



EXPEDITIONARY  
LEARNING

# Grade 5: Module 1: Unit 2: Lesson 17

## Paragraph Writing, Part II



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**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 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). (W.5.5)

**Supporting Learning Targets**

- I can find evidence in *Esperanza Rising* that will support my inferences about characters from the book.
- 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**

- Accordion graphic organizer for Paragraph 2 (homework)
- Partner and individual paragraphs



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Review of Learning Targets and Criteria for Success (10 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Guided Practice: Complete Draft Paragraph 1 (10 minutes)</li><li>Peer Critique of Graphic Organizer for Paragraph 2 (10 minutes)</li><li>Independent Writing: Drafting Paragraph 2 (15 minutes)</li><li>Group Discussion: How Esperanza Changes over Time; the Phoenix Metaphor (10 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Debrief (5 minutes)</li></ol></li><li>Homework</li></ol>	<ul style="list-style-type: none"><li>For this writing assignment, students are not given a formal rubric. Rather, they work with the teacher to create “criteria for success.” The rationale behind this is to ensure that students actively contribute to and <i>own</i> the criteria upon which their writing will be assessed.</li><li>Review: Catch and Release protocol (see Appendix 1).</li><li>Reread pages 249–250, thinking specifically about the phoenix metaphor, which students discuss in Part D of Work Time.</li></ul>



