



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2

Overview



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In this second unit, students will apply their new learning about human rights through a case study of how a fictional character responds to human rights challenges. This unit emphasizes the Reading Literature strand of the NYSP12 CCLS, with a study of the novel *Esperanza Rising* by Pam Muñoz Ryan (740L). Students also read informational texts related to the story's historical context. They will trace the journey of Esperanza, a young girl born into a comfortable life of privilege in Mexico in the 1930s who is forced to flee to California and must rise above her difficult circumstances. This unit is designed to deliberately build students' ability to write routinely to learn. Almost daily, they will write short informational pieces in their reading journals, in which they record their interpretations of concrete details and quotations from the book. They will analyze characters' responses to challenges

and will analyze how Esperanza changes over time. For the mid-unit assessment, students will independently read and analyze a new chapter in the novel, focusing on the challenges Esperanza faces, how she responds, and what that tells readers about her as a character. In the second half of the unit, students compare and contrast Esperanza to other characters in the novel, focusing specifically on how various characters respond to the challenges in their work camp and whether or not the migrant workers should strike. Students will create a two-voice poem contrasting the ways two different characters respond to a similar challenge. They will then write a formal essay in which they analyze how Esperanza changes throughout the novel.

*Note: This unit presumes that the teacher has carefully read *Esperanza Rising* in advance. This novel is at a 740 Lexile measure. However, it is quite complex on other qualitative measures of text complexity. See the Literary Text Qualitative Rubric (on EngageNY.org) for more on how to analyze text complexity.*

Guiding Questions And Big Ideas

- **What are human rights?**
- **What lessons can we learn about human rights through literature and life?**
- *We learn lessons about human rights from the experiences of real people and fictional characters.*
- *Characters change over time in response to challenges (to their human rights).*
- *People respond differently to similar events in their lives.*
- Authors conduct research and use specific language in order to impact their readers.



Mid-Unit 1 Assessment	<p>Analyzing Sections of <i>Esperanza Rising</i> on My Own</p> <p>This on-demand assessment centers on standard NYS ELA CCLS RL.5.1, RL.5.2, RL.5.3, and RL.5.4. Students will have read a chapter of <i>Esperanza Rising</i> for homework, and will demonstrate their ability to analyze complex text independently. They will analyze the challenges Esperanza faces and how she responds, citing textual evidence. They will also respond to questions regarding academic vocabulary and figurative language. This is a reading assessment: the purpose is for students to demonstrate their ability to analyze literature in general, and Chapter 9 of <i>Esperanza Rising</i> specifically. This Mid-Unit 2 Assessment is not intended to formally assess students' writing. Most students will write their responses, in which case it may also be appropriate to assess students on W.5.9. However, if necessary, students may dictate their answers to an adult.</p>
End of Unit 2 Assessment	<p>On-Demand Analytical Essay about How <i>Esperanza</i> Changes Over Time</p> <p>This assessment centers on standards NYS ELA CCLS RL.5.1, RL.5.2, RL.5.3, W.5.2, W.5.4, W.5.5, and W.5.9. Students will write an essay in which they explain how <i>Esperanza</i> changes over time. Specifically, they will analyze <i>Esperanza</i>'s growth and development by comparing how she responds to events earlier and later in the novel. Each student will select the two or three key events that best support his/her analysis of <i>Esperanza</i>'s growth and development.</p>

Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

NYS Social Studies Core Curriculum

- The rights of citizens in the United States are similar to and different from the rights of citizens in other nations of the Western Hemisphere.
- Constitutions, rules, and laws are developed in democratic societies in order to maintain order, provide security, and protect individual rights.
- Different people living in the Western Hemisphere may view the same event or issue from different perspectives.
- The migration of groups of people in the United States, Canada, and Latin America has led to cultural diffusion because people carry their ideas and way of life with them when they move from place to place.
- Connections and exchanges exist between and among the peoples of Europe, sub-Saharan Africa, Canada, Latin America, the Caribbean, and the United States. These connections and exchanges include social/cultural, migration/immigration, and scientific/technological.



Central Texts

1. Pam Muñoz Ryan, *Esperanza Rising* (New York: Scholastic, 2002), ISBN: 978-0439120425.

Secondary Texts

1. United Nations, Universal Declaration of Human Rights: Plain Language Version. www.un.org/cyberschoolbus/humanrights/resources/plain.asp (last accessed August 6, 2012).



This unit is approximately 3 weeks or 18 sessions of instruction.

General teaching note: *Esperanza Rising* 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 *Esperanza Rising*. Thus, students' understanding of the text will grow across the six weeks of Units 2 and 3 combined.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 1	Building Background Knowledge: Learning about the Historical and Geographical Setting of <i>Esperanza Rising</i> (Chapter 1: “Aguascalientes, Mexico, 1924”)	<ul style="list-style-type: none"> I can summarize a literary text. (RL.5.2) I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4) I can determine the main idea(s) of an informational text based on key details. (RI.5.5) I can summarize an informational text. (RI.5.5) 	<ul style="list-style-type: none"> I can define historical fiction. I can describe the geographical setting of <i>Esperanza Rising</i>. I can describe the historical setting of <i>Esperanza Rising</i>. 	<ul style="list-style-type: none"> Class discussion Building Background Knowledge: I Notice and I Wonder sticky notes Notes from Jigsaw note-catcher
Lesson 2	Getting to Know Esperanza (Chapter 2: “Las Uvas/Grapes”)	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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 <i>Esperanza Rising</i> based on evidence from the text. I can answer questions about the main character, Esperanza, based on evidence from the text. 	<ul style="list-style-type: none"> Observe where students place their evidence flags Triad discussions



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 3	Inferring about Characters Based on How They Respond to Challenges (Chapter 3: “Las Papayas/Papayas”)	<ul style="list-style-type: none"> 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 determine the meaning of literal and figurative language (metaphors and similes). (RL.5.4) I can write informative/explanatory texts. (W.5.2) 	<ul style="list-style-type: none"> I can answer comprehension questions based on text from <i>Esperanza Rising</i> that I have read independently. I can identify situations in <i>Esperanza Rising</i> where a character’s human rights are challenged. I can make inferences from the text about Esperanza, Mama, and Abuelita. I can use context clues to help me determine the meaning of words in <i>Esperanza Rising</i>. I can write to explain my thinking about the characters in <i>Esperanza Rising</i>. 	<ul style="list-style-type: none"> Comprehension Quiz, Chapter 3: “Las Papayas/Papayas” (entrance ticket) Triad discussions Exit Ticket: Independent answer to text-dependent question
Lesson 4	Inferring about Characters Based on How They Respond to Challenges (Chapter 4: “Los Higos/Figs”)	<ul style="list-style-type: none"> 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 (two or more characters’ points of view, settings, events) using details from the text. (RL.5.3) I can determine the meaning of literal and figurative language (metaphors and similes). (RL.5.4) I can write informative/explanatory texts. (W.5.2) 	<ul style="list-style-type: none"> I can answer comprehension questions based on text from <i>Esperanza Rising</i> that I have read independently. I can identify situations in <i>Esperanza Rising</i> where a character’s human rights are challenged. I can make inferences from the text about the characters in <i>Esperanza Rising</i>. I can use context clues to help me determine the meaning of words in <i>Esperanza Rising</i>. I can write to explain my thinking about the characters in <i>Esperanza Rising</i>. 	<ul style="list-style-type: none"> Comprehension Quiz, Chapter 4: “Los Higos/Figs” (entrance ticket) Anchor charts: Character T-charts: One (created by small groups) about Mama, Abuelita, Miguel, and a second (from individual notes) about Mama, Abuelita, Miguel, Esperanza Triad discussions Exit Ticket: Independent answer to text-dependent question
Lesson 5	Connecting Informational Text with Literature: Building Background Knowledge about Mexican Immigration, California, and the Great Depression (Chapter 5: “Las Guayabas/Guavas”)	<ul style="list-style-type: none"> I can use quotes to explain the meaning of a literary text. (RL.5.1) I can determine the main idea(s) of an informational text based on key details. (RI.5.2) I can summarize an informational text. (RI.5.2) 	<ul style="list-style-type: none"> I can answer comprehension questions based on text from <i>Esperanza Rising</i> that I have read independently. I can summarize the main ideas in an informational text about California in the 1930s. 	<ul style="list-style-type: none"> Comprehension Quiz, Chapter 5: “Las Guayabas/Guavas” (entrance ticket) Getting the Gist note-catchers Exit Ticket: Independent writing answer to text-dependent question



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 6	Contrasting Two Settings (Chapter 6: “Los Melones/ Cantaloupes”)	<ul style="list-style-type: none"> 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 (two or more characters’ points of view, settings, events) using details from the text. (RL.5.3) I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4) I can effectively engage in a discussion with my peers. (SL.5.1) 	<ul style="list-style-type: none"> I can answer comprehension questions based on text from <i>Esperanza Rising</i> that I have read independently. 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 <i>Esperanza Rising</i> based on evidence from the text. I can answer questions about the main character, Esperanza, based on evidence from the text. I can identify metaphors in <i>Esperanza Rising</i>. I can interpret figurative language in <i>Esperanza Rising</i>. 	<ul style="list-style-type: none"> Comprehension Quiz, Chapter 6: “Los Melones/Cantaloupes” (entrance ticket) Observe where students place their evidence flags Triad discussions Exit Ticket: Independent answer to text-dependent question
Lesson 7	Point of View: Comparing Esperanza’s and Isabel’s Perspectives about Life in the Camp (Chapter 7: “Las Cebollas/Onions”)	<ul style="list-style-type: none"> I can compare and contrast literary elements (two or more characters’ points of view, settings, events) using details from the text. (RL.5.3) I can determine the meaning of literal and figurative language in text. (RL.5.4) I can use what the text says to help me understand the meaning of a word or phrase. (L.5.4) 	<ul style="list-style-type: none"> I can answer comprehension questions based on text from <i>Esperanza Rising</i> that I have read independently. I can use context clues to help me determine why the author chose specific words in <i>Esperanza Rising</i>. I can determine what metaphors the symbols of the chapter titles represent in <i>Esperanza Rising</i>. I can explain how Isabel responds to challenges in her life. I can describe how the points of view of Esperanza and Isabel influence the description of events. I can create a visual image of the setting of <i>Esperanza Rising</i>. 	<ul style="list-style-type: none"> Comprehension Quiz, Chapter 7: “Las Cebollas/Onions” (entrance ticket) Observation of placement of evidence flags (homework and classwork) Character T-chart (Isabel) Triad discussion Exit Ticket: Independent answer to text-dependent question



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 8	Understanding Themes in <i>Esperanza Rising</i> (Chapter 8: “Las Almendras/Almonds”)	<ul style="list-style-type: none"> I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4) I can use quotes to explain the meaning of literary texts. (RL.5.1) I can determine a theme based on details in the text. (RL.5.2) I can use quotes to support my inferences in literary texts. (RL.5.1) 	<ul style="list-style-type: none"> I can interpret two big metaphors in Chapter 8, “Las Almendras” in <i>Esperanza Rising</i>. I can explain what it means to find the theme of a book or story. I can identify themes in <i>Esperanza Rising</i>. 	<ul style="list-style-type: none"> Comprehension Quiz, Chapter 8: “Las Almendras/Almonds” (entrance ticket) Observation of placement of evidence flags (homework and classwork) Triad discussion Exit Ticket: Independent answer to text-dependent question
Lesson 9	Mid-Unit 2 Assessment and Discussing Themes in <i>Esperanza Rising</i> (Chapter 9: “Las Ciruelas/Plums”)	<ul style="list-style-type: none"> 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 (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) 	<ul style="list-style-type: none"> I can use context clues to help me determine why the author chose specific words in <i>Esperanza Rising</i>. I can explain how characters respond to challenges in their lives. I can describe how the points of view of Esperanza and other characters influence the description of events. I can interpret the “blanket” metaphor in <i>Esperanza Rising</i>. I can identify the themes in <i>Esperanza Rising</i>. 	<ul style="list-style-type: none"> Mid-Unit 2 Assessment: Analyzing Sections of <i>Esperanza Rising</i> on My Own (RL.5.1, RL.5.2, RL.5.3, and RL.5.4) Triad/quad discussion
Lesson 10	Characters Changing Over Time (Chapter 10: “Las Papas/ Potatoes”)	<ul style="list-style-type: none"> 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 (two or more characters’ points of view, settings, events) using details from the text. (RL.5.3) I can determine the meaning of literal and figurative language (metaphors and similes). (RL.5.4) I can determine a theme based on details in the text. (RL.5.2) 	<ul style="list-style-type: none"> I can answer comprehension questions based on text from <i>Esperanza Rising</i> that I have read independently. I can make inferences from the text about Esperanza and Mama in <i>Esperanza Rising</i>. I can begin to describe how Esperanza is changing. I can interpret big metaphors in <i>Esperanza Rising</i>. I can identify themes in <i>Esperanza Rising</i>. 	<ul style="list-style-type: none"> Comprehension Quiz, Chapter 10: “Las Papas/Potatoes” (entrance ticket) Observe where students place evidence flags Triad discussions Exit Ticket: Independent answer to text-dependent question



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 11	Building Background Knowledge: Why Do Workers Strike? (Chapter 11: “Los Aguacates/Avocados”)	<ul style="list-style-type: none"> I can determine the main idea(s) of an informational text based on key details. (RI.5.2) I can summarize an informational text. (RI.5.2) 	<ul style="list-style-type: none"> I can answer comprehension questions based on text from <i>Esperanza Rising</i> that I have read independently. I can identify examples of human rights that have not been protected in <i>Esperanza Rising</i>. I can explain what a strike is. I can explain why workers go on strike. 	<ul style="list-style-type: none"> Comprehension Quiz, Chapter 11: “Los Aguacates/Avocados” (entrance ticket) Triad discussion Exit Ticket: On Strike! note-catcher
Lesson 12	Contrasting Perspectives: Should the Farmworkers in <i>Esperanza Rising</i> Go on Strike? (Chapter 12: “Los Espárragos/ Asparagus”)	<ul style="list-style-type: none"> 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 (two or more characters’ points of view, settings, events) using details from the text. (RL.5.3) I can write informative/explanatory texts. (W.5.2) 	<ul style="list-style-type: none"> I can explain why workers go on strike. I can make arguments for and against striking. I can make inferences from the text about the characters in <i>Esperanza Rising</i>. I can write to explain my thinking about the characters’ perspectives in <i>Esperanza Rising</i>. 	<ul style="list-style-type: none"> Comprehension Quiz, Chapter 12: “Los Espárragos/Asparagus” (entrance ticket) Observe where students place evidence flags Triad discussion Character anchor charts Exit Ticket: Independent answer to text-dependent question
Lesson 13	Gathering Evidence and Drafting a Two-Voice Poem (Chapter 13: “Los Duraznos/Peaches”)	<ul style="list-style-type: none"> I can use quotes to support my inferences in literary texts. (RL.5.1) I can compare and contrast literary elements (two or more characters’ points of view, settings, events) using details from the text. (RL.5.3) I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4) I can describe how a narrator’s point of view influences the description of events. (RL.5.6) I can effectively engage in a discussion with my peers. (SL.1) 	<ul style="list-style-type: none"> I can answer comprehension questions based on text from <i>Esperanza Rising</i> that I have read independently. I can explain the structure of a two-voice poem. I can compare and contrast Esperanza with another main character in <i>Esperanza Rising</i>. 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. I can collaborate with peers to plan and draft a two-voice Poem. 	<ul style="list-style-type: none"> Comprehension Quiz, Chapter 13: “Los Duraznos/Peaches” (entrance ticket) Two-Voice Poem graphic organizer (side A completed, side B begun)



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 14	Writing, Critique, and Revising: Two-Voice Poems (Chapter 14: “Las Uvas/Grapes”)	<ul style="list-style-type: none"> I can use the writing process to produce clear and coherent writing (with support). (W.5.5) 	<ul style="list-style-type: none"> I can answer comprehension questions based on text from <i>Esperanza Rising</i> that I have read independently. 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. 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. 	<ul style="list-style-type: none"> Comprehension Quiz, Chapter 14: “Las Uvas/Grapes” (entrance ticket) Two-voice poems (drafts)
Lesson 15	Revisiting Big Metaphors and Themes; Revising and Beginning to Perform Two-Voice Poems	<ul style="list-style-type: none"> I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4) I can determine a theme based on details in the text. (RL.5.2) I can use quotes to support my inferences in literary texts. (RL.5.1) I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate. (SL.5.6) 	<ul style="list-style-type: none"> I can interpret five big metaphors in <i>Esperanza Rising</i>. I can explain the themes in <i>Esperanza Rising</i>. I can perform my two-voice poem. 	<ul style="list-style-type: none"> Observation of placement of evidence flags (homework and classwork) Triad discussion/Chalk Talk Two-voice poems



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 16	Paragraph Writing, Part I: How Esperanza Responds on the Train (revisiting Chapter 5: “Las Guayabas/Guavas”)	<ul style="list-style-type: none"> • 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). (W.5.5) 	<ul style="list-style-type: none"> • I can find evidence in <i>Esperanza Rising</i> 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. 	<ul style="list-style-type: none"> • Partner Accordion graphic organizer (for Paragraph 1) • Partner Draft Paragraph 1 (partially completed)
Lesson 17	Paragraph Writing, Part II	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • I can find evidence in <i>Esperanza Rising</i> 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. 	<ul style="list-style-type: none"> • Accordion graphic organizer for Paragraph 2 (homework) • Partner and individual paragraphs



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 18	End of Unit 2 Assessment: On-Demand Analytical Essay about How Esperanza Changes over Time	<ul style="list-style-type: none"> • 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 produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) • With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5) • I can choose evidence from literary or informational texts to support analysis, reflection and research. (W.5.9) 	<ul style="list-style-type: none"> • I can find evidence in <i>Esperanza Rising</i> that will support my inferences about characters from the book. • I can write an informative/explanatory three-paragraph essay that analyzes how Esperanza responds to two key events, and compares and contrasts her response to events over time. • I can write an essay in which each paragraph has a clear topic sentence, a body, and a conclusion. 	<ul style="list-style-type: none"> • Accordion graphic organizers • Partner and individual paragraphs • End of Unit 2 Assessment: On-Demand Analytical Essay about How Esperanza Changes over Time (RL.5.1, RL.5.2, RL.5.3), W.5.2, W.5.4, W.5.5, W.5.9)



Optional: Experts, Fieldwork, And Service

- Experts: Invite a local poet to visit the class and critique students' two-voice poems.

Optional: Extensions

- Literature: Invite students to explore children's picture books that address similar themes to *Esperanza Rising*. See Recommended Texts lists:
 - *Gleam and Glow*, written by Eve Bunting, illustrated by Peter Sylvada;
 - *Erandi's Braids*, written by Antonio Hernández Madrigal, illustrated by Tomie dePaola;
 - *Shin-chi's Canoe*, written by Nicola I. Campbell, illustrated by Kim LaFave;
 - *Amelia's Road/Camino de Amelia*, written by Linda Jacobs Altman, illustrated by Enrique O. Sanchez, translated into Spanish by Enrique O. Sanchez

Social Studies

- Have students learn more about the Great Depression and the Dust Bowl.
- Consider issues of immigration and migrant farm labor in more recent times.
 - Sarah E. Warren, *Dolores Huerta: A Hero to Migrant Workers*, illustrated by Robert Casilla (Tarrytown, NY: Marshall Cavendish, 2012), ISBN: 978-0-7614-6107-4
 - S. Beth Atkin, *Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories* (New York: Little, Brown, 2000), ISBN-13: 978-0316-056205, ISBN-10: 0316056200.

Music

- With the music teacher, explore traditional music of Mexico; folk music from the 1930s

World Languages

- Study Spanish vocabulary; explore Mexican customs and traditions



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Recommended Texts



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In Unit 2, students explore how a fictional character responds to human rights challenges. The novel *Esperanza Rising* is set during the Depression and includes scenes in both the United States and Mexico. The list below includes a wide range of texts to read about fictional characters facing challenges, as well as informational texts about the Great Depression and the role of migrant farmworkers. It includes works with a range of Lexile® text measures on this topic. This provides appropriate independent reading for each student to help build content knowledge. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level to continue to build the academic vocabulary and fluency that the CCLS demands.

Where possible, materials in languages other than English are also provided. Texts are categorized into three Lexile levels that correspond to Common Core Bands: below-grade band, within band, and above-grade band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L
- Grade 6–8: 925–1185L

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures band level (below 740L)			
<i>Meet Kit: An American Girl, 1934</i>	Valerie Tripp (author)	Literature	590
<i>Any Small Goodness: A Novel in the Barrio</i>	Tony Johnston (author)	Literature	600
<i>Angels in the Dust</i>	Margot Theis Raven (author), Roger Essley (illustrator)	Literature	650
<i>Number the Stars</i>	Lois Lowry (author)	Literature	670



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (740–1010L)			
<i>The Mighty Miss Malone</i>	Christopher Paul Curtis (author)	Literature	750
<i>A Thousand Never Evers</i>	Shana Burg (author)	Literature	830
<i>Homesick: My Own Story</i>	Jean Fritz (author), Margot Tomes (illustrator)	Literature	860
<i>My Name Is Gabito: The Life of Gabriel García Márquez/Me llamo Gabito: la vida de Gabriel García Márquez</i>	Monica Brown (author), Raúl Colón (illustrator)	Literature	910
<i>Bud, Not Buddy</i>	Christopher Paul Curtis (author)	Literature	950
Lexile text measures above band level (over 1010L)			
<i>The Great Depression</i>	Elaine Landau (author)	Informational text	1010
<i>Welcome to Kit's World, 1934: Growing Up During America's Great Depression</i>	Harriet Brown (author)	Literature	1060
<i>Children of the Dust Bowl: The True Story of the School at Weedpatch Camp</i>	Jerry Stanley (author)	Informational text	1120
www.un.org/cyberschoolbus/humanrights/resources.asp	UNICEF	Informational text (Web site)	TK
www.unicef.org/crc/index_30160.html	UNICEF	Informational text (Web site)	TK
<i>For Every Child: The Rights of the Child in Words and Pictures</i>	Caroline Castle (author)	Literature	1050
www.humaneeducation.org/sections/view/childrens_human_rights	Institute for Humane Education	Informational text (Web site)	TK

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EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 1

Building Background Knowledge: Learning About the Historical and Geographical Setting of *Esperanza Rising* (Chapter 1: “Aguascalientes, Mexico, 1924”)



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

I can summarize a literary text. (RL.5.2)

I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4)

I can determine the main idea(s) of an informational text based on key details. (RI.5.5)

I can summarize an informational text. (RI.5.5)

Supporting Learning Targets

- I can define historical fiction.
- I can describe the geographical setting of *Esperanza Rising*.
- I can describe the historical setting of *Esperanza Rising*.

Ongoing Assessment

- Class discussion
- Building Background Knowledge: I Notice and I Wonder sticky notes
- Notes from Jigsaw note-catcher

Agenda

1. Opening
 - A. Engaging the Reader: Read-aloud of Pages 1–3 of *Esperanza Rising* (10 minutes)
2. Work Time
 - A. Visualizing the Geographical Setting (15 minutes)
 - B. Jigsaw Protocol: Understanding the Historical Setting (30 minutes)
3. Closing and Assessment
 - A. Go-Round Oral Debrief (5 minutes)
4. Homework

Teaching Notes

- *Esperanza Rising* 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 *Esperanza Rising*. Thus, students’ understanding of the text will grow across the six weeks of Units 2 and 3 combined.
- Be aware of students’ home countries or cultural backgrounds in your class. You may have students who have lived in Mexico and can contribute a wealth of knowledge.
- In advance: Prepare folders for the Jigsaw protocol: one folder per group of three students. Each folder must include one copy of all three of the text excerpts as well as the accompanying picture references (see supporting materials for excerpts and links to access associated pictures).
- Note that searches on images (such as Google Images or Tumblr) may be used to find more images for the Jigsaw. If you choose to conduct such searches, bear in mind the appropriateness of the content, the copyright requirements of the specific site or images, and any relevant school or district policies.
- Review Jigsaw protocol (Appendix 1).



Lesson Vocabulary	Materials
support, variety, describe, artifact, historical, geographical, setting; vineyard (1), slopes (1), winding (1), gazing (1), thumping (2), resounding (2)	<ul style="list-style-type: none">• <i>Esperanza Rising</i> (book; one per student)• Wall map that shows Mexico, California, and New York• Jigsaw folders (one per triad of students), each with a complete set of texts and pictures described below (see Teaching Note, above)• Background texts about Mexico in the 1920s (one per student; see list in supporting materials)• Web Sites for Accompanying Pictures about Mexico in the 1920s• Jigsaw note-catcher for Background Texts about Mexico (one per student)• Chart paper for anchor chart: The Geographical and Historical Setting of <i>Esperanza Rising</i>• Evidence flags (sticky notes: the smallest available or larger sizes cut into strips), two baggies per student (one each for home and school)• Homework: Purpose for Reading, Chapter 1 (one per student)• Reading <i>Esperanza Rising</i> anchor chart (new; teacher-created)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Read-aloud of Pages 1–3 of <i>Esperanza Rising</i> (10 minutes)</p> <ul style="list-style-type: none">• Share the learning target: “I can describe the geographical setting of <i>Esperanza Rising</i>.” Make sure that students understand the words <i>geographical</i> and <i>setting</i>. Ask students to share what they know about Mexico. List their responses on chart paper or a white board. Tell students that today they will begin to read a new novel titled <i>Esperanza Rising</i>.• Explain to students that this novel is <i>historical fiction</i>. Ask students to try to define these terms. Coach as needed, explaining that the story is based on real events, real settings, and some real people, but also includes many imagined events and characters.• Distribute students’ texts: <i>Esperanza Rising</i>. Ask students to examine the image on the cover. Ask students to Think-Pair-Share: “What do you notice?” “What do you wonder?”• Focus students on the image of the land at the bottom of the cover. Tell them that today, they will begin to get a feel for the <i>setting</i>: the place and time where the events in this novel occur.• Read aloud pages 1 to 3, as students follow along in their own copy. Ask students to turn and talk with a partner: “What is this short chapter mostly about?”	<ul style="list-style-type: none">• Consider providing nonlinguistic symbols for key terms (e.g., a globe for geographical setting) to be referred back to throughout the module. These can be posted with learning targets.• Consider providing the Spanish-language edition of <i>Esperanza Rising</i> (<i>Esperanza Renace</i>) for students whose L1 is Spanish. This can help students understand materials presented in English.



Work Time	Meeting Students’ Needs
<p>A. Visualizing the Geographical Setting (15 minutes)</p> <ul style="list-style-type: none">• Ask students to reread the first paragraph on page 1 silently, trying to picture in their minds what it is like where Esperanza lives.• Ask: “What is it like where Esperanza lives?” Invite students to think, then talk with a partner.• Probe with a series of text-dependent questions:<ul style="list-style-type: none">* “What is a <i>vineyard</i>?”* “What are <i>gentle slopes</i>?”* “What might Papa mean when he says, ‘Our land is alive’?”• Give each student two baggies of evidence flags: one each for home and school. Tell them that they will practice using these throughout the unit. Ask them to place an evidence flag titled “Geographical setting: Mexico” on page 1. Model as needed.• Direct students’ attention to the title of Chapter 1: “Aguascalientes, Mexico, 1924.” Ask students if anyone knows what “Aguascalientes” is. Listen for students to infer that it is a town or region in Mexico. Explain as needed: This is where Esperanza lives. Ask students if anyone knows what “Aguascalientes” means. See if they can infer, based on the word roots <i>agua</i> (water) and <i>caliente</i> (hot). Point out to students that there will be many Spanish words and phrases in this book; they should use their understanding of context clues to try to figure out what these words mean.• Orient students to the wall map: Where is Mexico relative to New York?• Tell students that they will reread Chapter 1 as one part of their homework and should continue to focus on details that help them understand what it is like where Esperanza lives.	<ul style="list-style-type: none">• When discussion of complex content is required, consider partnering an ELL with a student who speaks the same L1. This can let students have more meaningful discussions and clarify points in their L1.



Work Time	Meeting Students’ Needs
<p>B. Jigsaw Protocol: Understanding the Historical Setting (30 minutes)</p> <ul style="list-style-type: none">• Tell students that in order to understand the setting—both the <i>geographical</i> place and <i>historical</i> time period—of the novel, they will spend a little time today building background knowledge about Mexico.• To do this, they will be using a simple Jigsaw protocol. This protocol allows small groups to engage in an effective, time-efficient comprehension of a longer text. Students don’t always have to read every page or section of a reading. The Jigsaw structure lets students divide up the text, become an expert in one section, and hear oral summaries of the others and still gain an understanding of the material.• Divide students into groups of three and ask the triads to sit together. Give each triad a folder with all the materials for the Jigsaw protocol, including the Background Texts about Mexico in the 1920s.• Assign one topic to each member of the triad:<ol style="list-style-type: none">1. Government and Revolution2. Neighbor to the North3. Rich versus Poor• Be sure that students also see the accompanying pictures.• Tell students that they will each read about one topic, and then will share with the other members of their triad. Reassure them that they are not expected to understand everything about their excerpt or pictures. The goal is simply to begin to build basic background knowledge about Mexico. They will keep learning more throughout this unit.• Jigsaw, Part 1: Give students 15 minutes to independently read their assigned topic, review the pictures, and take notes about their assigned topic on their Jigsaw note-catcher. (Be sure the class understands that during Part 1 of the Jigsaw, each student will be reading and taking notes on a DIFFERENT topic from the other two members in their triad.) Have students look for key points and new information as they read their section and examine accompanying pictures. Students should record their learning on the Jigsaw note-catcher.• Jigsaw, Part 2: Still in triads, ask students to now take 10 minutes to share with each other what they learned. Each member in turn shares the important points and summary from the pictures and text she/he read. As each group member shares, the other students in the group take notes.• Listen in for patterns during students’ comments, to bring up whole group during the debrief.	<ul style="list-style-type: none">• For students needing additional supports, consider providing a partially filled-in Jigsaw note-catcher.• Consider providing smaller chunks of text (sometimes just a few sentences) for students who need additional support. Teachers can check in on students’ thinking as they write or speak about their text.• For students needing additional supports, check in to assure they have some key points to share in the summary.



