KEY IDEA  Through the point of view of an adult looking back on a childhood experience, Elda Del Bino Willitts narrates her experience of immigrating to America from Italy in the early 1900s. Key details and illustrations support main ideas.

LITERACY STANDARDS ADDRESSED IN THIS PLAN

RI.3.2  MAIN FOCUS  Key Ideas & Details
Sessions 1, 2, 3
Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4  Craft & Structure
Sessions 1, 3
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.6  MAIN FOCUS  Craft & Structure
Sessions 2, 3
Distinguish their own point of view from that of the author of a text.

RI.3.7  MAIN FOCUS  Integration of Knowledge & Ideas
Sessions 2, 3
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.10  Range of Reading & Level of Text Complexity
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

SL.3.3  Comprehension & Collaboration
Sessions 1, 2, 3
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

L.3.4a  Vocabulary Acquisition & Use
Additional Instruction
Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4b  Vocabulary Acquisition & Use
Session 2, Additional Instruction
Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

L.3.4c  Vocabulary Acquisition & Use
Sessions 1, 2
Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

RF.3.3c  Phonics & Word Recognition
Additional Instruction
Decode multisyllable words.

RF.3.4c  Fluency
Session 2
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.3.1  Text Types & Purposes
Writing Task
Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.8*  Research to Build & Present Knowledge
Sessions 1, 2, 3
Recall information from experiences or gather information from provided sources to answer a question.
*Standard adapted from another grade level

W.3.10  Range of Writing
Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
Session 1  Text Selection: pp. 3–9

Key Idea: Text Selection In the opening pages, readers meet Elda’s family living in Italy and learn of their decision to immigrate to America. Key details support main ideas about the immigrant experience, including courage, hope, joy, fear, struggle, and hardship.

PREVIEWING THE TEXT  5 minutes
Read the title and author credit with students. Invite students to study the illustration and read the back-cover blurb.

Read the back cover quietly to yourselves. It’s interesting that the story of one girl can represent the stories of many others. Why do you think that it is important for the memories and experiences of people who came to America to be preserved or saved for people in the future?

Well, I know that America is made up of people who came from other places. By saving these stories, we can learn about history from the people who really lived it.

READING THE TEXT CLOSELY  10 minutes
Explain the learning focus for students. Ask them to read pages 3 through 5. Check to see how they are doing with the application of the focus. Provide support if needed. Then have students read through page 9.

Nonfiction texts such as biographies are often organized around main ideas. To organize the text in this way, the author—or the speaker in an oral history that has been written down by another author, such as in this text—chooses the most important ideas that she wants to tell readers. Then she supports or explains these main ideas with key details.

As we read today, let’s pay close attention to the speaker’s main ideas and how she supports them with key details. On pages 4 and 5, the speaker tells us the reason that her family decides to immigrate to America. What is it?

Her family is poor, and they struggle to survive.

What key details does Elda give to support or explain this main idea?

The family eats vegetables from the fields around their home, but they rarely eat meat, which is expensive. The parents work long hours, but they have little money. The older children have to work to help support the family.

Those details all show how poor they were. Do you think that other families immigrated to America for the same reason?

Yes, being poor is one main reason for immigration. They wanted to find jobs to support their families.

Corrective Feedback
Have students closely reread the title and first two pages to identify main ideas and supporting details. Encourage them to silently reread, stopping at key points to think and talk together about their understandings.

If you are satisfied that students can apply the focus, set the reading assignment for the session. If you are not, prompt students to return to pages 3 through 5 to read and identify main ideas and details.

Our work as readers today is to continue to identify main ideas and supporting details. You’ll keep reading up to page 9. I wonder what other main ideas Elda will tell us about her experiences as an immigrant.
DISCUSSING THE TEXT 10 minutes

Have students ask and answer questions based on information from a speaker.

Today I want you to listen to what your classmate says about the text. Then I want you to ask him or her a question about his or her ideas. Let’s try it. Tell us about another main idea in the text.

We were talking about the reasons that families immigrate to America. We named being poor, but Elda gives another reason, too. She says that her family wants to change their life.

Who can ask _____ a question about this idea?

Why does the family think they can change their life in America?

How would you answer this question, _____?

They think that America is a place where poor people can find opportunities to improve their lives. I guess they don’t think they can do this in Italy.

Focus on the word decision on page 5.

When reading, you may encounter an unfamiliar word. Sometimes you may recognize a familiar root word that will help you determine the meaning of the new word. Look at the word decision. Does anyone recognize a familiar action word?

decide

What does decide mean?

to make up one’s mind about something

A decision is a thing rather than an action. What do you think decision means?

the act or result of making up one’s mind

What is the result of the father’s decision?