Lesson Vocabulary	Materials
informative, explanatory, paragraph, essay, compare, contrast, topic sentence, body, conclusion, phoenix	<ul style="list-style-type: none"> <li>• <i>Esperanza Rising</i> (book; one per student)</li> <li>• Compare/Contrast Essay Criteria for Success anchor chart (new; teacher-created)</li> <li>• Students' completed graphic organizers for Paragraphs 1 and 2, as well as their incomplete draft of Paragraph 1 (from Lesson 16 classwork and homework)</li> <li>• Accordion graphic organizer for Paragraph Writing (from Lesson 16)</li> <li>• Sample graphic organizer about Chapter 3 (from Lesson 16; one to display)</li> <li>• Sample paragraph about Chapter 3 (from Lesson 16; one to display)</li> <li>• Paragraph 2 Task Card (one per student)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Review of Learning Targets and Criteria for Success (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite a few groups that have not yet shared their two-voice poems to do so. Ask peers to give specific praise.</li> <li>• Review today's learning targets, which are the same as yesterday's learning targets. Use the key words in the learning targets to create the <b>Compare/Contrast Essay Criteria for Success anchor chart</b> with students. The chart should include the following (as well as other criteria your class identifies):             <ul style="list-style-type: none"> <li>– Citing evidence</li> <li>– Making inferences</li> <li>– Key events from the beginning and end of the novel</li> <li>– Paragraphs have topic sentence</li> <li>– Paragraphs have supporting details</li> <li>– Paragraphs have concluding sentence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Visuals can help ELLs and other students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.</li> <li>• Some students may be unfamiliar with Tier 2 vocabulary words. Clarify vocabulary with students as needed.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Guided Practice: Complete Draft Paragraph 1 (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Have students gather in their triad groups and take out their two <b>completed graphic organizers for Paragraphs 1 and 2</b>, as well as their <b>incomplete draft of Paragraph 1</b>.</li><li>• Display the <b>Sample Accordion graphic organizer for Chapter 3</b> and <b>Sample paragraph about Chapter 3</b> (on chart paper) from the last lesson. Read the learning target aloud: “I can write an essay in which each paragraph has a clear topic sentence, a body, and a conclusion.”</li><li>• Review as needed, based on the sample graphic organizer and paragraph about the fire in Chapter 3. Direct students to the second <i>detail</i> and <i>explain</i> on your graphic organizer about the fire. Ask students to find the sentences in the sample paragraph that correspond to these parts of the graphic organizer, which are underlined in blue. Underline the word <i>body</i> in the learning target.</li><li>• Give students 10 minutes to complete the draft of their first paragraph about a challenge Esperanza faced in Chapter 5.</li><li>• Use the Ink-Pair-Share protocol, having students independently write two more sentences for their second <i>detail</i> and <i>explain</i> and then share their sentence with their partners.</li><li>• Repeat this process with the conclusion, which is underlined in both the graphic organizer and sample paragraph. Offer specific feedback as students share, noting good examples in which students have analyzed what Esperanza’s response to the event shows about her character.</li><li>• Ask students to hold on to their Paragraph 1 draft for now.</li></ul>	<ul style="list-style-type: none"><li>• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.</li><li>• For students needing additional supports producing language, consider offering a sentence frame, sentence starter, or cloze sentence to provide the structure required.</li></ul>
<p><b>B. Peer Critique of Graphic Organizer for Paragraph 2 (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Keep students in triads and ask students to exchange the graphic organizers they completed for homework, about a second event later in the novel.</li><li>• Let students know they will use the feedback from their peers to help them write, revise, and finalize their paragraphs for their final essays to be completed during the On-Demand End of Unit 2 Assessment in the next lesson.</li><li>• Ask students to give each other specific, kind, helpful feedback based on their graphic organizer in the form of praises, questions, and suggestions.</li><li>• Encourage them to focus on the criteria: citing evidence and explaining.</li><li>• Circulate to listen in and support as needed. Identify students who may need additional support with their Paragraph 2 graphic organizer.</li></ul>	<ul style="list-style-type: none"><li>• Consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Independent Writing: Drafting Paragraph 2 (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Paragraph 2 task card</b> to students and ask them to start writing their second paragraphs.</li><li>• They should begin with their Paragraph 2 graphic organizer (completed for homework) and the feedback they just received from peers.</li><li>• For student reference, keep the Sample Accordion Graphic Organizer for Paragraph Writing and the sample paragraph posted where all students can see the charts.</li><li>• Remind students to include a topic sentence, body, and conclusion in their paragraphs. Allow students to use the book, recording forms they created for each chapter, evidence flags, journals, note-catchers, and any relevant anchor charts with details about human rights challenges and character responses to support them during their writing.</li><li>• As students work, circulate to observe and support as needed.</li><li>• Collect students' draft Paragraphs 1 and 2. They will need these for their on-demand assessment during Lesson 18.</li></ul>	<ul style="list-style-type: none"><li>• Consider writing and breaking down multistep directions into numbered elements. ELLs can return to these guidelines to make sure they are on track.</li><li>• Students needing additional supports may benefit from partially filled-in graphic organizers.</li><li>• For students who may be struggling, prompt them to refer to their notes from Chapter 10, since students already closely analyzed how Esperanza is growing as a person and how her response to challenges changes over time.</li></ul>
<p><b>D. Group Discussion: How Esperanza Changes over Time; the Phoenix Metaphor (10 minutes)</b></p> <p><i>Note: This discussion is intended as a scaffold for students' on-demand writing during Lesson 18.</i></p> <ul style="list-style-type: none"><li>• Tell students that in the next lesson, they will complete their essays on their own for the End of Unit 2 Assessment.</li><li>• Explain that their final essay will have three paragraphs. They have already written drafts of two of those paragraphs.</li><li>• The final paragraph will be about how Esperanza grew and changed over time. They will compare and contrast how she responded to an event early in the novel to her response later in the novel. Today, they will get to think about this topic some more as a class.</li><li>• Orient students to page 249, fifth paragraph, where it says: "As the sun rose, Esperanza began to feel as if she rose with it." Read aloud as students follow along. End at page 250 with the last sentence of this paragraph: "Miguel had been right about never giving up, and she had been right, too, about rising above those who held them down."</li></ul>	<ul style="list-style-type: none"><li>• Visuals can help ELLs and other students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask:<ul style="list-style-type: none"><li>* “What is a phoenix?” If students are not familiar with what a phoenix is, explain that it is a mythological bird resembling an eagle that lived for a long time, then would burn itself out and be reborn from the ashes. Also explain that a phoenix commonly appears in literature as a symbol of the end of one life and the beginning of a new life.</li></ul></li><li>• Ask students to Think-Pair-Share regarding these questions:<ul style="list-style-type: none"><li>* “In what ways does Esperanza change as a person throughout the novel?”</li><li>* “Why do you think the author chose to compare Esperanza to a phoenix in these last pages of the book?”</li></ul></li><li>• Record student responses on chart paper so they may use them as a reference during the End of Unit 2 Assessment.</li></ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to consider:<ul style="list-style-type: none"><li>* “Would you have wanted to be Esperanza’s friend at the beginning of the novel? Would you want to be her friend at the end of the novel? Why or why not?” Allow students to Think-Pair-Share their responses.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue gathering any evidence to use in your End of Unit 2 assessment.</li></ul>	



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## Supporting Materials



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

- Chapter 8 – Marta talking to workers about the strike
- Chapter 10 – Mama and Esperanza working in the fields when Mama becomes ill
- Chapter 11 – Going to Mr. Yakota's grocery store; meeting *campesino* family
- Chapter 12 – Marta hiding from immigration officers

Now, write Paragraph 2 about the event you chose from Chapters 8–15.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.