Closing and Assessment	Meeting Students’ Needs
<p>A. Go-Round Oral Debrief (5 minutes)</p> <ul style="list-style-type: none">Ask students to consider what they know about Mexico and anything they might already know about the novel <i>Esperanza Rising</i>.Reread aloud the learning targets: “I can describe the geographical setting of <i>Esperanza Rising</i>. I can describe the historical setting of <i>Esperanza Rising</i>.” Then ask students to share their ideas in a go-round. Go in a relatively fast-paced and structured manner (e.g., down rows, around tables), allowing as many students as possible to share their idea in 15 seconds or less. Once students start to repeat ideas, have them point out similarities in responses using sentence frames such as: “My idea is similar to/related to . . .” Record these ideas on an anchor chart called The Geographical and Historical Setting of <i>Esperanza Rising</i>. Save this anchor chart to refer back to in future lessons.Explain to students the homework routine for this novel. They will do a “first draft” reading of a new chapter each night. They will always be given a purpose for reading: a question to think about as they read. They should keep track of their thinking with evidence flags (sticky notes). They will practice this each day, but the basic idea is to mark passages that relate to the homework question. They do NOT need to write out answers to the homework question; they will often write about this question in class the next day, or discuss their evidence flags in small groups.Tell students that they will practice using evidence flags throughout the unit, and they will get better at finding and citing evidence over time. For homework tonight, they should just “have a go” trying to mark evidence that relates to the homework questions.	<ul style="list-style-type: none">When ELLs are asked to produce language, consider providing a sentence frame, sentence starter, or cloze sentence to provide the structure required.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">This homework has two parts.Reread Chapter 1: “Aguascalientes, Mexico, 1924.” Use the questions from the Purpose for Reading, Chapter 1 homework to focus your reading. Use evidence flags to mark the specific areas in the book that support your answer.Then do a “first draft” read of Chapter 2. What is this chapter mostly about? <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">Consider providing students who need additional support audio recordings of text, which can aid in comprehension. Students can pause and replay confusing portions while they follow along with the text.



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Grade 5: Module 1: Unit 2: Lesson 1

Supporting Materials



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Section	Key Points	Questions
Mexico: Government and Revolution		
Mexico: Neighbor to the North		
Mexico: Rich versus Poor		



1. Mexico: Government and Revolution

From the years 1876 to 1880 and 1884 to 1911, Mexico was ruled by a dictator named Porfirio Díaz. In 1910, the poor and working-class people of Mexico rebelled against the wealthy landowners and Díaz. This was called the Mexican Revolution. Workers fought for many reasons. They wanted fair pay, equal rights, and to have better opportunities for their families. The Mexican Revolution was a long and deadly war for the Mexican people. But the outcome changed much in their society. For example, the Mexican Constitution was written during this period, in 1917. This constitution outlined the rules that the government must follow. It also gave all people of Mexico rights, regardless of whether they were workers or landowners.

2. Mexico: Neighbor to the North

During the Mexican-American War (1846–1848), Mexico lost nearly half its territory to the United States. Within two years, the United States had captured Mexico City and won the war. Mexico was forced to sell its northern territories, including Texas and what are now the states of California, Arizona, and New Mexico, to the United States for only \$18 million. This was a very low price to pay for the amount of rich land the United States was getting from Mexico. Because of this, the U.S. and Mexico had very bad relations for many years after the war.

3. Mexico: Rich versus Poor

Throughout Mexico's history, there have been small villages in the countryside. For generations, families have lived and worked on the farms that surrounded these villages. The families who worked the land did not own any part of the farms. This meant that they did not make very much money, because they are paid low wages to work for the landowners. In fact, more than 70 percent of Mexico's population in the 1920s was extremely poor.



(Teacher Resource: Select images in advance and put a complete set of pictures in each Jigsaw folder.)

Mexico: Government and Revolution Links

- General links via Library of Congress:
www.loc.gov/pictures/search/?q=Mexico%20revolution&st=gallery
- Portrait of Porfirio Díaz: www.loc.gov/pictures/resource/cph.3a23261/
- Images of Mexico during the Carranza revolution against Huerta's government (LOT 9563-16)
<http://www.loc.gov/pictures/search/?q=LOT%209563-16&fi=number&op=PHRASE&va=exact&co!=coll&sg=true&st=gallery>
- El Presidente Álvaro Obregón:
<http://academics.utep.edu/Portals/1719/Publications/MexicanRevolutionTimeline.pdf>
- “Rebel Soldiers, Chihuahua, Mexico,” 1910–1920s:
<http://www.loc.gov/pictures/resource/cph.3b47430/>
- Diego Rivera, *The Uprising* (*El levantamiento*, 1931)—mural depicting historical class struggles in Mexico:
<http://www.1fmediaproject.net/2011/11/13/diego-rivera-murals-for-the-museum-of-modern-art-reunites-for-the-first-time-murals-the-artist-made-for-his-1931-moma-exhibition/>

Mexico: Neighbor to the North Links

- General images from Library of Congress: www.loc.gov/pictures/search/?q=Mexico%201846
- U.S. Army soldiers and Mexican soldiers guarding the international border (International Street) at Nogales, Arizona, and Nogales, Sonora, during the Mexican Revolution (1910–1920):
http://upload.wikimedia.org/wikipedia/en/c/c3/Nogales_Arizona_1910-1920.jpg
- U.S. and Mexico state line (1915) Getty Research Library:
http://archives.getty.edu:30008/getty_images/digitalresources/mexico/jpegs/mex202.jpg



(Teacher Resource: Select images in advance and put a complete set of pictures in each Jigsaw folder.)

Mexico: Rich versus Poor

- Picture of working family in Mexico, 1913:
<http://runyon.lib.utexas.edu/r/RUN000000/RUN000000/RUN00048.JPG>
[Use with credit line] From the Robert Runyon Photograph Collection [image number 00048], courtesy of the Center for American History, the University of Texas at Austin.
- Diego Rivera, *Sugar Plantation* (*Plantación de cañas de azúcar*, 1931)—mural depicting landowner and workers (1920s Mexico): <http://artfullyredone.com/diego-rivera/19986-sugar-plantationtealtenangomorelos1930-1931.html>
- Diego Rivera, *The Exploiters* (*Los explotadores*, 1926)—depicts unequal relationship between Mexican field workers and wealthy landowners: <http://www.diego-rivera-foundation.org/The-Exploiters-1926-large.html>



- R. Conrad Stein, *Mexico: Enchantment of the World* (Danbury, CT: Children's Press, 2007), ISBN: 978-0-516-24868-4.
- Susan Milord, *Mexico: 40 Activities to Experience Mexico Past & Present* (Nashville, TN: Williamson Books, 1999), ISBN: 978-1-885593-22-1.



Purpose for Reading, Chapter 1: “Aguascalientes, Mexico, 1924”
and Chapter 2: “Las Uvas/Grapes” (Pages 1–22)

Name:

Date:

Reread Chapter 1 and do a “first draft” read of Chapter 2: “Las Uvas/Grapes.”

As you read, think about these questions. 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.

1. Describe the geographical setting of *Esperanza Rising*. What is it like where Esperanza lives? Use details from the text to support your answer.
2. What is Esperanza’s relationship with her papa like? How do you know?
3. What is Esperanza’s life like in Mexico?



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"> 1. Opening <ol style="list-style-type: none"> A. Introduction of Triad Structure (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Triad Discussion: Setting and Character in Chapter 1 (10 minutes) B. Read-aloud, Independent Reading, and Text-Dependent Questions: Pages 4–8 (20 minutes) C. Guided Practice: Triad Work (10 minutes) D. Answering Questions in Triads (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief: Reading <i>Esperanza Rising</i> Anchor Chart (5 minutes) 4. Homework 	<ul style="list-style-type: none"> • In advance: Create anchor chart: Norms for Triad Talk (see supporting materials). • <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. • 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. • 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. • 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. • 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>. • 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.



Agenda	Teaching Notes
	<ul style="list-style-type: none">• 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.• Students may not have time to answer all 5 text-dependent questions; Question 5 is revisited in Lesson 3.• 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.

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">• <i>Esperanza Rising</i> (book; one per student)• Document projector or interactive white board• Colored markers (approx. 9) so every team of three has a unique color• 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.• Norms for Triad Talk anchor chart (sample, for Teacher Reference; create one like this for your class)• Text Dependent Questions for Chapter 2: Las Uvas/Grapes (one per student; one to display)• Text Dependent Questions for Chapter 2: Las Uvas/Grapes (Answers for Teacher Reference)• Homework: Purpose for Reading, Chapter 3: “Las Papayas/Papayas” (one per student)• Anchor chart: Close Readers Do These Things (from Unit 1)• Reading <i>Esperanza Rising</i> anchor chart (from Lesson 1)



Opening	Meeting Students’ Needs
<p>A. Introduction of Triad Structure (5 minutes)</p> <ul style="list-style-type: none">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.	<ul style="list-style-type: none">Some students may be unfamiliar with academic vocabulary words (e.g., discuss, provide, explain, ideas, evidence). Clarify vocabulary with students as needed.
Work Time	Meeting Students’ Needs
<p>A. Triad Discussion: Setting and Character in Chapter 1 (10 minutes)</p> <ul style="list-style-type: none">Choose two students to read the learning targets aloud:<ul style="list-style-type: none">“I can answer questions about the setting of the novel <i>Esperanza Rising</i> based on evidence from the text.”“I can answer questions about the main character, Esperanza, based on evidence from the text.”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.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).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">* “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.”* “What is Esperanza’s relationship with her papa like? How do you know?”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.	



Work Time	Meeting Students’ Needs
<p>B. Read-aloud, Independent Reading, and Text-Dependent Questions: Pages 4–8 (20 minutes)</p> <ul style="list-style-type: none">• 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.• 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.”• Read aloud page 4 through the top of page 6 (“Harvest!”), as students follow along.• 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.• 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).• 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.• 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.• 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.• 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.	<ul style="list-style-type: none">• To assist with comprehension, provide ELLs with bilingual word-for-word translation dictionaries or online translation sources such as Google Translate or Bing Translate.



Work Time	Meeting Students’ Needs
<p>C. Guided Practice: Triad Work (10 minutes)</p> <ul style="list-style-type: none">• 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.	
<p>D. Answering Questions in Triads (10 minutes)</p> <ul style="list-style-type: none">• 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.• 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.• Students should then repeat this cycle for the next question.• As students work, monitor this discussion, making sure all students are participating. Reinforce students who are following the Triad Talk norms well.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief: Reading Esperanza Rising Anchor Chart (5 minutes)</p> <ul style="list-style-type: none">• 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.• 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, Close Readers Do These Things.• Begin a new anchor chart, Reading Esperanza Rising. 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.• 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 evidence flags to mark passages that relate to the question. They are not expected to fully understand the chapter but should give it their best shot.	<ul style="list-style-type: none">• Debriefing about what they have learned will help students monitor their own reading comprehension and choose strategies that will help them succeed.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Read Chapter 3: “Las Papayas/Papayas” (pages 23–28). Use the question from the Homework: Purpose for Reading, Chapter 3: “Las Papayas/Papayas” 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. 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">• Audio recordings of text can aid some students in comprehension. Students can pause and replay confusing portions while they follow along with the text.



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 2

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.



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 3

Inferring About Characters Based on How They Respond to Challenges: (Chapter 3: “Las Papayas/Papayas”)



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

- 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 determine the meaning of literal and figurative language (metaphors and similes). (RL.5.4)
- I can write informative/explanatory texts. (W.5.2)

Supporting Learning Targets

- I can answer comprehension questions based on text from *Esperanza Rising* that I have read independently.
- I can identify situations in *Esperanza Rising* where a character’s human rights are challenged.
- I can make inferences from the text about Esperanza, Mama, and Abuelita.
- I can use context clues to help me determine the meaning of words in *Esperanza Rising*.
- I can write to explain my thinking about the characters in *Esperanza Rising*.

Ongoing Assessment

- Comprehension Quiz, Chapter 3: “Las Papayas/Papayas” (entrance ticket)
- Triad discussions
- Exit Ticket: Independent answer to text-dependent question



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Entrance Ticket: Comprehension Quiz, Chapter 3: “Las Papyayas/Papayas” (5 minutes) B. Engaging the Reader: Oral Chapter Review (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Revisiting Papa’s Death: Close Reading of Pages 22–23 (15 minutes) B. Challenges to Human Rights in Chapters 2 and 3 (10 minutes) C. How Characters Respond to Challenges: Answering Questions in Triads (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Independent Answer (5 minutes) B. Debrief (5 minutes) 4. Homework 	<ul style="list-style-type: none"> • In advance: Read Chapter 3 and review the text-dependent questions (see supporting materials). Two copies of the questions are provided: a blank to display for students, and one with answers for teacher reference. • This lesson draws directly on the knowledge students built during Unit 1 about human rights. Students revisit this topic in future lessons, so the discussion in Part B of Work Time is intentionally brief. Be sure to have the Unit 1 anchor charts on specific articles of the UDHR available where students can see them, to jog their memory. Also be sure students have their UDHR note-catchers. • This lesson introduces a new routine: an entrance ticket comprehension quiz, intended to check whether students have done their reading. • Note that for the text-dependent questions, students are told some of the page numbers where the answers can be found. This scaffolding will gradually be removed as students progress through the novel. • As in Lesson 2, students work in groups to answer text-dependent questions. Continue guided practice as needed, but be sure during Work Time C, all students have their own copy of these questions to reference as they work in their triads. Students may not have time to answer all text-dependent questions; remind them that it is most important for them to discuss each question thoroughly and cite evidence. Students will revisit the character analysis (begun in Lesson 3) during Lesson 4 as well. • Based on how groups functioned on the first day of reading the novel, you might modify groups at this time. • This lesson reintroduces a pattern of analysis that students were first exposed to in Unit 1, when they analyzed the firsthand accounts of human rights violations. Throughout their study of Esperanza, students will consider the challenges characters face (including but not limited to human rights challenges), how the characters respond, and how a character’s response helps us understand that character and the themes of the novel. • Review Think-Pair-Share, Write-Pair-Share, and Cold-Call protocols (Appendix 1)



Lesson Vocabulary	Materials
independently, identify, comprehension, challenge, infer, inference, quotes, inferential, denial of property, human rights, discriminatory, anguish, smothered (23), composure, indignation	<ul style="list-style-type: none">• Comprehension Quiz Entrance Ticket (Chapter 3: “Las Papayas/Papayas”) (one per student)• <i>Esperanza Rising</i> (book; one per student)• UDHR note catcher (from Unit 1; students’ completed copies)• UDHR articles anchor charts (from Unit 1)—ideal, but not essential• Evidence flags (sticky notes: the smallest size available or larger sizes cut into strips)—two baggies per student (one each for home and school)• Text-dependent questions for Chapter 3: “Las Papayas/Papayas” (one per student and one to display)• Text-dependent questions for Chapter 3: “Las Papayas/Papayas” (Answers for Teacher Reference)• Norms for Triad Talk anchor chart (from Lesson 2)• Homework: Purpose for Reading, Chapter 4: “Los Higos/Figs” (one per student)• Human Rights Challenges in <i>Esperanza Rising</i> anchor chart (new; teacher-created; see Work Time B)• Inferring by Using Text Clues anchor chart (new; teacher-created; see Work Time A)• Student journals• Reading <i>Esperanza Rising</i> anchor chart• Index cards or half-sheets of paper



Opening	Meeting Students’ Needs
<p>A. Entrance Ticket: Comprehension Quiz, Chapter 3: “Las Papayas/Papayas” (5 minutes)</p> <ul style="list-style-type: none">• Remind students to sit with their triads throughout their study of the novel.• Introduce the new routine of the comprehension quiz entrance ticket by reviewing the first learning target. Clarify the meaning of the words <i>comprehension</i> and <i>independently</i>. Explain that this quiz will be a daily practice as we move through Esperanza Rising, designed to assess whether students read and understood the text assigned for homework.• Remind students that their homework reading is a “first draft” read; they are not expected to understand everything. But it is important that they feel accountable for the reading, practice reading on their own, and try their best.• Distribute the quiz and give students five minutes to complete it. Collect students’ work to review and/or assess.	<ul style="list-style-type: none">• Consider posting nonlinguistic symbols to assist ELLs in comprehension and making connections.• Some students may be unfamiliar with academic vocabulary words (e.g., <i>comprehension</i>, <i>situation</i>, <i>challenged</i>, <i>identify</i>, <i>explain</i>). Clarify vocabulary with students as needed.
<p>B. Engaging the Reader: Oral Chapter Review (5 minutes) <i>Note: Keep this review short. Students analyze the chapter in more detail throughout the lesson.</i></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 the chapter that was read for homework. 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.• Then ask the last question from the quiz again:<ul style="list-style-type: none">* “At the start of Chapter 3, what does Esperanza dream about?” Be sure students understand that she dreams Papa is still alive. This will serve as the transition to the next section of the lesson.	<ul style="list-style-type: none">• Posting points of class discussions assists ELLs in comprehension.



Work Time	Meeting Students’ Needs
<p>A. Revisiting Papa’s Death: Close Reading of Pages 22–23 (15 minutes)</p> <ul style="list-style-type: none"> Remind students of the text-dependent questions they discussed about Chapter 2: “Las Uvas/Grapes.” Point out that many of them may not have had time to fully discuss the fifth question: <ul style="list-style-type: none"> “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?’” Ask students to talk in their triads briefly to remind each other what happened at the end of Chapter 2. Probe with a series of text-dependent questions: <ul style="list-style-type: none"> “Did Esperanza really sink into a hole?” “What does the word <i>despair</i> mean? Why does Esperanza feel despair?” If students do not mention the word <i>grief</i>, offer this vocabulary term as a precise way to describe Esperanza’s experience: deep, deep sadness. Direct students to Chapter 3, the final two sentences on page 23, and ask: <ul style="list-style-type: none"> “What are ‘the events of last night?’” “Based on context clues, what might the word <i>wrenched</i> mean?” “The author says: ‘Her smile faded, her chest tightened, and a heavy blanket of anguish smothered her smallest joy.’ What might <i>anguish</i> mean? Is she really wearing a blanket?” Point out to students that the author is using language in very interesting ways to help readers understand what Esperanza is feeling. They will explore this in more depth in future lessons. Point out that the author never directly tells readers that Papa died. Ask: <ul style="list-style-type: none"> “How were you able to figure out what happened?” Begin the Inferring by Using Text Clues anchor chart with a drawing of a stick figure with a thought bubble that says: “The text says ... so I infer that ...” On this chart, add several of students’ examples about how they inferred that Papa died. Ask students to add an evidence flag to the opening of Chapter 3: “Las Papayas,” with the phrase “Esperanza grieving.” (This early modeling of how to summarize a chapter in a phrase will help students begin to keep track of the main events. In future lessons, students will begin to write their own evidence flags to summarize the chapter.) 	<ul style="list-style-type: none"> Increase interactions with vocabulary in context. This increases the rate of ELL vocabulary acquisition. ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Work Time (continued)	Meeting Students’ Needs
<p>B. Challenges to Human Rights in Chapters 2 and 3 (15 minutes)</p> <ul style="list-style-type: none">• Read aloud the learning target: “I can identify situations in <i>Esperanza Rising</i> where a character’s human rights are challenged.” Review the meaning of the word <i>challenged</i> in this context (tested or violated), which students should recall from their study of the UDHR during Unit 1.• Ask students to talk in their triads about the human rights they remember from their study of the UDHR. Direct them to their completed UDHR note-catcher and UDHR anchor charts (from Unit 1). Give students a few minutes to skim these documents, with which they should be quite familiar. Invite a few triads to share out some of the human rights named in the UDHR and the nicknames students gave those rights during Unit 1.• Ask students to share where they placed their evidence flags as they read Chapter 3: “Las Papayas” (for homework):<ul style="list-style-type: none">* “What challenges did the characters in this chapter face?”* “Where are there examples specifically of human rights challenges?”• If necessary, scaffold the students’ learning by asking them if they can find some of the following examples:<ul style="list-style-type: none">* A challenge to the right to life, liberty, and personal security (the murder of Esperanza’s father, p. 24)* The discriminatory treatment of Indians compared to people of Spanish descent (pp. 12, 15–18)* The denial of property rights to women (p. 30)• Start a Human Rights Challenges in Esperanza Rising anchor chart to use throughout the novel as students find more examples.	



Work Time (continued)	Meeting Students’ Needs
<p>C. How Characters Respond to Challenges: Answering Questions in Triads (15 minutes)</p> <ul style="list-style-type: none">Review the anchor chart Norms for Triad Talk (from Lesson 2). Have students remain in triads, but gather students’ attention whole group. Read aloud the learning target: “I can make inferences from the text about the characters in <i>Esperanza Rising</i>.” Remind them that earlier in this lesson, they began an anchor chart and talked about how they were able to make an inference that Papa died even though the author didn’t say it directly.Tell students that they will learn more about <i>inference</i> and keep practicing drawing inferences based on clues from the text. Remind students of their work yesterday, using evidence flags to track their thinking as they read.Point out to students that the way people respond to challenges tells us a lot about who they are. Ask students to talk in their groups about an example. Model as needed with something from your own life.Read out loud the learning target: “I can write to explain my thinking about the characters in <i>Esperanza Rising</i>.” Tell students that throughout their study of <i>Esperanza Rising</i>, they will be thinking about the challenges Esperanza and other characters face, how those characters respond, and what that tells us about those characters. Remind them that they did something similar when they read the firsthand human rights accounts at the end of Unit 1.Ask students to begin four new pages in their reading journal (one per character), and on each page quickly jot a response to the following question: “What do you already know about this character?”<ul style="list-style-type: none">– Esperanza– Mama– Abuelita– MiguelTell students that in the next lesson, they will focus more on Miguel; today they will just focus on Esperanza’s family.Distribute and display the Text-dependent Questions for Chapter 3: “Las Papayas/Papayas.”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 complete answers to the questions at this point.Students should then repeat this cycle for the next question.	<ul style="list-style-type: none">Consider writing and displaying steps for multistep directions. ELLs can return to steps to make sure they are on track.When ELLs are asked to produce language, consider providing a sentence frame, sentence starter, or cloze sentence to provide the structure required.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">As students work, monitor this discussion. Emphasize that the author is not <u>telling</u> the reader what the characters are like, she is <u>showing</u> the reader how the characters behave, so that the reader can <i>infer</i> what the character is like.While circulating, make sure all students are participating. Reinforce students who are following the Triad Talk norms well.	
Closing and Assessment	Meeting Students’ Needs
A. Independent Answer (5 minutes) <ul style="list-style-type: none">Remind students of what they did today by asking students to reread out loud the learning targets. Have students give suggestions to add to the anchor chart Reading Esperanza Rising anchor chart. Make sure to add: “using context clues to figure out vocabulary” and “thinking about how characters respond to challenges” to the chart.Distribute index cards or half-sheets of paper. Ask students to select <u>one</u> question (i.e., about just one of the characters) from their Triad Talk discussion for which they feel that they have a complete answer. Ask students to write the number of the question and their answer, using specific details from the text.	<ul style="list-style-type: none">For students who struggle, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information.
B. Debrief (5 minutes) <ul style="list-style-type: none">Ask students to write a definition of <i>inferring</i> in their reading journal. Then ask students to share their definition with their triad. Cold call a few students to share an inference they made about Esperanza, Mama, or Abuelita during class today.	<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.



Homework	Meeting Students’ Needs
<ul style="list-style-type: none">Read Chapter 4: “Los Higos/Figs” (pages 30–57) in <i>Esperanza Rising</i>. Use the Homework: Purpose for Reading, Chapter 4: “Los Higos/Figs” question 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. 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">Audio recordings of text can aid students in comprehension. Students can pause and replay confusing portions while they follow along with the text.



EXPEDITIONARY
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Grade 5: Module 1: Unit 2: Lesson 3

Supporting Materials



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Name:

Date:

1. At the start of Chapter 3: “Las Papayas,” what does Esperanza dream about?

2. What does Tío Luis ask Mama to do?

3. What is Mama’s answer?



4. What is Miguel planning to do now?

5. What did Señor Rodriguez bring for Esperanza’s birthday?



1. Esperanza: How is Esperanza responding to her father’s death?

Reread the following passages and discuss with your triad:

- Page 25, the paragraph that begins “She took a quivery breath ...”
- Pages 27–28

What other evidence can you find in Chapter 3 that shows how Esperanza is responding?

2. Mama: How is Mama responding to her husband’s death?

Reread the following passages and discuss with your triad:

- Page 27, the paragraph that begins “Esperanza avoided opening her birthday gifts ...”
- Pages 30–31

3. Abuelita: How does Abuelita respond to Esperanza’s uncles?

Reread the following passages and discuss with your triad:

- Page 32, near the bottom on the page. Why does Abuelita call the uncles “vultures”?

4. Vocabulary: On page 29, it says, “Mama did not answer but maintained her composure.”

Based on the context, and on what you know about Mama, what do you think the word “composure” means? Explain your thinking.

5. Vocabulary: On page 30, it says, “A look of indignation passed between Mama and Abuelita.” Based on the context, and on what you know about Abuelita, what do you think the word “indignation” means? Explain your thinking.



1. Esperanza: How is Esperanza responding to her father’s death?

Reread the following passages and discuss with your triad:

- Page 25, the paragraph that begins “She took a quivery breath ...”
- Pages 27–28

What other evidence can you find in Chapter 3 that shows how Esperanza is responding?

Esperanza is very, very sad that her father died. She is missing him, particularly because it is her birthday. She almost can’t believe this is happening to her. “She felt like she was in someone else’s body, watching a sad scene but unable to help”(p. 25). She cries almost every night—”Esperanza often woke to Mama’s soft crying. Or Mama woke to hers”—and doesn’t even want to open her birthday gifts. “Esperanza avoided opening her birthday gifts” (p. 27). She was so sad she couldn’t even speak. “Esperanza couldn’t talk. Her heart felt so big and hurt so much that it crowded out her voice” (p. 28).

2. Mama: How is Mama responding to her husband’s death?

Reread the following passages and discuss with your triad:

- Page 27, the paragraph that begins “Esperanza avoided opening her birthday gifts ...”
- Pages 30–31

Mama is trying to stay strong for Esperanza, encouraging her to go on with her life by opening her birthday gifts. “Mama insisted, saying, ‘Papa would have wanted it’” (p. 27). Although Mama did not like what Tio was doing trying to buy their house, she was strong and stood up to him. “So, no, I will not sell” (p. 31).

3. Abuelita: How does Abuelita respond to Esperanza’s uncles?

Reread the following passages and discuss with your triad:

- Page 32, near the bottom on the page. Why does Abuelita call the uncles “vultures”?

Abuelita knows that the uncles are not doing the right thing. Right before she calls them “vultures,” the uncle said, “You will regret the decision, Ramona. You must keep in mind that this house and those grapes are my property. I can make things difficult for you. Very difficult.” She thinks they are taking things that do not belong to them (p. 32).

4. Vocabulary: On page 29, it says, “Mama did not answer but maintained her composure.”

Based on the context, and on what you know about Mama, what do you think the word “composure” means? Explain your thinking.

“Composure” means that Mama stayed calm and did nothing, because the paragraph that follows the sentence that has “composure” in it goes on to say, “They nodded to Abuelita but, as usual, said nothing to Esperanza” (p. 29). It does not say anything about Mama.

5. Vocabulary: On page 30, it says, “A look of indignation passed between Mama and Abuelita.”

Based on the context, and on what you know about Abuelita, what do you think the word “indignation” means? Explain your thinking.

“Indignation” means angry, because in the sentence right before the one with “indignation,” Esperanza “wipes away angry tears” (p. 30). The next sentence, referring to Mama and Abuelita, says, “Were they feeling the same way?”



Name:

Date:

What challenges do the characters in this chapter face? How does each character respond?

As you read, think about these questions. 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.



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 4

Inferring About Characters Based on How They Respond to Challenges: (Chapter 4: “Los Higos/Figs”)



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

- 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). (RL.5.4)
- I can write informative/explanatory texts. (W.5.2)

Supporting Learning Targets

- I can answer comprehension questions based on text from *Esperanza Rising* that I have read independently.
- I can identify situations in *Esperanza Rising* where a character’s human rights are challenged.
- I can make inferences from the text about the characters in *Esperanza Rising*.
- I can use context clues to help me determine the meaning of words in *Esperanza Rising*.
- I can write to explain my thinking about the characters in *Esperanza Rising*.

