |



**STOP & THINK: MYSELF**

*[Modify this section to include learnings from your own research/reflection.]*

**What knowledge do I need to engage students with this text in an inclusive way? Is this a topic/idea that is familiar to me, or one I need to learn more about?**

* Local council/representatives:

<https://www.usa.gov/state-tribal-governments>

<https://directory.tml.org/profile/city/842>

* School district leadership:

<https://www.saisd.net/page/dis-board>

* Possible prompts to include in parent newsletter:

This week we are reading a book called “Alejandria Fights Back.” It's a story of a girl who speaks up for her community and fights to keep her family in their home. Like the main character of this story, we will be researching and writing about a community issue that is important to us.

**What terms, names, events, or places do I need to research to pronounce accurately?**

* Nicaragua reference on pg 16-17—more background knowledge needed for Tita’s experience. I found information [here](https://en.wikipedia.org/wiki/Nicaraguan_Revolution) about the Contra War and information [here](https://en.wikipedia.org/wiki/Nicaraguan_Americans#:~:text=Motives%20for%20Immigration,-Nastassja%20Bol%C3%ADvar%2C%20winner&text=They%20consisted%20mainly%20of%20large,in%20Miami%20before%20the%20upheaval.) about Nicaraguan immigrants to the US (see motives for immigration), which give me possible background context about Tita. This will not be a focus point for the lesson but will allow me to answer some basic questions.
* barrio, abuela/Tita, hija, hormiguitas, picos, raspado



**STOP & THINK: YOUR STUDENTS**

*[Modify this section to include considerations based on the students in your room.]*

**What opportunities for connection and community does this text offer?**

* Opportunities for students to think about/share ideas for community engagement, coming together for a cause.
* Considering what makes a community (what makes Alejandria’s community, what makes our class community?)
* Opportunities for learning about school and local government

**What potential harm to students could I cause that I need to be careful of?**

* Need to be thoughtful about students’ urge to compare living situations, deem one better than another, etc. Want to be careful about engaging with students’ lived experiences without overstepping or asking for too much personal information from families.

| **Culminating Tasks**(*How and in what format will students share their cumulative learning?)* |
| --- |
| * Students will work collaboratively, using Alejandria’s cause directly as guided practice to write a shared letter.
* Students find a cause they are interested in and write an argumentative letter to defend this cause.
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| **Vocabulary**(*Learn more about Selecting and Using Academic Vocabulary in Instruction, including supports for English learners* [*here*](https://achievethecore.org/content/upload/Selecting%20and%20Using%20Academic%20Vocabulary%20in%20Instruction.pdf)*.*) |
| --- |
| **These words merit less time and attention.** [They are concrete and easy to explain, or describe events/processes/ideas/concepts/experiences that are likely to be familiar to your students.] | **These words merit more time and attention.** [They are abstract, have multiple meanings, and/or are part of a large family of words with related meanings. These words are likely to describe events, ideas, processes, or experiences that most of your students will be unfamiliar with.] |
| barrio, abuela/Tita, hija, landlordevictionimmigranttenantspot luck |  picoshormiguitasfired up |
| **Additional vocabulary to support, as needed:**  **Cognates:** raspados  |

| **Juicy Sentence Protocols[[1]](#footnote-0)** (*Learn more about Juicy Sentences* [*here*](https://achievethecore.org/page/3160/juicy-sentence-guidance)*.*)  |
| --- |
| “And if you’re ever in the barrio, I will welcome you and show you all the special people and places that make up our big family!” **Chunks to discuss with students [marked in brackets]:** “[And if you’re ever in the barrio], [I will welcome you] [and show you all the special people and places that make up our big family!]” **Activities:** * *Why do you think the author used the word “barrio” here?*
* *Who is “you” in this sentence? What is the author doing by saying, “if you’re ever in the barrio”?*
* *What does the author mean by “our big family”?*
 |

