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**ALL**

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**ELA**

**Grade 5**

**Boot Camp**

**Teacher Materials**

**Week 1**

### ELA Remote Learning Videos: Grade 5 Week 1 Teacher Summary Packet

This video series is adapted and designed to provide asynchronous instruction for remote learning. The series of lessons—five per week—provides asynchronous instruction for students and then time for synchronous wraparound support from the classroom teacher between lessons. Each video lesson is approximately 20–35 minutes in length.

Each week’s materials include a teacher-facing summary packet and a student-facing support packet. The student packet includes directions teachers can customize in communications with their students and contains all the materials needed to interact with the lesson as well as independent practice.

This week’s instruction focuses on the following:

- Lesson 1 – Discovering the Topic
- Lesson 2 – Establishing Reading Routines: *Esperanza Rising*
- Lesson 3 – *Esperanza Rising* “Las Uvas”
- Lesson 4 – Introducing the Universal Declaration of Human Rights (UDHR)
- Lesson 5 – *Esperanza Rising* “Las Papayas” and Article 23 of the UDHR

Instruction will use the following Tennessee ELA standards in order to build knowledge about the historical context of *Esperanza Rising* and the Universal Declaration of rights as well as focus on the vocabulary used in the opening section of the text.

- 5.RL.KID.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.RI.KID.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.RI.IKI.7 – Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
- 5.RI.CS4 – Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
- 5.RL.CS4 – Determine the meanings of words and phrases as they are used in a text, including figurative language with an emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.
- 5.RL.CS.5 – Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of particular texts.
- 5.RI.RRTC.10 – Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
- 5FL.VA7a – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. i. Use context as a clue to the meaning of a word or phrase. ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. iii. Consult reference material, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

- 5.W.RBPK.7 – Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.
- 5.W.RBPK.8 – Recall relevant information from experiences or gather relevant information from print and digital resources; summarize or paraphrase information in notes and finished work and provide a list of sources.

The lessons follow a four-part cycle: (1) opening, (2) work time, (3) closing and assessment, and (4) homework. Most of the time one video lesson is one complete cycle, but in some cases a cycle is split between two video lessons. The asynchronous videos do not cover all elements of each written lesson. The tables below show which elements are in each video and which can be used by the teacher for synchronous supports.

**Lesson 1**

Lesson Element	Inclusion in the Video	Notes for the Teacher
Opening	Included in this video	Consider providing opportunities for group/partner discussions about the video ensuring clarity of key topics. Some questions will be answered as lessons progress in the unit.
Work Time	The video pauses for discussion and q/a response.	Consider incorporating discussion elements during the pauses if mixing in synchronous instruction. Consider adding the q/a sections into teacher synchronous lessons as follow-up to the asynchronous lesson.
Closing and Assessment	Included in this video	Consider using this section as a submission to verify completion. Use answers to springboard into synchronous discussions either during the video or after the video in a live lesson.
Homework	Included in this video	Reading and comprehension questions are included for independent work. Consider whether this is appropriate for independent work or reading needs to occur during synchronous learning or as an additional asynchronous lesson support and/or access point.

**Lesson 2**

Lesson Element	Inclusion in the Video	Notes for the Teacher
Opening	Included in the video	Incorporate the module guiding questions into logs for asynchronous use or use module guiding questions for discussion during a synchronous lesson before this asynchronous video.
Work Time	Included in the video	Incorporate the partner work and discussion elements to reinforce vocabulary (e.g. ethical, close reader strategies) either through synchronous instruction after the asynchronous video lesson or by pausing the video for discussion if the video is used during synchronous instruction.
Closing and Assessment	Included in the video	Reflect on and assess responses from this lesson's debrief focused on the importance of close reading and figuring out the gist. Consider using the Fist-to-Five protocol for students to self-assess their progress on the learning targets.
Homework	Included in the video	Reading and comprehension questions are included for independent work. Consider whether this is appropriate for independent work or reading needs to occur during synchronous learning or as an additional asynchronous lesson support and/or access point.

**Lesson 3**

Lesson Element	Inclusion in the Video	Notes for the Teacher
Opening	Included in the video	Consider any additional scaffolds or access points for students determined by synchronous or asynchronous delivery.
Work Time	Included in the video	After the opening, consider teaching the vocabulary section before in a synchronous lesson if students are watching the video asynchronously. If watched synchronously, consider adding extra lesson time to pause frequently for turn and talk or small discussions to reinforce vocabulary and translations in this lesson.
Closing and Assessment	Included in the video	Consider using this section of the video in a flipped classroom synchronous model. If synchronous discussions are not available in the learning schedule, encourage students to have conversations with others regarding discussion topics.
Homework	Included in the video	Consider whether students need clarifications on the assignment given the context of the lesson. Reading and comprehension questions are included for independent work. Consider whether this is appropriate for independent work or reading needs to occur during synchronous learning or as an additional asynchronous lesson support and/or access point.

**Lesson 4**

Lesson Element	Inclusion in the Video	Notes for the Teacher
Opening	Included in the video	Consider providing clarifications for the log pages if students have the same materials as shared in the videos. Consider providing preparation on these tools if students have not experienced these concepts before.
Work Time	Included in the video	Continue to support vocabulary growth through usage and modeling. Consider adding to the work time by providing group/partner time for the strategies discussed after this lesson is used asynchronously. Consider additional discussion time if this lesson is provided synchronously. Additional scaffolds and access points may need to be built into this challenging content. In particular, asynchronous delivery of this lesson will require additional discussions synchronously to ensure that students master concepts from the lesson.

Closing and Assessment	Included in the video	Reflect on and assess responses from this lesson's debrief focused on the importance of contributing to class discussions and using specific details from the text. Consider an additional synchronous discussion in future lessons to ensure that students have mastered content.
Homework	Included in the video	Consider how students will need support with the assignment if they are struggling with this unit.

**Lesson 5**

Lesson Element	Inclusion in the Video	Notes for the Teacher
Opening	Included in the video (Part B)	Consider whether students need any additional supports from the prior lesson before starting this lesson. Determine how students will complete logs and how to check them for accuracy and understanding whether lessons are synchronous or asynchronous.
Work Time	Included in the video	Consider any additional supports will need while reading text or completing logs. Include additional instructions and discussion time or consider additional synchronous supports for the lesson if delivered asynchronously. Because students are supposed to pause and complete and then receive answers, consider how you will know whether they have internalized this information and how they are drawing conclusions across texts.
Closing and Assessment	Included in the video	Consider how to include closing elements in the opening of the next lesson if students are learning asynchronously. If students are learning synchronously, consider how formative data will be used to determine students' ability to make connections across texts.
Homework	Included in the video	Consider how students will need support with the assignment if they are struggling with this unit.



# Lesson 1

ELA G5:M1:U1:L1

# DISCOVERING OUR TOPIC: HUMAN RIGHTS

## Daily Learning Targets

- I can infer the topic of this module from the resources.
- I can generate norms for effective discussion.