Ongoing Assessment

- Comprehension Quiz, Chapter 4: “Los Higos/Figs” (entrance ticket)
- Anchor charts: Character T-charts: one (created by small groups) about Mama, Abuelita, Miguel, and a second (from individual notes) about Mama, Abuelita, Miguel, Esperanza
- Triad discussions
- Exit Ticket: Independent answer to text-dependent question



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Entrance Ticket: Comprehension Quiz, Chapter 4: “Los Higos/Figs” (5 minutes)Engaging the Reader: Oral Chapter Review (5 minutes)Work Time<ol style="list-style-type: none">Jigsaw, Part 1: How Mama, Abuelita, and Miguel Respond to Challenges (20 minutes)Jigsaw, Part 2: Comparing Esperanza’s Response to the Response of These Other Characters (15 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket: Independent Writing (10 minutes)Debrief (5 minutes)Homework	<ul style="list-style-type: none">This lesson builds directly on Lesson 3 and reinforces a pattern of analysis that students will use throughout their study of the novel. They will consider the challenges characters face (including but not limited to human rights challenges), how the characters respond, and how a character’s response helps us understand that character and the themes of the novel. Today students specifically begin to compare and contrast Esperanza’s responses to those of other main characters.Note that in this lesson, students again work with text-dependent questions, but in a different format (the Jigsaw protocol). Students are given “Jigsaw Task Cards” that have text-dependent questions on them. In advance: Review the Jigsaw Task Cards (see supporting materials). Two copies of the task cards are provided: a blank to distribute and display, and one with answers for teacher reference.Review Jigsaw protocol (Appendix 1). It was used in Lesson 1, so students should be familiar with it.The comprehension quiz is intended to check students’ basic recall and hold students accountable. It is less important that the quiz be formally graded; decide whether or not to formally assess the quizzes based on your class routines and students’ needs.Be sure to create a system for students to hold on to their entrance and exit tickets from each lesson. They will need these as notes for their writing later in the unit.



Lesson Vocabulary	Materials
smothering, enveloped, scurried, silhouetted, penetrate, salvage, influence, discreetly, indebted, valise, sprawling	<ul style="list-style-type: none">• Comprehension Quiz Entrance Ticket (Chapter 4: “Los Higos/Figs”) (one per student)• <i>Esperanza Rising</i> (book; one per student)• Human Rights Challenges in <i>Esperanza Rising</i> (new; teacher-created)• Inferring by Using Text Clues anchor chart (from Lesson 3)• Jigsaw protocol (Appendix 1)• Jigsaw Task Cards for Chapter 4: “Los Higos/Figs” (one per student; see Supporting Materials)• Jigsaw Task Cards for Chapter 4: “Los Higos/Figs” (Answers for Teacher Reference)• Evidence flags (sticky notes: the smallest size available or larger sizes cut into strips)—2 baggies per student (one each for home and school)• Chart paper for Character T-Charts (one per every three students; new; student-created during Work Time A)• Markers• Student journals• Index cards or half-sheets of paper (one per student)• Homework: Purpose for Reading, Chapter 5: “Las Guayabas/Gauvas” (one per student)



Opening	Meeting Students’ Needs
<p>A. Entrance Ticket: Comprehension Quiz, Chapter 4: “Los Higos/Figs” (5 minutes)</p> <ul style="list-style-type: none"> • Remind students to sit with their triads throughout their study of the novel. • Remind students of the purpose of the comprehension quiz entrance ticket routine. Explain that this quiz will be a daily practice as we move through Esperanza Rising, designed to assess whether students read and understood the text assigned for homework. • Remind students that their homework reading is a “first draft” read; they are not expected to understand everything. But it is important that they feel accountable for the reading, practice reading on their own, and try their best. • Distribute the quiz and give students five minutes to complete it. Collect students’ work to review and/or assess. 	<ul style="list-style-type: none"> • Consider positing nonlinguistic symbols to assist ELLs in comprehension and making connections. • For students who struggle, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. • For ELLs, posting points of class discussions assists in comprehension.
<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, coldcalling students to elicit a summary of Chapter 4. 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. • Ask students what they might write on their evidence flag on the first page of Chapter 4 to help them remember what this chapter was mostly about. If needed, model by saying: “The main thing that happened in this chapter is that their house burned, so I think I am going to write ‘fire.’” (If students make some reference to the chapter title “Los Higos/Figs,” seize on this smart thinking and congratulate them. Tell them that they will think more about the chapter titles in the next lesson.) • Then ask the last question from the quiz again: <ul style="list-style-type: none"> * “Where do Mama, Abuelita, and Esperanza decide to go?” • Be sure students understand that they decided to go to the United States with Miguel and his family. This is a crucial plot point. • Return students’ entrance and exit tickets and from Lesson 3. 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. 	



Work Time	Meeting Students’ Needs
<p>A. Jigsaw, Part 1: How Mama, Abuelita, and Miguel Respond to Challenges (20 minutes)</p> <ul style="list-style-type: none"> • Revisit the learning targets by asking a student to read out loud each learning target. Remind students that these are the same learning targets from the previous lesson. Explain that they will pay particular attention to: “I can identify situations in <i>Esperanza Rising</i> where a character’s human rights are challenged,” and “I can make inferences from the text about the characters in <i>Esperanza Rising</i>.” Remind them about the discussion they had about inferring during the last lesson and direct students to the Inferring Using Text Clues anchor chart. • Direct students to get into the same triads from the previous lesson. Remind students that they will be working in these groups of three almost every day throughout this unit. Have students turn to the pages in their journal where they began to record some information about the characters in the book. Have them reread what they wrote and share that with their triads, adding any new information that may have surfaced. • Remind students of the Jigsaw protocol that they have done previously, in which each person becomes an expert on something and then teaches that to the rest of the group. • Assign one student in each triad Mama, Abuelita, or Miguel and distribute the corresponding Jigsaw task card. • Give students approximately 10 minutes to work on their own to complete their Jigsaw task card, making sure to mark evidence with evidence flags in the text. Use this time to circulate and support students who are still trying to figure out how to use the evidence flags effectively. • After approximately 10 minutes, ask students to leave their triad and gather in <u>new</u> groups, with peers from other triads who read about the same character. (Note: It probably will be necessary to divide students into small groups; for example, there may be 8 or 9 students who became experts about Mama; this large group should be broken into two smaller groups of 4 or 5 each.) • Ask students to discuss the evidence they flagged. Direct them to create an anchor chart, a Character T-chart with CHALLENGES listed on one side and RESPONSES on the other. Have students record their groups’ thinking on the page that corresponds to that character. Hang the anchor charts up in the classroom so that all students can see the information. 	<ul style="list-style-type: none"> • Consider providing a smaller chunk of text for the Jigsaw task cards to read for ELLs. • Consider writing and displaying steps for multistep directions. ELLs can return to steps to make sure they are on track. • Some ELLs may benefit from partially filled-in Jigsaw task cards.



Work Time	Meeting Students’ Needs
<p>B. Jigsaw, Part 2: Comparing Esperanza’s Response to the Response of These Other Characters (15 minutes)</p> <ul style="list-style-type: none">• Have students return to their original triads. Let them know that each student has 4 minutes to share about his or her character. The other two students should take notes on the corresponding page in their reading journal about that character. Students may want to refer to the hanging Character anchor charts as they share with their triads.• After each student has shared about his or her character, ask triads to spend 3 to 4 minutes discussing the following:<ul style="list-style-type: none">* “How is Esperanza’s response to challenges like the response of the other characters? How is her response different?”• As students work, monitor this discussion. Emphasize that the author is not <u>telling</u> the reader what the characters are like, she is <u>showing</u> the reader how the characters behave, so that the reader can <i>infer</i> what the character is like. The way people respond to challenges tells us a lot about who they are.• While circulating, make sure all students are participating. Reinforce students who are following the Triad Talk norms well.	<ul style="list-style-type: none">• Consider providing a sentence frame, sentence starter, or cloze sentence to assist ELLs with language production and the structure required.



Closing and Assessment	Meeting Students’ Needs
<p>A. Exit Ticket: Independent Writing (10 minutes)</p> <ul style="list-style-type: none"> Distribute index cards or half-sheets of paper. Ask students to respond to the following prompt: “Compare/contrast Esperanza to the character you became an expert on today. How is Esperanza’s response to challenges like the response of the other character? How is her response different? Use specific details from the text to support your answer.” 	<ul style="list-style-type: none"> Consider allowing students to draw their observations, ideas, or notes when appropriate.
<p>B. Debrief (5 minutes)</p> <ul style="list-style-type: none"> Remind students of what they focused on today by rereading the learning targets out loud. Have students refer to the Reading <i>Esperanza Rising</i> anchor chart. Orient students to the Human Rights Challenges in <i>Esperanza Rising</i> anchor chart created in Lesson 3. Ask students to talk with their triads, then share out challenges that the class should add to this list. Add the suggestions to the chart. Collect students’ independent writing on their index cards to check for individual understanding. 	<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"> Read Chapter 5: “Las Guayabas/Guavas” (pages 58–80) in <i>Esperanza Rising</i>. Use the Homework: Purpose for Reading, Chapter 5: “Las Guayabas/Gauvas question 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. 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> <p><i>In Lesson 5, students read a variety of resources in order to build background knowledge about California, immigration, and the 1930s. Prepare these folders in advance; see Lesson 5 Teaching Notes for details.</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.



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 4

Supporting Materials



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Name:

Date:

1. Why did Mama wake Esperanza up?

2. Who does everyone think is to blame for what happened?

3. What does Mama change her mind about?



4. Where do Mama, Abuelita, and Esperanza decide to go?



Name:

Date:

Mama:

1. Reread pages 44–45. How does Mama respond to Tio’s marriage proposal after the fire? What does that tell you about Mama as a person? What does she see as her role in the family?
2. Reread page 48 and the first half of page 49. How does Mama feel about marrying Tio? How does this continue to show Mama’s strength as a person? What is Mama willing to do besides let Tio think she will marry him?
3. Reread the bottom of page 56–57. How does Mama continue to demonstrate her strength as a person as they are leaving the rancho? How is she a good example for Esperanza? How does Esperanza react to leaving the rancho?

Abuelita:

1. Reread the middle of page 42. How does Abuelita respond to the fire? What might that tell us about Abuelita as a person? What does she care about or believe in?
2. Reread from the bottom of page 47–50. How does Abuelita let Mama know she approves of her decisions? How does Abuelita attempt to comfort Esperanza? What role does Abuelita play in the family?
3. Reread page 51. Why does Abuelita give the crocheting to Esperanza? How does Esperanza show she still is not ready to face the situation?



Miguel:

1. Reread the very bottom of page 41 through the first paragraph on page 42. What challenge does Miguel face? How does he respond? What might this tell us about Miguel as a person? Be sure to give examples from the text.
2. Reread pages 55–56. How does Miguel demonstrate that he is ready for this challenge? What characteristic does he show during this time? How is this different from Esperanza?



Mama:

1. Reread pages 44–45. How does Mama respond to Tio’s marriage proposal after the fire? What does that tell you about Mama as a person? What does she see as her role in the family?

Mama is still trying to be strong, “looking like a fierce statue.” Mama knows that she must protect Esperanza and the servants, and her only way of doing that is by accepting the uncle’s proposal. “Mama looked at Esperanza with eyes that said ‘forgive me.’” This tells you that Mama is willing to sacrifice for her family.

2. Reread page 48 and the first half of page 49. How does Mama feel about marrying Tio? How does this continue to show Mama’s strength as a person? What is Mama willing to do besides let Tio think she will marry him?

Mama does not want to marry Tio and feels like Papa would not have wanted her to do that either. “Do you think that Papa would have wanted me to marry Tio Luis?” It shows that she is very strong because she is willing to insult him by moving to the United States instead of marrying him. “A tiny smile appeared on Mama’s tired face. ‘Yes, it would be a great insult to him, wouldn’t it?’” She is willing to work hard in California doing fieldwork. “I am stronger than you think,” said Mama.

3. Reread the bottom of page 56–57. How does Mama continue to demonstrate her strength as a person as they are leaving the rancho? How is she a good example for Esperanza? How does Esperanza react to leaving the rancho?

Mama is determined to do what is right and not complain about it. “Then Mama took a determined breath.” Esperanza is having a hard time not showing her anger. “She could see nothing behind her but a trail of splattered figs she had resentfully smashed beneath her feet.”



Abuelita:

1. Reread the middle of page 42. How does Abuelita respond to the fire? What might that tell us about Abuelita as a person? What does she care about or believe in?

Abuelita also faces the challenge of the fire. But she was determined to save her crocheting bag. “Her grandmother held up her cloth bag with her crocheting.” She says: We must have something to do while we wait.” This shows that she values some things, like having something to occupy her mind, even more than being safe.

2. Reread from the bottom of page 47–50. How does Abuelita let Mama know she approves of her decisions? How does Abuelita attempt to comfort Esperanza? What role does Abuelita play in the family?

Abuelita does not need to talk very much to show her approval. She listens and shows her approval by nodding and agreeing to help get the right papers together (pp. 48–49). She comforts Esperanza by reminding her of a story of when she moved to Mexico from Spain (pp. 49–50) and by explaining that she will join them when she is better. (p. 47) Abuelita seems to be the leader of the family now because every time Mama wants to make a decision she must talk it over with her too.

3. Reread page 51. Why does Abuelita give the crocheting to Esperanza? How does Esperanza show she still is not ready to face the situation?

Abuelita gives the crocheting to Esperanza to help her pass the time while they are apart. “While you are waiting, finish this for me.” She also wants Esperanza to learn a lesson about life, that you are sometimes going through hard times but there will be good times too. “Right now you are in the bottom of a valley and your problems loom big around you. But soon you will be at the top of a mountain again.” Esperanza wants to avoid saying goodbye while Abuelita faced the situation even though it was sad. “She buried her head ...”



Miguel:

1. Reread the very bottom of page 41 through the first paragraph on page 42. What challenge does Miguel face? How does he respond? What might this tell us about Miguel as a person? Be sure to give examples from the text.

Miguel faces the challenge of the fire. He saves Abuelita. He “lays her down.” This shows that he cares a lot about Esperanza’s family and is willing to put his own life at risk to help them. His shirt is burning, but he seems calm: “Miguel stood up and slowly took off his blackened shirt.” This shows that he is calm under pressure.

2. Reread pages 55–56. How does Miguel demonstrate that he is ready for this challenge? What characteristic does he show during this time? How is this different from Esperanza?

Miguel is showing great strength while they are leaving the rancho by helping his father lead them out of the situation. “Miguel and Alfonzo lead them through the grape rows....Miguel walked ahead.” Miguel could be considered brave and mature because he is not thinking about the past, but instead heading toward the future. On the other hand, Esperanza is thinking of only the past. “Sadness and anger tangled in Esperanza’s stomach as she thought of all that she was leaving.”



Name:

Date:

What is Esperanza’s journey to the United States like?

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.



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 5

Connecting Informational Text with Literature: Building Background Knowledge About Mexican Immigration, California, and the Great Depression



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can use quotes to explain the meaning of a literary text. (RL.5.1) I can determine the main idea(s) of an informational text based on key details. (RI.5.2) I can summarize an informational text. (RI.5.2)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can answer comprehension questions based on text from <i>Esperanza Rising</i> that I have read independently.• I can summarize the main ideas in an informational text about California in the 1930s.	<ul style="list-style-type: none">• Comprehension Quiz, Chapter 5: “Las Guayabas/Guavas” (entrance ticket)• Getting the Gist note-catchers• Exit Ticket: Independent answer to text-dependent question



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Entrance Ticket: Comprehension Quiz and Chapter Title: Chapter 5 “Las Guayabas/Guavas” (10 minutes)Work Time<ol style="list-style-type: none">Engaging the Reader: What Do We Already Know about California in the 1930s? (10 minutes)Building Background Knowledge: Hosted Gallery Walk (30 minutes)Closing and Assessment<ol style="list-style-type: none">Independent Writing (5 minutes)Debrief (5 minutes)Homework	<ul style="list-style-type: none">In advance: Prepare two to three copies of all three Suggested Resources (see list in supporting materials).Review Hosted Gallery Walk protocol (Appendix 1)In advance: Read Chapter 5, “Las Guayabas/Guavas,” which students read for homework. Note, however, that this lesson does not go into depth on Chapter 5. Rather, students touch on the chapter but spend more time building background knowledge about California in the 1930s. Students are held more individually accountable for their analysis of Chapter 5 in their independent writing in the closing of this lesson.There are many hints given in the Hint cards. Use as many or as few as necessary for students to succeed after reading the texts suggested for expert groups.During Lesson 6, students also revisit a few key passages from Chapter 5. In the lessons leading up to the end of unit assessment, students again return to Chapter 5, working in triads to write about Esperanza’s response to the events on the train. Also remember that in Unit 3 (Readers Theater), students revisit, analyze, and discuss many key passages from <i>Esperanza Rising</i>, including passages from Chapter 5. Students’ understanding of the text will grow across the six weeks of Units 2 and 3.Some vocabulary is not academic or domain-specific, and students may benefit from instruction or review: <i>aha</i>.Consider showing students <i>Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories</i>, by S. Beth Atkin. This beautiful informational text gives the reader a look at the modern migrant farmworkers’ experiences.



Lesson Vocabulary	Materials
setting, informational text, summarize, answer, cite evidence, immigration, depression	<ul style="list-style-type: none">• <i>Esperanza Rising</i> (book; one per student)• Hint cards (see supporting materials)• Comprehension Quiz Entrance Ticket (Chapter 5: “Las Guayabas/Guavas”) (one per student)• Human Rights Challenges in <i>Esperanza Rising</i> anchor chart (begun in Lessons 3 and 4)• Wall map that shows Mexico, California, and New York (originally displayed in Lesson 1)• 3 pieces of chart paper, titled “California,” “Immigrating from Mexico,” and “The Great Depression of the 1930s” (if necessary, use more than one piece per topic, so all students have room to write)• Markers (two colors, enough for students to have one of each)• Folders of resources: informational texts regarding California, immigration, and the Great Depression. See Suggested Resources (in supporting materials). Two to three folders on each of the three topics.²• Chart paper for student groups• Index cards or half-sheets of paper (one per student)• Getting the Gist note-catcher (one per student)• Homework: Purpose for Reading, Chapter 6: “Los Melones/Melons” (one per student)

²*Note: This list of resources is provided as a suggestion only. Teachers may choose to supplement with other resources.*



Opening	Meeting Students' Needs
<p>A. Entrance Ticket: Comprehension Quiz and Chapter Title: Chapter 5 “Las Guayabas/Guavas” (10 minutes)</p> <ul style="list-style-type: none">• Remind students to sit with their triads throughout their study of the novel <i>Esperanza Rising</i>.• Begin the lesson with the Comprehension Quiz, Chapter 5 entrance ticket. Collect students' work to review and/or assess.• Invite students who found an example of a challenge to human rights in their homework reading to record their discovery on the Human Rights Challenges in <i>Esperanza Rising</i> anchor chart (begun in Lesson 3).• After the quiz, lead the class in a whole group session, cold calling students to elicit a summary of the chapter that was read for homework. Start with an open-ended question, such as: “What was this chapter mostly about?” or “What happened in this chapter?” and then ask more detailed text-dependent questions as necessary. 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.• Direct students' attention to the title of the chapter: “Las Guayabas/Guavas.” Ask students what pattern they have noticed in the chapter titles. (Students should quickly recognize that, with the exception of Chapter 1, which names the setting, all the chapter titles are a fruit or vegetable.) Tell students that authors choose titles for very important reasons, to help readers understand some key idea about the chapter. Ask: “Why do you think Pam Muñoz Ryan titled this chapter ‘Guayabas?’” Listen for students to make the connection to the answer to the first question on the comprehension quiz: Esperanza travels to the train station in a wagon full of guavas.• Encourage students to pay attention to the chapter titles in their future reading of the novel. (This point will be revisited regularly in future lessons.)• Return students' entrance and exit tickets (independent writing) from Lesson 4. Address any misconceptions briefly. Ask students to file this independent writing in their folders; they will want to refer to this thinking when they do their more formal writing later in the unit.	<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.• Consider providing nonlinguistic symbols for key words in learning targets (e.g., a <i>lightbulb</i> for main idea, a <i>question mark</i> for questions). These can be posted and referred back to throughout the module.• Visuals can help some students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.



Work Time	Meeting Students' Needs
<p>A. Engaging the Reader: What Do We Already Know about California in the 1930s? (10 minutes)</p> <ul style="list-style-type: none">Point out to students that Chapter 5 marks a transition in the setting of the novel: Esperanza has left Mexico and is traveling to the United States, specifically California.Remind students about how they built background knowledge about Mexico in the first lesson of this unit. Today they will build background knowledge about California.Introduce the learning target: “I can summarize the main ideas in an informational text about California in the 1930s.” Clarify what is meant by informational text (refer back to the texts they read about Mexico in Lesson 1). Be sure students can mentally place the 1930s in their mind (perhaps when their great-grandparents were born, before World War II, etc.). Direct students’ attention to the wall map (originally displayed in Lesson 1). Point out where California is in relation to Mexico and New York.Display for the class three large pieces of chart paper (if necessary, use more than one piece per topic, so all students have room to write).Label the charts:<ul style="list-style-type: none">CaliforniaImmigrating from MexicoThe Great Depression of the 1930sGive every student a marker of the same color. Ask students to come up to the charts and silently write down anything they know about these topics.As students are working, circulate, giving students hint cards (see supporting materials)—a sentence that tells them something about one of these topics (e.g., Tuesday, October 29, 1929, is known as “Black Tuesday.” On this day the stock market crashed, losing a total of \$14 billion). Students add their hints to the correct chart.	<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	Meeting Students' Needs
<p>B. Building Background Knowledge: Hosted Gallery Walk (30 minutes)</p> <ul style="list-style-type: none">• Use the Hosted Gallery Walk protocol (Appendix 1).• Tell students that they will not start this activity with their triad but will end with them. Ask triads to assign each person a topic: California, immigration, or the Great Depression.• Ask students to leave their triad and form new groups with two other students who were assigned the same topic. Students should now be in new groups of three.• Give each of these new groups a Getting the Gist note-catcher and a folder of resources on their assigned topic.• Ask students to stay with this new group but work silently and independently for 15 minutes to read some of the resource materials and record the main ideas on their Getting the Gist note-catchers.• Then give each of these groups a piece of chart paper for their poster. Have the groups work together for 10 minutes to create a poster that captures the main ideas from their note-catchers in words and a visual.• Display the posters in three different areas of the room, grouped by topic. Regroup students so that there are three new groups, each of which has some experts on each topic. Groups rotate to each display area. At each display, those who helped create the poster on the given topic speak, explaining the topic to the group. Peers listen and ask questions.• Gather whole group and focus students on the three original charts they created as a class during today's Opening.• Hand each student a new color of marker. Ask the students to record (again, silently), their <u>new</u> learning on the charts in this new color. They may also cross out statements on the chart that they now know are inaccurate.	<ul style="list-style-type: none">• If needed and possible, provide text or materials found in students' L1.• For students needing additional support in reading, consider providing a below-grade-level reading text, or text with more illustrations, diagrams, or smaller pieces of text in the folder.• Use thoughtful grouping: Partnering an ELL with a native speaker of English can facilitate language acquisition by using the language in context.• For students who need additional supports with language production, guide them in practicing what they will say about their poster. They can have a few key points written on a card.



Closing and Assessment	Meeting Students' Needs
<p>A. Independent Writing (5 minutes)</p> <ul style="list-style-type: none"> Distribute index cards or half-sheets of paper. Ask students to respond to the following prompt: “How do you think Esperanza’s life will be different in California? Support your thinking with at least one piece of information you learned today and one detail from Esperanza’s train journey described in Chapter 5.” Collect students’ independent writing to check for understanding. 	<ul style="list-style-type: none"> For students needing additional supports, consider offering a sentence frame, sentence starter, or cloze sentence to assist with language production and provide the structure required.
<p>B. Debrief (5 minutes)</p> <ul style="list-style-type: none"> Gather the students in a whole group. Review the learning targets with students. Using the Fist to Five protocol, have students rate themselves from a 0 (a fist) to a 5 (five fingers) on where they think they are in meeting each learning target, with the 0 being low and a 5 being high. Ask students to share with a partner, and then discuss as a class the following questions: <ul style="list-style-type: none"> * “What was your biggest ‘aha’ or new learning during the gallery walk?” * “How did working with others help you be successful?” 	<ul style="list-style-type: none"> Debriefing about what they have learned and the protocols used will help students monitor their own learning.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Read Chapter 6: “Los Melones/Melons” (pages 81–99) in <i>Esperanza Rising</i>. Use the Purpose for Reading, Chapter 6 homework question to focus your reading. Use evidence flags to mark the specific areas in the book that support your answer. Remember: <i>Esperanza Rising</i> is a long novel. In Unit 3 (Readers Theater), students revisit, analyze, and discuss many key passages from <i>Esperanza Rising</i>. Do not worry if students have not yet fully analyzed the text. <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"> Audio recordings of text can aid in comprehension. Students can pause and replay confusing portions while they follow along with the text.



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 5

Supporting Materials



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California:

<http://www.museumca.org/picturethis/timeline/depression-era-1930s/migrant-farm-workers/info>
http://migration.ucdavis.edu/rmn/more.php?id=788_o_6_o
http://www.calisphere.universityofcalifornia.edu/calcultures/ethnic_groups/subtopic3b.html

Alternative or additional resources:

S. Beth Atkin, *Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories* (New York: Little, Brown, 2000), ISBN-13: 978-0316-056205, ISBN-10: 0316056200.
Scenes from movie *The Grapes of Wrath*, based on the book by John Steinbeck

Immigration from Mexico:

www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/mexican.html
www.pbs.org/kpbs/theborder/history/index.html
www.pbs.org/kpbs/theborder/history/timeline/17.html

The Great Depression:

newdeal.feri.org/eleanor/er2a.htm
newdeal.feri.org/eleanor/cvb0335.htm
www.michigan.gov/dnr/0,4570,7-153-54463_18670_18793-53511--,00.html
www.americaslibrary.gov/jb/wwii/jb_wwii_subj.html

Name:

Date:

1. How does Esperanza travel to the train station?

2. How did Papa reward Miguel when he scared away the bandits?

3. What does the little girl on the train want Esperanza to show her?



4. What does Carmen, the woman on the train, give Mama?



Teacher Note: Print out and cut apart to give to groups during Work Time.

California:

- **Fruit production and cattle ranches increased in California in the late 1800s.**
 - **Three-quarters of California's 200,000 farmworkers were Mexican or Mexican American.**
 - Farmworkers from Texas, Oklahoma, Arkansas, and Missouri ("Okies") arrived in California in the mid-1930s, looking for work.
 - **"Repatriation" plans were made to send Mexican immigrants back to Mexico.**
 - In fall 1931, 1,200 to 1,500 migrants arrived per day.
 - The 1933 cotton strike lasted four weeks and involved between 12,000 and 18,000 farmworkers.
 - The vagrancy laws of 1933 and 1937 allowed many migrants to be arrested.
 - In 1934, the Dust Bowl in the Midwest began sending migrants to California.
 - Mexicans in California were seen as competition for much-needed jobs.
 - Labor camps were built in the summer of 1935.
-



Immigrating to the United States from Mexico:

- The U.S.-Mexico border covers 2,000 miles.
- **The Mexican Revolution and Mexican civil wars caused many Mexicans to move to the United States.**
- In the late 1880s, 55,000 Mexican workers immigrated to the United States.
- The Immigration Act of 1924 was established.
- More than 89,000 Mexicans came into the United States in 1924.
- In 1924, the U.S. Border Patrol was created.
- By the late 1930s, the crop fields in Mexico were not producing many crops.
- Mexican immigrants and their descendants now make up a significant portion of the U.S. population.
- The Mexican workers were seen as strong and fast.
- Mexican immigrants were willing to work for low wages in tough conditions.
- During the Depression, it was harder for all Mexicans to get jobs legally in the United States because of new immigration laws.
- Many Mexicans were deported back to Mexico during the Great Depression.



Teacher Note: Print out and cut apart to give to groups during Work Time.

The Great Depression of the 1930s:

- During the Depression, one out of four people were unemployed.
 - Without money, people could not pay for housing or buy food and clothes for the family.
 - About 250,000 young people were homeless.
 - Many people traveled the highways and railways to find work.
 - Some people traded for food, clothes, shelter, and services.
 - October 29, 1929, is known as “Black Tuesday,” the day that the stock market crashed, officially setting off the Great Depression.
 - Congress created the Works Progress Administration (WPA), which offered work to thousands of people.
 - The end to the Great Depression came in 1941, when the United States entered World War II.
-



You can get the gist of the texts by summarizing your understanding of them, using 10 important words. Select the 10 most important words from the texts. Then, use them to write a summary statement.

Important Words:	
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Summary Statement:



Name:

Date:

“Describe the geographical setting of *Esperanza Rising*. What is it like in California? Use details from the text to support your answer.”

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.



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 6

Contrasting Two Settings (Chapter 6: “Los Melones/Cantaloupes”)



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

- 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)
- I can effectively engage in a discussion with my peers. (SL.5.1)

Supporting Learning Targets

- I can answer comprehension questions based on text from *Esperanza Rising* that I have read independently.
- 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.
- I can identify metaphors in *Esperanza Rising*.
- I can interpret figurative language in *Esperanza Rising*.