| **Essential Questions**(*What are the most important ideas students should understand from this set of lessons?)* |
| --- |
| * *How did Alejandria act to support her community? How can you make other people pay attention to a problem in your community?*
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| **Opportunities to Integrate Supports for Multilingual Learners**  |
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| Throughout this series of lessons, there are many opportunities for multilingual learners to read, speak, and write using their full language resources, inclusive of home language(s) and dialect. [Translanguaging](https://wida.wisc.edu/sites/default/files/resource/Focus-Bulletin-Translanguaging.pdf) can happen at any time when driven by the child, but there are [moves teachers can make](https://www.elsuccessforum.org/resources/ela-translanguaging-strategies) to support this as well. Within this lesson, consider the ways in which you can integrate the following:Opportunities for students to write in their language of choice Opportunities for home language partnerships for conversation and discussionOpportunities for students to read supporting texts in languages other than EnglishOpportunities for home language partnerships for group work or collaboration |

| **Multiple-Reads Guidance**(*Use your discretion to determine how each read will translate into days of instruction.*) |
| --- |
|  | **Pre-Reading Activities**  | **Focus:** Knowledge building and connections: types of housing |
|  | **First Read** | **Focus:** Understanding big ideas and flow of the text itself*Recommend minimal interruptions, only as needed to preserve meaning.*  |
|  | **Second Read** | **Focus:** Describing Alejandria and her actions, including how she took action to solve the problem by working with others in her community and steps Alejandria took to solve the problem (organizing people in her community) |
|  | **Third Read** | **Focus:** Determining the central message of the text (using your voice to take action) and explaining how Alejandria used her own voice at City Hall  |
|  | **Throughout** | **Focus:** Build and connect to knowledge about this topic through use of topically-connected [text set resources.](https://achievethecore.org/content/upload/Text%20Set%20Guidance.pdf)  |



**STOP & THINK: YOUR STUDENTS**

*[Modify this section to include considerations based on the students in your room.]*

| **Pre-Reading Activities**  |
| --- |
| **Focus:** Knowledge building and connections: types of housing**Questions, Activities, and Tasks:** *Quick Write Opener:** *Describe where you live, who lives with you, and why that place is important to you.*

**Social Studies Connections:***Lead discussion on where we live:** Consider how to distinguish between wants and needs. Lead to shelter.
* Poll students on types of housing (house, apartment, farm, other).
* Short discussion on housing types. Inform them briefly on rent/mortgage; share personal experience.
	+ Delve further into personal experience of having to move.
* Have students revisit their quick writes and expand upon them with the following prompts:
	+ *What would you do if you had to move?*
	+ *What would you do to try to stop from moving?*
	+ *If someone were forcing you to move, what can you do?*
* Allow students to share their responses with partners/table groups.
 |
| **First Read** |
| **Focus:** Understanding big ideas and flow of the text itself *Recommend minimal interruptions, only pause to answer questions as needed to preserve meaning. Students should read the text independently or in partnerships. Note: The teacher may choose to model a fluent read aloud of this text for students (in whole or small groups) while they follow along if more support is needed around grade level fluency.***Questions, Activities, and Tasks:**Before reading, introduce Alejandria, including pronunciation of her name. Have students read the text all the way through. Students can have individual copies of the text or read with a partner (teacher pulling a small group for reading support).* **Quick write:** After reading, engage students in a quick write for initial reactions:
	+ *How did this text make you feel?*
	+ *What was Alejandria’s problem in this text, and how did she solve it?*
* **Discuss:**Text reactions and the problem/solution answers students shared. Guide students to retell main parts of the text.,Have students complete a graphic organizer to “[storyboard](https://www.storyboardthat.com/storyboards/storyboard-templates/summary-in-4-parts)” the text.
* If support is needed, prompts may be used such as:
* *The title of the text is “Alejandria Fights Back.” What is she fighting? What does her “fighting back” mean?*
* *Look at page 16. Let’s re-read the last sentence. What is Alejandria wondering?*
* *Look at page 25. What realization does Alejandria have here? What do you see in the picture? What do you read in the words to show the realization?*
* **Turn and Talk:** *Why might the authors have written about a character like Alejandria? What was the author’s purpose in writing this text?*
* **Closing Task:**Students will then use their graphic organizers to write a short summary of the text (3–5 sentences).
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| **Second Read** |
| **Focus:** Describing Alejandria and her actions, including how she took action to solve the problem and steps Alejandria took to solve the problem (organizing people in her community)**Questions, Activities, and Tasks:*** Revisit the storyboard graphic organizers. Tell students that we are going to focus on the solution part of this graphic organizer.
* Have students share what they wrote with partners, have partners write their reactions: agree, disagree, build upon, etc.
* Explain that we are trying to focus on explaining what Alejandria did to solve her problem.
* **Discuss:** *How did Alejandria’s feelings change throughout the story? How did she feel at different parts of the story?*
	+ Chart the feelings words students share. Be sure to include words such as nervous, angry, sad, excited, determined or invested, proud. Note: this is a great opportunity for student translanguaging. It is less important that students name a specific feeling (e.g., nervous) than they be able to describe the general state of emotion and connect this to text evidence).
* **Re-reading:** Explain that we are going to look for how and why Alejandria’s feelings changed, based on the actions that she took throughout the story. Model with page 13—reread the page and ask students how she was feeling (concerned or nervous) and how they knew. (*“I started having hormiguitas, that feeling of little ants in my belly.”*) Hand out copies of the text and have students read what Alejandria did to solve her community’s problem, including what it took to support organizing people in the community. Have students complete [a graphic organizer](#fbw83kdz70og) to write out the steps that Alejandria took to solve her problem. This graphic organizer can be modified (for example, remove page numbers, add sentence stems) to provide varying support.
* **Discuss:** Have students share some statements about Alejandria’s state of mind during the story, using their graphic organizer.

