



EXPEDITIONARY  
LEARNING

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

## **Getting to Know Esperanza: (Chapter 2: “Las Uvas/Grapes”)**



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

- I can effectively engage in a discussion with my peers. (SL.5.1)
- I can explain what a text says using quotes from the text. (RL.5.1)
- I can make inferences using quotes from the text. (RL.5.1)
- I can compare and contrast literary elements using details from the text (two or more characters' points of view, settings, events). (RL.5.3)
- I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4)

Supporting Learning Targets

- I can discuss answers to questions with my triad and provide evidence to explain my ideas.
- I can answer questions about the setting of the novel *Esperanza Rising* based on evidence from the text.
- I can answer questions about the main character, Esperanza, based on evidence from the text.

Ongoing Assessment

- Observe where students place their evidence flags
- Triad discussions



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Introduction of Triad Structure (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Triad Discussion: Setting and Character in Chapter 1 (10 minutes)</li> <li>B. Read-aloud, Independent Reading, and Text-Dependent Questions: Pages 4–8 (20 minutes)</li> <li>C. Guided Practice: Triad Work (10 minutes)</li> <li>D. Answering Questions in Triads (10 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Debrief: Reading <i>Esperanza Rising</i> Anchor Chart (5 minutes)</li> </ol> </li> <li>4. Homework</li> </ol>	<ul style="list-style-type: none"> <li>• In advance: Create anchor chart: Norms for Triad Talk (see supporting materials).</li> <li>• <i>Esperanza Rising</i> is a long novel. In Unit 2, students typically read a chapter each day for homework and discuss key passages in class. Students may need additional time during other parts of the day to keep up with the reading. Note, however, that in Unit 3 (Readers Theater), students revisit, analyze, and discuss many key passages from <i>Esperanza Rising</i>. Thus, students’ understanding of the text will grow across the six weeks of Units 2 and 3 combined.</li> <li>• The lessons in this unit follow a predictable pattern. Help students start noticing this pattern. They will do a “first draft” read of a new chapter for homework each night. They are not expected to fully understand everything at that point. In class, they will analyze key aspects of the chapter they read for homework (often by answering a series of text-dependent questions). They do this work with teacher support, either whole group, in triads, or on their own. Often, they will revisit key passages from a given chapter in future lessons as well.</li> <li>• Beginning in Lesson 3, each lesson opens with a brief quiz that holds them more individually accountable for their homework reading. In this lesson, students simply revisit their homework reading with their triads.</li> <li>• Throughout their study of the novel, students regularly answer text-dependent questions. In advance: Read Chapter 2: “Las Uvas/Grapes” and review the text-dependent questions (see supporting materials). Students will work with a similar document in many lessons. Two copies of the questions are provided—a blank to distribute to students and display on a document camera, and one with answers for teacher reference. In this lesson, since it is the first time students will be working with this Text-Dependent Questions handout, you first just display the first question (as guided practice during work time C). Then you distribute the questions to students during Work Time D.</li> <li>• This lesson introduces a new small group structure: Triad Talk. These reading and discussion groups will be used throughout the study of <i>Esperanza Rising</i>.</li> <li>• Be strategic in your grouping. If you have a few struggling readers in your class, put them in a group together so that you can more directly support them while allowing other students to be more independent. If you have many struggling readers, place them in groups with stronger readers but carefully monitor that they are reading and contributing. Your ELLs may benefit from being in a group with others who speak their native language.</li> </ul>



Agenda	Teaching Notes
	<ul style="list-style-type: none"><li>• Note that for this lesson, students are told the page number where answers to the text-dependent questions can be found. This information is provided as a scaffold and a model, so students learn to reference page numbers when citing evidence.</li><li>• Students may not have time to answer all 5 text-dependent questions; Question 5 is revisited in Lesson 3.</li><li>• Throughout the novel, the author uses Spanish words to convey important aspects of Esperanza’s experience. If you have Spanish speakers in your class, tap their expertise. But emphasize to all students that they should be able to infer all the Spanish words from context. This is a useful opportunity to continue to practice and reinforce this important reading strategy.</li></ul>