## Ongoing Assessment

- I Notice/I Wonder Note-catcher: Inferring the Topic
- Discussion Norms anchor chart

## Agenda

Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Practicing Observing Closely: I Notice/I Wonder (10 minutes)</p> <p>B. Reviewing Learning Targets (5 minutes)</p> <p><b>2. Work Time</b></p>	<p><b>Purpose of lesson and alignment to standards:</b></p> <ul style="list-style-type: none"><li>• In this lesson, students participate in the Infer the Topic protocol by engaging with the texts they will read throughout the module.</li><li>• Be aware that human rights threats and the events of <i>Esperanza Rising</i> may be sensitive for students. Reflection time is provided during lessons and for</li></ul>





Agenda	Teaching Notes
<p>A. Infer the Topic (20 minutes)</p> <p>B. Generating Discussion Norms (15 minutes)</p> <p><b>3. Work Time</b></p> <p>A. Introducing the Performance Task and Module Guiding Questions (10 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read and reflect on the guiding questions for the module. Talk about them with your family. How do they make you feel? Why? What do they make you think about? You can sketch or write your reflections.</p>	<p>homework to give students and families an opportunity to process connections they make. Be aware that these connections may be personal and students are not required to share them.</p> <ul style="list-style-type: none"> <li>• In Work Time B, students generate a Discussion Norms anchor chart. Ensure that all of the cues and responses suggested on the Discussion Norms anchor chart (example, for teacher reference) are added, as these will support students in having productive and equitable discussions that will deepen their understanding.</li> <li>• In this lesson, students do not collect new vocabulary independently. New vocabulary is collected on the Academic Word Wall. Students are introduced to their vocabulary logs in Lesson 4, where they will collect vocabulary from the texts they read.</li> <li>• During all interaction, be aware that partnering with, looking at, talking with, or touching the opposite gender may be uncomfortable and inappropriate for some students. In addition, some students may believe it is inappropriate to speak with other students of either gender at all during class. Let students know that in the United States, speaking with a peer of either gender when the teacher gives the signal is appropriate, and it is one way that students can become independent learners and develop their content</li> </ul>



knowledge and language ability. At the same time, tell them you respect their needs, and if necessary, seek alternative arrangements for students according to their cultural traditions.

- This lesson is the first in a series of two that include built-out instruction for strategic use of the Think-Pair-Share protocol to promote productive and equitable conversation.
- This lesson uses cold calling, calling on students without them volunteering, as a total participation technique. Be aware that cold calling may be unfamiliar or embarrassing for some students. Prepare students and their families by telling them that cold calling in the United States is common and is a protocol that helps to ensure that all student voices are heard and respected. The protocol also provides the teacher with one way to assess what students know.

**How it builds on previous work:**

- If students have worked on EL Education modules in grades K-4, this module will build on those foundations.

**Areas in which students may need additional support:**

Agenda	Teaching Notes
	<ul style="list-style-type: none"> <li>• Students may need additional support reading the text excerpts in the Infer the Topic protocol. Invite students to help each other by reading the excerpts aloud to each other.</li> </ul> <p><b>Assessment guidance:</b></p> <ul style="list-style-type: none"> <li>• Monitor students' I Notice/I Wonder note-catchers to ensure they are on the right track for inferring what the module is about at the end of the Infer the Topic protocol.</li> </ul> <p><b>Down the road:</b></p> <ul style="list-style-type: none"> <li>• In the next lesson, students will be introduced to the independent reading routine. They will also have a chance to share their reflections (if they choose) on the learning targets based on their background and experiences at the beginning of the lesson.</li> <li>• The Academic Word Wall and Discussion Norms anchor chart introduced in this lesson will be referred to throughout the module and the school year.</li> </ul>

### In Advance

- Prepare:



- Academic Word Wall with blank word cards and markers located close by. This is an area of the classroom where academic words will be added throughout the year.
  - The Infer the Topic resources and post around the room. Some of the resources require technology to play videos (see supporting materials).
  - Discussion Norms anchor chart. Note that Goal 1 Conversation Cues and sample student responses are built into the Discussion Norms anchor chart (example, for teacher reference). As students are introduced to Goal 2-4 Conversation Cues in Modules 2-4, additional cues and responses will be added to the Discussion Norms anchor chart. Thus, the Discussion Norms anchor chart is a living document; leave plenty of space to add Conversation Cues in future modules.
  - Performance Task anchor chart (see Performance Task Overview) and Module Guiding Question anchor chart (see Module Overview).
  - Online or paper translation dictionary for ELLs in their home language.
- Review the Think-Pair-Share and Infer the Topic protocols (see Classroom Protocols).
  - Post: Learning targets.

## Tech and Multimedia

- Opening A: Complete the modeling for the I Notice/I Wonder Note-catcher: Inferring the Topic with the class in a word-processing document such as a Google Doc.
- Work Time A: Some of the resources for the Infer the Topic protocol are videos:
  - Resource 1: "We Are All Born Free and Equal." Video. *Youth for Human Rights*. Youth for Human Rights, n.d. Web. 18 Apr. 2016.
  - Resource 5: "Don't Discriminate." Video. *Youth for Human Rights*. Youth for Human Rights, n.d. Web. 18 Apr. 2016.
  - Resource 10: "Right to Life." Video. *Youth for Human Rights*. Youth for Human Rights, n.d. Web. 18 Apr. 2016.



- Work Time A: Students complete their I Notice/I Wonder note-catchers in a word-processing document such as a Google Doc.
- Work Time A: Students complete their note-catchers in a word-processing document using Speech to Text facilities activated on devices or using an app or software such as [Dictation.io](#).
- Work Time A: Record student discussions during the Infer the Topic protocol using software or apps such as [Audacity](#) or [GarageBand](#).
- Work Time B: Create the Discussion Norms anchor chart in an online format, such as a Google Doc, to display.

## Supporting English Language Learners

### Important points in the lesson itself

- The basic design of this lesson supports ELLs by explicitly outlining discussion protocols and inviting students to contribute norms that reflect their home cultures, allowing time for students to investigate academic vocabulary, building background and making connections about the topic of the module, and allowing space for diverse perspectives on and experiences with human rights.
- ELLs may find the Infer the Topic resources challenging because of the volume of potentially unfamiliar new language. Encourage them to focus on the gist of select resources and language that is familiar. Invite them to pat themselves on the back for what they do understand. See Work Time A for additional supports.
- Human rights threats may be a particularly sensitive issue for some ELLs. Consider getting to know your students and their families' experiences, bringing your awareness of this background into the plan for this module.

### Levels of support

*For lighter support:*



- Before providing any sentence frames or modeling during Work Time, observe student interaction and allow them to grapple. Provide supportive frames and demonstrations only after students have grappled with the task. Observe the areas in which they need additional support.
- After Work Time A, consider inviting students to reflect on additional examples of human rights threats.

*For heavier support:*

- Display, repeat, and rephrase all questions.
- During Work Time A, distribute a copy of the I Notice/I Wonder note-catcher that includes sentence starters. Consider including a word bank for Lessons 1 and 2 to help them complete the sentence starters. This will provide students with models for the kind of information they should enter and reduce the volume of writing required.
- To help students approach unfamiliar texts in this unit and in the Mid-Unit 1 Assessment, invite them to choose strategies to practice. Notice that many of these strategies coincide with the Close Readers Do These Things anchor chart, first introduced in Lesson 2. Examples:
  - Chunk the text into manageable amounts, e.g., phrases, sentences, or paragraphs.
  - Read aloud.
  - Read repeatedly.
  - Silently paraphrase the chunks.
  - Summarize what you read for someone else, perhaps first in your home language.
  - Underline important people, places, and things.
  - Circle unfamiliar words.
  - Use context or a dictionary to define unfamiliar words.
  - Annotate unfamiliar words with synonyms or translation.



- **Multiple Means of Representation (MMR):** The basic model of this lesson asks students to make inferences about this unit. Some students may need additional supports with the cognitive load of making inferences. Provide supports in the introduction by using think-alouds to model making inferences. Also, some students may need additional representations to visualize and reinforce the discussion norms. Consider providing role-play opportunities using the cues and responses generated by the class.
- **Multiple Means of Action and Expression (MMAE):** This lesson requires students to use their expressive language skills for multiple purposes. Some students may need additional support as they develop these skills. Sentences frames are useful tools to help them organize and formulate their ideas in a way that effectively contributes to the conversation. See the Meeting Students' Needs column for specific examples.
- **Multiple Means of Engagement (MME):** Since this lesson is the students' introduction to the entire unit, it is important to engage them in the upcoming content and products. As you introduce the content through inference, convey the purpose of this activity and how it will contribute to their learning and preparation for the unit itself. Also, when you share the learning outcomes at the end of the lesson, provide some student examples to build excitement about what they will accomplish by the end of this unit.