Ongoing Assessment

- Comprehension Quiz, Chapter 6: “Los Melones/Cantaloupes” (entrance ticket)
- Observe where students place their evidence flags
- Triad discussions
- Exit Ticket: Independent answer to text-dependent question



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Entrance Ticket: Comprehension Quiz, Chapter 6: “Los Melones/Cantaloupes” (5 minutes)Engaging the Reader: Oral Chapter Review (5 minutes)Work Time<ol style="list-style-type: none">Answering Questions in Triads: Comparing California to Mexico (15 minutes)Guided Practice: Setting and Metaphor (20 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket: Independent Writing (10 minutes)Debrief (5 minutes)Homework	<ul style="list-style-type: none">In advance: Read Chapter 6: “Los Melones/Cantaloupes” and review the text-dependent questions (see supporting materials). Two copies of the questions are provided: a blank to display for students, and one with answers for teacher reference.This lesson begins to introduce students to the idea of central metaphors (or symbols) in the novel. This purpose links directly to RL.4.4. For simplicity’s sake, there is just one anchor chart about “big metaphors” and themes. If appropriate for your students, feel free to introduce the more complex literary term “symbol” as well; this goes beyond the level of the fifth-grade standards.In advance: Think of a few examples of metaphors that most of your students will already know.



Lesson Vocabulary	Materials
setting, character, historical fiction, harvest, disembarked, grime, perspiration, slumped, wilted, valise, demeanor, groggily, <i>campesino</i> , barren, sculpted, plunged, reassuring, careening, staccato, bulging, waiting on (as in “serving”)	<ul style="list-style-type: none">• <i>Esperanza Rising</i> (book; one per student)• Document camera• Text-Dependent Questions for Chapter 6: “Los Melones: Cantaloupes” (one per student and one to display)• Text-Dependent Questions for Chapter 6: “Los Melones: Cantaloupes” (Answers for Teacher Reference)• Big Metaphors and Themes in <i>Esperanza Rising</i> anchor chart (new; teacher-created)• Reading <i>Esperanza Rising</i> anchor chart (begun in Lesson 2)• Comprehension Quiz Entrance Ticket, Chapter 6: “Los Melones/Cantaloupes” (one per student)• Students’ Exit Tickets (from Lesson 5): Independent answer to text-dependent question• Evidence flags• Index cards or half-sheets of paper (one per student)• Students’ journals• Homework: Purpose for Reading, Chapter 7: “Las Cebollas/Onions” (one per student)

Opening	Meeting Students’ Needs
<p>A. Entrance Ticket: Comprehension Quiz, Chapter 6: “Los Melones/Cantaloupes” (5 minutes)</p> <ul style="list-style-type: none">• Remind students to sit with their triads throughout their study of the novel.• Begin the lesson with the Comprehension Quiz, Chapter 6 entrance ticket. Collect students’ work to review and/or 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.



Opening (continued)	Meeting Students’ Needs
<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 whole group session, cold calling students to elicit a summary of the chapter that was read for homework. Start with an open-ended question, such as: “What was this chapter mostly about?” or “What happened in this chapter?” and then ask more detailed text-dependent questions as necessary. Encourage students to cite evidence or point to specific passages. Note which students are able to answer the questions and the quality of the responses.• Be sure students understand the term <i>campesino</i>, which they should be able to figure out in context and based on the background knowledge they built in Lesson 5 about California in the 1930s. <i>Campesino</i> is one of the Spanish words for farmer.• Direct the class’s attention to the title of the chapter: “Los Melones/Cantaloupes.” Ask students again what pattern they have noticed in the chapter titles. Remind the class that authors choose titles for very important reasons, to help readers understand some key idea or event in the chapter. Ask: “Why do you think Pam Muñoz Ryan titled this chapter “Los Melones?” Listen for students to make the connection to the answer to the third question in the comprehension quiz: Esperanza sees melons (as well as grapes and cotton) in the fields on her drive to the camp. Melons are one of the crops being grown and <i>harvested</i>. Review this key vocabulary word if needed. Ask students to place an evidence flag on the first page of Chapter 6, with the phrase “melon crop in California” or a similar summary.• Encourage students to pay attention to the chapter titles in their future reading of the novel. (This point will be revisited regularly in future lessons.)• Return students’ entrance and exit tickets from Lesson 5. 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">• Increase interactions with vocabulary in context. This increases rate of vocabulary acquisition for ELLs.• Visuals can help some students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.



Work Time	Meeting Students’ Needs
<p>A. Answering Questions in Triads: Comparing California to Mexico (15 minutes)</p> <ul style="list-style-type: none"> Choose two members of the class to read the learning targets aloud: “I can answer questions about the setting of the novel <i>Esperanza Rising</i> based on evidence from the text,” and “I can answer questions about the main character, Esperanza, based on evidence from the text.” Point out to students that they already worked with these targets in the very first chapter of the novel. Briefly review the term <i>setting</i>, emphasizing that it is about both the place and the time period of a story. Remind students 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. In Lesson 5, they read informational text to learn about what it was like in California in the 1930s. In Chapter 6: “Los Melones/Cantaloupes,” they get to see the new setting through Esperanza’s eyes. Be sure all students have their text: <i>Esperanza Rising</i>. Return students’ Exit Tickets (from Lesson 5): Independent answer to text-dependent question that the students turned in during the closing of Lesson 5. Ask students, in their triads, to discuss that question: <ul style="list-style-type: none"> * “How do you think Esperanza’s life will be different in California? Support your thinking with at least one piece of information you learned today and one detail from Esperanza’s train journey described in Chapter 5.” Circulate among triads, listening to their discussions, redirecting, and providing support if necessary. Next, ask students to discuss the Purpose for Reading homework question they were given when reading Chapter 6: “Los Melones/Cantaloupes” for homework: <ul style="list-style-type: none"> * “Describe the geographical setting of <i>Esperanza Rising</i>. What is it like in California? Use details from the text to support your answer.” Use this opportunity to circulate and listen in to gauge who did the homework reading, how well students understand the material, and which students are consistently using evidence flags to help them cite specific examples from the text. Remind students that when reading difficult text, it is very important to reread sections multiple times in order to understand. Distribute a small pile of evidence flags to each triad. Ask students to turn to page 81, then display and read the first Text-Dependent Questions for Chapter 6: Los Melones/Cantaloupes (pages 81-99) aloud as students follow along silently. 	<ul style="list-style-type: none"> Some students may be unfamiliar with Tier 2 vocabulary words (e.g., based, text, evidence). Clarify vocabulary with students as needed. Some students may benefit from having the teacher create this note-catcher for them. Visual learners may need to follow along with the read-aloud in their own copies of the novel. Writing and displaying the guidelines for all students to see will help students who struggle with multistep directions. Some students whose first language is not Spanish may have questions about Spanish words. Consider defining these words for students.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Ask students to reread the sentence, then discuss with triad members what they think each of the italicized words means and how they determined the meaning of each, from context.• After 2 minutes, cold call a few students to share out their definitions and which specific words or phrases from the text helped them determine the meaning of each italicized term (see Text-Dependent Questions for Chapter 6: Los Melones/Cantaloupes (pages 81-99), Answers, for Teacher Reference)• Allow students an additional minute to discuss the second part of the first question: “Why might the author have chosen specifically to use the word ‘wilted’ to describe Esperanza and her mother?• Once students have had an opportunity to share their thinking with group members, cold call a few students to share out (see Answers, for Teacher Reference, for ideas students may share.)• Display and read the second question aloud.• Then, ask students to turn to page 90. Read aloud from the very top of page 90 to the phrase “there was only the prickly sound of dry grass” on page 91, as students follow along silently.• Give students 3-4 minutes to reread pages 90–91 on their own, with Question 2 in mind, and then talk with their triad. Encourage them to use their evidence flags to mark evidence that supports their answer.• Once group members have discussed their ideas and evidence, cold call a few students to share out with the class (see Answers, for Teacher Reference, for ideas students may share.)• Praise groups using Triad Talk well. Remind them how discussing their thinking with others can help them understand hard text.• Read the third text-dependent question aloud.• Then, to refresh students’ memories of the way Mexico is described at the beginning of the story, reread the very first paragraph of the novel (page 1) aloud, with students following along.• Next, ask students to turn back to Chapter 6. Tell students to work with group members to skim to reread and locate portions of the chapter that describe California. Remind students to mark passages that describe California with their evidence flags.• Circulate to listen in and support as needed. Probe students to cite specific words and phrases describing the setting in California, reminding them to use context clues to help them figure out the meaning of unknown words.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• After 5 minutes, direct students to briefly discuss in groups the evidence they marked that describes California and consider how it is different than the description of Mexico.• Once group members have had an opportunity to discuss their thinking, invite several students to share their thinking and the evidence they marked, whole group (see Answers, for Teacher Reference, for ideas students may share.)• Ask students to continue with the fourth text-dependent question—reading it aloud, clarifying any terms, thinking on their own, then talking and marking their answers with evidence flags. As in previous days, students do not need to write complete answers to the questions at this point.• As students work, monitor this discussion, making sure all students are participating. Reinforce students who are following the Triad Talk norms well.• Once students have had an opportunity to discuss their ideas with group members and record a response to the final text-dependent question, invite a few students to share their answers whole group (see Answers, for Teacher Reference, for ideas students may share.)	



Work Time (continued)	Meeting Students’ Needs
<p>B. Guided Practice: Setting and Metaphor (20 minutes)</p> <ul style="list-style-type: none">• Say to students: “We are now going to look a bit deeper at how Esperanza is responding to her new setting of California by analyzing the language that Pam Muñoz Ryan uses in her writing.”• Share the two learning targets with students: “I can identify metaphors in <i>Esperanza Rising</i>” and “I can interpret figurative language in <i>Esperanza Rising</i>.” Show the students that the word <i>figure</i> is inside the word <i>figurative</i>, and tell them that <i>figure</i> is another word for <i>picture</i>. Explain that authors use figurative language to paint a picture that allows them to show, not tell, their ideas.• Focus on <i>metaphors</i>. Say: “One form of figurative language that authors use is the <i>metaphor</i>. Metaphors make a direct comparison between two or more things. Pam Muñoz Ryan uses many of these in her writing. You may be familiar with some metaphors already.” On the board, write a few examples of metaphors with which most of your students will be familiar. (Examples might include: “I am a rock,” or “The baby is an angel.” Have students discuss in their triads what these metaphors mean and why authors would choose to use language such as this instead of literal language in their writing. (Listen for students to realize the person who is a rock is strong, solid, and reliable; and that the baby is very sweet, good, and kind.) Students should make comments such as: “Figurative language paints a better picture in the reader’s mind because the words are more descriptive.”• Have students reread pages 1–3 and pages 90–93 in the book.• Ask students to share with their triads what they think one of metaphors is that the author has used in these two sections of the book. Call on a few triads to share out. Look for answers that have to do with the heartbeat of the land. Ask students to point you to evidence in the text that would support this suggestion. Listen for students to suggest: the second paragraph on page 1, the second-to-last paragraph on page 2 through page 3, and the second paragraph on page 91 through the top of page 92. Reread these passages out loud with students and ask students if the author means there is actually a real heart inside the earth.• Have students turn and talk with their triads about what they think the author is trying to get the reader to understand by using this metaphor. Call on a few partners to share. Look for answers such as: “The author wants the reader to know that the earth is ‘alive’ just like humans. This shows that Esperanza and her papa feel like they are friends with the earth.”• Begin a Big Metaphors and Themes in <i>Esperanza Rising</i> anchor chart, adding “the heartbeat of the land and Esperanza” under the heading. Make sure students understand that this idea is a central theme of the book.	<ul style="list-style-type: none">• For students needing additional supports, consider providing a sentence starter or frame to assist protocols.• For students who struggle with this task, provide a partially filled-in graphic organizer.• Consider allowing students to draw their observations, ideas, or notes when appropriate.• Provide ELLs bilingual word-for-word translation dictionaries or online translation sources such as Google Translate or Bing Translate to assist with comprehension.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Tell students that they will use this chart to keep track of other metaphors as they keep reading the novel. And they will talk more about theme in future lessons.• Now tell students that they will explore another “big metaphor” in the novel. Have students reread the first paragraph on page 18, the second paragraph on page 87, and all of page 93. Ask students to identify the big metaphor in the excerpt. Look for students to share about the river and Esperanza and Miguel’s relationship. Have students cite specific passages in the text as they give their examples.• Remind students that they have discussed this before in a previous lesson, and it was a question they answered in Lesson 2.• Ask students to discuss with their triads what they think the author means by this metaphor and why she chose to write it this way. Monitor discussions, listening for the literal meaning that there really is a river and they can’t get to each other and the abstract meaning that Esperanza and Miguel are from two different worlds and classes, thus separated (and probably not able to marry).• Add “the river and Esperanza and Miguel’s relationship” to the anchor chart: Big Metaphors and Themes in <i>Esperanza Rising</i>.• Ask students to discuss how Esperanza responds differently in the different settings. Cold call some triads to share. Listen for students to begin to understand that Esperanza is changing, and her relationship with Miguel is changing. This will be revisited in future lessons.	



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Independent Writing (10 minutes)</p> <ul style="list-style-type: none">Distribute index cards or half-sheets of paper. Ask students to respond to the following prompt:<ul style="list-style-type: none">* “On page 99, Marta tells Esperanza, ‘Just so you know, this isn’t Mexico. No one will be <i>waiting</i> on you here.’ What does she mean? How is Esperanza’s life different in California? Cite details from the text to support your answer.”Have students begin a page in their journal to take notes on the character Marta. Have students record what they know about her so far.Collect students’ independent writing to check for individual understanding.	<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.
<p>B. Debrief (5 minutes)</p> <ul style="list-style-type: none">Gather the students in a whole group. Review the learning targets with students. Ask students to share with a partner their progress toward meeting the learning targets. Cold call a few students to share their, or their partner’s, discussion of the learning targets with the whole class. Have students suggest additions to the anchor chart Reading Esperanza Rising. Make sure to add to the chart: “reading for gist” and “interpreting ‘big metaphors’/figurative language”.	<ul style="list-style-type: none">Debriefing about what they have learned and the protocols used will help students monitor their own reading comprehension and choose strategies that will help them succeed.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Read Chapter 7: “Las Cebollas/Onions” (pages 100–120). Use the Purpose for Reading, Chapter 7 homework question 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>	<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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Grade 5: Module 1: Unit 2: Lesson 6

Supporting Materials



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Name:

Date:

1. Who meets Esperanza at the train station in Los Angeles?

2. How many babies are in Isabel’s family?

3. Esperanza rides in a truck on the highway to the camp. What does she see during the drive?

4. How does Marta treat Esperanza when they first meet?



1. On page 81, the text says: “Esperanza and Mama, their faces shiny with grime and *perspiration*, looked tired and *wilted* as they *slumped* with even the slight weight of their *valises*.” Valise means “suitcase.” Based on context, what do you think the other italicized words in this sentence might mean (*perspiration*, *wilted*, *slumped*)? Why might the author have chosen specifically to use the word “wilted” to describe Esperanza and her mother?

2. On page 90, Esperanza is in California, driving to the camp. What specifically does she see? How does she react to this new setting? Find details from the text to explain your answer.

3. At the very start of the novel, we meet Esperanza in Mexico as a little girl, with her father. How is Mexico different from California? What specific words or phrases in Chapter 6 of the novel help you understand the contrast between the two settings? In other words, what specific language does the author use to help us understand how different California is from Mexico? Use evidence from the text in your answer.



4. Esperanza meets two new girls in this new setting: Isabel and Marta. Compare and contrast how the two girls treat Esperanza, citing evidence from the text. What do you predict will happen between Esperanza and these two girls?



1. On page 81, the text says: “Esperanza and Mama, their faces shiny with grime and *perspiration*, looked tired and *wilted* as they *slumped* with even the slight weight of their valises.” Valise means “suitcase.” Based on context, what do you think the other italicized words in this sentence might mean? Why might the author have chosen specifically to use the word “wilted” to describe Esperanza and her mother?

***Perspiration* might mean sweat, because the text says they are shiny and sweat makes you shiny. *Wilted* and *slumped* might mean they are leaning over because the text says something about the weight of the valise so it might be heavy and if they are sweating because it is hot and they are working hard. Also, the sentence before talks about body odor, and people may smell when it is hot. The author may have used the word “wilted” because it makes you think of a flower or plant that is dying or needs water. It makes the reader picture that in their minds.**

2. On page 90, Esperanza is in California, driving to the camp. What specifically does she see? How does she react to this new setting? Find details from the text to explain your answer.

Esperanza saw: “The brown barren mountains ..., the golden hills ..., canyons ...” She tries to find her own connection to the land by listening for the heartbeat (p. 91). “She stretched out on her stomach.” She doesn’t hear it, and it makes her so upset that she passes out (p. 92). “She tried to find the place in her life where her heart was anchored.... She felt as if she was falling.... Suddenly the world went black.”



3. At the very start of the novel, we meet Esperanza in Mexico as a little girl, with her father. How is Mexico different from California? What specific words or phrases in Chapter 6 of the novel help you understand the contrast between the two settings? In other words, what specific language does the author use to help us understand how different California is from Mexico? Use evidence from the text in your answer.

The beginning of the chapter states that the land is “dry and the panorama was barren,” which is different from the way the land on the rancho was. On page 87, it says: “She looked around and was relieved to see that compared to the desert, Los Angeles had lush palms and green grass ..., roses were still blooming ... was reassuring and familiar. Maybe it wouldn’t be so different here.” So it seems that this part of California is not that different from the rancho. However, the land changes again as indicated on page 90: “the brown barren mountains ... dried grasses ... golden hills.”

4. Esperanza meets two new girls in this new setting: Isabel and Marta. Begin a new page in your reading journal about each girl. Compare and contrast how the two girls treat Esperanza, citing evidence from the text. What do you predict will happen between Esperanza and these two girls?

Isabel is curious and wants to know about Esperanza and tell Esperanza about herself. On page 89, she asks questions and tells her about where she used to live. Marta is not as nice. On page 96, she says: “So you’re a princess who’s come to be a peasant? ... What’s a matter silver spoon stuck in your mouth?” She is insulting her. Esperanza thinks so too. “What had she done to deserve this girl’s insults?” (p. 97). Isabel even tries to defend her by saying, “Esperanza’s nice.” On page 99, Marta says to Esperanza: “No one will be waiting on you here” and gives her a “phony smile.”



Name:

Date:

What new challenges does Esperanza face in the camp? How does she respond?

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.



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 7

Point of View: Comparing Esperanza's and Isabel's Perspectives About Life in the Camp
(Chapter 7: "Las Cebollas/Onions")



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

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 in text. (RL.5.4)

I can use what the text says to help me understand the meaning of a word or phrase. (L.5.4)

Supporting Learning Targets

- I can answer comprehension questions based on text from *Esperanza Rising* that I have read independently.
- I can use context clues to help me determine why the author chose specific words in *Esperanza Rising*.
- I can determine what metaphors the symbols of the chapter titles represent in *Esperanza Rising*.
- I can explain how Isabel responds to challenges in her life.
- I can describe how the points of view of Esperanza and Isabel influence the description of events.
- I can create a visual image of the setting of *Esperanza Rising*.

Ongoing Assessment

- Comprehension Quiz, Chapter 7: "Las Cebollas/Onions" (entrance ticket)
- Observation of placement of evidence flags (homework and classwork)
- Character T-chart (Isabel)
- Triad discussion
- Exit ticket: Independent answer to text-dependent question



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Entrance Ticket: Comprehension Quiz, Chapter 7: "Las Cebollas/Onions" (5 minutes)Engaging the Reader: Oral Chapter Review (5 minutes)Work Time<ol style="list-style-type: none">The Onion: Close Reading of Pages 116–117 (20 minutes)Isabel: Answering Questions in Triads (8 minutes)Understanding Point of View by Visualizing (15 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket: Independent Writing (5 minutes)Debrief (2 minutes)Homework	<ul style="list-style-type: none">This lesson includes a close reading of pages 116–117, which is done as a full class. Be sure to give students time to think, then talk as triads, during this sequence. The purpose of this guided practice is to simultaneously reinforce four aspects of this novel study: the importance of chapter titles, the author's use of metaphor, working with vocabulary (the author's careful word choice, and students' growing ability to figure out words in context), and how Esperanza is responding to challenges.In advance: Read and review the text-dependent questions for Chapter 7: "Las Cebollas/Onions" (see supporting materials). Two copies of the questions are provided: a blank to display for students, and one with answers for teacher reference.Students may benefit from instruction or review: camp (as in migrant farm camp)



Lesson Vocabulary	Materials
describe, influence, create, passage, cite, literary elements, point of view, perspective, visualize, willing (as in "will"), tittered, humiliation, ridicule	<ul style="list-style-type: none">• <i>Esperanza Rising</i> (book; one per student)• Comprehension Quiz Entrance Ticket, Chapter 7: "Las Cebollas/Onions" (one per student)• Big Metaphors and Themes in <i>Esperanza Rising</i> anchor chart (begun in Lesson 6)• Inferring by Using Text Clues anchor chart (begun in Lesson 3)• Reading <i>Esperanza Rising</i> anchor chart (begun in Lesson 2)• Evidence flags• Character T-chart (sample)• Text-Dependent Questions for Chapter 7: "Las Cebollas/Onions" (one per student; one to display)• Text-Dependent Questions for Chapter 7: "Las Cebollas/Onions" (Answers for Teacher Reference)• Index cards or half-sheets of paper• Students' reading journals• Homework: Purpose for Reading, Chapter 8: "Las Almendras/Almonds" (one per student)



Opening	Meeting Students' Needs
<p>A. Entrance Ticket: Comprehension Quiz, Chapter 7: "Las Cebollas/Onions" (5 minutes)</p> <ul style="list-style-type: none">Students should be seated with their triad.Begin the lesson with the comprehension quiz 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 whole group session, cold calling students to elicit a summary of the chapter that was read for homework. Start with an open-ended question, such as: "What was this chapter mostly about? What happened in this chapter?" and then ask more detailed text-dependent questions as necessary. Encourage students to cite evidence or point to specific passages. Note which students are able to answer the questions, and the quality of the responses.Tell students they will think more about why Pam Muñoz Ryan titled this chapter "Onions" during the Work Time today.Return students' entrance and exit tickets from Lesson 6. 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">Visuals can help students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.



Work Time	Meeting Students' Needs
<p>A. The Onion: Close Reading of Pages 116–117 (20 minutes)</p> <ul style="list-style-type: none"> Direct students' attention to the title of the chapter: "Las Cebollas/Onions." By now students should be familiar with the pattern for chapter titles: They are all about a fruit or vegetable in the harvest, and relate to a main event or idea in the chapter. Ask students to talk briefly with their triad about why Pam Muñoz Ryan might have titled Chapter 7 "Onions." Invite a few students to share out something one of their triad members said. Listen for students to notice that there are onion peels all over the camp, and it is Esperanza's job to sweep them; she struggles with this task, which clearly shows the contrast between her life as a rich girl in Mexico and her life as a new <i>campesino</i> in California. Students may also notice that people in the camp eat beans and onions for dinner (page 111). Introduce today's focus by reading out loud the learning targets: "I can use context clues to help me determine why the author chose specific words in <i>Esperanza Rising</i>," and "I can determine what metaphors the symbols of the chapter titles represent in <i>Esperanza Rising</i>." Ask students to focus on the words <i>context clues</i> and have them share what they know about those words. Look for responses that explain that they will be looking for hints about what the words might mean in the text around the unknown words. Have students share with a partner what they know about metaphors. Refer them to the Big Metaphors and Themes in Esperanza Rising anchor chart that they began creating together in the previous lesson (Lesson 6). Explain that symbols are another form of figurative language that authors use to help paint pictures in readers' minds, like metaphors. Tell students that they have been doing good work discussing the text in triads, and that today they are going to discuss one key passage as a group. Read aloud pages 116–117 as students follow along in their text. Ask a series of text-dependent questions to the whole class. <i>Note: be sure to give students time to think, reread, and turn and talk with their triads as needed.</i> <ul style="list-style-type: none"> * "What is Esperanza's job in the camp?" * "What does <i>visualize the memory</i> mean?" * "What is Esperanza doing with her mind in order to help her figure out how to sweep?" Ask students to think, then talk as triads, about this last question. Invite a few groups to share out. 	<ul style="list-style-type: none"> All students developing academic language will benefit from direct instruction of academic vocabulary. ELL language acquisition is facilitated by interacting with native English speakers who provide models of language. ELLs may have an overwhelming amount of new vocabulary words. Consider targeting a few words for them to focus on or ask them to make cards for a certain amount. When students are using dictionaries, encourage ELLs to use a bilingual dictionary if they are literate in their L1.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Direct students to page 117 and ask more text-dependent questions: <ul style="list-style-type: none"> * "What does <i>tittering</i> mean? How can we figure out based on the context?" * "How does Esperanza feel after Marta calls her Cinderella? What does she do?" * "What specific words in the text help you know what Esperanza is feeling?" (Help students notice the words <i>humiliation</i> and <i>ridicule</i>, which they should be able to define in context.) • Ask students to think, then talk as triads, about these questions. Invite a few new groups to share out. • Point out to students that the author is making very careful choices about what words to use, in order to help readers understand what Esperanza is feeling. They should continue to pay attention to this as they read. • Remind students of the work they have been doing, drawing <i>inferences</i> about characters based on how they respond to challenges. Direct students' attention to the Inferring by Using Text Clues anchor chart (begun in Lesson 3). On this chart, add several student examples of what they inferred about Esperanza. • Ask students to add an evidence flag on the first page of Chapter 7, summarizing why it is titled "Onions." 	
<p>B. Isabel: Answering Questions in Triads (8 minutes)</p> <ul style="list-style-type: none"> • Have students begin a new page in their reading journal about Isabel. Ask students to write at the top of the page any basic descriptions of Isabel. Either distribute or have students create a Character T-chart: left-hand column for the challenges Isabel faces, and right-hand column for how she responds. (See the example in supporting materials.) • Display and distribute the Text-Dependent Questions for Chapter 7: "Las Cebollas/Onions" to guide students' work. 	<ul style="list-style-type: none"> • Students needing additional supports may benefit from partially filled-in graphic organizers.



Work Time	Meeting Students' Needs
<p>C. Understanding Point of View by Visualizing (15 minutes)</p> <ul style="list-style-type: none">• Introduce the learning target: "I can describe how the points of view of Esperanza and other characters influence the description of events." Ask the students how the school would look to an ant, and to someone flying overhead in an airplane. Then ask how a child who really didn't want to go to school might describe school. Explain how a person's <i>point of view</i> or <i>perspective</i> affects how they see and how they describe things.• Read aloud the first two paragraphs of the chapter "Las Cebollas" (page 100). Tell students to close their eyes and listen as you read the description of the camp. Give students a blank piece of paper, and ask them to quickly sketch what they saw in their mind's eye.• Ask whether the description in the book sounds like it is through Esperanza's eyes or Isabel's eyes. Ask:<ul style="list-style-type: none">* "How would it be different if Isabel were describing it?"• Assign half the triads to pretend that they are Esperanza, and the other half to pretend they are Isabel. Give students five minutes to think, reread, and use their evidence flags to mark important passages.• Pair one "Esperanza" student with one "Isabel" student and have them to talk to each other about what the camp looks like from each other's point of view. Remind students to justify their thinking with evidence from the text.	<ul style="list-style-type: none">• When discussion of complex content is required, consider partnering an ELL with a student who speaks the same L1. This can let students have more meaningful discussions and clarify points in their L1.



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Independent Writing (5 minutes)</p> <ul style="list-style-type: none"> Distribute index cards or half-sheets of paper. Ask students to respond to the prompt: <ul style="list-style-type: none"> "How does Esperanza respond differently to the challenges of life in the camp than Isabel does? Based on these differences, what do you think the author wants us to <i>infer</i> about Esperanza's character? Use specific details from the text in your answer." Collect students' independent writing to check for individual understanding. 	<ul style="list-style-type: none"> When ELLs are asked to produce language, consider providing a sentence frame, sentence starter, or cloze sentence to provide the structure required.
<p>B. Debrief (2 minutes)</p> <ul style="list-style-type: none"> Review the learning targets with students by having a few students read them out loud one at a time. Ask students to choose one that they feel they really accomplished during this lesson and why. Have them share with a partner. Then ask them to think about one of the targets that they may have had a more difficult time with and why. Ask them to then share their thoughts with the same partner. If there is time, have a few students share out. Have students give suggestions to add to the anchor chart Reading Esperanza Rising. Make sure to add: "Creating visual images." 	<ul style="list-style-type: none"> Debriefing about what they have learned and the protocols used will help students monitor their own learning.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Read Chapter 8, "Las Almendras/Almonds" (pages 121–138), in <i>Esperanza Rising</i>. Use the Homework: Purpose for Reading, Chapter 8: "Las Almendras/Almonds" question 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>	<ul style="list-style-type: none"> Audio recordings of text can aid in comprehension. Students can pause and replay confusing portions while they follow along with the text.



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 7

Supporting Materials



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Name:

Date:

1. What does Esperanza think of their cabin when she first sees it?

2. What work will Esperanza be doing?

3. What does Mama do to her hair?



4. What happens when Esperanza tries to sweep the platform?



1. Reread pages 110–113. How does Isabel respond to having to stay home and not work while everyone else works? Cite specific details from the text that would show how Isabel handles the situation.

2. During this chapter, Isabel must teach Esperanza many things even though she is younger and has had a less privileged life. How does she feel toward Esperanza? Cite specific examples from the text.

3. On page 105, Isabel responds to Esperanza, “De veras?” after Esperanza tells her that they are still rich and they will not be staying there long. What does that phrase mean? How do you know? How does Isabel react to Esperanza? Be sure to cite evidence from the text.



