



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 14

Writing, Critique, and Revising: Two-Voice Poems

(Chapter 14: “Las Uvas/Grapes”)



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

I can use the writing process to produce clear and coherent writing (with support). (W.5.5)

Supporting Learning Targets

- I can answer comprehension questions based on text from *Esperanza Rising* that I have read independently.
- I can contrast how two characters in *Esperanza Rising* respond to challenges, using a two-voice poem format.
- I can use evidence from *Esperanza Rising* that supports my inferences about two different characters, particularly how the two characters respond to challenges.
- I can collaborate with peers to plan and draft a two-voice poem.
- I can give specific feedback that will help other students make their writing better.
- I can use feedback that I receive from others and self-reflection to improve my writing.

Ongoing Assessment

- Comprehension Quiz, Chapter 14: “Las Uvas/Grapes” (entrance ticket)
- Two-voice poems (drafts)



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Entrance Ticket: Comprehension Quiz, Chapter 14: “Las Uvas/Grapes” (5 minutes)Engaging the Reader: Oral Chapter Review (5 minutes)Work Time<ol style="list-style-type: none">Collaborative Work: Drafting a Two-Voice Poem (10 minutes)Peer Critique: Praise-Question-Suggest Protocol (20 minutes)Revising Two-Voice Poem (15 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework	<ul style="list-style-type: none">In advance: Review Chapter 14 in order to lead the oral chapter review.Review the Praise-Question-Suggest protocol (See Appendix 1).Some vocabulary is not academic or domain-specific, and students may benefit from instruction and review: <i>praise, suggestion</i>.

Lesson Vocabulary	Materials
contrasts, specific, feedback, self-reflection, two-voice, paraphrase, inference	<ul style="list-style-type: none"><i>Esperanza Rising</i> (one per student)Comprehension Quiz, Chapter 14: “Las Uvas/Grapes” (entrance ticket)Anchor chart: Two-Voice Poems (from Lesson 13)Two-Voice Poem graphic organizer (begun in Lesson 13)Evidence flagsHomework: Purpose for Reading, Rereading excerpts from Chapters 13 and 14



Opening	Meeting Students’ Needs
<p>A. Entrance Ticket: Comprehension Quiz, Chapter 14: “Las Uvas/Grapes” (5 minutes)</p> <ul style="list-style-type: none">• Students should be sitting with their two-voice poem group (which may or may not be their triad).• Begin the lesson with the Comprehension Quiz, Chapter 14 entrance ticket. Collect students’ quizzes to review/assess.	<ul style="list-style-type: none">• Consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information.
<p>B. Engaging the Reader: Oral Chapter Review (5 minutes)</p> <ul style="list-style-type: none">• After the quiz, lead the class in a brief whole class review session, cold calling students to elicit a summary of Chapter 13. Start with an open-ended question, such as: “What was this chapter mostly about?” or “What happened in this chapter?” Encourage students to cite evidence or point to specific passages. Note which students are able to answer the questions, and the quality of the answers.• Return students’ entrance and exit tickets from Lesson 13. 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.• Tell students that they will return to the last two chapters of the novel in the next lesson. Today, their main purpose is to keep working on their two-voice poems.• Then ask the students the focus question from the previous lesson’s homework: “How is Esperanza changing?” Call on a few students to share any specific quotes they found that they might include in their two-voice poems.	<ul style="list-style-type: none">• Visuals can help ELLs and other students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.