## Vocabulary

**Key:** Lesson-Specific Vocabulary (L); Text-Specific Vocabulary (T); Vocabulary Used in Writing (W)

- details, notice, wonder, infer, norms, effective (L)
- human rights (T)



## Materials

- Infer the Topic resources (to display; see supporting materials)
- Academic Word Wall (new; teacher-created; see Teaching Notes)
- I Notice/I Wonder Note-catcher: Inferring the Topic (one per student and one to display)
- Online or paper translation dictionary (for ELLs; one per student in student's home language)
- Directions for Infer the Topic (one to display)
- Discussion Norms anchor chart (new; co-created with students during Work Time B)
- Discussion Norms anchor chart (example, for teacher reference)
- Performance Task anchor chart (new; teacher-created; see Performance Task Overview)
- Module Guiding Questions anchor chart (new; teacher-created; see Module Overview)

## Assessment

Each unit in the 3-5 Language Arts Curriculum has two standards-based assessments built in, one mid-unit assessment and one end of unit assessment. The module concludes with a performance task at the end of Unit 3 to synthesize their understanding of what they accomplished through supported, standards-based writing.

## Opening

Opening	Meeting Students' Needs
<p><b>A. Practicing Observing Closely: I Notice/I Wonder (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Move students into pairs or ask them to identify a person near them with whom</li></ul>	<ul style="list-style-type: none"><li>• For ELLs: Consider pairing students with a partner who has more advanced or native language proficiency. The partner with greater language proficiency can serve as a model in the pair,</li></ul>





## Opening

they can think and talk. Ask them to label themselves A and B.

- Focus students on one of the prepared **Infer the Topic resources**.
- Tell students that when they look at a picture or a book, they are likely to notice *details*. Write the word on the board.
- Tell students that they will now use the Think-Pair-Share protocol:
  - Ask the first question (below) and give students think time.
  - Invite partner A to ask partner B the question.
  - Give partner B 30 seconds to share his or her response.
  - Invite partner B to ask partner A the question and give partner A 30 seconds to share a response.
  - Cold call students to share their responses with the whole group.
  - Repeat this process with the next question:

## Meeting Students' Needs

initiating discussions and providing implicit sentence frames, for example.

- Provide differentiated mentors by purposefully pre-selecting student partnerships. Consider meeting with the mentors in advance to encourage them to share their thought process with their partner. (MMAE)
- For ELLs and students who may need additional support with new vocabulary: Check comprehension of the word details by displaying the cover of *Esperanza Rising*. Invite students to point out some details. Label the picture with their responses, e.g., a girl tossing roses; vegetable fields.
- For ELLs and students who may need additional support with new vocabulary: During Think-Pair-Shares, use a sentence frame to boost confidence and encourage participation. (Example: "Another word for *details* is \_\_\_\_\_.")



Opening	Meeting Students' Needs
<p><i>"What are details?" (individual features or facts)</i></p> <p><i>"What details do you notice about this text?" (Responses will vary depending on the source.)</i></p> <ul style="list-style-type: none"> <li>Record the word details on the <b>Academic Word Wall</b>.</li> <li>Tell students that they are going to record notes, or short, informal writing, about what they notice and wonder. Explain that the purpose of notes is to help them remember their thinking and the ideas they are learning about, and because of this notes are not usually assessed. Tell students when they record notes, they should write key words and phrases and not full sentences.</li> <li>Display a blank <b>I Notice/I Wonder Note-catcher: Inferring the Topic</b>. As students share out, capture their ideas on the "What I notice" side of the displayed note-catcher, giving an example and non-</li> </ul>	



example of how to record notes. Consider using multiple means of representation of student ideas, such as pictures or key words rather than full sentences, as this is a model for what students will do when they infer the topic later.

- Use student responses to emphasize the importance of referring directly to what they see in the picture rather than making assumptions to help students begin to work with evidence.
- Guide students through an intentional Think-Pair-Share, ensuring that partner A and partner B both have think time, both get to say the question aloud to the other, and both have an allocated time to respond and then to discuss to build deeper understanding. Cold call students to share their responses with the whole group:

*"What do the details make you wonder? What questions do you have after looking at the*

*text?" (Responses will vary, but may include:  
I wonder why it isn't written in sentences.)*

- As students share out, capture their questions in the "I Wonder" column of the T-chart (e.g., "Why isn't it written in full sentences?")
- Consider using this opportunity to reinforce how to format a question using ending punctuation.
- Write the words *notice* and *wonder* on the board.
- Invite students to turn and talk with their partner. Then, cold call students to share out:

*"Think back to what we just did. When you notice something, what are you doing?"  
(describing the specific details that we can see through observation)*

*"When you wonder, what are you doing?"  
(asking questions based on the specific details we can see through observation)*

Opening	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Record the words <i>notice</i> and <i>wonder</i> on the <b>Academic Word Wall</b>.</li> </ul>	
<p><b>B. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Direct students' attention to the posted learning targets and select a volunteer to read them aloud:</li> </ul> <p><i>"I can infer the topic of this module from the resources."</i></p> <p><i>"I can generate norms for effective discussion."</i></p> <ul style="list-style-type: none"> <li>Guide students through an intentional Think-Pair-Share, ensuring that partner A and partner B both have think time, both get to say the question aloud to the other, and both have an allocated time to respond and then to discuss to build deeper understanding. Cold call students to share their responses with the whole group:</li> </ul>	<ul style="list-style-type: none"> <li>For ELLs and students who may need additional support with reading: Be transparent about why students are noticing and wondering (because it is a helpful way to understand and explore a new topic or text). (MME)</li> <li>When introducing the word <i>infer</i>, provide some visuals and ask students to make an inference about them. For instance, a broken window with a baseball next to it (someone threw a baseball and it shattered the glass), a dog that is covered in mud (the dog played in the mud and got dirty). (MMR)</li> <li>For ELLs: Say: "The words <i>notice</i> and <i>wonder</i> are often used with the word <i>about</i> as a phrase and can be learned as a phrase (collocation)." Examples: <ul style="list-style-type: none"> <li>What I notice about _____ is _____.</li> <li>What I wonder about _____ is _____.</li> <li>I wonder about _____.</li> </ul> </li> <li>For ELLs: Invite students to use the online or paper version of a home language translation dictionary if</li> </ul>



Opening	Meeting Students' Needs
<p><i>"Why do we have learning targets? What is the purpose of learning targets?" (to give us a goal; the goal is to be able to say "I can ...," which means that the target has been achieved)</i></p> <ul style="list-style-type: none"> <li>• Underline the word <i>infer</i> in the first target.</li> <li>• Invite students to turn and talk with their partner. Then, cold call students to share out:</li> </ul> <p><i>"What does infer mean? If you are going to infer the topic, what does that mean?" (When we make an inference, we make a good guess based on the evidence we have seen. Inferring the topic means making a good guess about the topic based on the content of the resources we will look at.)</i></p> <ul style="list-style-type: none"> <li>• Focus students on the second learning target and underline the words <i>effective</i> and <i>norms</i>.</li> <li>• Ask:</li> </ul>	<p>necessary to help explore the meaning of <i>details, notice, wonder, infer, effective, and norms</i>.</p> <ul style="list-style-type: none"> <li>• For ELLs: Invite students to write the home language translations of <i>details, notice, wonder, infer, effective, and norms</i> in a different color on the Academic Word Wall next to the target vocabulary. If the student does not know the translation or how to write it, invite him or her to ask a family member. Also consider adding simpler synonyms in parentheses next to the target word. Example: <ul style="list-style-type: none"> <li>○ details (facts)</li> <li>○ detalles--Spanish; paub meej--Hmong</li> <li>○ Offer a comforting smile and encourage ELLs: "We will use a lot of new English words. Don't worry. You don't have to understand all the words today. It's okay. Just try to understand more each day. You're doing great!"</li> </ul> </li> </ul>