1. Reread pages 110–113. How does Isabel respond to having to stay home and not work while everyone else works? Cite specific details from the text that would show how Isabel handles the situation.

Isabel takes on a lot of responsibility and seems to be mature for her age. She takes care of the babies by feeding them and keeping them clean (p. 110). Isabel was friends with women who were older than her. “Isabel introduced Esperanza to Irene and Melina, two women who were hanging clothes to dry ... already had a baby of her own.” (p.112)

2. During this chapter, Isabel must teach Esperanza many things even though she is younger and has had a less privileged life. How does Isabel react toward having to teach Esperanza so many things? Cite specific examples from the text.

Isabel is worried that Esperanza doesn’t know all of the things to do. “Isabel’s eyes got bigger and she looked worried” (p. 115). She thinks Esperanza can do all the things that she does. She teaches her how to change diapers, feed the babies, where everything is in the camp, and how to wash clothes. Isabel is still curious about Esperanza’s life in Mexico. “Will you tell me about your life as a queen?” (p. 120)

3. On page 105, Isabel responds to Esperanza, “De veras?” after Esperanza tells her that they are still rich and they will not be staying there long. What does that phrase mean? How do you know? How does Isabel react to Esperanza? Be sure to cite evidence from the text.

“De vera” means that “is that true?” because Esperanza responds to her, “Yes, it is the truth.” Isabel just “tiptoes out of the room and shuts the door,” which means she knows that Esperanza is having a hard time and does not want to bother her.



Challenges:	Response:



Name:

Date:

What new challenges does Esperanza face in the camp? How does she respond?

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 complete answers.



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 8

Understanding Themes in *Esperanza Rising*



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

I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4)

I can use quotes to explain the meaning of literary texts. (RL.5.1)

I can determine a theme based on details in the text. (RL.5.2)

I can use quotes to support my inferences in literary texts. (RL.5.1)

Supporting Learning Targets

- I can interpret two big metaphors in Chapter 8, “Las Almendras,” in *Esperanza Rising*.
- I can explain what it means to find the theme of a book or story.
- I can identify themes in *Esperanza Rising*.

Ongoing Assessment

- Comprehension Quiz, Chapter 8: “Las Almendras/Almonds” (entrance ticket)
- Observation of placement of evidence flags (homework and classwork)
- Triad discussion
- Exit ticket: Independent answer to text-dependent question



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Entrance Ticket: Comprehension Quiz, Chapter 8: “Las Almendras/Almonds” (5 minutes)Engaging the Reader: Oral Chapter Review (5 minutes)Adding to Anchor Chart: Reading <i>Esperanza Rising</i> (5 minutes)Work Time<ol style="list-style-type: none">Big Metaphors: Answering Questions in Triads (15 minutes)Inferring Themes in <i>Esperanza Rising</i> (25 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket: Independent Writing (5 minutes)Homework	<ul style="list-style-type: none">In advance: Review <i>Esperanza Rising</i> (including but not limited to Chapter 8: “Las Almendras”), noting examples of “big metaphors” (symbols) and themes.Read and review the text-dependent questions for Chapter 8: “Las Almendras/Almonds” (see supporting materials). Two copies of the questions are provided: a blank to display for students, and one with answers for teacher reference.This lesson goes into more depth on the concept of theme, which was briefly touched on in Lesson 6. Students may not have time in Part B of Work Time to address all four central “big metaphors” (symbols) and their thematic significance. This is fine; students will return to this idea in future lessons. Be sure to save 10 minutes for students to prepare for the Mid-Unit 2 Assessment, which will occur in Lesson 9.This lesson uses the “big metaphors” as a more student-friendly way to begin to think about the central symbols in the novel. Feel free to introduce the concept of a “symbol” if appropriate for your students. (See Teaching Note in Lesson 6.)Students may benefit from instruction or review of these terms: <i>perseverance</i>, <i>careless</i>, <i>rosebush</i>, <i>crochet</i>.



Lesson Vocabulary	Materials
interpret, identify, figurative language, metaphor, symbol; flan, bloom, meek, wages	<ul style="list-style-type: none">• <i>Esperanza Rising</i> (book; one per student)• Evidence flags• Comprehension Quiz Entrance Ticket, Chapter 8: “Las Almendras/Almonds” (one per student)• Text Dependent Questions: Chapter 8: “Las Almendras/Almonds” (one per student; one to display)• Text Dependent Questions: Chapter 8: “Las Almendras/Almonds” (Answers for Teacher Reference)• Big Metaphors and Themes in <i>Esperanza Rising</i> anchor chart (begun in Lesson 6)• Reading <i>Esperanza Rising</i> anchor chart (begun in Lesson 2)• Human Rights Challenges in <i>Esperanza Rising</i> anchor chart (begun in Lesson 3)• Inferring by Using Text Clues anchor chart (begun in Lesson 3)• Character T-charts (from Lessons 4 and 7)• Index cards or half-sheets of paper• Document camera• Homework: Purpose for Reading, Chapter 9: “Las Ciruelas/Plums” (one per student)



Opening	Meeting Students' Needs
<p>A. Entrance Ticket: Comprehension Quiz, Chapter 8: “Las Almendras/Almonds” (5 minutes)</p> <ul style="list-style-type: none">Students should sit with their triad. Begin the lesson with the comprehension quiz entrance ticket. As usual, collect this quiz to assess whether students are reading and understanding the text.	<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">Using a cold-call strategy, invite some students to give a summary of the chapter that was read for homework. You may start with an open-ended question, such as: “What happened in this chapter?” and then ask more detailed text-dependent questions as necessary. Commend students who refer directly to the text when they provide their summaries. Remind students that they have had lots of practice thinking about what each chapter is mostly about. They will get to demonstrate how well they can do this on their own during the Mid-Unit 2 Assessment tomorrow (Lesson 9).Ask students if they can predict what question you will ask them next. Listen for students to say something about thinking about the title of the chapter. Commend them, and ask someone to explain why Chapter 8 is titled “Las Almendras.” Listen for students to point out that they shell almonds (page 127), which Isabel’s mother then uses to bake a <i>flan</i> or custard, a sweet dessert. Ask students to add an evidence flag on the first page of Chapter 9, on which they write a phrase that will help them summarize the main events in this chapter and remember why it was titled “Almonds.”Return students’ entrance and exit tickets from Lesson 7. Address major misconceptions. Ask students to hold on to these entrance and exit tickets to use for future writing.	<ul style="list-style-type: none">Consider charting the main events of the chapter. Providing a visual will assist students needing additional supports in following the discussion.



Opening (continued)	Meeting Students' Needs
<p>C. Adding to Anchor Chart: Reading <i>Esperanza Rising</i> (5 minutes)</p> <ul style="list-style-type: none">• Remind students that they have been building a strong routine during their study of the first half of the novel. Direct their attention to the Reading <i>Esperanza Rising</i> anchor chart from the previous lessons. Ask students to talk briefly with their triad about some of the things they have been doing as readers to make sense of this novel.• Ask students to share out; add strong comments to the anchor chart that are not already listed. Listen for students to comment on the following:<ul style="list-style-type: none">– Rereading– Thinking about what a chapter is mostly about– Paying attention to chapter titles– Using context clues to figure out new words– Inferring using text clues– Inferring about characters– Thinking about the challenges characters are facing, and how they overcome them– Thinking about metaphors– Making connections to the UDHR• Point out to students that some of these strategies are things they would use when reading any novel; others are specific to <i>Esperanza Rising</i>.• Congratulate students on all they are learning about reading challenging text. Remind them that tomorrow they will get to “show what they know” on their own, on the Mid-Unit 2 Assessment.	



Work Time	Meeting Students' Needs
<p>A. Big Metaphors: Answering Questions in Triads (15 minutes)</p> <ul style="list-style-type: none">Choose a student to read the learning target aloud: “I can interpret two big metaphors in Chapter 8: ‘Las Almendras,’ in <i>Esperanza Rising</i>.” Point out to students that they already identified some metaphors in the novel in previous lessons. Briefly review the term <i>metaphor</i>, emphasizing that it is <i>figurative language</i> authors use to make a direct comparison between two things, in order to show something important.Distribute a small stack of evidence flags to each triad.Read aloud pages 122–124, as students follow along.Using your document camera or placing the questions on the board, display just Question 1 from the Text-Dependent Questions for Chapter 8: “Las Almendras/Almonds” (see supporting materials).Refer students to pages 72–73 to help them with Question 1. Have them reread these pages on their own, with Question 1 in mind, and then talk with their triad. Encourage them to use their evidence flags to mark evidence that supports their answer.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.Praise groups using Triad Talk well. Remind them how discussing their thinking with others can help them understand difficult text.Show the students the second text-dependent question. Tell them to listen for and mark evidence that answers the question as you read aloud.Reread the long paragraph on page 128 that begins, “‘I know,’ said Esperanza ...” aloud, with students following along. Have them think about Question 2.Ask students to discuss their answers to Question 2 with their triad, rereading if necessary.Circulate to listen in and support as needed. Probe students to cite specific words and phrases describing how Esperanza is like an almond, reminding them to use context clues to help them figure out the meaning of unknown words.Ask students to continue with the third text-dependent question. Make sure they are reading it aloud, clarifying any terms, thinking on their own, then talking and marking their answers with evidence flags. As in previous days, students do not need to write complete answers to the questions at this point.As students work, monitor this discussion, making sure all students are participating. Reinforce students who are following the Triad Talk norms well.	<ul style="list-style-type: none">Visuals can help ELLs comprehend questions and discussions. Chart main points in answers and post all questions asked to students. Consider drawing small pictures to illustrate your examples.



Work Time	Meeting Students' Needs
<p>B. Inferring Themes in <i>Esperanza Rising</i> (25 minutes)</p> <ul style="list-style-type: none"> To close students' analysis of the excerpts in Chapter 8 about the rose and the kitten, ask students to go "vote with their feet." <ul style="list-style-type: none"> They should move to the back left corner of the room if they think life is like a rose. They should move to the back right corner if they agree with Marta that the poor workers are like kittens. They should stay in the center of the room if they are not sure. Once students get to the corner of their choice, they should discuss their reasons with another who voted the same way. Students should be encouraged to use specific details from the text to support their opinions. Transition from the topic of figurative language to that of inferring theme by explaining that literature contains both "little metaphors," which might show up in a sentence, and "big metaphors" (often symbols), such as the metaphors about the rose and the kitten they just talked about. The big metaphors can point the way toward a book's big ideas, or themes. To illustrate, use the example of a fable that the students are likely to know, such as "The Tortoise and the Hare," explaining that the story is a big metaphor, in which the animals represent a slow and steady person and a fast but careless person. The big idea, or theme, of the fable is that perseverance pays off. Give further examples of what the word <i>theme</i> means, as necessary. Tell the students that today they will briefly begin to think about themes in <i>Esperanza Rising</i>, using the big metaphors to help find them. Read the learning target aloud: "I can identify the themes in <i>Esperanza Rising</i>." Explain that one metaphor that runs through the book is that life is a rosebush. Tell the students that they should be thinking about what theme the passages suggest. Ask students to list some of the big metaphors/symbols they have examined so far. Listen for the following: <ul style="list-style-type: none"> The earth's heartbeat (page 2) (Lesson 6) The river between Esperanza and Miguel (page 18) (Lesson 6) The rosebush (bottom of page 8 to top of page 9) The kitten (page 132) Read aloud the first excerpt, briefly, as students follow along. Review the first passage briefly (students worked with this during Lesson 6 as well). Review briefly: <ul style="list-style-type: none"> * "What is the author trying to show when she writes that Esperanza can no longer hear the earth's heartbeat?" 	<ul style="list-style-type: none"> Be aware of students' cultural backgrounds and that they may not be familiar with the fable you are explaining. Some students may know a similar fable from their culture. 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 (continued)	Meeting Students' Needs
<ul style="list-style-type: none">* “What might be the main message or <i>theme</i> that this passage suggests?”• Invite students to share out, and chart their comments on the anchor chart Big Metaphors and Themes in <i>Esperanza Rising</i> (begun in Lesson 6).• Repeat as time permits for each of the other three central metaphors. Note that students will return to this Big Metaphors and Themes in <i>Esperanza Rising</i> anchor chart in future lessons, so it is fine if their work today is just beginning. Tell students that as they keep reading, they should keep watching for the “big metaphors” and how those might help us understand some of the themes of the novel.	
Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Independent Writing (5 minutes)</p> <ul style="list-style-type: none">• Remind students of the learning targets for today’s lesson by reading them out loud or having a student do so.• Distribute index cards or half-sheets of paper. Ask students to respond to the following prompt:<ul style="list-style-type: none">* “Choose to write about <i>either</i> the rosebush or the kitten. Why is this ‘big metaphor’ so important in the story? What message is the author trying to give us as readers?”• Collect students’ independent writing to check for individual understanding.• Remind students that tomorrow they will do their Mid-Unit 2 Assessment. See Meeting Students’ Needs note, below right.	<ul style="list-style-type: none">• When ELLs are asked to produce language, consider providing a sentence frame, sentence starter, or cloze sentence to assist with the structure required.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">Read Chapter 9: Las Ciruelas/Plums (pages 139–157) in <i>Esperanza Rising</i>. Use the Homework: Purpose for Reading, Chapter 9: “Las Ciruelas/Plums” question to focus your reading. Use evidence flags to mark the specific areas in the book that support your answer. Remember that tomorrow is your Mid-Unit 2 Assessment on this chapter. <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>	<ul style="list-style-type: none">Students are told to read all of Chapter 9 to prepare for the Mid-Unit 2 Assessment. However, the assessment directly addresses only pages 139–143 and 154–157. If necessary and appropriate, tell some struggling readers to focus their homework reading on these discrete sections of the chapter.Audio recordings of text can aid some students in comprehension. Students can pause and replay confusing portions while they follow along with the text.



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 8

Supporting Materials



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Name:

Date:

1. What is the surprise that Alfonso and Miguel have for Esperanza and Mama?

2. What does Esperanza learn to do by herself for the first time in this chapter?

3. What does Isabel want to bring home from the fiesta?



1. In this chapter, Miguel has a surprise for Esperanza and Mama: Papa’s roses. What clues were in the text in a previous chapter that might have indicated that Miguel was taking care of the rose plants? What does the author mean by the sentence: “Now if they bloomed she could drink the memories of the roses that had known Papa”? How is life like a rose? Be sure to give details from the text in your answer.

2. On page 128, Esperanza is helping to shell almonds. The author describes an almond as “like two hands pressed together, protecting something inside.” Then as Esperanza cracks one open, the text says: “... then pulled the meat from its defenses.” How is the almond a metaphor for Esperanza? Be sure to use details from the text in your answer.

3. On pages 131–133, Marta is using kittens as a metaphor for the farmers. How are the farmers like the kittens? How does Marta suggest they fight being “like kittens”? Use specific evidence from the text in your answer.



1. In this chapter, Miguel has a surprise for Esperanza and Mama: Papa’s roses. What clues were in the text in a previous chapter that might have indicated that Miguel was taking care of the rose plants? What does the author mean by the sentence: “Now if they bloomed she could drink the memories of the roses that had known Papa”? How is life like a rose? Be sure to give details from the text in your answer.

On pages 72 and 73, when they were traveling by train to the United States, the text says: “At every stop, Miguel and Alfonso hurried off the train with a package. From the window, Esperanza watched them go to a water trough, unwrap an oilcloth, and dampen the bundle inside.” They needed to keep the rose plants wet so they would not die. When Esperanza asked about it, he said she would find out when they got there. The rose plants were the same ones that Papa planted, so when they bloomed into flowers they would be the same roses that Papa would have seen. Life is like a rose because it can go through some hard times, like having to move and not having enough water, but it can still come back and still grow, like Miguel says to Esperanza about her rose on page 124. “So you can climb.”

2. On page 128, Esperanza is helping to shell almonds. The author describes an almond as “like two hands pressed together, protecting something inside.” Then as Esperanza cracks one open, the text says: “... then pulled the meat from its defenses.” How is the almond a metaphor for Esperanza? Be sure to use details from the text in your answer.

Isabel asks Esperanza if she is going to the party, and Esperanza is not sure because she is still embarrassed by what happened on the platform. Isabel tells her that her mother says it is best to get over it and “just laugh.” Esperanza is like an almond because her feelings got hurt on the inside when she felt embarrassed. Her defenses are like laughing when someone makes fun of her because then they can’t hurt her as much. Esperanza is also like an almond because she is having to get stronger every day, just like the outside shell.



3. On pages 131–133, Marta is using kittens as a metaphor for the farmers. How are the farmers like the kittens? How does Marta suggest they fight being “like kittens”? Use specific evidence from the text in your answer.

The text says on page 132: “Small, meek animals. And that is how they treat us because we don’t speak up,” referring to the farmers as kittens. Marta then goes on to say: “We are going to strike in two weeks ... for higher wages and better housing.” Some farmers are afraid to strike and don’t think it has anything to do with them. “Maybe all the cat wants to do is feed his family.... We don’t pick cotton on this farm!” Marta feels all of the farmers should stick together: “Then maybe it will help us all!”



Name:

Date:

How is Esperanza changing?

As you read, think about this question. Use your evidence flags to mark specific passages in the text to use on your Mid-Unit 2 Assessment. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 9

Mid-Unit 2 Assessment and Discussing Themes in *Esperanza Rising* (Chapter 9: “Las Ciruelas/Plums”)



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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 (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 use context clues to help me determine why the author chose specific words in *Esperanza Rising*.
- I can explain how characters respond to challenges in their lives.
- I can describe how the points of view of Esperanza and other characters influence the description of events.
- I can interpret the “blanket” metaphor in *Esperanza Rising*.
- I can identify themes in *Esperanza Rising*.

Ongoing Assessment

- Mid-Unit 2 Assessment: Analyzing Sections of *Esperanza Rising* on My Own
- Triad/quad discussion



Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Reader: Revisiting the Reading <i>Esperanza Rising</i> Anchor Chart (5 minutes) Work Time <ol style="list-style-type: none"> Mid-Unit 2 Assessment: Analyzing Sections of <i>Esperanza Rising</i> on My Own (30 minutes) Final Word Seminar on Metaphors and Themes (20 minutes) Optional Review of Using Context Clues (If Time Permits) (5 minutes) Closing and Assessment <ol style="list-style-type: none"> Debrief (5 minutes) Homework 	<ul style="list-style-type: none"> Review Chapter 9: “Las Papas/Plums” from <i>Esperanza Rising</i>, and the answers to Mid-Unit 2 Assessment. There is no comprehension quiz entrance ticket today, since students complete the Mid-Unit 2 Assessment. Review Final Word protocol (Appendix 1). The Final Word protocol was chosen intentionally to provide less scaffolding to students than the specific text-dependent questions students have used in previous lessons to guide their triad discussion. The expectation is that students become increasingly independent with finding relevant evidence to support their analysis. Students may be familiar with some of the vocabulary terms identified for this lesson; many of these words were chosen specifically to help students focus on the blanket metaphor more carefully.

Lesson Vocabulary	Materials
<p>crochet, lopsided, bunched up, protectively, unpredictable, correspondence, zigzag</p>	<ul style="list-style-type: none"> <i>Esperanza Rising</i> (book; one per student) Evidence flags Reading <i>Esperanza Rising</i> anchor chart (begun in Lesson 2) Big Metaphors and Themes in <i>Esperanza Rising</i> anchor chart (begun in Lesson 6) Mid-Unit 2 Assessment: Analyzing Sections of <i>Esperanza Rising</i> on My Own (one per student) Mid-Unit 2 Assessment: Analyzing Sections of <i>Esperanza Rising</i> on My Own (Answers for Teacher Reference) Index cards or half sheets of paper (one per student) Homework: Purpose for Reading, Chapter 10: “Las Papas/Potatoes” (one per student)



Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Revisiting the Reading <i>Esperanza Rising</i> Anchor Chart (5 minutes)</p> <ul style="list-style-type: none">• Let students know that they will be taking the Mid-Unit 2 Assessment today and it will check their progress on the learning targets they have been using during this unit. Briefly read out loud or have students read the learning targets. Ask students to turn and talk to remind themselves of some of the activities they have done to address each learning target.• Make sure students understand that they are ready for this assessment because they have been practicing all the skills that they will need to show success. Point out the Reading <i>Esperanza Rising</i> anchor chart, briefly reading out loud the list that they created as a class. Tell students that this assessment will have questions that look very similar to questions they have thought about during previous lessons.	
Work Time	Meeting Students’ Needs
<p>A. Mid-Unit 2 Assessment: Analyzing Sections of <i>Esperanza Rising</i> on My Own (30 minutes)</p> <ul style="list-style-type: none">• Remind students that today they get to “show what they know” about how to read <i>Esperanza Rising</i>.• Distribute the Mid-Unit 2 Assessment: Analyzing Sections of <i>Esperanza Rising</i> on My Own (see supporting materials) and read instructions to students out loud. Address any clarifying questions.• Tell students they have approximately 25 minutes to complete the assessment. They may use their novel, notes, and evidence flags. They may also refer to the anchor charts in the room if that is helpful.• Circulate among students as they take the assessment, providing encouragement and reminders about using the novel to find evidence to support their answers.• Collect students’ Mid-Unit 2 Assessment to formally evaluate.	<ul style="list-style-type: none">• Some students may be provided extended time to complete tasks. ELLs are allowed extended time on New York State tests.• Since this assessment is to gauge students’ reading, not writing, students may dictate their answers if appropriate. (See Unit Overview, Mid-Unit 2 Assessment for elaboration on this point.)• ELLs may use bilingual translation dictionaries.



Work Time (continued)	Meeting Students’ Needs
<p>B. Final Word Seminar on Metaphors and Themes (20 minutes)</p> <ul style="list-style-type: none"> Return students’ entrance and exit tickets from Lesson 8. 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. Ask students to sit with their triads. Explain to students that today they are going to continue to work on the learning target of finding the big metaphors that help them understand the themes in <i>Esperanza Rising</i>. Remind them that yesterday they studied two examples of figurative language in the book: the metaphors that life is a rosebush and that the poor workers are kittens. They also briefly revisited the metaphors about the earth’s heartbeat and the river separating Esperanza and Miguel. Today they will practice working with another “big metaphor” that runs through the book: Abuelita’s blanket. Assign students the following sections of text to read independently: <ul style="list-style-type: none"> From the break on page 12 to the second paragraph on page 15 From the middle of page 51 to the end of the page Ask students to consider these questions as they read: <ul style="list-style-type: none"> * “Is Abuelita’s blanket a metaphor? For what?” * “What big idea (theme) of the book is related to the blanket?” Instruct them to use their evidence flags to mark key passages, and to take notes on an index card to prepare for a discussion. After 10 minutes of silent reading, have students begin a discussion of the text. Remind students that in any discussion of a text, they need to support their statements with evidence. Suggest sentence starters such as: “One reason I think this is . . .” or “The evidence is . . .” and “I believe this because the book says . . .” Briefly review the Final Word protocol. <ol style="list-style-type: none"> Someone shares one of the pieces of evidence he or she identified. Each person in the group comments on the evidence in one sentence. The person who shares gets to give the last comment about his/her evidence. Repeat the process until all members of the group get to share at least one of their pieces of evidence. Ask students to use this protocol in small groups to discuss their ideas about the reading. Take only about 4 minutes per round, so that the discussion lasts no more than 12 minutes. 	<ul style="list-style-type: none"> ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language. Consider providing smaller chunks of text (sometimes just a few sentences) for students who struggle with reading large portions of text. Teachers can check in on students’ thinking as they write or speak about their text. For students needing additional supports, consider providing a partially filled-in note-catcher. Provide a visual of the sentence starter on a card or posted in the room. Provide anchor charts for processes and protocols. This allows students who struggle with multistep directions to fully participate.



Work Time	Meeting Students’ Needs
<p>C. Optional: Review of Using Context Clues (If Time Permits) (5 minutes)</p> <p><i>Note: Depending on how quickly students completed their Mid-Unit 2 Assessment, there may be time to reinforce students’ work with context clues.</i></p> <ul style="list-style-type: none">• If time permits, briefly review key vocabulary from the passage students just read. Ask students what the following words mean, and how they figured them out: <i>crochet</i> (13), <i>lopsided</i> (15), <i>bunched up</i> (15), <i>zigzag</i> (51)• Discuss the morphology of <i>protectively</i> and <i>unpredictable</i>, focusing students on the word roots and as well as the prefix <i>un-</i>.• Help students see how these words are important:<ul style="list-style-type: none">* “How does the word <i>protectively</i> help us understand the relationship between Hortensia and Esperanza’s family? (Listen for students to notice Hortensia’s devotion to the family. Guide students toward noticing that Hortensia is of Indian heritage, which in this era often meant of a lower social class.)* “Why does Abuelita tell Esperanza that the mail is <i>unpredictable</i>?” (Listen for students to recognize that Esperanza has not been able to get letters from Abuelita. This has been one of the challenges she has faced throughout the novel: missing her grandmother.)	<ul style="list-style-type: none">• Increasing interactions with vocabulary in context increases the rate of vocabulary acquisition for ELLs.



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none"> Remind students that they are continuing to work on the learning targets: “I can interpret big metaphors in <i>Esperanza Rising</i>” and “I can identify the themes in <i>Esperanza Rising</i>.” Revisit the Big Metaphors and Themes in <i>Esperanza Rising</i> anchor chart, adding any new metaphors or marking the metaphors as themes. Ask students to talk in their triads about any new themes they can articulate. Invite representatives from triads to share out, charting students’ comments. 	<ul style="list-style-type: none"> When ELLs are asked to produce language, consider providing a sentence frame, sentence starter, or cloze sentence to assist with the structure required.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> Read Chapter 10, “Las Papas/Potatoes” (pages 158–179), in <i>Esperanza Rising</i>. While reading, note examples of where a character’s human rights might be challenged and their responses. Use the Homework: Purpose for Reading, Chapter 10: “Las Papas/Potatoes” question 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>Be sure to have formally assessed students’ Mid-Unit Assessments by Lesson 13. In that lesson, there is time for students to review their work.</i></p> <p><i>If the triad conversations are growing “stale,” consider forming new groups for the second half of the novel. If you do form new triads, be sure to review the Norms for Triad Talk, etc.</i></p>	<ul style="list-style-type: none"> When possible, provide text or materials found in students’ L1, while still exposing the student to English text. 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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Grade 5: Module 1: Unit 2: Lesson 9

Supporting Materials



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Name:

Date:

For homework last night, you read Chapter 9: “Las Ciruelas/Plums.” On this assessment, you get a chance to show what you know about how to analyze this novel on your own. You may use your novel, your evidence flags, and any notes in your journals from our work together for this assessment.

1. What happens in this chapter? Write a one- or two-sentence summary: What is this chapter mostly about?

2. This chapter is titled “Las Ciruelas/Plums.” Why do you think Pam Muñoz Ryan chose this title for the chapter? How does this title relate to the main events or ideas in this chapter?



3. Reread pages 139–143 and think about the challenge Esperanza is facing at this point in the novel. Complete the T-chart below, citing evidence from the text.

Challenge	Responses

4. Make an inference: What does Esperanza’s response to the challenge on pages 139–143 tell us about her as a person? Cite evidence from the text to support your answer.



Read the following excerpt from page 157, and then answer the questions below:

“Esperanza felt Alfonso behind her, putting his hands on her shoulder. She felt the blood drain from her face. She wanted to tell the doctor that she could not lose Mama, too. That she had already lost Papa and that Abuelita was too far away. Her voice *strangled* with fear. All she could do was whisper the doctor’s uncertain words ‘If she survives.’”

5. In one sentence, summarize the challenge Esperanza and Mama are facing at this point in the novel.

There are two examples of figurative language in this excerpt.

6. What does it mean to have blood *drain* from your face?

7. What does it mean to say Esperanza’s voice was *strangled* with fear?



8. How does the author's use of the words *drain* and *strangled* help us understand how Esperanza is feeling?



For homework last night, you read Chapter 9: “Las Ciruelas/Plums.” On this assessment, you get a chance to show what you know about how to analyze this novel on your own. You may use your novel, your evidence flags, and any notes in your journals from our work together for this assessment.

1. What happens in this chapter? Write a one- to two-sentence summary: What is this chapter mostly about?

Esperanza had to watch the babies by herself; it did not go very well, but she figured out what to do. There was a dust storm that covered everything in dust and made Mama sick. Esperanza is worried Mama might die.

2. This chapter is titled “Las Ciruelas/Plums.” Why do you think Pam Muñoz Ryan chose this title for the chapter? How does this title relate to the main events or ideas in this chapter?

Pam Muñoz Ryan chose Las Ciruelas/Plums as the title because plums are delicious, but if your body is not used to them raw, they will make you sick like the babies. That is just like what happened to Mama because of the dust. She was not used to it, so when the dust storm happened it made her sick, like the plums made the babies sick.

3. Reread pages 139–143 and think about the challenge Esperanza is facing at this point in the novel. Complete the T-chart below, citing evidence from the text.

Challenge	Responses
Esperanza did not know what to do when the babies got sick.	<p>Esperanza kept changing the babies’ diapers to try to keep them clean.</p> <p>Esperanza made rice water to feed the babies, hoping it would make them feel better.</p> <p>Esperanza forgot about the beans, and they burned because she was so busy trying to take care of the babies.</p>



4. Make an inference: What does Esperanza's response to the challenge on pages 139–143 tell us about her as a person? Cite evidence from the text to support your answer.