*Alejandria felt \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the \_\_\_\_\_\_\_\_\_\_\_\_ (beginning/middle/end) of the story because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** **Turn and Talk:** *How did Alejandria’s actions impact her own feelings? Why?*
* **Closing:** Have students complete the prompt following the graphic organizer.
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| **Third Read**  |
| **Focus:** Determining the central message of the text (using your voice to take action) and explaining how Alejandria used her own voice at City Hall. **Questions, Activities, and Tasks:*** Revisit the graphic organizers on the steps Alejandria took to solve her problem. Have students discuss those steps and what was the effect of those steps.
* Explain that we are going to analyze Alexandria's actions at the City Hall Meeting.
* **Reading for Fluency:** Allow students to take turns reading Alejandria’s speech on page 34. Have them practice phrasing and expression.
* Use text to annotate and reflect on the effectiveness of her speech:
* *Which words/sentences made her speech more persuasive?*
* *Which words/sentences make her speech personal to her?*
* *What do you think she sounded like when she was speaking? How would she be speaking to be an effective, persuasive speaker?*
* **Discuss:** Alejandria’s speech was brief, without a lot of details. In groups of 3-4, we’re going to think about how we can improve her speech.
	+ *How can we make her speech better?*
		- Give reasons for her cause.
		- Give possible misconceptions and debunk them.
		- Give reasons against and refute them.
* Have students work in groups to expand and improve upon Alejandria’s speech. *Note: Save these notes to make a rubric for use in writing.*
* **Closing:** Engage students in a brief discussion about the text structure by looking at the first and last paragraphs of the text. Ask: *Who is talking, and who are they talking to? Why would the author start and end the text this way?*
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| **Reading-Writing Connections**(*Use your discretion to determine how this writing task will translate into days of instruction.*) |
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| **Purpose: Why will students engage in this short writing task?**The goal of this task is to allow students to connect directly to one of the main ideas of the text: using your voice to impact change. Through the shared letter writing, students can demonstrate text-based understandings and learn specific writing skills in the format shown (letter writing). Students can then apply this knowledge through content they care about. |
| **Focus:** Analyzing and understanding the task  Explain that we are going to make our own persuasive text! *We are going to turn Alejandria’s speech into a letter to share with City Hall.***Shared Writing:***\**Show students the writing rubric based off of notes from Alejandria’s speech. Brainstorm together the improvements they’d suggested during reading. Examples might include:* Adding details about who lives in the building, instead of just names
* Explaining the idea of “tenants’ rights”
* Give a misconception—anyone can afford a rent increase—and debunk it: this will mean families lose their homes.
* Give reasons against—landlords will just make money—and refute it: this will change our community.