Opening	Meeting Students' Needs
<p><i>"What do you think norms are?" (expectations of how to do something in a way that is effective and productive; in this situation, it is norms for discussion)</i></p> <ul style="list-style-type: none"> <li>• Invite students to turn and talk with their partner. Then, cold call students to share out:</li> </ul> <p><i>"What word could you use to replace effective? Remember that this is called a synonym." (successful, good)</i></p> <ul style="list-style-type: none"> <li>• Ensure that students have access to an <b>online or paper translation dictionary</b>.</li> <li>• Record the words <i>infer</i>, <i>norms</i>, and <i>effective</i> on the Academic Word Wall. Invite students to add translations of the words in their home languages in a different color next to the target vocabulary.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Infer the Topic (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Build up excitement for this module and unit by telling students that today they will begin learning about a new topic that they will study and write about over the next several weeks.</li> <li>• Focus students on the Infer the Topic resources posted around the room.</li> <li>• Tell them they will use the Infer the Topic protocol to make inferences about their new topic of study. Invite students to turn and talk with their partner:</li> </ul> <p><i>"What does it mean to make inferences?" (You use what you know and what the text says or image shows to figure out something that isn't specifically said.)</i></p> <ul style="list-style-type: none"> <li>• Post the <b>Directions for Infer the Topic</b>. Invite students to follow along, reading silently in their heads, as you read the directions aloud.</li> <li>• Distribute I Notice/I Wonder Note-catcher: Inferring the Topic, pointing out that this is the</li> </ul>	<ul style="list-style-type: none"> <li>• For ELLs and students who may need additional support with comprehension: Display, repeat, and rephrase the question. Tell students you will give them some time to think and write or sketch before responding. Cold call one or two students and display their responses. (MMR)</li> <li>• For ELLs: Mixed-proficiency pairs can choose the resources they want to observe and begin by discussing what the text means. Encourage students to agree or disagree with one another about what the text means using sentence frames. Examples: <ul style="list-style-type: none"> <li>○ "I agree because _____."</li> <li>○ "I disagree because _____."</li> </ul> </li> </ul> <p>Pairs can then begin discussing and recording their notices and wonders.</p>





same note-catcher used to model in the opening, and read aloud the question at the top:

- "What do you think you will be learning about in this module?"
- Remind students that the purpose of this note-catcher is just to take notes to help them remember their thinking. It isn't something they will hand in for assessment, so they can record in pictures or words. They do not need to write in full sentences.
- Using the directions, guide students through the protocol, leaving space for students to choose the resources they want to observe. Those students who may not be able to read independently need the option of going to look at a picture resource.
- After 12 minutes, refocus whole group.
- Guide students through an intentional Think-Pair-Share, ensuring that partner A and partner B both have think time, both get to say the question aloud to the other, and both have an allocated time to respond and then to discuss to

Work Time	Meeting Students' Needs
<p>build deeper understanding. Cold call students to share their responses with the whole group:</p> <p><i>"Now that you have looked at some resources, what do you think this module might be about?" (rights that everyone is entitled to)</i></p> <p><i>"Why do they matter? Why might you want to know about the rights that everyone is entitled to?" (because it is important to know what our rights are so that we know how to treat others and also to recognize when our rights or the rights of others have been threatened or violated, so we can take action)</i></p>	
<p><b>B. Generating Discussion Norms (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Refocus students and invite them to pair up with their partner from the beginning of the lesson.</li> <li>• Guide students through an intentional Think-Pair-Share, ensuring that partner A and partner B both have think time, both get to say the question aloud to the other, and both have an allocated time to respond and then to discuss to</li> </ul>	<ul style="list-style-type: none"> <li>• For ELLs and students who may need additional support with comprehension: Display, repeat, and rephrase the questions. Restate responses, especially any confusing responses, to confirm meaning and make them comprehensible. (Example: "Did you do a good job talking with your partner? Why? What should we always remember when we talk to our partners? Why?" <i>Say the ideas same to my partner. &gt; My partner and I said</i></li> </ul>



Work Time	Meeting Students' Needs
<p>build deeper understanding. Cold call students to share their responses with the whole group:</p> <p><i>"What did you do well when discussing your inferences with a partner and then a small group? What should we be mindful of whenever we participate in group discussions? Why?"</i></p> <ul style="list-style-type: none"> <li>As students share out, capture their responses on the <b>Discussion Norms anchor chart</b>. Refer to <b>Discussion Norms anchor chart (example, for teacher reference)</b> as necessary.</li> <li>Guide students through the steps of the Think-Pair-Share protocol, leaving adequate time for each partner to think, ask the question, and share:</li> </ul> <p><i>"How could you have improved the discussion? Are there any norms we could add to make our collaborative discussions more effective?"</i></p> <ul style="list-style-type: none"> <li>As students share out, capture their responses on the Discussion Norms anchor chart.</li> </ul>	<p><i>the same ideas to each other; we agreed.)</i> (MMR)</p> <ul style="list-style-type: none"> <li>Prepare a script in advance to role-play some of the common phrases that you have identified in your Discussion Norms anchor chart to provide students with a live-action visual example. (MMR)</li> <li>Consider creating nonverbal hand signals that represent common phrases on the Discussion Norms anchor chart (e.g., students can put their hands in the shape of a C for clarify or sequentially move their hands one above the other, like climbing stairs, for elaborate). Represent the symbols on the anchor chart. (MMR, MMAE)</li> </ul>



Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Create a chart with two columns at the bottom of the Discussion Norms anchor chart, with "Cues" in one and "Responses" in the other.</li> <li>• Guide students through the steps of the Think-Pair-Share protocol, leaving adequate time for each partner to think, ask the question, and share:</li> </ul> <p><i>"How did you encourage someone else to clarify when you didn't understand? What questions can you ask when you don't understand what someone is saying?"</i></p> <p><i>"How did you find out more about the ideas of others? What questions can you ask when you want to find out more?"</i></p> <ul style="list-style-type: none"> <li>• As students share out, capture their responses in the Responses column at the bottom of the Discussion Norms anchor chart. Refer to the Discussion Norms anchor chart (example, for teacher reference) as necessary.</li> <li>• Guide students through the steps of the Think-Pair-Share protocol, leaving adequate time for</li> </ul>	



Work Time	Meeting Students' Needs
<p>each partner to think, ask the question, and share:</p> <p><i>"How can you respond when you are asked to clarify or to elaborate on an idea?"</i></p> <ul style="list-style-type: none"> <li>As students share out, capture their responses in the Responses column at the bottom of the Discussion Norms anchor chart. Refer to the Discussion Norms anchor chart (example, for teacher reference) as necessary.</li> </ul>	

## Closing & Assessments

Closing	Meeting Students' Needs
<p><b>A. Introducing the Performance Task and Module Guiding Questions (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Direct students' attention to the <b>Performance Task anchor chart</b>.</li> <li>Tell them that the performance task is something they will do at the end of the module. Read the performance task prompt aloud.</li> </ul>	<p>Meeting Students' Needs</p> <ul style="list-style-type: none"> <li>For ELLs and students who may need additional support with writing: As students may be overwhelmed by the Performance Task anchor chart, assure them that you will continue to explore the meaning of the chart in subsequent lessons and units. (MME)</li> </ul>



