

# Friendship Breaks Language Barriers

## STRATEGY: SEQUENCE OF EVENTS

REVIEW/RETEACH

STRETCH/EXTEND

### Student Objectives

#### Content Goals

- Identify a sequence of events in a news article and synthesize related events.
- Identify flashbacks in a narrative.

#### Language Goals

- State language that describes sequence.
- Use domain-specific language to discuss the lives of immigrants.
- Cite evidence across texts to support critical reading.

## Build Background

- More than two-thirds of Cuban immigrants to the United States live in Florida, home to about one million Cuban Americans.
- A majority of young immigrants list learning English as a major challenge for them.

## Teach

This news article describes a speech given by a young Cuban immigrant about her successful transition to the United States. Readers can keep track of the sequence of events in the article by asking: *When did this happen? What happened before this event? What happened next?* As students read, have them identify a sequence of events, synthesize related events, and integrate information about immigrants from several sources.

## Guided Practice

Distribute **Stretch Text 2, “Friendship Breaks Language Barriers.”** Have students read independently. Then use text evidence to discuss this question: What helps young immigrants succeed when they come to the United States?

**Part 1** *What event does the first paragraph describe?* (It describes when Melissa gets up on the stage, but before she begins to speak.) *The second paragraph explains that Melissa is in the final round of a speaking contest. Circle the words that tell when this speaking contest happened.* (last week) *What events had happened before this contest?* (school contests and semifinals)

**Part 2** *Melissa tells how Abi and Brenda helped her when she didn't know any English. Circle the words that tell you when that was.* (two years ago) *Why didn't Melissa speak English?* (She had just come to the United States from Cuba.)

**Part 3** *When did the events described in the first two paragraphs happen?* (When Melissa first came to the States.) *A flashback is when a writer breaks the sequence of events in a narrative to tell about something that happened in the past. Why are these two paragraphs a flashback?* (They tell what happened two years ago.)

**Part 4** *Circle the sequence signal word in the first sentence.* (Afterward) *When does the action in the sentence take place?* (after Melissa's speech) *Why is Melissa's father so proud?* (Melissa not only learned English, she gave a speech in public.)

(Continued)

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## Friendship Breaks Language Barriers *(Continued)*

### ▸ Apply

Use the **Graphic Organizer** to have students identify a sequence of events in Part 3 of the article. Then have them respond to the critical reading question.