Use the notes to write a letter to our representative together, using suggestions from the students, while modeling the features of letter writing. |
| **Focus:** Brainstorming causes that matter to students in the class communityAllow students to spend time exploring the stories from Do Something.org (below). Have each group select one issue or cause to share with the class community.**Share:** *I learned about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. He/She/They cared about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. As a result, they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.***Brainstorm:** Explore/ brainstorm issues that are important to us and/or our school community. (playground shade, more plots for our school garden, something to help the stray animals in our neighborhood, etc.). Guide students in creating a bubble map to help organize their ideas. Explore the “Who’s your representative” resources to find who to write to and allow students to research their representative/council member. |
| **Drafting:** Next, explain that, in the spirit of Alejandria, we are going to write our own persuasive letters to people in our community. Have students select an issue they care about, based on yesterday’s brainstorming. This work can be done in small groups or independently. Conference with students to determine that they’ve selected a topic they will be able to write about, based on how much they know about the topic which will prepare them to write. Allow students to use the shared writing as a model of letter writing format, but be sure each student writes independently.  |
| **Focused Revision:** Allow students to edit and revise based on class and individual writing needs. |

| **Knowledge-Building Connections**(*Use your discretion to determine how these tasks will translate into days of instruction.*) |
| --- |
| **Purpose: Why will students engage in these knowledge-building tasks?**After reading, students can enhance their understanding of Alejandria and the role of City Council by learning more about local politics. The tasks below are possible ways to connect and support this knowledge. |
| Read the text set resources on local government. * Identify the local government officials in your area. Who would you write to or contact for what issue?
* Use the mock city council play to help reinforce the role of city council, as well as give an opportunity for building reading fluency (or, to further extend this work, have students modify the play to include the issues they have identified as important to them).
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**STOP & THINK: YOUR STUDENTS**

*[Modify this section to include considerations based on the students in your room.]*

**What additional or modified texts/resources could allow students to:**

* Connect this content to their existing funds of knowledge and many identities?
* Engage in social justice work that is relevant to their experiences and school community?
* See additional perspectives related to this topic?

| **Text Set Resources**(*These resources can be used throughout work with this text in whole-group, small-group, partners, and/or independent reading/viewing.*) |
| --- |
| **Text or Resource**  | **Description of connection** |
| Generic: look up your local info <https://www.usa.gov/state-tribal-governments> San Antonio: <https://directory.tml.org/profile/city/842> | This resource helps you find your state, local, and tribal officials. Use this resource to identify local representatives for letter writing. |
| [County Government Infographic](https://www.icivics.org/sites/default/files/County%20Contributions.pdf)   | Infographic from icivics that outlines the roles of local or county government. Explore the many functions of local government. |
| [How Government Works](https://newsela.com/read/elem-govt-local-power/id/29765/) (Newsela: free online account needed) | Article clarifying the primary roles of state and local government. |
|  [Mock City Council Meeting](https://www.floridaleagueofcities.com/docs/default-source/readers2leaders/mock-city-council-for-elementary-school-students.pdf?sfvrsn=d2f9d4d5_0) |  A script of a city council meeting, including varied citizens speaking out on issues of importance to them. Could be used as is, or modified to include student selected issues of focus. |
| Dosomething.org [“About Us”](https://www.dosomething.org/us)[“11 Young Black Activists Changing the World”](https://www.dosomething.org/us/articles/11-young-black-activists-changing-the-world) | This website shows the ways in which youth-led movements are creating social change. The article highlights Black Activists and the specific initiatives they are involved with. Use to show students the range of ways in which they can use their voice and fight for change. |

