



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 16

Paragraph Writing, Part 1: How Esperanza Responds on the Train (Revisiting Chapter 5: “Las Guayabas/Guavas”)



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can use quotes to explain the meaning of literary texts. (RL.5.1)
- I can use quotes to support my inferences in literary texts. (RL.5.1)
- I can determine a theme based on details in the text. (RL.5.2)
- I can summarize a literary text. (RL.5.2)
- I can compare and contrast literary elements using details from the text. (RL.5.3)
- I can write an informative/explanatory text. (W.5.2)
- I can use the writing process to produce clear and coherent writing (with support). (W5.5)

Supporting Learning Targets

- I can find evidence in *Esperanza Rising* that will support my inferences about how Esperanza changes throughout the novel.
- I can analyze how Esperanza responds to a key event in the novel, and what this shows about her character.
- I can write an essay in which each paragraph has a clear topic sentence, a body, and a conclusion.

Ongoing Assessment

- Partner Accordion graphic organizer (for Paragraph 1)
- Partner Draft Paragraph 1 (partially completed)



Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Celebration of Two-Voice Poems (5 minutes) Work Time <ol style="list-style-type: none"> How Esperanza Responded on the Train: Answering Questions in Triads (10 minutes) Guided Practice: Introduction to Accordion Graphic Organizer (25 minutes) Introduction to Paragraph Writing (10 minutes) Triad Group Writing: Beginning Paragraph 1 (7 minutes) Closing and Assessment <ol style="list-style-type: none"> Sharing (3 minutes) Homework 	<ul style="list-style-type: none"> In advance: Copy the sample paragraph about Chapter 3 (in supporting materials) on to a piece of chart paper, to show students during Work Time B of this lesson. In this lesson, students revisit Chapter 5: “Las Guayabas/Guavas.” In advance, reread Chapter 5 and review the text-dependent questions (see supporting materials). Two copies of the questions are provided: a blank to distribute to students and display, and one with answers for teacher reference. Students have done a lot of writing throughout this unit, but this lesson is their first formal paragraph writing instruction of the year. For the guided practice (Work Time, Part B), be clear with students that you will model using the graphic organizer about one topic (when the ranch is set on fire, in Chapter 3: “Los Higos/Figs”). They will then do the same thing about a <i>different</i> topic (the events on the train, from Chapter 5: “Las Guayabas/Guavas”). Review Ink-Pair-Share protocol (See Appendix 1).

Lesson Vocabulary	Materials
<p>informative, explanatory, paragraph, essay, compares, contrasts, topic sentence, body, conclusion</p>	<ul style="list-style-type: none"> Two-voice poems (begun in Lesson 14) <i>Esperanza Rising</i> (book; one per student) Text-dependent questions for Chapter 5: “Las Guayabas/Guavas” (one per students; one to display) Text-dependent questions for Chapter 5: “Las Guayabas/Guavas” (Answers for Teacher Reference) Accordion graphic organizer for Paragraph Writing (one per student, and one to display on document camera) Sample Paragraph Chapter 3 (copied onto chart paper; alternatively, write your own model paragraph) Green, blue, and red markers; colored pencils for students Homework Handout: Planning and Organizing My Second Paragraph, with Homework Handout: Accordion Graphic Organizer for Paragraph Writing (one per student) Document camera



Opening	Meeting Students’ Needs
<p>A. Celebration of Two-Voice Poems (5 minutes)</p> <ul style="list-style-type: none">• Invite a few more groups who haven’t yet shared their poems to do so. Again, have peers give specific praise.• Celebrate their accomplishments—capturing the contrasting points of view of two characters from <i>Esperanza Rising</i> in a poem.• Review the first learning target: “I can find evidence in <i>Esperanza Rising</i> that will support my inferences about how Esperanza changes throughout the novel.” Ask students to self-assess their progress toward meeting this target using the Fist to Five protocol.• Return students’ entrance and exit tickets from Lesson 15. Address any major misconceptions. Ask students to hold on to these entrance and exit tickets; they will want to refer to them for their writing later in the unit.	<ul style="list-style-type: none">• ELLs may be unfamiliar with Tier 2 vocabulary words (e.g., <i>evidence</i>, <i>support</i>, <i>inference</i>). Clarify vocabulary with students as needed.