Closing	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Invite students to turn and talk with their partner. Then, cold call students to share out:</li> </ul> <p><i>"What do you notice?" (We will present monologues to a group.)</i></p> <p><i>"What do you wonder?" (Responses will vary, but may include: What is a monologue?)</i></p> <ul style="list-style-type: none"> <li>• Guide students through the steps of the Think-Pair-Share protocol, leaving adequate time for each partner to think, ask the question, and share:</li> </ul> <p><i>"Now that you have analyzed the performance task, has your inference of what this module might be about changed?" (Responses will vary.)</i></p> <ul style="list-style-type: none"> <li>• Display the <b>Module Guiding Questions anchor chart</b>.</li> <li>• Tell students that these are the questions they will be thinking about as they work through the module.</li> <li>• Invite students to turn and talk with their partner. Then, cold call students to share out:</li> </ul>	<ul style="list-style-type: none"> <li>• For ELLs and students who may need additional support with writing: Consider displaying a model performance task from a former student. Ask students to make connections between the model and the performance task. (MMR)</li> <li>• For ELLs and students who may need additional support with writing: Establish transparency of purpose. Ask:</li> </ul> <p><i>"Why do we have guiding questions for each module?" (Responses will vary, but may include: to help focus our learning, to help us think about the performance task.)</i></p> <ul style="list-style-type: none"> <li>• When discussing the meaning of rights, talk through how there are multiple meanings for the word <i>right</i>. (MMR)</li> </ul>



Closing	Meeting Students' Needs
<p><i>"What do you notice?" (We will be thinking about human rights.)</i></p> <p><i>"What do you wonder?" (Responses will vary, but may include: What are human rights?)</i></p> <ul style="list-style-type: none"> <li>• Guide students through the steps of the Think-Pair-Share protocol, leaving adequate time for each partner to think, ask the question, and share:</li> </ul> <p><i>"Now that you have analyzed the module guiding questions, has your inference of what this module might be about changed?" (Responses will vary.)</i></p> <ul style="list-style-type: none"> <li>• Underline the words human rights in the first guiding question. Clarify that this module will be about human rights.</li> <li>• Cold call students to elicit responses from the group:</li> </ul> <p><i>"What does rights mean? What are rights?" (Responses will vary. If students are unsure, invite a student to look it up in the dictionary: something we are entitled to.)</i></p>	



Closing	Meeting Students' Needs
<p><i>"So what do you think human rights are?" (something that all humans are entitled to)</i></p> <ul style="list-style-type: none"> <li>• Tell students that this is something they will learn more about throughout this module. Tell students that across time and all over the world, human rights have been and still are being threatened and that knowing our rights means we are able to recognize when human rights are being threatened and can take action, either for ourselves or for others.</li> <li>• Explain that for homework, students will reflect on the guiding question and how they feel about it based on their own personal experiences, and that this will be discussed more at the beginning of the next lesson.</li> </ul>	

## Homework

Homework	Meeting Students' Needs
<p><b>A. Read and reflect on the guiding questions for the module. Talk about them with your family. How do they make you feel? Why? What do they make you think about? You can sketch or write your reflections.</b></p>	<p>Meeting Students' Needs</p> <ul style="list-style-type: none"> <li>• For ELLs and students who may need additional support with comprehension:</li> </ul>





Display, repeat, and rephrase the guiding question. Examples:

*"What are human rights, and how can they be threatened?" Explain what human rights are.*

*"What are some ways someone might try to take away another person's human rights?"*

- For ELLs: If possible, invite the family or a student in school who shares the home language to translate and discuss the question with students. (MMR)
- To clarify the meaning of *threatened*, consider asking students to give a specific example of how a human right can be threatened.



# Lesson 2

ELA G5:M1:U1:L2

# ESTABLISHING READING ROUTINES: PAGES 1–3 OF ESPERANZA RISING

## Daily Learning Targets

- I can describe how pages 1-3 of *Esperanza Rising* contribute to the overall structure of the story.
- I can select a research reading book that I want to read.

## Ongoing Assessment

- Structure of *Esperanza Rising* anchor chart

## Agenda

Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Reflections on Module Guiding Questions (10 minutes)</p> <p>B. Reviewing Learning Targets (5 minutes)</p>	<p><b>Purpose of lesson and alignment to standards:</b></p> <ul style="list-style-type: none"><li>• The lesson begins with students reflecting on the guiding questions. This is not mandatory--students share their reflections only if they want to do so. It is important to be sensitive to students and families' feelings and experiences of human rights and to acknowledge that</li></ul>



Agenda	Teaching Notes
<p><b>2. Work Time</b></p> <p>A. Reading Aloud and Finding the Gist: <i>Esperanza Rising</i>, Pages 1-3 (20 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Launching Independent Research Reading (25 minutes)</p> <p><b>4. Homework</b></p> <p>A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>these feelings and experiences may differ greatly, from very positive to somewhat neutral to very negative.</p> <ul style="list-style-type: none"> <li>• In this lesson, students begin reading <i>Esperanza Rising</i> by Pam Munoz Ryan. They consider what happens in pages 1-3 of the novel and how those pages contribute to the overall structure of the story.</li> <li>• Beginning in this lesson and throughout the module, students are invited to translate the Spanish in <i>Esperanza Rising</i> into English. Consider inviting students to also share the translations in other home languages. These practices can encourage language development and help establish academic mindsets and equity.</li> <li>• In this lesson, students choose independent research reading books. See the Independent Reading: Sample Plans (see the <a href="#">Tools page</a>) for ideas on how to launch independent reading in your classroom. If you have your own routines for launching independent reading, in this lesson students will choose a research reading book.</li> <li>• This is the second in a series of two lessons that include built-out instruction for strategic use of the Think-Pair-Share protocol to promote productive and equitable conversation.</li> <li>• Total participation techniques are used for quick response questions. Some common total participation techniques include cold calling, selecting volunteers, and using equity sticks (a stick or card for each student in the class).</li> <li>• In this unit, the habit of character focus is on working to become ethical people. Throughout the rest of the unit, students will "collect"</li> </ul>



characteristics of ethical people on a Working to Become Ethical People anchor chart. The characteristic that students collect in this lesson is respect, because of the potentially diverse views of students in response to the guiding questions.

- Throughout the module as students collect characteristics of each habit of character, examples of what each might look like and sound like are provided in the supporting materials; use these as a guide. Note that they are suggestions, and it is not necessary to include all of the examples on the anchor chart.
- Beginning in this lesson and throughout much of Unit 1, students are asked to follow along silently as you read the text aloud or to read chorally as a class or with partners. This builds students' fluent reading skills. In this lesson, students follow along, reading silently in their heads as the teacher reads pages 1-3 of *Esperanza Rising* aloud during Work Time A.
- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to human rights. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

**How it builds on previous work:**

Agenda	Teaching Notes
	<ul style="list-style-type: none"> <li>In the previous lesson, students were introduced to the module topic by looking at excerpts of <i>Esperanza Rising</i> and the Universal Declaration of Human Rights in the Infer the Topic protocol.</li> </ul> <p><b>Areas in which students may need additional support:</b></p> <ul style="list-style-type: none"> <li>Students may need additional support rereading the text to determine the gist. Pair students strategically to ensure that each pair includes at least one strong reader.</li> </ul> <p><b>Assessment guidance:</b></p> <ul style="list-style-type: none"> <li>Listen to student book discussions to identify common issues that can be used as whole group teaching points against the criteria recorded on the Discussion Norms anchor chart.</li> </ul> <p><b>Down the road:</b></p> <ul style="list-style-type: none"> <li>In the next lesson, students will read Chapter 1 of <i>Esperanza Rising</i> and the preamble to the Universal Declaration of Human Rights. Students will also be given vocabulary logs, so prepare these in advance.</li> <li>The Working to Become Ethical People anchor chart, Close Readers Do These Things anchor chart, world map, and independent reading</li> </ul>



Agenda	Teaching Notes
	<p>journals introduced in this lesson will be referred to throughout the module and the school year.</p>

## In Advance

- Strategically pair students for work throughout the lesson, with at least one strong reader per pair.
- Prepare:
  - Working to Become Ethical People anchor chart (see supporting materials).
  - Spanish/English Dictionary anchor chart (see supporting materials).
  - Structure of *Esperanza Rising* anchor chart (see supporting materials).
  - Close Readers Do These Things anchor chart (see supporting materials).
  - Large class world map showing the countries of the world. Place a pin in your location before the lesson with a small label saying, "We are here."
  - Small label saying, "*Esperanza Rising*: Introduction" to attach to a pin and place on the world map. This needs to be large enough to see but not so large that it covers up too much of the map.
  - Independent reading journals (one per student).
  - A set of equity sticks for the class (Popsicle sticks with a name of one student on each one).
  - Copy of the independent reading pages of the 5M1 Unit 1 Homework Resources (for families) to display. The pages required are those that show the layout of an entry in the vocabulary log and the page of independent reading prompts.
- Review:



- Independent Reading: Sample Plans in preparation for launching independent reading in this lesson (see the [Tools page](#)).
  - Think-Pair-Share and Thumb-O-Meter protocols (see Classroom Protocols).
- Post: Learning targets, and Module Guiding Questions anchor chart, and Discussion Norms anchor chart.