Esperanza is a problem solver, trying to figure out what to do in hard situations based on things that she knows from her own experiences. “What did Hortensia give her when she was a child and was sick? ... Rice water!”
(p. 142)



Read the following excerpt from page 157, and then answer the questions below:

“Esperanza felt Alfonso behind her, putting his hands on her shoulder. She felt the blood *drain* from her face. She wanted to tell the doctor that she could not lose Mama, too. That she had already lost Papa and that Abuelita was too far away. Her voice *strangled* with fear. All she could do was whisper the doctor’s uncertain words ‘If she survives.’”

5. In one sentence, summarize the challenge Esperanza and Mama are facing at this point in the novel.

Mama is very sick and might not get better. Esperanza was scared that Mama would die and that she was all alone in the United States.

There are two examples of figurative language in this excerpt.

6. What does it mean to have blood *drain* from your face?

Like when water goes out of a sink in the drain, the blood can go out of your face and look very white.

7. What does it mean to say Esperanza’s voice was *strangled* with fear?

When something is strangled, it is choked. Esperanza could not speak because her voice could not get out.

8. How does the author’s use of the words *drain* and *strangled* help us understand how Esperanza is feeling?

The words *drain* and *strangled* paint a detailed picture for readers, helping them see it as if they were there.



Name:

Date:

How is Esperanza changing?

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.



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 10

Characters Charging Over Time

(Chapter 10: “Las Papas/Potatoes”)



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

- 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). (RL.5.4)
- I can determine a theme based on details in the text. (RL.5.2)

Supporting Learning Targets

- I can answer comprehension questions based on text from *Esperanza Rising* that I have read independently.
- I can make inferences from the text about Esperanza and Mama in *Esperanza Rising*.
- I can begin to describe how Esperanza is changing.
- I can interpret big metaphors in *Esperanza Rising*.
- I can identify themes in *Esperanza Rising*.

Ongoing Assessment

- Comprehension Quiz, Chapter 10: “Las Papas/Potatoes” (entrance ticket)
- Observe where students place evidence flags
- Triad discussions
- Exit Ticket: Independent answer to text-dependent question



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Entrance Ticket: Comprehension Quiz, Chapter 10: “Las Papas/Potatoes” (5 minutes)Engaging the Reader: Oral Chapter Review (5 minutes)Work Time<ol style="list-style-type: none">Esperanza and Mama: Answering Questions in Triads (15 minutes)How Much Is Esperanza Changing? (10 minutes)Revisiting the Metaphor of Abuelita’s Blanket: Close Reading of Pages 159–161 (15 minutes)Closing and Assessment<ol style="list-style-type: none">Independent Writing (5 minutes)Debrief (5 minutes)Homework	<ul style="list-style-type: none">In advance: Read Chapter 10 and review the text-dependent questions (see supporting materials). Two copies of the questions are provided: a blank to display for students, and one with answers for teacher reference. Students may not have time to complete all five text-dependent questions; Question 5 is intended as an extension for groups that are working more quickly.In advance: Locate, review, and post the Character anchor charts students began in Lesson 4. In this lesson, students are reminded of their work on the anchor charts for Esperanza and Mama.This lesson begins to lay the foundation for students’ End of Unit 2 Assessment, in which they write an essay about how Esperanza changes over time. During this lesson, do not worry if students’ understanding of Esperanza’s development is just beginning to form. They will revisit this idea repeatedly in future lessons.If you have evaluated students’ Mid-Unit 2 Assessments, return them at this time. There also is time built in to Lesson 13 for students to review their assessment.Review the protocol Give One, Get One (see Appendix). Review the anchor chart Big Metaphors and Themes in <i>Esperanza Rising</i>, paying particular attention to any notes you added about Abuelita’s blanket during the debrief of Lesson 9 and the anchor chart “Inferring by Using Text Clues”.In advance: Post the Big Metaphors and Themes in <i>Esperanza Rising</i> anchor chart. <p><i>Note: In this lesson, students will not use a note-catcher, but rather the evidence they marked with their evidence flags for the previous night’s homework.</i></p>



Lesson Vocabulary	Materials
confronted, compare, contrast, physically, emotionally, fitful, uneasily, valise, hands wide (i.e. measurement), scent, uneasily, clutched, intent, listless, depressed, patrona	<ul style="list-style-type: none">• Comprehension Quiz Entrance Ticket (Chapter 10: “Las Papas/Potatoes”) (one per student)• <i>Esperanza Rising</i> (book; one per student)• Evidence flags• Text-Dependent Questions for Chapter 10: “Las Papas/Potatoes” (one per student; one for display)• Text-Dependent Questions for Chapter 10: “Las Papas/Potatoes” (Answers for Teacher Reference)• Character T-charts for Mama and Esperanza (begun in Lesson 4)• Students’ reading journals• Venn diagram (see sample in Appendix 1; students create these in their reading journals)• Big Metaphors and Themes in <i>Esperanza Rising</i> anchor chart (begun in Lesson 6)• Inferring by Using Text Clues anchor chart (begun in Lesson 3)• Document camera• Index cards or half-sheets of paper (one per student)• Homework: Purpose for Reading, Chapter 11: “Los Aguacates/Avocados” (one per student)



Opening	Meeting Students’ Needs
<p>A. Entrance Ticket: Comprehension Quiz, Chapter 10: “Las Papas/Potatoes” (5 minutes)</p> <ul style="list-style-type: none">• Students should sit with their triad.• Begin the lesson with the comprehension quiz entrance ticket. Collect students’ work to review and/or assess.	<ul style="list-style-type: none">• Consider providing extended 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> <p><i>Note: If you have evaluated students’ Mid-Unit 2 Assessments, return them at this time and let students briefly review. Allow more time later in the day to address any concerns. (Lesson 13 also includes time to return students’ Mid-Unit 2 Assessments). If students’ work is not ready to be handed back, simply tell them that they did a great job on the assessment and will continue doing similar work with a new chapter today.</i></p> <ul style="list-style-type: none">• Lead the class in a whole group session, cold calling students to elicit a summary of the chapter that was read for homework. Start with an open-ended question, such as: “What happened in this chapter?” and then ask more detailed text-dependent questions as necessary. Encourage students to cite evidence or point to specific passages. Give students the opportunity to ask clarifying questions about plot points they didn’t understand.• Ask students if they can predict what question you will ask them next. Listen for students to say something about thinking about the title of the chapter. Commend them, and ask someone to explain why Chapter 10 is titled “Las Papas/Potatoes.” Listen for students to point out that Esperanza takes a job that requires her to get the “eyes” out of the potatoes. (Use this opportunity to briefly reinforce what students have been learning about metaphors: Potatoes don’t really have eyes.) Ask students to add an evidence flag on the first page of Chapter 10, on which they write a phrase that will help them summarize this chapter and remember why it was titled “Potatoes.”• Briefly review the learning targets with students by reading them out loud, specifically focusing on: “I can begin to describe how Esperanza is changing.” This is a new target and is the focus for their writing later in the unit. Point out to students the Inferring by Using Text Clues anchor chart that they created together as a class in previous lessons. Remind them that they may use this as a reference as they work during this lesson.	<ul style="list-style-type: none">• Visuals can help some students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.



Work Time	Meeting Students’ Needs
<p>A. Esperanza and Mama: Answering Questions in Triads (15 minutes)</p> <ul style="list-style-type: none">• Be sure to allow time for students to add to their character notes during these 15 minutes.• Remind students also that it is less important to rush through all the questions. The purpose is to have a rich discussion based on evidence. It is fine if they only have time for a few questions; they will revisit many of these ideas again in later lessons.• Distribute a small pile of evidence flags to each triad. Also display and distribute the Text-Dependent Questions for Chapter 10: “Las Papas/Potatoes” (see supporting materials).• Using your document camera or placing the questions on the board, display just Question 1 from the Text-Dependent Questions for Chapter 10: “Las Papas/Potatoes.”• Focus students just one Question 1. Give students a few minutes to reread pages 158–161 on their own, with Question 1 in mind, and then talk with their triad. Encourage them to use their evidence flags to mark evidence that supports their answer.• 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.• Praise groups using Triad Talk well. Remind them how discussing their thinking with others can help them understand difficult text.• Focus students on Question 2. Tell them to listen for and mark evidence that answers the question as you read aloud.• Ask students to discuss their answers to Question 2 with their triad, rereading if necessary.• Circulate to listen in and support as needed. Probe students to cite specific words and phrases that describe how Mama is feeling emotionally, reminding them to use context clues to help them figure out the meaning of unknown words.• As students continue with the rest of the text-dependent questions, make sure they are reading them aloud, clarifying any terms, thinking on their own, then talking and marking their answers with evidence flags. As in previous days, students do not need to write complete answers to the questions at this point.• As students work, monitor this discussion, making sure all students are participating. Reinforce students who are following the Triad Talk norms well.• After about 10 minutes, ask students to take 3 or 4 minutes to add new thinking to their Character T-chart in their reading journals about Esperanza and Mama.	<ul style="list-style-type: none">• Students needing additional supports may benefit from partially filled-in graphic organizers.



Work Time	Meeting Students’ Needs
<p>B. How Much Is Esperanza Changing? (10 minutes)</p> <ul style="list-style-type: none">Point out to students how much more they understand about Esperanza and Mama than when they did their original anchor charts (in Lesson 4). Also note that in their triad discussions today, they were noticing how both Esperanza and Mama are changing. They will keep thinking about how characters change, particularly Esperanza, in upcoming lessons. Redirect students to the following learning target: “I can begin to describe how Esperanza is changing.”Briefly review the Give One, Get One protocol (see Appendix 1). Explain that instead of using a note-catcher this time, they will be taking with them their text marked with evidence and they will just be discussing orally. They will not be writing anything down this time. Ask students to stand, find a partner, and discuss the following prompt (which was their homework purpose for reading for Chapter 10):<ul style="list-style-type: none">* “How is Esperanza changing? Be sure to share the evidence from your text with your partners.”Circulate to listen in. Encourage students to cite text to support their opinions.Have students repeat the process until they have received and given a different piece of evidence with at least 3 other students.Have students return to their triads when they are done.	<ul style="list-style-type: none">Provide anchor charts for processes and protocols for students who may struggle with multistep directions.Visuals can help some students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.



Work Time	Meeting Students’ Needs
<p>C. Revisiting the Metaphor of Abuelita’s Blanket: Close Reading of Pages 159–161 (15 minutes)</p> <ul style="list-style-type: none"> • Ask students to remain in their triads, but focus whole group. • Point out the learning target: “I can determine the metaphors and themes in <i>Esperanza Rising</i>.” Ask students to turn and talk about how they worked with metaphor and theme during Lesson 9. Ask students if they noticed any of these metaphors appear again in their reading of Chapter 10: “Las Papas/Potatoes.” Listen for students to mention the reference to Abuelita’s blanket. • Refer students to the Big Metaphors and Themes in <i>Esperanza Rising</i> anchor chart. Invite a student to read out loud any notes that you charted about the metaphor of Abuelita’s blanket (during Lesson 9). • Read aloud page 159 from “Abuelita’s blanket” through the end of the text, as students follow along in their text. • Ask a series of text-dependent questions. Give students time to think, talk in triads, and share out whole group after each question. • At the bottom of page 159, the text says: “Esperanza looked at Mama, breathing <i>uneasily</i>, her eyes closed. It was clear Mama needed Abuelita.” <ul style="list-style-type: none"> * “What does the word <i>uneasily</i> mean? How did you figure that out?” (Listen for students to refer to context clues and/or the word root “easy” and the prefix “un”) * “How is it clear that Mama needs Abuelita?” • Read aloud page 160, from “They both needed her” through “This valley of Mama being sick.” Ask: <ul style="list-style-type: none"> * “What metaphor does the author use to describe Mama being sick? Why do you think the author chose this metaphor?” (Listen for students to notice the “valley.”) • Again give students time to think, talk in triads, and share out. • Direct students to the phrase in the middle of page 160: “Esperanza picked up the needlework and began where Abuelita had left off.” • Say: “Think about what you read yesterday about the blanket, on page 15. What seems important about Esperanza “beginning” the blanket “where Abuelita left off”? (Listen for students to begin to understand that it’s not just the crocheting Esperanza is beginning again, but her new life, as a more mature person. Guide students to this understanding as needed.) 	<ul style="list-style-type: none"> • Visuals can help some students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.



Closing and Assessment	Meeting Students’ Needs
<p>A. Independent Writing (10 minutes)</p> <ul style="list-style-type: none"> Review the learning targets with students by reading them out loud or calling on students to do so. Distribute index cards or half-sheets of paper. Ask students to respond to the following prompt: <ul style="list-style-type: none"> * “How is Esperanza changing? Cite evidence from Chapter 10: ‘Las Papas/Potatoes’ to support your opinion.” Collect students’ independent writing to check for individual understanding. 	<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. Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.
<p>B. Debrief (5 minutes)</p> <ul style="list-style-type: none"> Gather students as a whole group and draw their attention to the Big Metaphors and Themes in <i>Esperanza Rising</i> anchor chart. Ask students for suggestions of any new ones to add. Be sure to listen for additional acknowledgments about the rose, Abuelita’s blanket, and the potatoes’ eyes, which are all metaphors for life. 	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> Read Chapter 11: “Los Aguacates/Avocados” (pages 179–199) in <i>Esperanza Rising</i>. Use the Homework: Purpose for Reading, Chapter 11: “Los Aguacates/Avocados” question to focus your reading. Use evidence flags to mark the specific areas in the book that support your answer. <p><i>Note: Be sure to have formally assessed students’ Mid-Unit 2 Assessments by Lesson 13. In that lesson, there is time for students to review their work.</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.



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 10

Supporting Materials



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.....
Name:
.....

Date:
.....

1. Why did Esperanza start working in the sheds?

2. What did Esperanza promise Abuelita she would do after she left her?

3. Why did Hortensia tell Esperanza not to send a letter to Abuelita?



.....
Name:
.....

.....
Date:
.....

1. How is Mama feeling physically? Be sure to give detailed evidence from the text.

2. Reread the last paragraph on page 161. What inferences can you make about how Mama is feeling emotionally? The author uses the word listless to describe Mama. What does that word mean in the sentence? Use context clues to help.

3. On page 163, what did the doctor mean when he said that Mama was depressed? Cite evidence from the text to support your answer.



4. The chapter starts: “Esperanza almost never left Mama’s side,” and it ends with Esperanza saying: “Don’t worry. I will take care of everything. I will be la patrona for the family now.” How has Esperanza changed in this chapter, and what does it mean to be la patrona? Cite specific evidence from the text to support your answer.

5. What did the author mean when she wrote on page 176, “Isabel had nothing, but she also had everything. Esperanza wanted what she had”? How is this different from the way Esperanza acted when they first moved to California? Be sure to provide details from the text in your answer.



1. How is Mama feeling physically? Be sure to give detailed evidence from the text.

The doctor says on page 158: “She is not getting worse ... But she is not getting better, either.” She can’t sleep well, drifting “in and out of fitful sleep” (p. 158). She is still having trouble breathing: “breathing uneasily” (p. 159).

2. Reread the last paragraph on page 161. What inferences can you make about how Mama is feeling emotionally? The author uses the word *listless* to describe Mama. What does that word mean in the sentence? Use context clues to help.

Mama is very sad because she is “weeping” and she has “given up.” She does not want to try anymore to be “strong and determined.” The word *listless* has to do with being sad and not wanting to do anything, because in the paragraph before it says that “it seemed Esperanza could not interest Mama in anything.”

3. On page 163, what did the doctor mean when he said that Mama was depressed? Cite evidence from the text to support your answer.

Mama is not just sick from the dust. She is sick from worrying so much as well. Hortensia says: “Sometimes sadness and worry can make a person sicker.... Everything became too much for her.”

4. The chapter starts: “Esperanza almost never left Mama’s side,” and it ends with Esperanza saying: “Don’t worry. I will take care of everything. I will be la patrona for the family now.” How has Esperanza changed in this chapter, and what does it mean to be la patrona? Cite specific evidence from the text to support your answer.

Esperanza went from being a scared little girl who did not know what to do, to taking charge of the situation to make things better. “If Esperanza could somehow get money to Abuelita, then maybe she could come sooner” (p. 165). “I could work in the fields or in the sheds” (p. 166). “How much depended on her being able to work” (p. 172).

Being *la patrona* means to be in charge, to make sure everything is OK.



5. What did the author mean when she wrote on page 176, “Isabel had nothing, but she also had everything. Esperanza wanted what she had”? How is this different from the way Esperanza acted when they first moved to California? Be sure to provide details from the text in your answer.

Isabel is always happy and does not seem to worry about things. “She wanted so few worries that something as simple as a yarn doll would make her happy” (p. 176). When they first arrived, Esperanza thought the place they were living was only good enough for animals and that she was still rich, expecting people to do things for her. She was sad all the time because they had to move and life was different. She didn’t know how to do many things. Now, Esperanza just wanted Mama to get better, and she had become more responsible.



Name:

Date:

What challenges to human rights do characters face in Chapter 11? How do they respond?

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.



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 11

Building Background Knowledge: Why Do Workers Strike? (Chapter 11: “Los Aguacates/Avocados”)



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

I can determine the main idea(s) of an informational text based on key details. (RI.5.2)

I can summarize an informational text. (RI.5.2)

I can determine a theme based on details in the text. (RL.5.2)

Supporting Learning Targets

- I can answer comprehension questions based on text from *Esperanza Rising* that I have read independently.
- I can identify examples of human rights that have not been protected in *Esperanza Rising*.
- I can explain what a strike is.
- I can explain why workers go on strike.

Ongoing Assessment

- Comprehension Quiz, Chapter 11: “Los Aguacates/Avocados” (entrance ticket)
- Triad discussion
- Exit ticket: On Strike! note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Entrance Ticket: Comprehension Quiz, Chapter 11: “Los Aguacates/Avocados” (5 minutes)Engaging the Reader: Oral Chapter Review (5 minutes)Work Time<ol style="list-style-type: none">Challenges to Human Rights in <i>Esperanza Rising</i> (10 minutes)What Is a Strike? (15 minutes)Reviewing the UDHR: Read-aloud of Articles 1 and 2 (5 minutes)Why Do Workers Strike? Answering Questions in Triads (10 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket: Independent Writing (5 minutes)Debrief (5 minutes)Homework	<ul style="list-style-type: none">In advance: Read Chapter 11 and review the text-dependent questions (see supporting materials). Two copies of the questions are provided: a blank to display for students, and one with answers for teacher reference.This lesson refocuses students on the direct connections between the themes in <i>Esperanza Rising</i> and the UDHR that they studied during Unit 1. Be sure students have their UDHR note-catchers (from Unit 1, Lesson 1) or provide fresh copies as needed. Do not worry if students are still struggling to analyze all of the connections. Students revisit Article 23 in Lesson 12. And in Unit 3, “Readers Theater,” students have 12 more lessons in which they revisit key excerpts from the novel through the lens of the UDHR.In advance: Cut up <i>Esperanza Rising</i> quotes and UDHR articles into strips (see instructions in supporting materials).



Lesson Vocabulary	Materials
explain, argue, record, strike, striking, arguments, migrant (camp), company (camp); stocks, manual labor, Negroes, tossed out, makings, spigots, jumble, humanity	<ul style="list-style-type: none">• Comprehension Quiz Entrance Ticket (Chapter 11: “Los Aguacates/Avocados”) (one per student)• <i>Esperanza Rising</i> quote strips and UDHR Articles (see Teaching Note, above)• Completed UDHR note-catchers (students’ copies from Unit 1, Lessons 1-7)• Human Rights Challenges in <i>Esperanza Rising</i> anchor chart (begun in Lesson 3)• Strike anchor chart (new; teacher-created)• On Strike! Note-catcher (one per student)• <i>Esperanza Rising</i> (book; one per student)• Evidence flags• Text-Dependent Questions for Chapter 11: “Los Aguacates/Avocados” (one per student and one for display)• Text-Dependent Questions for Chapter 11: “Los Aguacates/Avocados” (Answers for Teacher Reference)• Document camera• Homework: Purpose for Reading, Chapter 12: “Los Espárragos/Asparagus” (one per student)



Opening	Meeting Students’ Needs
<p>A. Entrance Ticket: Comprehension Quiz, Chapter 11: “Los Aguacates/Avocados” (5 minutes)</p> <ul style="list-style-type: none">• Begin the lesson with the comprehension quiz entrance ticket. Collect students’ work to review and/or assess. <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 whole group session, cold calling students to elicit a summary of the chapter that was read for homework. Start with an open-ended question, such as: “What was this chapter mostly about?” or “What happened in this chapter?” and then ask more detailed text-dependent questions as necessary. 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.• Ask students to explain why Chapter 11 is titled “Los Aguacates/Avocados.” Listen for students to point out that Esperanza uses avocados to help soften her hands because they are so rough from packing fruits and vegetables in the past few months. Ask students to add an evidence flag on page 180, on which they write a phrase that will help them summarize this chapter and remember why it was titled “Avocados.”• Briefly review the learning targets with students by reading them out loud, specifically focusing on: “I can explain what a strike is.” Point out that in the past few chapters, Marta has been mentioning a strike; today students will learn more.• Return students’ entrance and exit tickets from Lesson 10. 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">• Consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information.• Visuals can help students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.



Work Time	Meeting Students’ Needs
<p>A. Challenges to Human Rights in Esperanza Rising (10 minutes)</p> <ul style="list-style-type: none"> Focus students on the learning target: “I can identify examples of human rights that have not been protected in <i>Esperanza Rising</i>” by reading it out loud. Remind students of the summarizing of articles of the UDHR that students did in Unit 1, and how they read the document very closely in order to understand what promises the articles were making. Have students take out their completed UDHR note-catcher from Unit 1 to refer to during this activity. Distribute the cut-up strips from the Esperanza Rising quote strips and UDHR articles that describe human rights challenges, and strips that summarize the matching articles from the UDHR. (Each student gets either a strip with a quote or a strip with one of the articles.) Have students circulate, sharing their quotes, trying to find a partner whose quote describes a situation in the novel that would be an example of their article, or vice versa. Return to the whole group to share the human rights issues students noted in their reading; add these to the Human Rights Challenges in Esperanza Rising anchor chart. 	<ul style="list-style-type: none"> Consider providing nonlinguistic symbols (a student talking for <i>explain</i>) with key terms in the targets to aid ELLs in comprehension and making connections.
<p>B. What Is a Strike? (15 minutes)</p> <ul style="list-style-type: none"> Students should be sitting with their triads. Introduce the learning target: “I can explain what a strike is.” Ask: “What is a strike?” Chart responses in the form of an idea on a new anchor chart: Strike (with the word <i>strike</i> in the middle of the page). Record students’ ideas on the chart around this key term.. Ask students how the ideas should connect (for example, a definition might be written next to the word <i>strike</i> connected by an equal sign, while examples might be clustered and connected by arrows and associated emotions might be clustered in a different spot). If appropriate, point out to students that what they just did was create a concept web for a key vocabulary term; this is a strategy they will use more later in the year. Give students 5 minutes to work in triads to complete just the left-hand column of the On Strike! note-catcher. (They may do this in their reading journal, or distribute the note-catcher as a student handout.) Tell students that at the end of today’s lesson, they will work to add more detailed notes to the right-hand column after discussing some specific text-dependent questions (in the next part of the lesson). Call on a few triads to share out their ideas about the questions. Be sure not to confirm or deny their ideas at this point, as they will return to finish the right-hand column later on in the lesson. 	<ul style="list-style-type: none"> When discussion of complex content is required, consider partnering an ELL with a student who speaks the same L1. This can let students have more meaningful discussions and clarify points in their L1.



Work Time (continued)	Meeting Students’ Needs
<p>C. Reviewing the UDHR: Read-aloud of Articles 1 and 2 (5 minutes)</p> <ul style="list-style-type: none"> Remind students of Articles 1 and 2 of the UDHR by reading them out loud while students follow along on a projected copy or on their note-catchers. 	<ul style="list-style-type: none"> When possible, provide text or materials found in students’ L1. This can help students understand materials presented in English.
<p>D. Why Do Workers Strike? Answering Questions in Triads (10 minutes)</p> <ul style="list-style-type: none"> Be sure all students have their text: <i>Esperanza Rising</i>. Remind students that when reading difficult text, it is very important to reread sections multiple times in order to understand it well. Distribute a small stack of evidence flags to each triad. Display and distribute the Text-Dependent Questions for Chapter 11: “Los Aguacates/Avocados” (see supporting materials). Focus students on Question 1 from the Text-Dependent Questions. Give students a few minutes to reread pages 186–187 on their own, with Question 1 in mind, and then talk with their triad. Encourage them to use their evidence flags to mark evidence that supports their answer. 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. Praise groups using Triad Talk well. Remind them how discussing their thinking with others can help them understand hard text. Focus students on Question 2 from the Text-Dependent Questions. Tell them to listen for and mark evidence that answers the question as you read aloud. Ask students to discuss their answers to Question 2 with their triad, rereading if necessary. Circulate to listen in and support as needed. Probe students to cite specific words and phrases from pages 187-188, reminding them to use context clues to help them figure out the meaning of unknown words. As students continue with the rest of the text-dependent questions, make sure they are reading them aloud, clarifying any terms, thinking on their own, then talking and marking their answers with evidence flags. As in previous days, students do not need to write complete answers to the questions at this point. As students work, monitor this discussion, making sure all students are participating. Reinforce students who are following the Triad Talk norms well. Have students share out their thoughts on the quote “We all do what we have to do.” Encourage them to use specific evidence from the text when sharing their thoughts. 	<ul style="list-style-type: none"> Visuals can help students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.



Closing and Assessment	Meeting Students’ Needs
<p>A. Exit Ticket: Independent Writing (5 minutes)</p> <ul style="list-style-type: none"> Ask students to complete the right-hand column of the On Strike! note-catcher. Collect this writing to assess students’ understanding of strikes, and why workers in the book might or might not choose to strike as a response to the challenges they are facing. 	<ul style="list-style-type: none"> Students needing additional supports may benefit from partially filled-in graphic organizers.
<p>B. Debrief (5 minutes)</p> <ul style="list-style-type: none"> Revisit the learning target: “I can explain why workers go on strike.” Have students turn and explain their understanding of this learning target to a partner. Invite students to add any new learning to the Strike anchor chart and/or correct anything they now realize is misinformation. Tell students that next they will read Chapter 12 and continue thinking about whether or not the workers in <i>Esperanza Rising</i> should strike. 	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> Read Chapter 12, “Los Espárragos/Asparagus” (pages 199–213), in <i>Esperanza Rising</i>. Use the Homework: Purpose for Reading, Chapter 12: “Los Espárragos/Asparagus” question 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>	<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. Struggling readers may benefit from reading picture books that explain more about strikes. See Unit 2 Recommended Reading List, in particular Dolores Huerta: A Hero to Migrant Workers, Sarah E. Warren.



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 11

Supporting Materials



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Name:

Date:

1. What does Esperanza put on her hands to make them feel better?

2. What does Esperanza buy for Mama?

3. What is the good news Miguel shares at the end of the chapter?



Teacher Instructions: Make multiple copies of these pages as needed, so each student can have an individual quote/article. Cut the copied pages into strips, so each student has one individual quote/article on his or her own small piece of paper.

“Change has not come fast enough, Esperanza. The wealthy still own most of the land while some of the poor have not even a garden plot. There are cattle grazing on the big ranches yet some peasants are forced to eat cats.” (page 12)

Article 25, Right to adequate living standard

- A. You have the right to the things you and your family need to have a healthy and comfortable life, including food, clothing, housing, medical care, and other social services. You have a right to help if you are out of work or unable to work.
- B. Mothers and children should receive special care and help.

“But now that she was a young woman, she understood that Miguel was a housekeeper’s son and she was a ranch owner’s daughter and between them ran a deep river. Esperanza stood on one side and Miguel stood on the other and the river could never be crossed.” (page 18)

Article 1, Right to equality

You are born free and equal in rights to every other human being. You have the ability to think and to tell right from wrong. You should treat others with friendship.

“As you know, it is not customary to leave land to women.” (page 30)

Article 17, Right to own property

- A. You have the right to own things.
- B. Nobody has the right to take these things away from you without a good reason.



“My father and I have lost faith in our country. We were born servants here and no matter how hard we work we will always be servants.” (page 36)

Article 1, Right to equality

You are born free and equal in rights to every other human being. You have the ability to think and to tell right from wrong. You should treat others with friendship.

“There is a Mexican saying: ‘Full bellies and Spanish blood go hand in hand.’ . . . “Have you not noticed?” he said, sounding surprised. “Those with Spanish blood, who have the fairest complexions in the land, are the wealthiest.” (page 79)

Article 2, Freedom from discrimination

You have all these human rights no matter what your race, skin color, sex, language, religion, opinions, family background, social or economic status, birth, or nationality

“The conductors herded everyone into a building where they stood in long lines waiting to pass through immigration. Esperanza noticed that the people in the first cars were escorted to the shortest lines and passed through quickly.” (page 81)

Article 1, Right to equality

You are born free and equal in rights to every other human being. You have the ability to think and to tell right from wrong. You should treat others with friendship.



“Well, when I go to school, I will learn in English,” said Isabel. Esperanza nodded and tried to smile back. Isabel was so happy, she thought, about such little things.” (pages 89–90)

Article 26, Right to education

- A. You have the right to go to school. Primary schooling should be free and required. You should be able to learn a profession or continue your studies as far as you can.
- B. At school, you should be able to develop all your talents and learn to respect others, whatever their race, religion, or nationality.
- C. Your parents should have a say in the kind of education you receive.