| **Additional Student Supports** (*Note: the supports listed below are samples.*) |
| --- |
| *[Adjust or add to the sample list below to work for your students.]** Project the text so students can read and re-read along with the teacher. Where possible, make copies of the key illustrations featured in re-reads so students can have their own copy.
* Allow for student discussion before any writing and make use of sentence starters as needed for students to capture their ideas.
* Provide a student interview form (translated as needed) for the pre-reading interview.
* Consider support for [translanguaging](https://assets-global.website-files.com/5b43fc97fcf4773f14ee92f3/5cca8e1dbfa8f118e41c578a_Translanguaging%20Strategies%20ELA.pdf) for students throughout.
 |

| **Standards Addressed** |
| --- |
| **Common Core State Standards:** * [CCSS.ELA-LITERACY.RL.3.1](http://www.corestandards.org/ELA-Literacy/RL/3/1/) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* [CCSS.ELA-LITERACY.RL.3.2](http://www.corestandards.org/ELA-Literacy/RL/3/2/) Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
* [CCSS.ELA-LITERACY.RL.3.3](http://www.corestandards.org/ELA-Literacy/RL/3/3/) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
* [CCSS.ELA-LITERACY.RL.3.6](http://www.corestandards.org/ELA-Literacy/RL/3/6/) Distinguish their own point of view from that of the narrator or those of the characters.
* [CCSS.ELA-LITERACY.W.3.1](http://www.corestandards.org/ELA-Literacy/W/3/1/)Write opinion pieces on topics or texts, supporting a point of view with reasons.
	+ [CCSS.ELA-LITERACY.W.3.1.A](http://www.corestandards.org/ELA-Literacy/W/3/1/a/) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
	+ [CCSS.ELA-LITERACY.W.3.1.B](http://www.corestandards.org/ELA-Literacy/W/3/1/b/) Provide reasons that support the opinion.
	+ [CCSS.ELA-LITERACY.W.3.1.C](http://www.corestandards.org/ELA-Literacy/W/3/1/c/) Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for* *example*) to connect opinion and reasons.
	+ [CCSS.ELA-LITERACY.W.3.1.D](http://www.corestandards.org/ELA-Literacy/W/3/1/d/) Provide a concluding statement or section.

**TEKS:*** 3.8(C) analyze plot elements, including the sequence of events, the conflict, and the resolution (R)
* 3.10(A) explain the author’s purpose and message within a text (R)
* 3.8(D) explain the influence of the setting on the plot (S)
* 3.9(E) recognize characteristics and structures of argumentative text
* 3.9(E) (i) identifying the claim (R)
* 3.9(E) (iii) identifying the intended audience or reader (S)
* 3.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft
* 3.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.
* 3.7(G) discuss specific ideas in the text that are important to the meaning
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| **Learning for Justice** [**Social Justice Standards**](https://www.learningforjustice.org/sites/default/files/2020-09/TT-Social-Justice-Standards-Anti-bias-framework-2020.pdf)**:** * JU.3-5.15 I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.
* AC.3-5.17 I know it’s important for me to stand up for myself and for others, and I know how to get help if I need ideas on how to do this.
* AC.3-5.20 I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.
 |

**Organizing in the Community**

Complete the chart, showing the steps Alejandria took to organize her community.

| **Page number** | **Feelings Alejandra had and/or actions she took.** | **Text Evidence** |
| --- | --- | --- |
| **13** | concerned | “I started having hormiguitas, that feeling of little ants in my belly.” |
| **15** |  |  |
| **19** |  |  |
| **21** |  |  |
| **23** |  |  |
| **28** |  |  |
| **30** |  |  |
| **33/34** |  |  |
| **36** |  |  |
| **43** |  |  |

**How did Alejandria’s actions help her community? What happened as a result of her actions?**

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1. The juicy sentence is a strategy developed by Dr. Lily Wong Fillmore, specifically to address the needs of ELLs and accessing complex text, and it is a tool that is useful for helping all students learn to deconstruct and reconstruct sentences, and to understand how different language features contribute to meaning. [↑](#footnote-ref-0)