Work Time	Meeting Students’ Needs
<p>A. How Esperanza Responded on the Train: Answering Questions in Triads (10 minutes)</p> <ul style="list-style-type: none">• Have students get into their triad groups.• Tell students that today they are going to dig back into Chapter 5: “Las Guayabas/Guavas” of <i>Esperanza Rising</i>, in order to answer some questions about the human rights challenges Esperanza faces or witnesses in the novel and how she responds to those challenges. Be sure students have their texts <i>Esperanza Rising</i>. Distribute and display the Text-Dependent Questions for Chapter 5: “Las Guayabas/Guavas” (see supporting materials). Read through each of the questions and clarify any terms as necessary. As students work in their groups, move throughout the room to offer support as needed.	<ul style="list-style-type: none">• Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.• Visuals can help some students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.



Work Time (continued)	Meeting Students’ Needs
<p>B. Guided Practice: Introduction to Accordion Graphic Organizer (25 minutes)</p> <ul style="list-style-type: none"> • Invite the class to read the learning target aloud with you: “I can analyze how Esperanza responds to a key event in the novel, and what this shows about her character.” • Use a document camera to display the Accordion Graphic Organizer for Paragraph Writing, and distribute a blank copy to each student. • Tell students that they are going to start organizing their paragraphs, using the Accordion graphic organizer as a tool to gather all the important information and details they will need in order to write a complete paragraph. • Tell students that you will model, writing about when the ranch is set on fire from Chapter 4: “Los Higos/Figs.” They will then do the <i>same</i> thing about a <i>different</i> event (from Chapter 5: “Las Guayabas/Guavas,” which they just discussed). • Read, and point to, the prompt from the first box (Topic): “State the key event and/or challenge Esperanza faces.” Say: “I will write about the challenge from Chapter 3, when the ranch is set on fire. I will write: “Ranch set on fire.” • Remind students that graphic organizers do not need to include complete sentences, but ideas that will prompt their thinking when they are ready to write their paragraphs. • Tell students that they will now choose their topic, from Chapter 5. Ask them to think about the text-dependent questions they just discussed with their triads. Clarify that their topic does not need to be really specific at this time. They will add more details later. • Prompt students to discuss with their triad: <ul style="list-style-type: none"> * “In Chapter 5: ‘Las Guayabas,’ what is a specific event when Esperanza faces a challenge?” Look for suggestions such as: Esperanza riding the train or Esperanza meeting Carmen. • Invite a few triads to share their thinking. Give feedback as necessary, to be sure all students understand what a topic is: the focus of their paragraph. Ask students to fill in the topic in the top box of their individual graphic organizer. • Model for students the Detail box in the graphic organizer, explaining that they should give more information about the topic. Say: “Since the topic I am writing about is the ranch catching fire, the detail I will add shows what happened to Esperanza when the ranch caught fire.” Then write: “Esperanza escapes fire; loses everything,” in the Detail box. Again, remind students that complete sentences are not necessary here. 	<ul style="list-style-type: none"> • Students needing additional supports may benefit from partially filled-in graphic organizers.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Ask students to now do the same thing on their graphic organizer about the train ride from Chapter 5, beginning with a discussion in their triads, followed by sharing out, and finally writing in their graphic organizer. Provide clarification or redirection if necessary on details.• Next, show students the third box on the graphic organizer, titled Explain. Say: “The Explain box is used to make a clear connection between the first detail and the next detail, more specifically what challenge Esperanza faces because of the ranch burning. My detail was about how Esperanza ‘escaped the fire, but loses everything,’ so I am going to write ‘Esperanza needs clothes from the poor box’ to help explain what it means to lose everything—even your clothes.”• Ask students to now do the same thing on their graphic organizer, about the train ride from Chapter 5, by following the process with their triads. As students discuss, listen for groups that have strong examples of explaining the challenge Esperanza faces and have them share out.• Be sure to point out why these are good examples of <i>explain</i>: “It tells why the detail is important, and the challenge Esperanza faces.”• Direct students’ attention to the second Detail box, explaining that they will write about Esperanza’s response to the event, using text directly from the book. Model this by turning to page 52 and showing students (using a document camera or other resource) the sentence: “Mama, at a time like this, must we worry about some poor family who needs clothes?” Write: “p. 52 poor box” so they understand they do not need to write the full quote on the organizer.• Have students discuss the second detail with their triads, then fill out the next Detail box about the train ride on their graphic organizer. Listen for groups that have strong examples.• Ask a few triads to share their second detail aloud with the class, pointing out that these phrases show something specific about Esperanza’s reaction to the challenge she is facing.• Share that the second Explain box is where students will write what happens when Esperanza responds the way she does. Model, by writing something such as: “Mama says they are poor.”• Ask students to now do the same thing for <i>their</i> topic, from Chapter 5, about the train ride, first discussing in their triads. As students discuss, listen for groups that have strong examples (for example, students might notice that Mama apologizes to Carmen for Esperanza’s bad manners). Ask a few triads to share aloud with the class.	<ul style="list-style-type: none">• Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> Remind students that the target they are working on is “to analyze how Esperanza responds to a key event in the novel,” which is what they have just done by filling in their <i>topic</i>, <i>details</i>, and <i>explains</i>. But now they need to meet the second part of the target, which is to analyze “what this shows about her character.” Direct students’ attention to the final space, Conclusion. Think aloud, saying: “I am going to look back at my notes about the topic, details, and explains on my graphic organizer. They discuss how Esperanza loses everything, including her clothes, in the fire; how she responds by thinking that the clothes left by the nuns must be for some poor family; and then Mama has to explain that they are the ones who are poor. I am going to ask myself, what does this information make me think about Esperanza’s character? I think it means Esperanza has always had everything she ever wanted, so she can’t understand being poor or needing to accept charity. So I am going to write: ‘Esperanza had everything; now poor; can’t understand’ in the space for my <i>conclusion</i>.” Ask students to now do the same thing for <i>their</i> topic, from Chapter 5, about the train ride, first discussing in triads, specifically, “What can we <i>infer</i>?” then writing a note in the Conclusion box of their graphic organizer. Have a few triads share out their conclusions. 	
<p>C. Introduction to Paragraph Writing (10 minutes)</p> <ul style="list-style-type: none"> Direct students to the learning target: “I can write an essay in which each paragraph has a clear topic sentence, a body, and a conclusion.” Specifically clarify the words <i>topic sentence</i>, <i>body</i> and <i>conclusion</i>, adding clarifying words or synonyms. Then read the posted Sample Paragraph for Chapter 3 (on chart paper) to illustrate how the notes from the graphic organizer were used to create a paragraph. Ask students what they notice about how the notes on the graphic organizer are different from the sample paragraph. (Listen for students to notice: the first line is indented, there are complete sentences instead of notes, the sentences are connected and not on separate lines, etc.) Using a different color marker for each, underline the <i>topic statement</i>, <i>detail</i>, <i>explain</i>, and <i>conclusion</i> on the graphic organizer. Ask students to look at the chart and find the sentences in the paragraph that correspond to each part of the graphic organizer. Underline each sentence with the same color marker as the corresponding part of the graphic organizer. Point out to students that the first sentence of a paragraph is indented on the page. Tell students that the <i>detail</i> and <i>explain</i> sentences make up the body of the paragraph and that the last sentence is the <i>conclusion</i> of the paragraph. 	