### Tech and Multimedia

- Opening A: Create the Working to Become Ethical People anchor chart in an online format--for example, a Google Doc--to share with families to reinforce habits of character at home.
- Opening B: Create the Close Readers Do These Things anchor chart in an online format--for example, a Google Doc--to share with families to reinforce reading skills at home.
- Work Time A: Create the Structure of *Esperanza Rising* anchor chart in an online format--for example, a Google Doc--to display.

### Supporting English Language Learners

### Important points in the lesson itself

- The basic design of this lesson supports ELLs by establishing an environment of respect for diverse perspectives on human rights; pairing students and allowing time for thought and discussion during each task; and providing time to investigate vocabulary. Students are invited to determine the gist of the first pages of *Esperanza Rising*, a book that acknowledges, celebrates, and reflects on the diversity of Mexican culture, while noticing and investigating how Pam Munoz Ryan, the Mexican-American author of *Esperanza Rising*, infuses the English text with Spanish.





- ELLs may find it challenging to determine the gist of pages 1-3 of *Esperanza Rising* because of the volume of potentially unfamiliar new language. Remind them of the strategies from Lesson 1 for approaching unfamiliar texts. Invite them to pat themselves on the back for what they do understand. Once students understand the gist, take them to the next level by modeling and thinking aloud through the Structure of *Esperanza Rising* anchor chart (see the Meeting Students' Needs column).

## Levels of support

### *For lighter support:*

- Invite students to investigate why the author uses Spanish in *Esperanza Rising*. (Examples: To celebrate bilingualism, reflect Esperanza's home language, show that people speak and write in different languages, and make the story more interesting and meaningful.)
- Invite a student to paraphrase the events of *Esperanza Rising* and the Structure of *Esperanza Rising* anchor chart in more comprehensible language for those who need heavier support.
- In Work Time A, challenge students to generate questions about the proverb in *Esperanza Rising* before asking the prepared questions. (Example: "What questions can we ask about this sentence? Let's see if we can answer them together.")
- Encourage students to independently create a graphic organizer to chart (and illustrate) the events in pages 1-3 of *Esperanza Rising* against the structure of the story. Invite them to explain this graphic organizer to students who need heavier support.

### *For heavier support:*

- Display, repeat, and rephrase key questions throughout the module. Consider slowing your rate of speech without increasing natural volume or intonation.
- Ask students before class if they would like to share their reflections during Opening A. Invite them to practice with you or a peer, helping them to rephrase any language that prevents comprehension of their intended message.

- During the reading for gist, stop often to check for comprehension. Dictate sentences for students to recite so that they practice using verbal language. Encourage them to act out and sketch key sentences.
- Transform the investigation of the Structure of *Esperanza Rising* anchor chart into a kinesthetic activity. Copy the parts and the descriptions of the parts onto separate strips. Students can paste the descriptions into the correct part: Exposition, Rising Action, Climax, Falling Action, Resolution.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students begin to discuss the text structure of *Esperanza Rising*. Analyzing the structure of a new text may be challenging for some students. To activate prior knowledge, review text structure with a familiar and less complex text such as a previous read-aloud or known fairy or folk tale before the lesson. This helps students to generalize this skill with an unfamiliar text.
- **Multiple Means of Action and Expression (MMAE):** Because *Esperanza Rising* is an unfamiliar text and may be above some students' independent reading level, they may need supports to facilitate comprehension. Consider chunking parts of the reading selection for this lesson and checking for understanding after each chunk.
- **Multiple Means of Engagement (MME):** When introducing the lesson, remind students that this is an unfamiliar text and that it is okay if they do not understand everything at first. Also, help students develop their independent reading stamina by offering predetermined breaks with a choice of appropriate activity (see the Meeting Students' Needs column).

### Vocabulary

Key: Lesson-Specific Vocabulary (L); Text-Specific Vocabulary (T); Vocabulary Used in Writing (W)

- human rights, proverb, gist (L)



## Materials

- Module Guiding Questions anchor chart (begun in Lesson 1)
- Working to Become Ethical People anchor chart (new; co-created with students during Opening A)
- Working to Become Ethical People anchor chart (example, for teacher reference)
- Equity sticks (class set; one per student)
- *Esperanza Rising* (one per student)
- Close Readers Do These Things anchor chart (new; teacher-created; see supporting materials)
- Discussion Norms anchor chart (begun in Lesson 1)
- I Notice/I Wonder Note-catcher: Inferring the Topic (from Lesson 1; one to display)
- Spanish/English Dictionary anchor chart (new; co-created with students during Work Time A)
- Labeled pin (new; teacher-created; see Teaching Notes)
- Compass points (one to display)
- Structure of *Esperanza Rising* anchor chart (new; co-created with students during Work Time A)
- Structure of *Esperanza Rising* anchor chart (example, for teacher reference)
- Independent Reading: Sample Plans (see the [Tools page](#); for teacher reference)
- Independent reading journals (one per student)
- 5M1 Unit 1 Homework Resources (for families; one to display)

## Assessment

Each unit in the 3-5 Language Arts Curriculum has two standards-based assessments built in, one mid-unit assessment and one end of unit assessment. The module concludes with a performance task at the end of Unit 3 to synthesize their understanding of what they accomplished through supported, standards-based writing.



Opening	Meeting Students' Needs
<p><b>A. Reflections on Module Guiding Questions (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Move students into pairs and invite them to label themselves partner A and partner B.</li> <li>• Remind students that in the previous lesson they were introduced to the guiding questions for the module. Invite them to reread the <b>Module Guiding Questions anchor chart</b>.</li> <li>• Remind students what <i>human rights</i> are.</li> <li>• Explain that some students may have had experiences in which their human rights were threatened and that we need to be respectful of that.</li> <li>• If appropriate, to help build trust, consider sharing a personal story regarding your experiences with threats to human rights.</li> <li>• Remind students that for homework they were asked to reflect on what those guiding questions mean to them and how they feel about them.</li> </ul>	<ul style="list-style-type: none"> <li>• For ELLs: Say and spell <i>respect</i> aloud. Tell students that the words <i>show</i> and <i>respect</i> are often used together (collocation) and can be learned as a phrase, e.g., "I show respect." Invite students to investigate additional collocations with <i>show</i> and <i>respect</i> (e.g., "clearly show" or "lose respect").</li> <li>• Consider providing some visual examples of showing respect. These can be images, short videos, or role-play simulations. (MMR)</li> <li>• For ELLs and students who may need additional support with comprehension: Check comprehension by asking students to describe any ethical people they know. Ask them how these ethical people show respect. Invite them to demonstrate what respect looks and sounds like. (MMR)</li> <li>• For ELLs and students who may need additional support with new vocabulary: Consider adding simpler synonyms to the Word Wall in a lighter color next to the target vocabulary. (MMAE)</li> </ul>



- Invite students to share their reflections with the whole group if they wish. This must be voluntary; if no one wants to share, that is okay. Explain to the rest of the group that they need to be respectful as they listen to other students sharing. Explain that part of being respectful is treating others with care.
- Focus students on the **Working to Become Ethical People anchor chart**. Explain, as it says at the top of the anchor chart, that ethical people treat others well and stand up for what is right.
- Read aloud the habit of character recorded:
  - "I show respect. This means I appreciate the abilities, qualities, and achievements of others and treat myself, others, and the environment with care."
- Invite students to turn and talk to their partner:

*"Using the anchor chart as a guide, what does respect mean in your own words?"*

*(appreciating what I and others are good at and treating everyone with care)*

- Tell students they will now use the Think-Pair-Share protocol to discuss their ideas with a partner. Remind them that they used this protocol in Lesson 1 and review the steps. Refer to the Classroom Protocols document for the full version of the protocol:
  - Ask the first question (below) and give students think time.
  - Invite partner A to ask partner B the question.
  - Give partner B 20 seconds to share his or her response.
  - Invite partner B to ask partner A the question and give partner A 20 seconds to share his or her response.
  - Cold call students to share their responses with the whole group.
  - Repeat this process with the next question.