The family will move to America.

Confirm students’ good use of the focus and encourage them to keep it in mind whenever they read biographies.

You did a great job identifying main ideas and supporting details. Remember to identify both in other biographies you read.

Formative Assessment: Comprehension Using the Quick Start Planner, note this session’s learning focus. Observe each student’s articulation and use of text evidence to evaluate individuals’ effective use of the learning focus.

COMPREHENSION: MAIN IDEAS AND KEY DETAILS

Formative Assessment Have students use the blackline master on page 10 to determine the main ideas in Journey to a New Land: An Oral History and the key details that support them. Review students’ answers as you evaluate their mastery of the learning focus.

CONSTRUCTED RESPONSE: COLLECT TEXT EVIDENCE

Formative/Summative Assessment Have students use the blackline master on page 11 as they read. Students will collect details from the text to answer the question: Why are people willing to live through hardships in order to go to America? Review students’ collected evidence as you evaluate their mastery of the learning focus.
Session 2  
Text Selection: pp. 3–9

RETURNING TO THE TEXT  
5 minutes
Ask students to reflect on the text read previously. Guide them to recall how they applied the learning focus to their reading.

Let’s quickly review our discussion from the last session. Elda tells the story about her family’s immigration to America from Italy during the early 1900s. She tells us about the immigrant experience, such as the reasons for immigration. She supports each reason, or main idea with key details. For example, she says that her family immigrates because they are poor. She gives key details about their diet and work to support this main idea.

Several of you found good details in the text to support this review.

READING THE TEXT CLOSELY  
10 minutes
Explain the learning focuses. Invite students to reread pages 5–7. Check in to see how well they have understood the focuses. If you are satisfied that students can apply them, set the reading assignment for the session. If not, provide corrective feedback as suggested on page 2 of this lesson plan.

Elda tells her story—the main ideas and key details—from a first-person point of view. In this case, the narrator is a character in the story. Elda tells a story about herself. To tell her story, Elda uses first-person pronouns such as I, our, and we. What do you think we are able to know because of the first-person point of view?

Elda tells readers about her own thoughts, feelings, and actions as well as what she is able to observe.

Because we know all this, you may find yourself agreeing or disagreeing with the author’s ideas based on your own point of view. Another point of view of Elda’s story is shown in the illustrations. Here, the illustrator shows his point of view regarding the characters and events based on his understanding of Elda’s words. Let’s reread page 6. . . . How does Elda say the family reacts to the father’s news about immigrating to America?

She says the family had “shivers of excitement.”

Now let’s look at the illustration on page 5. How does the illustrator show the family’s reaction to the news?

The family members look more worried than excited.

Which point of view is correct?

I think both points of view are correct. The family probably feels worried and excited about this news.

Now let’s reread page 7. . . . What point of view did some Italians have about girls going to school?

They didn’t think girls should be educated.

What point of view does Elda have about this issue?

I don’t think she agrees because she says “some people” don’t think she should go to school. She doesn’t say that she doesn’t belong in school.

What is your point of view about girls in school?

Of course girls should go to school! Everyone should have a right to an education.
You can use the text and illustration to identify different points of view. Remember that you don’t have to agree if you have a different point of view.

Encourage students to consider how the varying points of view affect their understanding of the text.

What points of view of America are presented in the text?

*Papa tells the family that America is a land of opportunity where anything is possible. But Elda says that it takes four years for the family members to join their father. During this time, life in Italy is even more difficult. Based on Elda’s experiences, America probably doesn’t seem like a land of opportunity where anything is possible since they’ve had to wait so long. I know that America is a place where people have the opportunity to work, but that doesn’t mean that the work is easy. I’ll have to wait to see how the illustrator draws America when I read the next part of the book.*

Those are good ideas about details and points of view.

Formative Assessment: Fluency Listen to each student read a portion of the text. Observe students’ fluency. If students need additional practice with fluency, provide the necessary support at the end of the session. Ask students to note words or phrases they find challenging for discussion after reading.

**DISCUSSING THE TEXT 10 minutes**

Have students ask and answer questions based on information from a speaker.

*Let’s have someone talk about a point of view in our reading.*

*Elda doesn’t tell us how she feels about being separated from her father and her brother, but the illustrator gives his point of view on page 6. Some of the characters wave, but a small girl, maybe Elda, chases after the father and brother. One brother hangs back with his head down, and one woman holds her face like she’s crying. I think most of the family is upset about the separation.*

*You told us about the point of view of the illustrator. Does anyone have a question about these ideas?*

*Why does the father take Rico but none of the other children?*

*How would you answer this question, _____?*

*Well, the father needs money to buy more tickets. He thinks the oldest brother can work with him so that they can double the money they earn.*

*What main idea do these details suggest about the experience of immigrating?*

*Sometimes, it is a struggle for families to immigrate, and they have to go through some hard things to make it happen.*

Focus on the word *impatiently* on page 9.