Work Time	Meeting Students’ Needs
<p>D. Triad Group Writing: Beginning Paragraph 1 (7 minutes)</p> <ul style="list-style-type: none">• Tell students that now they will start to draft their first paragraphs based on their graphic organizers about an event in Chapter 5.• Using the Ink-Pair-Share protocol, ask students to independently write a sentence that conveys the main idea of their first paragraph (from the Topic box on their graphic organizers), and then share their sentence with their partners. Remind them to indent their first sentence. Lead a whole-class sharing of sentences, recording samples on the board and reviewing the characteristics of good topic sentences. Ask students to underline their topic sentence in green.• Repeat this process, asking students to write two sentences for the body of their paragraph using the supporting details they noted in the first Detail and Explain boxes of their graphic organizer. Point out to them that these sentences continue after the topic sentence and do not each start on their own line. Refer to the sample paragraph as a model. After students complete the body sentences of their paragraph, ask them to share aloud and then underline those sentences in blue.• Continue as time permits; likely students will need to stop at this point and continue drafting this first paragraph during Lesson 17.	
Closing and Assessment	Meeting Students’ Needs
<p>A. Sharing (3 minutes)</p> <ul style="list-style-type: none">• Invite a few students to share the first three sentences of their paragraphs aloud, and ask others to identify the characteristics of good topics, details, and explains evident in students’ partial drafts.	<ul style="list-style-type: none">• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Complete the homework handout: Planning and Organizing My Second Paragraph, with Accordion Graphic Organizer sheet. To do this assignment, you will need your entrance and exit tickets from Chapters 8–15.	