Lesson Vocabulary	Materials
setting, character, historical fiction, triad, adored, vicious, premonition, cautiously, superstition, bandits, resentment, sympathetic, distinguished, capricious, propriety, crochet, lopsided, property, stubbornly, self-importance, beacon, tormented	<ul style="list-style-type: none"><li>• <i>Esperanza Rising</i> (book; one per student)</li><li>• Document projector or interactive white board</li><li>• Colored markers (approx. 9) so every team of three has a unique color</li><li>• Evidence flags (sticky notes: the smallest size available or larger sizes cut into strips). Give each student two baggies of evidence flags: one for home and one for school.</li><li>• Norms for Triad Talk anchor chart (sample, for Teacher Reference; create one like this for your class)</li><li>• Text Dependent Questions for Chapter 2: Las Uvas/Grapes (one per student; one to display)</li><li>• Text Dependent Questions for Chapter 2: Las Uvas/Grapes (Answers for Teacher Reference)</li><li>• Homework: Purpose for Reading, Chapter 3: “Las Papayas/Papayas” (one per student)</li><li>• Anchor chart: Close Readers Do These Things (from Unit 1)</li><li>• Reading <i>Esperanza Rising</i> anchor chart (from Lesson 1)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Introduction of Triad Structure (5 minutes)</b></p> <ul style="list-style-type: none"><li>Review the learning target: “I can discuss answers to questions with my triad and provide evidence to explain my ideas,” and let students know they will be working on this novel in triads, or groups of three. Place students in their triads and review with them the anchor chart for Norms for Triad Talk. If there’s time, model some of the expected behaviors with a student helper.</li></ul>	<ul style="list-style-type: none"><li>Some students may be unfamiliar with academic vocabulary words (e.g., discuss, provide, explain, ideas, evidence). Clarify vocabulary with students as needed.</li></ul>
Work Time	Meeting Students’ Needs
<p><b>A. Triad Discussion: Setting and Character in Chapter 1 (10 minutes)</b></p> <ul style="list-style-type: none"><li>Choose two students to read the learning targets aloud:<ul style="list-style-type: none"><li>“I can answer questions about the setting of the novel <i>Esperanza Rising</i> based on evidence from the text.”</li><li>“I can answer questions about the main character, Esperanza, based on evidence from the text.”</li></ul></li><li>What do they notice? Briefly review the terms <i>setting</i> (from Lesson 1) and <i>character</i> to support students in understanding the targets. Remind the class that <i>Esperanza Rising</i> is <i>historical fiction</i>: The author draws upon real events, real settings, and some real people, but also made up many events and characters.</li><li>Remind the students of what they learned about yesterday (Mexico, the Mexican Revolution, social unrest), and ask them to turn and tell a neighbor where <i>Esperanza Rising</i> takes place (the setting: Aguascalientes, Mexico) and what characters have been introduced so far (Esperanza and her papa).</li><li>Ask students, in their triads, to discuss the two questions they were given to focus on for their homework rereading of Chapter 1: “Aguascalientes, Mexico, 1924.”<ul style="list-style-type: none"><li>* “Describe the geographical setting of <i>Esperanza Rising</i>. What is it like where Esperanza lives? Use details from the text to support your answer.”</li><li>* “What is Esperanza’s relationship with her papa like? How do you know?”</li></ul></li><li>Use this opportunity to circulate and listen in to gauge who did the homework reading, how well students understand the reading, and how students are beginning to collaborate in their triads.</li></ul>	