*Remind students that when they encounter unfamiliar words, one strategy for determining meaning is to look for a familiar root word. Look at the word *impatiently*. Does anyone recognize a familiar root word?*

*patient*

*What does patient mean?*

*“able to stand trouble or pain without complaining”*
The suffix -ly changes the adjective patient into an adverb: patiently. Who remembers what the prefix im- means?

"not or the opposite of"

What does impatiently mean?

"without the ability to stand trouble or pain without complaining"

Help students understand the benefits of identifying how point of view and illustrations affect their understanding of main ideas and key details.

We’ve talked a lot about how the speaker uses point of view to relate main ideas and key details. This information is then supported by an illustrator’s point of view. How does identifying these relationships help us understand the story?

When we understand that the main ideas and key details are presented from the speaker’s point of view and from the illustrator’s point of view, we can think about what our own points of view are.

Formative Assessment: Comprehension Using the Quick Start Planner, note the session’s learning focuses. Observe each student’s articulation and use of text evidence to evaluate individuals’ effective use of the learning focuses.

Fluency Practice Model for students how to use context to confirm or self-correct word recognition and understanding, rereading as necessary. Follow this procedure: 1) Read aloud page 6 and demonstrate difficulty with recognition of the word opportunity. 2) Think aloud using context clues until you achieve word recognition. Reread the sentence that contains this word to confirm recognition and understanding. 3) Have student get in pairs to practice this strategy using page 9. Each student may read aloud one paragraph.

Formative/Summative Assessment Have students continue to use the blackline master on page 11 for collecting evidence as they read. Students will continue to collect details from the text to answer the question: Why are people willing to live through hardships in order to go to America? Review students’ collected evidence as you evaluate their mastery of the learning focus.
Session 3  Text Selection: pp. 10–18

Key Idea: Text Selection In the next part, Elda presents through her point of view, main ideas supported by key details and illustrations about the family's passage to America.

RETURNING TO THE TEXT 5 minutes
Point out that Elda is now able to tell readers about the passage to America because she experiences it. As a first-person narrator, she is not able to tell readers about her father and brother’s passage because she was not there.

The father and eldest brother travel to America, but Elda is unable to tell us about this part of the journey because she was not there. Instead, she tells us about the experiences of those left behind. Now that Elda will take the passage herself, she will be able to tell us about this part of the immigrant experience. How does our understanding of this relationship between main ideas and details and point of view help us read the story?

We understand that Elda’s point of view is limited to her experiences.

READING THE TEXT CLOSELY 10 minutes
State the learning focuses. Invite students to read pages 10 and 11. Check to see how they are doing with application of the focuses. Then have students read pages 12–18, paying special attention to how point of view and illustrations affect their understanding of main ideas and details.

Today, we will continue to pay attention to how Elda’s and the illustrator’s points of view affect our understanding of main ideas and details. On page 11, what is Elda’s point of view about which ship the family takes to America?

She says that the family’s fate is in God’s hands.

Does the illustrator support this point of view?

No, there is nothing about this in the illustration.

What are your thoughts about this point of view?

The immigrants seem to feel as if they don’t have much control over events—money for tickets, paperwork, ships—so they are grateful when something good happens to them.

DISCUSSING THE TEXT 10 minutes
Generate a discussion that allows students to ask questions of a speaker.

Let’s identify more main ideas about the passage to America. Ask the speaker questions as we discuss.

I think one main idea is that the passage is very difficult; which details support this main idea?

How would you answer this question, _____?

The passengers pack very little. Many suffer from seasickness. There is no way to take baths and there are few bathrooms. The food is spoiled.

Which details does the illustrator support?

darkness and crowds
Do you agree that suffering through these conditions is worth getting to America?

I'm not sure; I wonder whether all the passengers will survive the trip; yes, I wouldn’t want to live anywhere else.

Support students as they continue to study how the author’s and illustrator’s points of view affect their understanding of main ideas and details.

You’ll finish the rest of the book on your own. You may use main idea and detail graphic organizers to record main ideas and details. Why is it important to pay attention to details in the text and details in the illustrations?

Each set of details offers a point of view. We might agree or disagree with it.

Encourage students to discuss their own points of view with partners.

During partner discussion, ask questions to keep the discussion going.

Is Ellis Island a symbol of hope or fear? It’s both—Elda must pass through it, but she’s afraid something will go wrong. What’s your point of view? I think it’s a symbol of hope.