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 16

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



1. On pages 66 and 67, Esperanza arrives at the train station in Zacatecas, and Alfonso leads them past the fancy car with leather seats and the dining car to one with wooden benches, trash, and the smell of rotting fruit and urine. She also sees many “peasants” crowded onto the seats. How does Esperanza respond to having to ride on this train car? Use details from the text to explain your answer.

2. On pages 69 and 70, Esperanza takes the doll her Papa gave her out of its valise, and a young girl runs up to her and tries to hold the doll. How does Esperanza respond to the girl, and what does Esperanza’s mama say and/or do when Esperanza reacts the way she does? Explain your answer with details from the text.

3. On pages 78 and 79, Esperanza sees Carmen give money and food to a begging woman. Esperanza responds by asking why the beggar woman doesn’t just go get food from the farmer’s market. What does this tell you about Esperanza’s character at this point in the story? Cite evidence from the novel to support your answer.



1. On pages 66 and 67, Esperanza arrives at the train station in Zacatecas, and Alfonso leads them past the fancy car with leather seats and the dining car to one with wooden benches, trash, and the smell of rotting fruit and urine. She also sees many “peasants” crowded onto the seats. How does Esperanza respond to having to ride on this train car? Use details from the text to explain your answer.

Possible responses: She couldn’t help but wonder if the people on the train car would steal from her; she tells Mama they cannot travel in this car because it is not clean and the people seem untrustworthy; she says that neither Papa nor Abuelita would approve of them sitting in this train car (p. 67).

2. On pages 69 and 70, Esperanza takes the doll her Papa gave her out of its valise, and a young girl runs up to her and tries to hold the doll. How does Esperanza respond to the girl, and what does Esperanza’s mama say and/or do when Esperanza reacts the way she does? Explain your answer with details from the text.

Possible responses: Esperanza quickly takes the doll away and puts it back in her valise. Mama apologizes to the little girl’s mother for Esperanza’s rude behavior.

3. On pages 78 and 79, Esperanza sees Carmen give money and food to a begging woman. Esperanza responds by asking why the beggar woman doesn’t just go get food from the farmer’s market. What does this tell you about Esperanza’s character at this point in the story? Cite evidence from the novel to support your answer.

Possible responses: Esperanza asks why the woman doesn’t just go buy food at the nearby farmer’s market, instead of begging for food (p. 79). This shows that Esperanza doesn’t understand being poor or needing to rely on other people for basic needs such as food.



One night, the ranch catches fire and burns to the ground! Esperanza and her family safely escape but lose almost everything they own to the flames. Because Esperanza and Mama do not even have clean clothes to wear, the nuns give them clothes from the “poor box.” When Esperanza sees the box left by the nuns, she asks, “Mama, at a time like this, must we worry about some poor family who needs clothes?” Mama calmly explains to Esperanza that they are the ones who are poor because they have no home and no money, and the clothes are for them. Esperanza can’t understand that she is no longer wealthy and will need to be grateful for the charity of others now.



Name:

Date:

1. Choose an event (from Chapters 8–15) that you want to write about. It should be a time when Esperanza responds to or witnesses some type of challenge.

To help you choose, use your evidence flags and your entrance and exit tickets from Chapters 8–15. The list below includes some suggestions of events you might choose, but you can choose a different event if you want.

- a. Chapter 8 – Marta talking to workers about the strike
- b. Chapter 10 – Mama and Esperanza working in the fields when Mama becomes ill
- c. Chapter 11 – Going to Mr. Yakota’s grocery store; meeting *campesino* family
- d. Chapter 12 – Marta hiding from immigration officers
- e. Chapter 13 – People from Oklahoma having better living conditions (indoor toilets and swimming pool); Miguel losing his engineering job at railroad; Isabel not being chosen for May Day queen

Complete the blank Accordion graphic organizer about that event. Make sure to bring this completed graphic organizer to the next class. You will need it to write Paragraph 2 of your essay.



Topic: (State the key event and/or challenge Esperanza faces)

Detail: (What happens to Esperanza?)

**Explain: (Why is that first detail important?
How does it connect to the next detail?)**

Detail: (Esperanza's response to the event)

Explain: (What happens when Esperanza responds the way she does?)

Conclusion: (What can we infer about Esperanza's character based on how she responds?)