“They don’t want us banding together for higher wages or better housing,” said Marta. “The owners think if the Mexicans have no hot water, that we won’t mind as long as we think no one has any.” (page 98)

Article 23, Right to desirable work and to join trade unions

- A. You have the right to work, to choose your work, and to work in good conditions.
- B. People who do the same work should get the same pay.
- C. You should be able to earn a salary that allows you to live and support your family.
- D. All people who work have the right to join together in unions to defend their interests.

“We are going to strike in two weeks. At the peak of the cotton. For higher wages and better housing.” (page 132)

Article 20, Right to assemble

- A. Everyone has the right to freedom of peaceful assembly and association.
- B. No one may be compelled to belong to an association.



Name:

Date:

	My Original Thinking	My New Thinking, Based on Evidence from the Text
1. What does it mean to go on strike?		
2. Why do workers go on strike?		
3. Why do workers decide not to go on strike?		



1. Miguel tells Esperanza why they shop at Mr. Yakota’s store. Explain how Miguel’s comments about Mr. Yakota connect to the ideas in Article 1 of the UDHR. Be sure to cite specific evidence from the text.

Article 1 of the UDHR states: “All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.”

2. Look at pages 187 and 188. Summarize Miguel’s explanation of how the farmworkers are treated. Then explain how Miguel’s comments and Esperanza’s thinking connect to the ideas of Article 2 of the UDHR. Be sure to cite evidence from the text.

Article 2 of the UDHR states: “Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing, or under any other limitation of sovereignty.”

3. The farm laborers live in two different types of camps. Reread pages 192 and 193. Why are Marta and Ada living in a different camp now? What is that camp like? What does the author mean when she writes that Marta’s new camp was a “great jumble of humanity and confusion”? Be sure to cite evidence from the text.



1. Miguel tells Esperanza why they shop at Mr. Yakota’s store. Explain how Miguel’s comments about Mr. Yakota connect to the ideas in Article 1 of the UDHR. Be sure to cite specific evidence from the text.

Article 1 of the UDHR states: “All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.”

Everyone should feel like they are being treated like a human being. Miguel says, “Some of the other market owners aren’t as kind to Mexicans as Mr. Yakota.... He stocks many of the things we need and he treats us like people” (p. 186).

2. Look at pages 187 and 188. Summarize Miguel’s explanation of how the farmworkers are treated. Then explain how Miguel’s comments and Esperanza’s thinking connect to the ideas of Article 2 of the UDHR. Be sure to cite evidence from the text.

Article 2 of the UDHR states: “Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing, or under any other limitation of sovereignty.”

Miguel says, “Americans see us as one big, brown group who are good for only manual labor ... treats us like outsiders or calls us ‘dirty greasers.’” He is explaining how most people in the United States do not take the time to get to know them as people. They just want them to work. Esperanza had heard, “There were special sections at the movie theater for Negroes and Mexicans. In town, parents did not want their children going to the same schools with Mexicans.”



3. The farm laborers live in two different types of camps. Reread pages 192 and 193. Why are Marta and Ada living in a different camp now? What is that camp like? What does the author mean when she writes that Marta’s new camp was a “great jumble of humanity and confusion”? Be sure to cite evidence from the text.

Miguel and Esperanza pick up Marta and her mother, Ada, on the way back to camp (p. 192). They were living in a strikers’ camp now because they were “tossed out” of the migrant workers’ camp because they were going to strike. There were a lot of people and a lot of mess. There were guards “for protection,” “only ten wooden toilets for hundreds of people,” and it smelled (p. 193). “Some people lived in tents” or under “burlap bags” or in “old cars or trucks.” Esperanza saw “the makings of outdoor kitchens.”



Name:

Date:

On page 195, near the end of Chapter 11, Marta’s mother tells Esperanza: “We all do what we have to do.” Think about this comment as you read Chapter 12. Should the workers strike?

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.



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 12

Contrasting Perspectives: Should the Farmworkers in Esperanza Rising Go On Strike?

(Chapter 12: “Las Esparragos/Asparagus”)



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

I can explain what a text says using quotes from the material. (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 write informative/explanatory texts. (W.5.2)

Supporting Learning Targets

- I can explain why workers go on strike.
- I can make arguments for and against striking.
- I can make inferences from the text about the characters in *Esperanza Rising*.
- I can write to explain my thinking about the characters’ perspectives in *Esperanza Rising*.

Ongoing Assessment

- Comprehension Quiz, Chapter 12: “Los Espárragos/Asparagus” (entrance ticket)
- Observe where students place evidence flags
- Triad discussion
- Character anchor charts
- Exit Ticket: independent answer to text-dependent question



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Entrance Ticket: Comprehension Quiz, Chapter 12: “Los Espárragos/Asparagus” (5 minutes)Engaging the Reader: Oral Chapter Review (5 minutes)Work Time<ol style="list-style-type: none">Reviewing the UDHR: Read-aloud of UDHR Article 23 (5 minutes)Jigsaw, Part 1: How Esperanza, Miguel, and Marta Respond to Challenges (20 minutes)Jigsaw, Part 2: Which Character’s Response Do You Agree With? (15 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket: Independent Writing (5 minutes)Debrief: Adding to Human Rights Challenges in <i>Esperanza Rising</i> Anchor Chart (5 minutes)Homework	<ul style="list-style-type: none">This lesson repeats the Jigsaw structure students have used several times, most recently in Lesson 4 when they were getting to know several main characters. In this lesson, students become experts on Esperanza, Miguel, or Marta specifically to consider the characters’ different experiences with and perspectives about the strike.Note that as in Lesson 4, students work with text-dependent questions using the Jigsaw protocol (Appendix 1). Review the Jigsaw Task Cards for Chapter 12, including the answers for teacher reference.Review the anchor chart Inferring by Using Text Clues.Students may benefit from instruction or review of the following terms: involvement, organizing.



Lesson Vocabulary	Materials
strike, striking, explain, argue, arguments; favorable, remuneration, worthy, interests (from Article 23 of the UDHR), strikers’ (camp), company (camp), menacing, conflicted, sympathetic, cause, misjudged	<ul style="list-style-type: none">• Comprehension Quiz: Entrance Ticket (Chapter 12: “Los Espárragos/Asparagus”) (one per student)• <i>Esperanza Rising</i> (book; one per student)• Evidence flags• On Strike! note-catcher (from Lesson 11)• Jigsaw Task Cards for Chapter 12: “Los Espárragos/Asparagus” (one per student; one to display)• Jigsaw Task Cards for Chapter 12: “Los Espárragos/Asparagus” (Answers for Teacher Reference)• Inferring by Using Text Clues anchor chart (from Lesson 3)• Completed UDHR note-catchers (students’ copies from Unit 1, Lessons 1-7)• Character T-chart (created by students during Work Time B)• Students’ reading journals• Human Rights Challenges in <i>Esperanza Rising</i> anchor chart (begun in Lesson 3)• Index cards or half sheets of paper• Homework: Purpose for Reading, Chapter 13: “Los Duraznos/Peaches” (one per student)

Opening	Meeting Students’ Needs
<p>A. Entrance Ticket: Comprehension Quiz, Chapter 12: “Los Espárragos/Asparagus” (5 minutes)</p> <ul style="list-style-type: none">• Begin the lesson with the comprehension quiz 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.



Opening	Meeting Students’ Needs
<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 whole group session, cold calling students to elicit a summary of the chapter that was read for homework. Start with an open-ended question, such as: “What was this chapter mostly about?” or “What happened in this chapter?” and then ask more detailed text-dependent questions as necessary. 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.• Ask someone to explain why Chapter 12 is titled “Los Espárragos/Asparagus.” Listen for students to point out that the farm laborers harvest and package asparagus during this chapter. (Use this opportunity to briefly reinforce what students have been learning about metaphors: Asparagus are fragile and must be handled with care, just like human beings/) Ask students to add an evidence flag on the first page of Chapter 12, on which they write a phrase that will help them summarize this chapter and remember why it was titled “Asparagus.”• Briefly review the learning targets with students by reading them out loud, specifically focusing on: “I can make arguments for and against striking.” Make sure to point out that students will be forming opinions about what happened in this chapter based on evidence in the chapter and on their background knowledge. This is <i>inferring</i>. Remind students that they should refer to, and use if necessary, the Inferring by Using Text Clues anchor chart.• As usual, return students’ entrance ticket from Lesson 11, and their exit tickets (the On Strike! Note-catcher). Address any major misconceptions. Encourage students to refer to their note-catchers during today’s lesson.• 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">• 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. Reviewing the UDHR: Read-aloud of Article 23 (5 minutes)</p> <ul style="list-style-type: none">• Orient students to their completed UDHR Note-catchers (from Unit 1). Read Article 23 aloud, slowly, as students follow along.• Ask students to turn and talk about connections they see between this article and their homework reading (Chapter 12). Direct students’ to the first learning targets: “I can explain why workers go on strike” and “I can make arguments for and against striking.” Tell them that today they will consider in more detail whether it was a good idea for the workers in the migrant camp to strike. (If necessary, review the distinction between the strikers’ camp and the company camp, from Lesson 11.) <p><i>Note: Students have already studied Article 23 during Unit 1. They also will revisit it in detail during Unit 3. And later in today’s lesson, they will reread key phrases during their Jigsaw discussion. For now, simply read aloud.</i></p>	<ul style="list-style-type: none">• When possible, provide text or materials in students’ L1. This can help students understand materials presented in English.• Consider providing nonlinguistic symbols (a student talking for explain) with key terms in the targets to aid ELLs in comprehension and making connections.



Work Time (continued)	Meeting Students’ Needs
<p>B. Jigsaw, Part 1: How Esperanza, Miguel, and Marta Respond to Challenges (20 minutes)</p> <ul style="list-style-type: none">• Revisit the rest of the learning targets by asking a student to read out loud: “I can make inferences from the text about the characters in <i>Esperanza Rising</i>” and “I can write to explain my thinking about the characters’ perspectives in <i>Esperanza Rising</i>.” Remind students that these are learning targets they have seen in previous lessons. Remind them about the discussion they had about inferring and direct them to the Inferring by Using Text Clues anchor chart.• Direct students to get into their triads.• Have students turn to the pages in their reading journals where they began to record some information about the characters in the book. Give students 2 to 3 minutes to reread what they wrote and share that with their triads, adding any new information that may have surfaced.• Remind students of the Jigsaw protocol that they have done previously, in which each person becomes an expert on something and then teaches that to the rest of the people in the group.• Assign one student in each triad Esperanza, Marta, or Miguel and distribute the corresponding Jigsaw task card.• Give students 10 minutes to work on their own to complete their Jigsaw task card, making sure to mark evidence with evidence flags in the text. Use this time to circulate and support students who are still trying to figure out how to use the evidence flags effectively.• Then ask students to leave their triad and gather in <u>new</u> groups, with peers from other triads who read about the same character. (Note: It probably will be necessary to divide students into small groups; for example, there may be eight or nine students who became experts about Esperanza. This large group should be broken into two smaller groups of four to five.)• Direct students to locate the page in their reading journal about this character and add a Character T-chart with <i>Challenges</i> listed on one side of the T and <i>Responses</i> listed on the other side.• Give students 10 minutes to discuss with their character group the evidence they flagged. Have students record their groups’ thinking on the T-chart in their individual reading journals. Remind students that they will need these notes to be able to share with their triad during Part 2 of the Jigsaw.	<ul style="list-style-type: none">• For students needing additional supports, consider providing a partially filled-in T-chart.• 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 (continued)	Meeting Students’ Needs
<p>C. Jigsaw, Part 2: Which Character’s Response Do You Agree With? (15 minutes)</p> <ul style="list-style-type: none">• Have students return to their original triads.• Tell triads that each student has 4 minutes to share about their character. Encourage students to refer to the T-charts they created during Part 1 of the Jigsaw as they share with their triad members. The other two students should take notes on the appropriate page of character notes in their reading journals, adding a T-chart for each of the three characters.• After each student has shared about his or her character, ask triads to spend 3 to 4 minutes discussing the following:<ul style="list-style-type: none">* “What was each character’s involvement in the strike?”* “Which character’s response to the strike do you agree with? Why?”• As students work, monitor this discussion. Emphasize that the author is not <u>telling</u> the reader what the characters are like; she is <u>showing</u> the reader how the characters behave, so that the reader can <i>infer</i> what the character is like. The way people respond to challenges tells us a lot about who they are.• While circulating, make sure all students are participating. Reinforce students who are following the Triad Talk norms well.	<ul style="list-style-type: none">• Visuals can help ELLs comprehend questions and discussions. Chart main points in answers and post all questions asked to students. Consider drawing small pictures to illustrate your examples.



Closing and Assessment	Meeting Students’ Needs
<p>A. Exit Ticket: Independent Writing (5 minutes)</p> <ul style="list-style-type: none"> Distribute index cards or half sheets of paper. Ask students to respond to the following prompt: <ul style="list-style-type: none"> * “Was it a good or bad idea for the workers to strike? Why or why not? Cite specific evidence to support your answer.” Collect students’ independent writing to check for individual understanding. 	<ul style="list-style-type: none"> When ELLs are asked to produce language, consider providing a sentence frame, sentence starter, or cloze sentence to assist with the structure required. (e.g. “I agree with the workers who chose to strike because . . . or I disagree with the workers . . .”)
<p>B. Debrief: Adding to Human Rights Challenges in Esperanza Rising Anchor Chart (5 minutes)</p> <ul style="list-style-type: none"> Remind students of what they focused on today by rereading out loud the learning targets. Orient students to the Human Rights Challenges in Esperanza Rising anchor chart from previous lessons. Ask students to talk with their triads, then share out challenges that the class should add to this list. Add the triad’s suggestions to the chart. 	<ul style="list-style-type: none"> Debriefing about what they have learned and the protocols used will help students monitor their own learning.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> Read Chapter 13: “Los Duraznos/Peaches” (pages 214–233) in <i>Esperanza Rising</i>. Use the Purpose for Reading, Chapter 13: “Los Duraznos/Peaches” question 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>	<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.



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 12

Supporting Materials



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Name:

Date:

1. What do the strikers do to the workers who refuse to strike?

2. What does Esperanza do to help Marta?

3. What are the immigration officers doing to the strikers?



Esperanza:

1. Reread pages 184 and 200. At first, how does Esperanza respond to seeing the strikers? What is most important to her right now? How is she conflicted (confused) about what to do? Cite evidence from the text to support your answer.
2. Reread pages 208–212. How does Esperanza help the strikers? Why does she help them? Cite evidence from the text to support your answer.
3. Article 23 of the UDHR states: “Everyone has the right to work, to free choice of employment, to just and *favorable* conditions of work, and to protection against unemployment.” What does the word *favorable* mean? How did you figure out? Would Esperanza agree with Article 23? Why or why not? Use evidence from the text to support your answer.



Miguel:

1. Article 23 of the UDHR states: “Everyone who works has the right to just and favorable *remuneration* ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.” What does the word *remuneration* mean? How did you figure it out? Would Miguel agree with Article 23? Why or why not? Cite evidence from the text to support your answer.
2. Reread pages 196 and 197. How does Miguel feel about the strike? What is most important to him right now? Cite evidence from the text to support your answer.
3. Reread the last paragraph on page 210. What can you infer about Miguel’s hope about what will change for farmworkers in the United States? Support your answer with evidence from the text.



Marta:

1. Reread page 192. How does Marta respond to everything that has happened to her? How does Marta feel about the strike? What does Marta explain to Esperanza? Cite evidence from the text in your answer.
2. Article 23 of the UDHR states: “Everyone has the right to form and to join trade unions for the protection of his *interests*.” What does the word *interests* mean in the context of this article? How do you know? Reread pages 97, 132, 146, and 200. What “interests” does Marta want to protect for the farm laborers? Cite evidence from the text in your answer.
3. Reread pages 208 and 209. How are Marta and Esperanza alike? What does Marta mean when she says that she *misjudged* Esperanza? Explain your answer by citing details from the text.

Esperanza:

1. Reread pages 184 and 200. At first, how does Esperanza respond to seeing the strikers? What is most important to her right now? How is she conflicted (confused) about what to do? Cite evidence from the text to support your answer.

Esperanza is scared and wants to run away. “She wanted to run back to the safety of the camp ... anything but this” (p. 200). Esperanza only wants to take care of her mother. “Remember, Mama, I will take care of everything” (p. 184). “Her mother was sick. That she had to pay bills” (p. 200). Esperanza supports why the strikers are doing what they are doing but does not want to strike herself. “She did not want anyone’s children to starve” (p. 200).

2. Reread pages 208-211 and page 212. How does Esperanza help the strikers? Why does she help them? Cite evidence from the text to support your answer.

Esperanza helps Marta escape by keeping her hidden in the asparagus crates and giving her an apron so she could trick the guards. “When you leave, put on the apron and carry the asparagus so you’ll look like a worker...” (p. 209). Esperanza believes that the farm workers have a right to work like everyone else. “They have a right to be here.” (p. 209) “More than anything, Esperanza hoped that Marta and her mother were together...” (p. 212)

3. Article 23 of the UDHR states: “Everyone has the right to work, to free choice of employment, to just and *favorable* conditions of work, and to protection against unemployment.” What does the word *favorable* mean? How did you figure out? Would Esperanza agree with Article 23? Why or why not? Use evidence from the text to support your answer.

***Favorable* means “good,” because the same sentence talks about working conditions and that is what people want: good working conditions. Also, the root word of *favorable* is “favor,” and that makes me think of doing something for someone else so that their work is protected. Esperanza would agree with this article because she wants to help the strikers. She helps Marta and the family from the strikers’ camp.**

Miguel:

1. Article 23 of the UDHR states: “Everyone who works has the right to just and favorable *remuneration* ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.” What does the word *remuneration* mean? How did you figure it out? Would Miguel agree with Article 23? Why or why not? Cite evidence from the text to support your answer.

***Remuneration* sounds like it has something to do with money because of the root word “munerate.” Also, the sentence is talking about work and family and being worthy. Miguel is concerned about the workers coming in that are willing to work for very low wages. He says, “People cannot survive on such low wages” (p. 203). Yet, he feels that the strikers have the right to voice their opinion. He says, “It’s a free country” (p. 203).**

2. Reread pages 196 and 197. How does Miguel feel about the strike? What is most important to him right now? Cite evidence from the text to support your answer.

Miguel basically agrees with the cause of the strike but is more worried about his own future and sees this as an opportunity for him to do what he wants to do. Miguel says, “What the man says is true ... but ... I might be able to get a job at the railroad.” Esperanza thinks, “For him, the strike was an opportunity to work at the job he loved and to make it in this country.”

3. Reread the last paragraph on page 210. What can you infer about Miguel’s hope about what will change for farmworkers in the United States? Support your answer with evidence from the text.

Miguel thinks that farm laborers’ conditions will not get better and that there will be another strike eventually. “It is not over.... In time, they will be back.... They will reorganize and they will be stronger. There will come a time when we will all have to decide all over again.”

Marta:

1. Reread page 192. How does Marta respond to everything that has happened to her? How does Marta feel about the strike? What does Marta explain to Esperanza? Cite evidence from the text in your answer.

Marta is angry about having to move again because they were going to strike, but she is determined to fight for their rights. “I’m not welcome here. We aren’t going to work under those disgusting conditions and for those pitiful wages.” She is feeling hopeful because there are many others who support the strike. “There are hundreds of us, ... but thousands around the country and more people join our cause every day.” She feels that Esperanza does not understand. “You are new here, but in time you will understand what we are trying to change.”

2. Article 23 of the UDHR states: “Everyone has the right to form and to join trade unions for the protection of his *interests*.” What does the word *interests* mean in the context of this article? How do you know? Reread pages 97, 132, 146, and 200. What “interests” does Marta want to protect for the farm laborers? Cite evidence from the text in your answer.

***Interests* are things that are important for people. The article talks about protecting interests, and people protect things that are important to them. Marta and the farm laborers who are striking are fighting for “higher wages and better housing ... hot water” (p. 97, 132). “To eat and feed our children” (p. 146). “Help us feed our children!” (p. 200).**

3. Reread pages 208 and 209. How are Marta and Esperanza alike? What does Marta mean when she says that she *misjudged* Esperanza? Explain your answer by citing details from the text.

Marta and Esperanza are alike because they both want to protect and help their mothers. “I must take care of my mother” (p. 208). At first, Marta thought Esperanza did not care about the workers and did not support the strike, but after she helps her escape the immigration officers, she changes her mind.



Name:

Date:

How is Esperanza similar to the other characters in the novel? How is she different from the other characters?

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.



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 13

Gathering Evidence and Drafting a Two-Voice Poem (Chapter 13: “Los Duraznos/Peaches”)



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

I can use quotes to support my inferences in literary texts. (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)

I can describe how a narrator’s point of view influences the description of events. (RL.5.6)

I can effectively engage in a discussion with my peers. (SL.1)

Supporting Learning Targets

- I can answer comprehension questions based on text from *Esperanza Rising* that I have read independently.
- I can explain the structure of a two-voice poem.
- I can compare and contrast Esperanza to another main character in *Esperanza Rising*.
- 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.

Ongoing Assessment

- Comprehension Quiz, Chapter 13: “Los Duraznos/Peaches” (entrance ticket)
- Two-Voice Poem graphic organizer (side A completed, side B begun)



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Entrance Ticket: Comprehension Quiz, Chapter 13: “Los Duraznos/Peaches” (5 minutes)Engaging the Reader: Oral Chapter Review (5 minutes)Work Time<ol style="list-style-type: none">Mini Lesson: Two-Voice Poem (15 minutes)Reviewing Character Notes/T-Charts (15 minutes)Collaborative Work: Planning a Two-Voice Poem (15 minutes)Closing and Assessment<ol style="list-style-type: none">Sharing (5 minutes)Homework	<ul style="list-style-type: none">In advance: Read Chapter 13.In advance: Preview YouTube video (see materials, below). Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as www.safeshare.tv, for actually viewing these links in the classroom.During Lessons 13 and 14, students work with the last two chapters of the novel, but with less teacher support. This is intentional; by this point in the study, students should be becoming increasingly independent. These chapters are also formally revisited in Lesson 15, before students begin their formal analytical essay about how Esperanza has grown and changed.Lessons 13 and 14 engage students in working with a partner or their triad to write a two-voice poem, in which they compare and contrast Esperanza to one of the other main characters in the novel. Note that this poem is an assignment, not a formal assessment. Students are not given time in these two lessons to create a final polished piece. Rather, the purpose is for students to continue working with reviewing textual evidence and planning writing in an engaging, creative way (more interesting, for example, than a Venn diagram). This planning serves as a scaffold to students’ more formal writing in Lessons 16–18.Feel free to allocate additional time in other parts of the school day for students to polish and perform their poems to a wider audience.To learn more about two-voice poems, read <i>Joyful Noise</i> by Paul Fleischman or see www.writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf.In advance: Prepare an anchor chart: Gathering Evidence for My Writing.Students may benefit from instruction and review: <i>wonder, feel, pretend, dream, believe, worry, hear</i>.



Lesson Vocabulary	Materials
<p>inference, explain, perform, character, poem, structure, evidence, dialogue</p> <p><i>Note: Key vocabulary from Chapter 13 is addressed in Lesson 14 homework and Lesson 15 classwork.</i></p>	<ul style="list-style-type: none"> • <i>Esperanza Rising</i> (book; one per student) • Comprehension Quiz Entrance Ticket (Chapter 13: “Los Duraznos/Peaches”) (one per student) • Students’ Character T-charts (begun in Lessons 4 and 7) • Reading journals • Evidence flags • Sticky notes • Sample Two-Voice Poem: “I Am an Immigrant” (YouTube video) • LCD projector (to show YouTube immigration poem) • Sample Two-Voice Poem: “I Am an Immigrant” (transcription of poem from YouTube video) • Two-Voice Poem Graphic Organizer (two-sided) (one per student) • Planning My Writing anchor chart (new; teacher-created) • Two-Voice Poems anchor chart (new; teacher-created) • Document camera • Homework: Purpose for Reading, Chapter 14: “Las Uvas/Grapes” (one per student)

Opening	Meeting Students’ Needs
<p>A. Entrance Ticket: Comprehension Quiz, Chapter 13: “Los Duraznos/Peaches” (5 minutes)</p> <ul style="list-style-type: none"> • Begin the lesson with the comprehension quiz 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.



Opening (continued)	Meeting Students’ Needs
<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.• Ask: “Why do you think Miguel left the camp?” Listen for students to make the connection to the answer to the second question in the comprehension quiz: He is upset about being replaced as a mechanic by people who do not know as much as he does. Ask students to cite examples of how else the Okies are treated differently than the Mexican immigrants. Look for students to share about Isabel not being chosen as the queen, the new camp that is being built for them, and the Mexicans being able to swim in the pool only once a week just before it is cleaned. Ask students what they might write on their evidence flag on these pages to help them remember what this chapter was mostly about. If needed, model writing: “This chapter is mostly about Miguel leaving and Mama coming home.”• Then ask the last question from the quiz again:<ul style="list-style-type: none">* “At the end of the chapter, Esperanza experiences two surprises. What are they?” Focus the students’ discussion on the missing money.• Do not confirm or deny any of their suspicions at this time.• Return students’ entrance and exit tickets from Lesson 12, as well as the Mid-Unit 2 Assessment, if you did not already return it in previous lessons. 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">• 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. Mini Lesson: Two-Voice Poem (15 minutes)</p> <ul style="list-style-type: none"> Review the learning target: “I can compare and contrast Esperanza to another main character in <i>Esperanza Rising</i>.” Ask students to turn and talk about the meaning of the words compare and contrast. Clarify as needed. Remind students of all the ways they have been comparing Esperanza to other characters throughout the novel; one specific example is how different Esperanza’s perspective on the camp was from Isabel’s (Lesson/Chapter 7). Tell students that they will get to be creative as they compare and contrast their two characters. Specifically, they will be working with a partner or their triad to write a two-voice poem. Review the learning target: “I can explain the structure of a two-voice poem.” Circle the word structure and ask students to explain what it means. Explain a two-voice poem: “A two-voice poem is written for two people to perform. The poetry usually has two columns—one for each person who is reading the poem. Each person reading the poem reads the text in one of the columns. Sometimes, the poet wants the two readers to say something at the same time, so the poet writes the words on the same line in each column. These poems often sound like a dialogue for two people.” Share the YouTube video Immigration Two-Voice Poems with the students so they can see a two-voice poem performed: www.youtube.com/watch?v=owb-Boh7iXw. After students have heard examples of two-voice poems, have them share out what they learned about two-voice poems. Create a Two-Voice Poems anchor chart with criteria for success. Be sure students have included the following: <ul style="list-style-type: none"> The two voices speak together for things that are similar. Each voice is clear, distinct, and consistent. The writer balances the lines said separately and those read together. The writer uses figurative language to make the writing engaging. On the document camera, show students the Sample Two-Voice Poem: “I Am an Immigrant” (transcription of poem from YouTube video). Ask students to turn and talk, then share out, about what they notice about the structure of the poem. 	<ul style="list-style-type: none"> All students developing academic language will benefit from direct instruction of academic vocabulary. Consider posting nonlinguistic symbols with key vocabulary terms (e.g., a building for <i>structure</i>) to assist ELLs with comprehension and making connections. When playing videos, use the English subtitles (or transcripts of the video) if available (see supporting materials). Providing a visual can assist ELLs and other struggling learners in understanding the content of the video.