Work Time	Meeting Students’ Needs
<p>A. Collaborative Work: Drafting a Two-Voice Poem (10 minutes)</p> <ul style="list-style-type: none"> Review the learning targets: “I can contrast how two characters in <i>Esperanza Rising</i> respond to challenges, using a two-voice poem format,” “I can use evidence from <i>Esperanza Rising</i> that supports my inferences about two different characters, particularly how the two characters respond to challenges,” and “I can collaborate with peers to plan and draft a two-voice poem.” Ask students to turn and talk about the meaning of the word <i>contrast</i> and how they have been using evidence in their poem to show that. Clarify as needed. Have students give specific examples of ways that they have been collaborating with peers that have been successful. Make sure that they remember what a two-voice poem is by reviewing the prior day’s lesson and checking their understanding. Review the anchor chart: Two-Voice Poems from Lesson 13. Ask students to quickly turn and talk about the criteria. Give students just 5 to 6 minutes with their triad or new writing group to continue to draft their poem. Circulate to support as needed. Remind students that the purpose is not to write a perfect poem, but to think about how the characters are similar and different, and what that tells us about themes in the novel. 	<ul style="list-style-type: none"> Consider providing nonlinguistic symbols with key vocabulary terms to aid ELLs in comprehension and help students with making connections. Visuals can help ELLs and other students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.
<p>B. Peer Critique: Praise-Question-Suggest Protocol (20 minutes)</p> <ul style="list-style-type: none"> Bring the class back together for a brief model of how to conduct a critique session using the Praise-Question-Suggest protocol. Read the learning targets: “I can give specific feedback that will help other students make their writing better,” and “I can use feedback that I receive from others and self-reflection to improve my writing” with the class. Remind students of the norms for giving feedback—be kind, be helpful, and be specific. Do a very quick 5-minute model: Have one group share a few lines from their draft poem and move through the three steps of the protocol, giving a praise, then a question, then a suggestion, making sure that the feedback is specific enough to the learning targets so that the student would be able to know exactly what to do to revise. Coach as needed to ensure students understand the process and the type of feedback that is expected. Tell students that they have time now to briefly critique their partner’s work. Give each writing team 5 minutes to read their poem and receive feedback. Once they each have had the opportunity to go through the protocol, have each person go through the protocol one more time with someone else in the class. Circulate as needed, offering support and redirection. Make sure students are giving feedback that is specific enough. 	<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 allow students to have more meaningful discussions and clarify points in their L1.



Work Time	Meeting Students’ Needs
<p>C. Revising Two-Voice Poem (15 minutes)</p> <ul style="list-style-type: none"> • Give students time to revise their work based on the feedback they just received. Circulate to support as needed. • Tell students that tomorrow, they will have a bit more time to finish their poems, and then will get to perform them in front of the class. Remind students that the goal is not a perfect poem; they are simply showing what they understand about the characters in the novel in a creative way. 	<ul style="list-style-type: none"> • For ELLs, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information.
Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none"> • Gather the whole group. Tell students they will get to finalize and perform their poems during the next lesson. Review the learning targets with students by having a few students read them out loud. Ask students to share their reflections on how the process is going and any questions relevant to everyone. If time permits, ask a few students to share strong segments from their poems. 	<ul style="list-style-type: none"> • For students needing additional supports producing language, consider offering a sentence frame, sentence starter, or cloze sentence to provide the structure required.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> • Reread excerpts from Chapter 13: “Los Duraznos/Peaches” and Chapter 14: “Las Uvas/Grapes” in <i>Esperanza Rising</i>. Use the Homework: Purpose for Reading, Rereading excerpts from Chapters 13 and 14 to focus your reading. Use evidence flags to mark the specific areas in the book that support your answer. <p><i>Note: If concerned about students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. In addition, students likely to need additional support should preread this novel with support during intervention or other support periods. Prereading with support will then allow students to spend class periods rereading and focusing on evidence.</i></p> <p><i>Optional: Share draft poem with an adult. Coach the adult on how to give specific, kind, and helpful feedback. Ask adults for praise, questions, and suggestions.</i></p>	<ul style="list-style-type: none"> • Audio recordings of text can aid some students in comprehension. Students can pause and replay confusing portions while they follow along with the text.



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Supporting Materials



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.....
Name:

.....
Date:

1. What surprise did Miguel bring to Esperanza?

2. What special event happens in the last scene of the book?

3. What does Esperanza teach Isabel to do?



Purpose for Reading, Rereading Excerpts from
Chapter 13: “Los Duraznos/Peaches” and
Chapter 14: “Las Uvas/Grapes” in Esperanza Rising

.....
Name:

.....
Date:

How do the “big metaphors” in this novel show up again in these last two chapters? Why do you think Pam Muñoz Ryan did this?

As you read, think about this question. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags. Also use your evidence flags to mark any phrases you might want to add to your two-voice poem.

Focus specifically on the following sections of Chapters 13 and 14:

Chapter 13: Los Duraznos/Peaches, pages 220–225

Chapter 14: Las Uvas/Grapes, pages 243–247

Chapter 14: Las Uvas/Grapes, pages 248–251

Chapter 14: Las Uvas/Grapes, pages 252–253