



EXPEDITIONARY
LEARNING

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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Supporting Materials



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Name:

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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.