Work Time (continued)	Meeting Students’ Needs
<p>B. Reviewing Character Notes/T-Charts (15 minutes)</p> <ul style="list-style-type: none">Review the learning target: “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.”Review the words <i>evidence</i> and <i>inferences</i>. Ask students to turn and talk about the various ways they have been gathering evidence about the main characters through their study of the novel. Invite a few students to share out. Listen for students to mention the Character T-charts, their triad discussions, their exit tickets, and all their discussion and close reading about the challenges characters in the novel face and how various characters have responded.Tell students that today they need to choose which character they want to compare and contrast to Esperanza in their two-voice poem. Tell them that they probably will not have time to create a perfect polished poem, and that is all right. The purpose is to have a creative way to think more carefully about Esperanza and the other characters, in order to understand important events and ideas in the novel.Post the Planning My Writing anchor chart, which should list the following instructions:<ul style="list-style-type: none">Review your notes in your reading journal.Review your exit tickets.Review your evidence flags.Add new evidence flags if you find new evidence.Direct students specifically to their notes and T-charts regarding the following characters:<ul style="list-style-type: none">Esperanza (ongoing)Mama (Lessons/Chapters 3, 4, 10)Abuelita (Lessons/Chapter 3, 4, 9, 10)Miguel (Lessons/Chapters 3, 9, 11, 12)Isabel (Lesson/Chapter 7)Marta (Lesson/Chapter 12)—students did not do a T-chartAll (Chapter 13: today’s reading)Tell students that they are welcome to review other chapters as well; they have marked key passages with their evidence flags.	<ul style="list-style-type: none">Students needing additional supports may benefit from partially filled-in graphic organizers.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"> • Give students 10 minutes to work either on their own or as a triad. Be clear with students that all triad members do not need to choose the same character for their poem. • After 10 minutes, ask students to choose the character they want to compare/contrast with Esperanza. Give each student two sticky notes. • On one sticky note, students should write how their character is similar to Esperanza, citing a page number that has evidence. • On the second sticky note, students should write how their character is different from Esperanza, citing a page number that has evidence. 	
<p>C. Collaborative Work: Planning a Two-Voice Poem (15 minutes)</p> <ul style="list-style-type: none"> • If all students in a triad chose the same character, they may stay in a triad to create their two-voice poem. Or if they prefer, they may work with a new partner. Ask students to regroup in twos or threes, based on the character they want to compare/contrast with Esperanza. • In their triads or new groups, ask students to share their sticky notes: <ul style="list-style-type: none"> * “How is this character similar to Esperanza? What is your evidence?” * “How is this character different from Esperanza? What is your evidence?” • Encourage them to focus in particular on how the two characters respond to challenges. (Refer back to the learning target as needed.) • Distribute the Two-Voice Poem graphic organizer (two-sided). Remind students of the modeling they saw after watching the YouTube video. • Ask students to complete Side A of the graphic organizer, including reference to specific excerpts from the text or page numbers. Tell them you need to sign off on Side A before they proceed. • After the students have collected a rich set of evidence about both characters, they may begin creating their rough drafts (Side B of the graphic organizer). Tell students that their poems should include direct quotes from the novel, as well as paraphrases and their own inferences (give examples to define paraphrase and inference). Model as needed. • Circulate to listen in and support as needed. Identify a few groups who have some strong draft lines on Side B, so you can call on these students during the sharing at the end of this lesson. 	<ul style="list-style-type: none"> • ELLs may need to clarify vocabulary words on the “I Am an Immigrant” poem handout. Check for comprehension and encourage use of bilingual dictionaries. If students struggle, consider allowing them to write the poem in their L1 first and then try to translate it into English. • 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.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">Tell them they will have a bit more time in the next lesson to work on their draft poem before they get some feedback from peers. Remind them that the poem does not have to be perfect or polished: the purpose is to think more carefully about Esperanza and the other characters, in order to understand important events and ideas in the novel.	
Closing and Assessment	Meeting Students’ Needs
<p>A. Sharing (5 minutes)</p> <p><i>Note: There is no new exit ticket/independent writing for the closing of this lesson. Choose whether to collect students’ Two-Voice Poem graphic organizers or to have students continue working on them as a part of their homework.</i></p> <ul style="list-style-type: none">Gather the students in a whole group. Review the learning targets with students. Ask students to share with a partner their progress toward meeting the learning targets. Cold call a few students to share their, or their partner’s, discussion of the learning targets with the whole class.Invite a few students to share out lines from their draft poem.Ask peers to offer one piece of specific praise. “I like how you _____”	<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.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">Read Chapter 14: “Las Uvas/Grapes” (pages 234–253) in <i>Esperanza Rising</i>. Use the Homework: Purpose for Reading, Chapter 14: “Las Uvas/Grapes” question to focus your reading. Use evidence flags to mark the specific areas in the book that support your answer.Optional Part 2 homework: Continue filling in your Two-Voice Poem graphic organizer. <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>	<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.



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 13

Supporting Materials



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Name:

Date:

1. What is Isabel praying so hard for?

2. Why is Miguel upset, and how does Esperanza react?

3. What does Esperanza give Isabel? Why?



4. At the end of the chapter, Esperanza is surprised by something. What happened?



Miriam	Both	Lupita
My name is Miriam. I’m from Peru.		
		My name is Lupita. I’m from Mexico.
	I am an immigrant.	
		My father died, leaving us in poverty. We needed money.
The father of my children went to America in search of money.		
	I crossed the border to America.	
		My journey was long and hard.
My journey was short and luxurious.		
	I have family here.	
		But I left the corpses behind.
I took my family with me.		
	I have a better-paying job.	
I am a teacher at the school, molding minds like clay.		
		I work in the fields, pulling vegetables from the earth.
I try to keep an atmosphere that honors my family’s heritage.		
		I still wear braids to represent my Mexican culture.
	I still practice my own religion. But I am learning English.	
I will stay here because I am a citizen.		
		I will soon go back to Mexico.
	I live in America.	



Two-Voice Poem Graphic Organizer

Character 1 (Esperanza)	Both Characters How are they alike?	Character 2 _____
(General notes)	(General notes)	(General notes)



Two-Voice Poem Graphic Organizer

Actual Words for the Characters to Say in the Poem

[illegible]



Name:

Date:

How is Esperanza changing? Pay particular attention to rich quotes to include in the two-voice poem.

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.



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.



EXPEDITIONARY
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Grade 5: Module 1: Unit 2: Lesson 14

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



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 15

Revisiting Big Metaphors and Themes: Revising and Beginning to Perform Two-Voice Poems



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

I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4)
I can determine a theme based on details in the text. (RL.5.2)
I can use quotes to support my inferences in literary texts. (RL.5.1)
I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate. (SL.5.6)

Supporting Learning Targets

- I can interpret five big metaphors in *Esperanza Rising*.
- I can explain themes in *Esperanza Rising*.
- I can perform my two voice poem.

Ongoing Assessment

- Observation of placement of evidence flags (homework and classwork)
- Triad discussion/Chalk Talk
- Two-voice poems



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing the Anchor Chart: Big Metaphors and Themes in Esperanza Rising (2 minutes)Engaging the Reader: Preparing for Chalk Talk (8 minutes)Work Time<ol style="list-style-type: none">Chalk Talk: Big Metaphors and Themes in Esperanza Rising (15 minutes)The Grapes Metaphor: Whole Class Discussion (15 Minutes)Finalizing and Performing Two-Voice Poems (15 minutes)Closing and Assessment<ol style="list-style-type: none">Celebration (5 minutes)Homework	<ul style="list-style-type: none">• In advance: Review <i>Esperanza Rising</i> (including but not limited to Chapter 13, “Los Duraznos/Peaches,” and Chapter 14, “Las Uvas/Grapes”), noting examples of big metaphors (symbols) and themes.• In advance: Review Text-Dependent Questions for Excerpts from Chapter 13, “Los Duraznos/Peaches,” and Chapter 14, “Las Uvas/Grapes.”• Review Chalk Talk protocol (see Appendix 1).• In advance: Prepare the big metaphors charts for the Chalk Talk. Create five charts, for these five big metaphors: The River, The Heartbeat, The Blanket, The Rose, and The Grapes/Harvest (consider having two charts of each metaphor). Post these charts around the room.• For the sake of time, the phoenix metaphor on page 250 is not dealt with in detail in this lesson. Students will think about the phoenix in Lesson 16. Pages 249–250 also are revisited in Lesson 16.• This lesson includes time for a few groups to perform their two-voice poems. There is more time in Lessons 16–18 for a few more groups to perform each day.• Remember that the two-voice poem is an activity, not a formal assessment. If students are highly invested in their poems, consider giving more time during other parts of the day for them to polish their poems and perform for an audience beyond their peers.



Lesson Vocabulary	Materials
interpret, identify, figurative language, metaphor; second-class citizen, confront, prophecy, stitch	<ul style="list-style-type: none">• <i>Esperanza Rising</i> (book; one per student)• Evidence flags• Text-Dependent Questions for Excerpts from Chapter 13, “Los Duraznos/Peaches,” and Chapter 14, “Las Uvas/Grapes” (one per student; one to display)• Text-Dependent Questions for Excerpts from Chapter 13, “Los Duraznos/Peaches,” and Chapter 14, “Las Uvas/Grapes” (Answers for Teacher Reference)• Big Metaphors and Themes in <i>Esperanza Rising</i> anchor chart (begun in Lesson 6)• Five charts for five big metaphors (new; teacher-created; see Teaching Note above)• Markers (different colors for each triad)

Opening	Meeting Students’ Needs
<p>A. Reviewing the Anchor Chart: Big Metaphors and Themes in <i>Esperanza Rising</i> (2 minutes)</p> <ul style="list-style-type: none">• Keep this short. Students will talk much more with their triads during the Chalk Talk.• Students should sit with their triad.• Review today’s learning targets by reading them out loud to students. Call on a few students to explain what metaphors and themes are. Tell students that today they get to discuss the last few chapters in the novel and some of them may be able to share their poems with the class.• Briefly orient the class to the Big Metaphors and Themes in <i>Esperanza Rising</i> anchor chart. Invite students to talk with their triads about what they noticed in the last two chapters. <p><i>Note: There is no comprehension quiz in this lesson, since students took the quiz on the final chapter during Lesson 14.</i></p>	<ul style="list-style-type: none">• Consider charting the main events of the chapter. Providing a visual will assist ELLs and students needing additional supports in following the discussion.• Provide nonlinguistic symbols for key words in the target to be referred back to throughout the module. Choose a symbol that makes sense to you and your class.



Opening (continued)	Meeting Students' Needs
<p>B. Engaging the Reader: Preparing for Chalk Talk (8 minutes)</p> <ul style="list-style-type: none">• Return students' entrance and exit tickets from Lesson 14. 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.• Remind students that throughout their study of the novel, they have had time to reread key passages, think on their own, and then talk with triads. Today, they will do the same.• Choose a student to reread the learning target aloud: "I can interpret five big metaphors in <i>Esperanza Rising</i>." Point out to them that four of these metaphors are ones they have discussed previously; one is new, but some students may have already figured it out.• Distribute and display Text-Dependent Questions for Excerpts from Chapter 13, "Los Duraznos/Peaches," and Chapter 14, "Las Uvas/Grapes."• Ask students to think and mark evidence on their own, to prepare for the Chalk Talk. Tell students that it is fine if they do not have time to think through every single question; they will continue to discuss with their triads.	<ul style="list-style-type: none">• For ELLs or struggling readers, consider asking them to focus on just one big metaphor or on a single question regarding each of the five big metaphors.• Consider providing sentence stems or a partially completed text-dependent worksheet questions to help them organize their thinking.



Work Time	Meeting Students' Needs
<p>A. Chalk Talk: Big Metaphors and Themes in Esperanza Rising (15 minutes)</p> <ul style="list-style-type: none">• Ask the Purpose for Reading homework question from Lesson 14: “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?”• Ask students to review their evidence flags from their homework and the independent work they just did to prepare for the Chalk Talk.• Explain the Chalk Talk protocol briefly to students. Point out the five big metaphors charts around the room:<ul style="list-style-type: none">– The River– The Heartbeat– The Blanket– The Rose– The Grapes/Harvest• Today, they are going to go with their triad to each of the five Chalk Talk charts and discuss the following two questions:<ul style="list-style-type: none">* “How does this big metaphor show up again in the last two chapters?”* “Why did the author do this? How does this ‘big metaphor’ help us understand an important message or theme in the novel?”• Tell students that each group will have a different color marker, so it’s clear which group has gone to which chart. Before students begin, remind them to please start their writing way up at the top of the chart, since other groups will be adding to the chart.• Ask students to begin. Give them about 3 minutes to work on each chart, then rotate. (Note that students will need less time for the later rounds, since peers from other groups will have already written many key comments. It is also fine if not all groups make it to all five charts.)• Circulate to support and probe as necessary, pushing students to cite evidence and consider the “so what” of the thematic purpose of these big metaphors.	<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.• Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.



Work Time	Meeting Students' Needs
<p>B. The Grapes Metaphor: Whole Class Discussion (15 Minutes)</p> <ul style="list-style-type: none">• Ask students to share out key learnings from the Chalk Talk. Add to the class anchor chart: Big Metaphors and Themes in <i>Esperanza Rising</i>.• Ask students to discuss whole group:<ul style="list-style-type: none">* “What did Papa mean when he told Esperanza, ‘Wait a little while and the fruit will fall into your hands’ (pages 2 and 223)?” Listen for students to understand that Esperanza has learned about patience, that the <i>harvest</i> of her life has begun, and that as Miguel said, “everything will work out” (page 233).	<ul style="list-style-type: none">• As an extension, invite advanced students to also think about the phoenix metaphor (page 250). Students discuss this big metaphor in a future lesson.
<p>C. Finalizing and Performing Two-Voice Poems (15 minutes)</p> <ul style="list-style-type: none">• Give students 10 minutes to revisit their two-voice poems with their writing partners, possibly revising based on the discussion about big metaphors and themes.• After about 10 minutes, invite some groups to perform their two-voice poems for the class.• After each performance, ask students in the audience to offer one piece of specific praise about the content of the poem.	<ul style="list-style-type: none">• For students who struggle with reading text or with language production, consider giving them extended time to rehearse their poem out loud before performing it in front of others.• Some students may benefit from prerecording their poem away from other students and then playing the recording instead of standing in front of the class to read it out loud.



Closing and Assessment	Meeting Students' Needs
<p>A. Celebration (5 minutes)</p> <ul style="list-style-type: none">Review the learning targets with students by rereading them out loud and asking students to turn and talk to a partner about one of the big metaphors that they particularly liked in <i>Esperanza Rising</i>. Have them explain why they like it. How did that big metaphor help them understand the themes of the story?Congratulate students on their two-voice poems. Remind students who did not perform today that they will have time during the upcoming lessons.Collect students' two-voices poems, or let them continue revising as a part of their homework.Commend students for how well they have come to understand the main characters in the novel, how they respond to challenges, and how Esperanza in particular has grown and changed. They will get to write about this more formally in the upcoming lessons.	<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.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">If you have finished the two-voice poem and the novel, you have no homework.If you need to, finish your poem or the novel. <p><i>Note: To prepare for Lesson 16, copy the Sample Paragraph (in Lesson 16 supporting materials) onto a piece of chart paper.</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.



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 15

Supporting Materials



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The river

- What do Esperanza and Miguel fight about on pages 220–224?
- What does Miguel mean when he says he was a *second-class citizen* in Mexico? (page 222)
- What does Esperanza mean when she says she wants Miguel to *confront* his boss? (page 222)
- Why did Miguel call Esperanza a queen? (pages 224 and 18)

The blanket

- On page 224, what does Esperanza try to explain to Miguel about her life?
- At the top of page 224, what might the word *prophecy* mean? How might you figure this out?
- On pages 243–247, the author repeats phrases about *stitches* up the mountain and down the valley. What is the actual definition of a *stitch*? What is the other meaning in this passage?

The heartbeat

- On page 248, where do Esperanza and Miguel go?
- What happens while they are there, and why is this important? What message might the author be trying to give readers?

The rose

- Why do Papa’s roses matter so much to Esperanza? (page 225)



Grapes/harvest

- At the bottom of page 246 through page 247, the author describes the grapes. What are the grapes a metaphor for? How do you know?
- What did Papa mean when he told Esperanza, “Wait a little while and the fruit will fall into your hands”? (pages 2 and 223)



The river

- What do Esperanza and Miguel fight about on pages 220–224?

They are arguing about Miguel deciding to dig ditches when the Okies showed up to take over the mechanics’ work. Esperanza is really upset about how they are being treated but is taking it out on Miguel. She even calls him “a peasant,” like he was in Mexico. She tells him, “Speak up for yourself and your talents.”

- What does Miguel mean when he says he was a *second-class citizen* in Mexico? (page 222)

Miguel is referring to the fact that she thought he wasn’t good enough for her. That he was just a servant and they stood on opposite sides of the river (the metaphor of their lives).

- What does Esperanza mean when she says she wants Miguel to *confront* his boss? (page 222)

Esperanza wants Miguel to have an argument with his boss. She wants Miguel to tell his boss that he should treat him better, not like a second-class servant.

- Why did Miguel call Esperanza a queen? (pages 224 and 18)

Miguel has always called her his queen, ever since she referred to him as a peasant in Mexico. At first he did it as an insult because he was hurt she did not think him good enough. Then it became more of a joke. In this chapter, he is hurt again, so he meant it as an insult.



The blanket

- On page 224, what does Esperanza try to explain to Miguel about her life?

Esperanza says, “See these perfect rows ... what my life would have been? ... Now my life is like the zigzag in the blanket on Mama’s bed.” She means that she cannot predict what is going to happen anymore and it is all messed up in her mind.

- At the top of page 224, what might the word *prophecy* mean? How might you figure this out?

Esperanza is referring to the fact that Miguel told her everything was going to be all right. She wanted to know if he was able to predict the future.

- On pages 243–247, the author repeats phrases about *stitches* up the mountain and down the valley. What is the actual definition of a *stitch*? What is the other meaning in this passage?

A stitch is one pass of the thread or yarn and a needle when sewing or crocheting. Because it is a metaphor for Esperanza’s life, the stitches could also mean the events in her life, especially the things that happened to her recently.

The heartbeat

- On page 248, where do Esperanza and Miguel go?

They went to where they could see the valley and be alone, at the top of the hills.

- What happens while they are there, and why is this important? What message might the author be trying to give readers?

They lie down on the ground and listen to the earth. They hear the *heartbeat* and she sees another vision, this time a positive one. The author is trying to get readers to understand that things are getting better and Esperanza now has hope.



The rose

- Why do Papa’s roses matter so much to Esperanza? (page 225)

To Esperanza, the roses are a memory of Papa and all the good things she remembers about her life with him. When she sees them blooming, she wants to tell Miguel because she realizes that he would understand, but he has already left.

Grapes/harvest

- At the bottom of page 246 through page 247, the author describes the grapes. What are the grapes a metaphor for? How do you know?

The grapes are a metaphor about how life repeats itself. Mama had gotten sick at the end of the grape harvest the year before (“Mama had breathed in the dust at the end of the grapes”), and now they were back again. To Esperanza it meant that they could start the year over, this time with hope. “The grapes were delivering another harvest and Esperanza was turning another year.”

- What did Papa mean when he told Esperanza, “Wait a little while and the fruit will fall into your hands”? (pages 2 and 223)

Papa meant that she had to be patient and let things take their time, like when fruit is ripe. It will fall off trees or vines. It tells you when it is ready.



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”)



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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 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.	



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Grade 5: Module 1: Unit 2: Lesson 16

Supporting Materials



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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?)



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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">Opening<ol style="list-style-type: none">Review of Learning Targets and Criteria for Success (10 minutes)Work Time<ol style="list-style-type: none">Guided Practice: Complete Draft Paragraph 1 (10 minutes)Peer Critique of Graphic Organizer for Paragraph 2 (10 minutes)Independent Writing: Drafting Paragraph 2 (15 minutes)Group Discussion: How Esperanza Changes over Time; the Phoenix Metaphor (10 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework	<ul style="list-style-type: none">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.Review: Catch and Release protocol (see Appendix 1).Reread pages 249–250, thinking specifically about the phoenix metaphor, which students discuss in Part D of Work Time.



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

Opening	Meeting Students' Needs
<p>A. Review of Learning Targets and Criteria for Success (10 minutes)</p> <ul style="list-style-type: none">• Invite a few groups that have not yet shared their two-voice poems to do so. Ask peers to give specific praise.• 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 Compare/Contrast Essay Criteria for Success anchor chart with students. The chart should include the following (as well as other criteria your class identifies):<ul style="list-style-type: none">– Citing evidence– Making inferences– Key events from the beginning and end of the novel– Paragraphs have topic sentence– Paragraphs have supporting details– Paragraphs have concluding sentence	<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.• Some students may be unfamiliar with Tier 2 vocabulary words. Clarify vocabulary with students as needed.



Work Time	Meeting Students' Needs
<p>A. Guided Practice: Complete Draft Paragraph 1 (10 minutes)</p> <ul style="list-style-type: none">• Have students gather in their triad groups and take out their two completed graphic organizers for Paragraphs 1 and 2, as well as their incomplete draft of Paragraph 1.• Display the Sample Accordion graphic organizer for Chapter 3 and Sample paragraph about Chapter 3 (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.”• 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.• Give students 10 minutes to complete the draft of their first paragraph about a challenge Esperanza faced in Chapter 5.• 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.• 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.• Ask students to hold on to their Paragraph 1 draft for now.	<ul style="list-style-type: none">• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.• For students needing additional supports producing language, consider offering a sentence frame, sentence starter, or cloze sentence to provide the structure required.
<p>B. Peer Critique of Graphic Organizer for Paragraph 2 (10 minutes)</p> <ul style="list-style-type: none">• Keep students in triads and ask students to exchange the graphic organizers they completed for homework, about a second event later in the novel.• 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.• Ask students to give each other specific, kind, helpful feedback based on their graphic organizer in the form of praises, questions, and suggestions.• Encourage them to focus on the criteria: citing evidence and explaining.• Circulate to listen in and support as needed. Identify students who may need additional support with their Paragraph 2 graphic organizer.	<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.



Work Time (continued)	Meeting Students' Needs
<p>C. Independent Writing: Drafting Paragraph 2 (15 minutes)</p> <ul style="list-style-type: none">• Distribute the Paragraph 2 task card to students and ask them to start writing their second paragraphs.• They should begin with their Paragraph 2 graphic organizer (completed for homework) and the feedback they just received from peers.• For student reference, keep the Sample Accordion Graphic Organizer for Paragraph Writing and the sample paragraph posted where all students can see the charts.• 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.• As students work, circulate to observe and support as needed.• Collect students' draft Paragraphs 1 and 2. They will need these for their on-demand assessment during Lesson 18.	<ul style="list-style-type: none">• Consider writing and breaking down multistep directions into numbered elements. ELLs can return to these guidelines to make sure they are on track.• Students needing additional supports may benefit from partially filled-in graphic organizers.• 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.
<p>D. Group Discussion: How Esperanza Changes over Time; the Phoenix Metaphor (10 minutes)</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">• Tell students that in the next lesson, they will complete their essays on their own for the End of Unit 2 Assessment.• Explain that their final essay will have three paragraphs. They have already written drafts of two of those paragraphs.• 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.• 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."	<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 (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask:<ul style="list-style-type: none">* “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.• Ask students to Think-Pair-Share regarding these questions:<ul style="list-style-type: none">* “In what ways does Esperanza change as a person throughout the novel?”* “Why do you think the author chose to compare Esperanza to a phoenix in these last pages of the book?”• Record student responses on chart paper so they may use them as a reference during the End of Unit 2 Assessment.	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Ask students to consider:<ul style="list-style-type: none">* “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.	<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">• Continue gathering any evidence to use in your End of Unit 2 assessment.	



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Grade 5: Module 1: Unit 2: Lesson 17

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.

[illegible]



EXPEDITIONARY
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Grade 5: Module 1: Unit 2: Lesson 18

End of Unit 2 Assessment: On-Demand Analytical Essay about How Esperanza Changes Over Time



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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 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 produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)
With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)
I can choose evidence from literary or informational texts to support analysis, reflection and research. (W.5.9)

Supporting Learning Targets

- I can find evidence in *Esperanza Rising* that will support my inferences about characters from the book.
- I can write an informative/explanatory three-paragraph essay that analyzes how Esperanza responds to two key events, and compares and contrasts her response to events over time.
- I can write an essay in which each paragraph has a clear topic sentence, a body, and a conclusion.

Ongoing Assessment

- Accordion graphic organizers
- Partner and individual paragraphs
- End of Unit 2 Assessment: On-Demand Analytical Essay about How Esperanza Changes over Time



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Review of Learning Targets and Criteria for Success (10 minutes)2. Work Time<ol style="list-style-type: none">A. Engaging the Writer: Esperanza from Beginning to End (10 minutes)B. End of Unit 2 Assessment: Revising Paragraphs 1 and 2, Writing Paragraph 3 (35 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Self-Assessment (5 minutes)4. Homework	<ul style="list-style-type: none">• Because this is an on-demand assessment, students will need to complete their essays independently, without support.

Lesson Vocabulary	Materials
informative, explanatory, paragraph, essay, compares, contrasts, topic sentence, body, conclusion, phoenix	<ul style="list-style-type: none">• <i>Esperanza Rising</i> (book; one per student)• Students' draft Paragraphs 1 and 2 (from Lesson 17)• Accordion graphic organizers (from Lessons 16 and 17)• Compare/Contrast Essay Criteria for Success anchor chart (from Lesson 17)• End of Unit 2 Assessment: On-Demand Analytical Essay about How Esperanza Changes over Time (one per student)• End of Unit 2 Assessment: On-Demand Analytical Essay about How Esperanza Changes over Time (Self Assessment)• NYS Grades 4-5 Expository Writing Evaluation Rubric (for Teacher Reference)



Opening	Meeting Students' Needs
<p>A. Review of Learning Targets and Criteria for Success (10 minutes)</p> <ul style="list-style-type: none">• Allow any remaining groups that have not shared their two-voice poems to do so. Again have peers give specific praise.• Review today's learning targets and the Compare/Contrast Essay Criteria for Success anchor chart, created in the previous lesson. Ask students if there are any additional criteria they want to add to the chart, based on their paragraph drafts and the peer critique they received during Lesson 17.	<ul style="list-style-type: none">• Provide nonlinguistic symbols to assist ELLs and other struggling readers in making connections with vocabulary.• Providing anchor charts for processes, such as Criteria for Success, helps all learners understand expectations clearly.
Work Time	Meeting Students' Needs
<p>A. Engaging the Writer: Esperanza from Beginning to End (10 minutes)</p> <ul style="list-style-type: none">• To help students prepare for their End of Unit 2 Assessment, ask a series of questions about how Esperanza changes over the course of the novel. (Choose to do this whole group or in triads.)• Remind students of their discussion about the <i>phoenix</i> from the final chapter. As questions are posed, ask several students to share their thinking with the group. Ask students the following:<ul style="list-style-type: none">* "Do you think Esperanza grew and developed as a person throughout the novel? Support your answer with evidence from the novel."* "Compare: In what ways does Esperanza still behave the same at the end of the novel as she did in the beginning? Give examples."* "Contrast: In what ways is Esperanza different at the end of the story than she was in the beginning? Give examples."* "What is your opinion of Esperanza at the end of the novel?"	<ul style="list-style-type: none">• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.• For students needing additional supports producing language, consider offering a sentence frame, sentence starter, or cloze sentence to provide the structure required.



Work Time (continued)	Meeting Students' Needs
<p>B. End of Unit 2 Assessment: Revising Paragraphs 1 and 2, Writing Paragraph 3 (35 minutes)</p> <ul style="list-style-type: none">• Post the End of Unit 2 Assessment: On-Demand Analytical Essay about How Esperanza Changes over Time for all students to see. Read through the prompt and clarify any terms as necessary.• Tell students that while they are revising and writing their final paragraphs comparing and contrasting Esperanza's character development over time, they will want to consider the peer critique they received during the previous lesson. They should also refer to the anchor chart: Compare/Contrast Criteria for Success (from Lesson 17); the sample paragraph on chart paper; the discussion at the beginning of class as well as the discussion about Esperanza being compared to a phoenix during the previous lesson (student responses recorded on chart paper); their evidence flags, recording forms/note-catchers, journals, and other relevant anchor charts about human rights challenges and character responses, as tools to support them during the final writing process.• Collect students' essays to formally 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.• Optional extension: If any students finish early, offer the option to create an accompanying illustration for their essays that shows how Esperanza's responses to human rights challenges changed over the course of the novel.
Closing and Assessment	Meeting Students' Needs
<p>A. Self-Assessment (5 minutes)</p> <ul style="list-style-type: none">• Ask students to turn to their End of Unit 2 Assessment (Self-Assessment). Invite them to complete this self-assessment then then hand it in with their complete essays.• Ask students to share what they celebrated about their essays on the self-assessments they just completed. Make sure to congratulate students on completing the novel and their analysis essays of Esperanza as a character.• Remind students that in Unit 3, they will get to write and perform scenes based on some of the key events in <i>Esperanza Rising</i>.	<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">• None <p><i>Note: In the next unit, students will be learning about and participating in Readers Theater. Familiarize yourself with what Readers Theater is and how it is used with students in the classroom (see Unit 3 Overview for suggested resources).</i></p>	



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Grade 5: Module 1: Unit 2: Lesson 18

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Name:

Date:

Analytical Essay about How Esperanza Changes over Time

How does Esperanza change over time? Analyze how Esperanza responds to events early and late in the novel. Then compare her response to the two events. What do her responses show about her as a person?

1. Your first paragraph will be about a key event in Chapter 5: “Las Guayabas/Guavas,” when Esperanza is on the train to the United States. You have already planned and drafted this paragraph. Today, you can revise it to make it stronger.
2. Your second paragraph will be about the key event you chose from later in the novel. You have already planned and drafted this paragraph. Today, you can revise it to make it stronger.
3. Your third paragraph is NEW writing that you need to do ON YOUR OWN today. In this paragraph, you should compare (discuss similarities) and contrast (discuss differences). How does Esperanza respond to challenges differently at the end of the novel than she did in the beginning? Be sure to cite specific evidence from the text to support your analysis.



Topic:

Detail:

Explain:

Detail:

Explain:

Conclusion:



Name:

Date:

Criteria for Success and Self-Assessment

Write three paragraphs.

Each paragraph has a clear topic sentence.

Each paragraph has at least two specific details.

Each paragraph includes an explanation of the details.

Each paragraph includes a conclusion explaining what this shows about Esperanza.

Indent the first sentence of each paragraph.

Write in complete sentences.

Explain how Esperanza changes over time.

1. Write one “star”: something you are proud of and want to “celebrate” about your essay:

2. Write one “step”: something you think you need to work on or would like to improve to become a strong independent writer:



CRITERIA	CCLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support an analysis of topics or texts	W.2 R.1–9	—clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate insightful comprehension and analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension and analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	W.2 W.9 R.1–9	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence inconsistently	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—exhibit clear, purposeful organization —skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented	—exhibit clear organization —link ideas using grade-appropriate words and phrases —use grade-appropriate precise language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented	—exhibit some attempt at organization —inconsistently link ideas using words and phrases —inconsistently use appropriate language and domain-specific vocabulary —provide a concluding statement that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.