Work Time	Meeting Students’ Needs
<p><b>B. Read-aloud, Independent Reading, and Text-Dependent Questions: Pages 4–8 (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Check to see that everyone in the class has their text: <i>Esperanza Rising</i>. Make sure each student has his/her baggie of evidence flags. Remind everybody that they will be using these sticky notes throughout the novel to help them keep track of important passages.</li><li>• Tell students that they did a “first draft” read of Chapter 2: “Las Uvas/Grapes” for their homework. Point out that this novel is challenging, and that they will often need to read sections multiple times in order to understand the ideas in the text. Explain to students that the most important thing to do while reading is to think! Say: “As we read this book, we are going to be thinking a lot about the characters—what they are like, the challenges they face (including human rights), and how they change over time.”</li><li>• Read aloud page 4 through the top of page 6 (“Harvest!”), as students follow along.</li><li>• Invite students to think, then talk briefly with their triad, about what these first few pages of Chapter 2 are mostly about. Listen for students to notice the chapter title “Las Uvas/Grapes.” If necessary, point out how chapter titles in a novel provide a signal to a reader about the main ideas or events in a given chapter.</li><li>• Using your document camera or placing the questions on the board, display just Question 1 from the Text-Dependent Questions for Chapter 2: “Las Uvas/Grapes” (see supporting materials).</li><li>• Give students five minutes on their own to reread through the break on page 8. (Note that this is the third time they have read pages 4-6). Remind them that rereading is an important strategy to help them make sense of difficult text. Ask them to keep Question 1 in mind as they read.</li><li>• Ask students to use the Triad Talk anchor chart to remind themselves about how to talk to each other while developing the answer to the question in their triad. Each person should mark the evidence in the book that supports the group’s answer by placing an evidence flag on the specific information.</li><li>• Ask a few groups to report out their answer and their evidence. If necessary, model by adding additional evidence to clarify and further support what students are saying.</li><li>• Praise groups using Triad Talk well. Tell students that they will be working in these groups each day, and remind them how discussing their thinking with others can help them understand hard text.</li></ul>	<ul style="list-style-type: none"><li>• To assist with comprehension, provide ELLs with bilingual word-for-word translation dictionaries or online translation sources such as Google Translate or Bing Translate.</li></ul>



Work Time	Meeting Students’ Needs
<p><b>C. Guided Practice: Triad Work (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the Text-Dependent Questions for Chapter 2: Las Uvas/”Grapes” to students. Focus them on the second question. Tell them to listen for and mark evidence that answers the question as you read aloud. Continue to read aloud from the middle of page 8, with students following along. Stop at the break in the middle of page 12, and ask students to discuss their answers to Question 2 with their triad, rereading the pages if necessary. Again, follow the process of having some triads report out their answers to the class, augmenting the students’ responses with evidence from the text if necessary.</li></ul>	
<p><b>D. Answering Questions in Triads (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Note: Students may not have time to answer all three of the remaining text-dependent questions; Question 5 (about Papa’s death) is revisited in Lesson 3.</li><li>• In triads, students should read aloud one text-dependent question at a time, and clarify any terms. They should then think on their own, then talk together to answer the question, marking their answers with evidence flags. They do not need to write answers to the questions at this point.</li><li>• Students should then repeat this cycle for the next question.</li><li>• As students work, monitor this discussion, making sure all students are participating. Reinforce students who are following the Triad Talk norms well.</li></ul>	



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief: Reading Esperanza Rising Anchor Chart (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask a student to reread out loud the learning targets (either in their triads or chorally). Remind the class members that this is what they worked on today.</li> <li>• Tell students that in order to really understand what the author is writing about, we must read the text carefully, such as when reading informational text closely. Remind the class about reading the UDHR closely, pointing out the list on the anchor chart from Unit 1, <b>Close Readers Do These Things</b>.</li> <li>• Begin a new anchor chart, <b>Reading Esperanza Rising</b>. Write underneath that heading: “Making inferences about Esperanza’s character,” which is what they did today. Tell them they will continue to add to this chart as they read this novel.</li> <li>• Remind students of the homework routine. They are expected to do a “first draft” read of a new chapter, using the Purpose for Reading question to focus their attention. They should use their <b>evidence flags</b> to mark passages that relate to the question. They are not expected to fully understand the chapter but should give it their best shot.</li> </ul>	<ul style="list-style-type: none"> <li>• Debriefing about what they have learned will help students monitor their own reading comprehension and choose strategies that will help them succeed.</li> </ul>
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Read Chapter 3: “Las Papayas/Papayas” (pages 23–28). Use the question from the <b>Homework: Purpose for Reading, Chapter 3: “Las Papayas/Papayas”</b> to focus your reading. Use evidence flags to mark the specific areas in the book that support your answer.</li> </ul> <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. All students should come to expect that they will use some of the “slushy time” during the day—right before or after lunch, during downtime between other tasks, as they enter the classroom in the morning or just before dismissal, as time for reading the novel or independent reading. 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>	<ul style="list-style-type: none"> <li>• Audio recordings of text can aid some students in comprehension. Students can pause and replay confusing portions while they follow along with the text.</li> </ul>





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## Supporting Materials



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**Teacher Instructions:** Write the following instructions on a chart paper so all students can see it for the remainder of the unit.