CONSTRUCTED RESPONSE: COLLECT TEXT EVIDENCE

Formative/Summative Assessment Have students continue to use the blackline master on page 11 as they finish reading. Then ask them to write a response on a separate sheet of paper that answers the question: Why are people willing to live through hardships in order to go to America? Have students use the text evidence they collected to support their writing.

CLOSE READING OPTIONS

Summative Assessment Print the online blackline master for independent close reading. Ask students to read the selection indicated on the page independently and respond to the prompts (summarize author’s message, identify critical vocabulary, respond to constructed response questions) before returning for a small-group discussion. Alternatively, you can use the completed blackline master for summative assessment.

Writing Task: Opinion

Summative Assessment Review with students the elements of an opinion piece. Invite students to state their points of view about why people endured the hardship of steerage class and to support their opinions with reasons. Guide them to use the completed text evidence organizers from page 11 to provide supporting examples or evidence for their reasons. Before writing, ask partners to discuss their points of view regarding why people traveled in steerage class. Students will work independently to write their opinion pieces.

You have been thinking about the experience of immigration—the reasons people immigrate and the hardships of immigration. Work with a partner to discuss whether the hardships are worth the rewards. Write why you think people are willing to travel in steerage class when the conditions are difficult. Begin by telling about some of the hopes and hardships of immigration. Then, state your opinion about why people are willing to travel in steerage class. Then list the reasons for your opinion. For each reason, give an example from the text. Connect your ideas using linking words and phrases, such as because, therefore, since, or for example. End with a concluding statement or section.
**WORD STUDY**

**Affixes** Alert students to the adjective *cheapest* on page 12. Discuss that the suffix *-est* creates a superlative adjective.

- Locate the word *cheapest* in the second sentence on page 12. *Cheapest* has the suffix *-est*. What does this suffix tell you about the word *cheapest*?
  
  *No tickets are less expensive; these tickets cost the smallest amount of money.*

- You said *smallest*, which is also a word with the suffix *-est*. It means "most small." What can you tell about these tickets, based on the word *cheapest*?
  
  *There are no cheaper tickets; they probably got them on sale; they probably are not good seats on the boat.*

- These tickets are for the steerage section. Above this area, people have cabins and can walk on the deck. The cheapest tickets are for a space on the floor at the bottom of the boat. Why do you think the family buys the cheapest tickets?
  
  *They don't have much money; they have to buy eight tickets.*

**VOCABULARY**

**Context** Help students develop vocabulary through a discussion of objects from the period.

- Elda uses language that helps us picture in our minds what her life was like. Some of the things Elda describes are not common today, but these words help us learn about what life was like in the early 1900s. One of these examples is peeling potatoes in the *galley* of the boat on page 15. Sometimes when an author uses an old word such as this one, she will give us another word with a similar meaning to help us understand the old word. What word does the author use that has a meaning similar to *galley*?
  
  *kitchen*  

**WORD RECOGNITION**

**Multisyllable Words** Help students decode multisyllable words. Direct students’ attention to the word *unavoidable* on page 13.

- Let's look at the word *unavoidable* on page 13. This may be an unfamiliar word, but we can use familiar strategies to read it. First, let's identify the syllables. The prefix is one syllable, and the suffix is two syllables. The root word is two syllables.
  
  *un/a/void/a/ble.*

- Now, let's read aloud each syllable. (Say each syllable and have students echo. Then, blend the syllables into the word and have students echo.) During the immigrants' passage to America, what is unavoidable?
  
  *seasickness*
Comprehension: Main Ideas and Key Details

Think about the main ideas in *Journey to a New Land: An Oral History*. What are the key details that support these ideas? Use this organizer to identify two main ideas and the key details that support each one.

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Score: _____
Collecting Text Evidence

Why are people willing to live through hardships in order to get to America?

Think about the hopes and hardships that are part of the immigration experience. Use the chart below to collect details and evidence from the text about why people suffer through difficult things to come to America.

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Score: __________
Writing Task: Planning Your Opinion

Look at the evidence you collected about the immigration experience. Write why you think people were willing to travel in steerage class when the conditions were difficult. Plan your opinion using the outline frame below.

**Beginning**
What kinds of hopes and hardships do the immigrants have?

People want to travel in steerage class even though conditions are difficult because ________________________________.

**Middle**
Reason 1 ______________________________________
Example ________________________________________

Reason 2 ______________________________________
Example ________________________________________

Reason 3 ______________________________________
Example ________________________________________

**Ending**
Are the hardships worth the reward? Why or why not?

______________________________

NOTE: Use a sheet of paper or a computer to write your opinion. Don’t forget to revise and edit.