Opening	Meeting Students' Needs
<p><i>"What does respect look like? What might you see when someone is showing respect to someone else?"</i></p> <p><i>"What does respect sound like? What might you hear when someone is showing respect to someone else?"</i></p> <ul style="list-style-type: none"> <li>As students share out, capture their responses in the appropriate column on the <b>Working to Become Ethical People anchor chart</b>. Refer to <b>Working to Become Ethical People anchor chart (example, for teacher reference)</b> as necessary.</li> <li>Record <i>ethical people</i> and <i>respect</i> on the Academic Word Wall. Invite students to add translations of the words in their home languages in a different color next to the target vocabulary.</li> <li>Once again, remind students of the habit of character focus: respect.</li> </ul>	
<p><b>B. Reviewing Learning Targets (5 minutes)</b></p>	<ul style="list-style-type: none"> <li>For ELLs: Consider pairing students with a partner who has more advanced or native</li> </ul>



## Opening

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:

*"I can describe how pages 1-3 of Esperanza Rising contribute to the overall structure of the story."*

*"I can select a research reading book that I want to read."*

- Guide students through the steps of the Think-Pair-Share protocol, leaving adequate time for each partner to think, ask the question, and share. Then, use equity sticks to select students to share out:

*"What do you think you are going to be doing in this lesson? Why do you think that? Use evidence from the learning targets to support your answer." (reading pages 1-3 of a book called Esperanza Rising, describing how those pages contribute to the overall structure of the story, and choosing a research reading book)*

## Meeting Students' Needs

language proficiency. The partner with greater language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames, for example.

- Provide differentiated mentors by purposefully pre-selecting student partnerships. You may need to coach the mentors to engage with their partner and share their thought process. This can be done during questioning as you circulate the room. (MMAE)
- For ELLs and students who may need additional support with comprehension: Mini Language Dive. Ask about the meaning of the learning targets. Write and display student responses next to the learning target. Examples:
  - "What is the gist of the second learning target?" (Responses will vary.)
  - "Place your finger on *structure*. What is the translation of *structure* in our home languages? What is the meaning of the structure of a story?" (*szerkezet* in Hungarian; the organization of a story)
  - "What will you describe?" (how pages 1-3 contribute to the overall structure of the story)



Opening	Meeting Students' Needs
<p><i>"What questions do you have about these learning targets?" (Responses will vary, but may include: What is Esperanza Rising about?)</i></p> <ul style="list-style-type: none"> <li>Write student questions on the board to revisit later.</li> </ul>	<ul style="list-style-type: none"> <li>"Can you think of another way to say <i>contribute to</i> in the second learning target?" (help create)</li> <li>"What is an example of story structure?" (beginning, middle, end)</li> <li>"Now what do you think is the gist of the second learning target?" (I can discuss the way the structure of <i>Esperanza Rising</i> is shown in these pages.) (MMR)</li> </ul>

## Work Time

Work Time	Meeting Students' Needs
<p><b>A. Reading Aloud and Finding the Gist: <i>Esperanza Rising</i>, Pages 1-3 (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute <i>Esperanza Rising</i>. Write the word gist on the board. Tell students that they will begin working with this text today, and that they will start by reading the first few pages for gist.</li> <li>Tell students that the gist is what the text is mostly about and remind them that we determine the gist</li> </ul>	<ul style="list-style-type: none"> <li>For ELLs and students who may need additional support with comprehension: Mini Language Dive. Ask students about the meaning of chunks from a key sentence of this chapter of <i>Esperanza Rising</i>. Write and display student responses next to the chunks. Examples: <ul style="list-style-type: none"> <li>"Place your finger on the proverb: <i>Wait a little while and the fruit will fall into your</i></li> </ul> </li> </ul>



of a new text so that we understand what it is mostly about. Also, when we determine the gist of sections of the text, it helps us to understand the structure.

- Record the word *gist* on the Academic Word Wall and invite students to add translations in home languages.
- Direct students' attention to the new **Close Readers Do These Things anchor chart**. Explain that there are strategies for reading new texts on this anchor chart. Focus students on "finding the gist" to the anchor chart and tell them this is the strategy they will practice in this lesson.
- Tell students they will now spend 2 minutes looking through the book with their partner and discussing what they notice and wonder about *Esperanza Rising*. Partner B will share a notice or a wonder first, and then partner A, and then partner B again, and so on. Remind students of the **Discussion Norms anchor chart** and that they should follow these norms whenever they have a discussion.
- Display the **I Notice/I Wonder Note-catcher: Inferring the Topic** from Lesson 1.

*hand.*" Read the proverb aloud as students follow along.

- "What is the gist of this proverb?" (Responses will vary.)
- "Is the author talking about real fruit? What, in the text, makes you think so?" Tell students that you will give them time to think and write or sketch before you cold call. (No. She is talking about being patient as Esperanza waits to hear the heartbeat of the land.)
- "What is the author comparing fruit to?" (to something Esperanza wants, like hearing the heartbeat)
- "Place your finger on *and*. I wonder why the author writes *and here*." Tell students you will give them time to think and discuss with their partner. (And joins two independent clauses; it links two complete sentences into one more sophisticated one that shows a sequence of events.)
- "What does this proverb mean to your life? What fruit in your life would you like to wait for until it falls into your hand?" (Responses will vary.)

## Work Time

- Use equity sticks to select students to share out what they notice and wonder about the book. As students share out, capture their ideas on the displayed note-catcher. Listen for suggestions such as:
  - I notice that there is a language other than English in the book.
  - I notice that the chapters aren't numbered. Instead they have the names of fruit and vegetables in English and in a different language.
  - I notice some words are typed in a different font.
  - I wonder what language the non-English language is.
  - I wonder if Esperanza is the name of a character.
- Ask students to turn to the page that begins with "To the memory of..." Invite them to follow along, reading silently in their heads as you read aloud the text at the top of this page. Read slowly, fluently, and without interruption.