Norms for Triad Talk:

- Each person must contribute to the discussion, but take turns talking. Ask each other: “Would you like to add to my idea?” or “Can you tell us what you’re thinking?”
- Each person should show the others specific details from the text by pointing to specific page numbers, paragraphs, and lines. Say: “My evidence is here on page \_\_\_\_ in the \_\_\_\_ paragraph” and read the evidence aloud.
- Ask questions so that you understand each other’s ideas. Say: “Can you tell me more about that?” or “Can you say that another way?”



1. The first paragraph on page 8 says that Esperanza would like to live at El Rancho de las Rosas with her Mama and Papa forever. Why does she feel this way? Find details from the text to explain your answer.
2. On pages 8–12, Esperanza and Mama seem to be worried about Papa. What specific words or phrases in this section of the novel help you know that they are worried? Why are they worried? Use evidence from the text in your answer.
3. On pages 14 and 15, what two pieces of advice does Abuelita give Esperanza? How does Esperanza respond to the advice? Use evidence from the text in your answer.
4. On page 18, Esperanza says that a “deep river” runs between her and Miguel. What does she mean? How does Miguel respond when she tells him this? Use details from the text in your answer.
5. At the end of the chapter, why does Esperanza feel her heart drop and that she has sunk into a “dark hole of despair and disbelief”? Use details from the text in your answer.



1. The first paragraph on page 8 says that Esperanza would like to live at El Rancho de las Rosas with her Mama and Papa forever. Why does she feel this way? Find details from the text to explain your answer.

**Esperanza is the only child of a wealthy rancher, and her father’s “pride and glory” (p. 4). Her family employs many servants and farmworkers. She is very happy to live with her parents, and is mostly thinking about her upcoming birthday party and eventual quinceanera. She can’t imagine living “with any fewer servants. Or without being surrounded by the people who adored her” (p. 8).**

2. On pages 8–12, Esperanza and Mama seem to be worried about Papa. What specific words or phrases in this section of the novel help you know that they are worried? Why are they worried? Use evidence from the text in your answer.

**How do you know: Esperanza shows she is worried when she says that Papa had promised to meet her and never disappointed her, but he isn’t there (p.8). Then she worries that pricking her finger is bad luck and asks, “where was Papa?” (p. 9). On page 10, she “strained her eyes” looking for him. Mama bites the corner of her lip in worry (p. 11). Why they are worried: On page 11, it says they have been warned about bandits. And even though the revolution has been over for 10 years, “there is still resentment against large landowners” (p. 12).**

3. On pages 14-15, what two pieces of advice does Abuelita give Esperanza? How does Esperanza respond to the advice? Use evidence from the text in your answer.

1. **“There is no rose without thorns” – Esperanza seems to understand and accept this advice, because she smiles and says that “Abuelita wasn’t talking about flowers at all but that there was no life without difficulties” (p.14).**
2. **“Do not be afraid to start over.” – Esperanza accepts this advice, because she does start her stitches over again, but she sighs, which implies she is impatient with it. (p. 15). She also complains on page 13 that she doesn’t like to always crochet to take her mind off worry.**



4. On page 18, Esperanza says that a “deep river” runs between her and Miguel. What does she mean? How does Miguel respond when she tells him this? Use details from the text in your answer.

**She is talking about the class issues that divide them, because she is a ranch owner’s daughter and he is a housekeeper’s son. Also, they are Indians and she is of Spanish descent. Miguel seems to be angry or hurt, since he doesn’t speak to her anymore (p. 18).**

5. At the end of the chapter, why does Esperanza feel her heart drop and that she has sunk into a “dark hole of despair and disbelief”? Use details from the text in your answer.

**She has just learned that her Papa is dead. This isn’t said, but she sees his body in the back of the wagon covered with a blanket, and Alfonso is crying, which “confirms the worst” (p. 22).**



.....  
**Name:**

.....  
**Date:**

What challenges do the main characters in this chapter face?

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.