## Meeting Students' Needs

- "Can you figure out why the author uses a proverb instead of saying exactly what she means, literally?" (Responses will vary, but may include: Proverbs are more poetic, more interesting, and invite contemplation.)
- "Now what do you think is the gist of this proverb?" (Be patient and you will get what you want when the time is right.) (MMR, MMAE)
- For ELLs: Display and repeat the question: "Which of these five parts of a story applies to pages 1-3 of *Esperanza Rising*? How do you know?" Rephrase the question. (Example: "Think about pages 1-3. Are these pages the resolution? Why?")
- For ELLs and students who may need additional support with comprehension: To ensure that the general purpose of understanding structure is clear, tell students that there are different types of narrative structures, but *Esperanza Rising* follows the one in the anchor chart. Cue students to problem-solve: "Can you figure out why we



## Work Time

- Invite students to turn and talk with their partner and use equity sticks to select students to share out:

*"What does this tell you about this book?" (The author has dedicated this book to someone, and that person has the same name as the title of the book and also one of the same names as the author, Munoz.)*

- Point out the words *mi abuelita* and record them in the Spanish column on the **Spanish/English Dictionary anchor chart**.
- Select volunteers to share with the group what this means in English (my grandmother). Record this in the English column on the anchor chart. If no-one knows the meaning, it will become clear in the book, and can be added later.
- If they know the meaning of my grandmother in other home languages, record in the third column of the anchor chart.
- Invite students to turn to the next page and follow along, reading silently in their heads as you read aloud. If you have Spanish-speaking students in the group, invite a volunteer to read the Spanish words aloud for the whole group. Ensure students

## Meeting Students' Needs

want to understand structure?" Tell students you will give them time to think and discuss with their partner. (Responses will vary, but may include: to know what to expect as the story progresses.) (MMR, MME)

- For ELLs: Using the Structure of *Esperanza Rising* anchor chart to discuss *Esperanza Rising* can be cognitively and linguistically demanding. Consider easing the linguistic demands by inviting students to first discuss the paragraph in home language groups. Students who do not have a home language in common can be given additional time to think or write in their home language. Given the initial time to reflect and discuss in their home language, which may also help create a sense of equity, students can then discuss in English.
- For ELLs: The "thumbs-up" and related signals may be offensive in some cultures. Explain to entering ELLs that these signals are okay in the United States or ask the class to develop signals that are acceptable in all cultures.
- For students who may feel uncomfortable sharing their progress on meeting the learning



## Work Time

understand that the English is the translation of the words in Spanish.

- Point to the word *proverb* at the bottom of the page. Ask students to turn and talk with their partner, and then use equity sticks to select students to share out:

*"What is a proverb?" (a saying that often gives a piece of advice)*

- Add this word to the Academic Word Wall and invite students to add translations in home languages.
- Focus students on the first proverb: "He who falls today may rise tomorrow."
- Guide students through the steps of the Think-Pair-Share protocol, leaving adequate time for each partner to think, ask the question, and share:

*"What do you think this means?" (Even if something bad happens, things can still get better.)*

- Repeat with the second proverb on the page: "The rich person is richer when he becomes poor, than

## Meeting Students' Needs

targets publicly: Minimize risk by providing students with a sheet of paper on which they can select a color, number, or symbol for each learning target in private. This provides useful data for future instruction and helps students to monitor their own learning. (MME)

Work Time	Meeting Students' Needs
<p>the poor person when he becomes rich." (Richness isn't about money, but about what you learn.)</p> <ul style="list-style-type: none"> <li>• Focus students on page 1 and read the title aloud.</li> <li>• Ask students to turn and talk with their partner, and then use equity sticks to select students to share out:</li> </ul> <p><i>"What do we know about this part of the book?" (The setting is Aguascalientes, Mexico, in 1924, nearly 100 years ago.)</i></p> <ul style="list-style-type: none"> <li>• If you have Spanish speakers in the class, invite students to translate what Aguascalientes means in Spanish (hot water) and add this to the Spanish/English Dictionary anchor chart. If you don't have Spanish speakers, tell students what it means.</li> <li>• Using a total participation technique, invite responses from the group:</li> </ul> <p><i>"Where is Mexico on the map?" (Responses will vary.)</i></p>	



Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Tell students that Aguascalientes is a real place in north-central Mexico. It is a state, and it gets its name from the hot springs in the area.</li> <li>• Place the <b>labeled pin</b> on Aguascalientes and explain that it is in the continent of North America. Show students each of the continents on the map.</li> <li>• Display the <b>compass points</b>. Tell students that they can use compass points to explain where places are. Read through each of the compass points.</li> <li>• Point to the pin marking your location.</li> <li>• Ask students to turn and talk to their partner, and then use equity sticks to select students to share out:</li> </ul> <p><i>"Which continent do we live on?" (Responses will vary.)</i></p> <p><i>"Where are we in relation to Mexico?" (Responses will vary, but students should use the compass points.)</i></p> <p><i>"Has anyone had any experience with Mexico that they would like to share?" (Mexico or neighboring</i></p>	



*countries, such as the United States, will likely be the country of origin for many students.)*

- If appropriate, to help build trust, consider sharing a personal story regarding your experiences, if any, with Mexico.
- Focus students' attention back on the text and invite them to follow along, reading silently in their heads as you read pages 1-3 of *Esperanza Rising* aloud.
- Invite students to turn and talk to their partner, and then use equity sticks to select students to share out:

*"What do you know from these first few pages?"  
(There is a female character called Esperanza who is 6 and her father, and they grow grapes in a valley.)*

*"What is the gist of these pages? What is this section of the book mostly about?" (Responses may vary, but may include that Esperanza's father helps her to hear the heartbeat of the land.)*

- Refocus students on the Spanish that Papa says on page 2. Invite them to turn and talk to their partner,



Work Time	Meeting Students' Needs
<p>and then use equity sticks to select students to share out:</p> <p><i>"What do you notice about the Spanish text?" (It is written in a different font.)</i></p> <p><i>"What does it mean? How do you know?" (Wait a little while, and the fruit will fall into your hand. The text says it underneath.)</i></p> <p><i>"What do you call this? Think back to the page of proverbs." (a proverb)</i></p> <p><i>"What does this proverb mean?" (Be patient and you will get what you want.)</i></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the <b>Structure of Esperanza Rising anchor chart</b> and focus them on the key at the top of the page: Exposition, Rising Action, Climax, Falling Action, Resolution. Tell students that each of these is a different part of a story.</li> </ul>	



Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Invite students to turn and talk to their partner, and then use equity sticks to select students to share out:</li> </ul> <p><i>"Which of these five parts of a story applies to pages 1-3 of Esperanza Rising? How do you know?" (exposition; because it is the start of a story, before the action begins)</i></p> <ul style="list-style-type: none"> <li>• Draw a horizontal line at the bottom of the anchor chart to reflect this and label it. Refer to <b>Structure of Esperanza Rising anchor chart (example, for teacher reference)</b> as necessary.</li> <li>• Invite them to turn and talk to their partner, and then use equity sticks to select students to share out:</li> </ul> <p><i>"How did finding the gist help you to better understand the text?" (Responses will vary.)</i></p> <ul style="list-style-type: none"> <li>• Tell students they are now going to use the Thumb-O-Meter protocol to think about how close they feel they are to meeting the first two learning targets. Inform them that they will hear the first learning target read aloud. They will then show their comfort</li> </ul>	



level by holding their thumb up, down, or sideways. By holding their thumb up, they are indicating that they are comfortable or have done this before. By holding their thumb sideways, they are indicating that they think they will need some support. By holding their thumb down, they are indicating that they feel uncomfortable with what is described or have never done it before. They will then repeat this process with the second learning target. Refer to the Classroom Protocols document for the full version of the protocol.

- Reassure students that it is okay to hold a thumb sideways or down--they will have the opportunity to practice these skills throughout the unit.
- Answer clarifying questions.

Focus students on the first learning target and read it aloud:

*"I can determine the gist of pages 1-3 of Esperanza Rising."*

- Invite students to show their comfort level using a thumbs-up, -down, or -sideways.

Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Scan student responses and make a note of those showing a thumbs-sideways or thumbs-down, so you can check in with them moving forward.</li> <li>• Repeat this process with the second learning target.</li> </ul>	

## Closing & Assessments

Closing	Meeting Students' Needs
<p><b>A. Launching Independent Research Reading (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• Launch independent reading. There is a suggested independent reading launch in the <b>Independent Reading: Sample Plans</b>.</li> <li>• At the end of 5 minutes, <b>distribute independent reading journals</b>.</li> <li>• Tell students they will use this journal to log their independent reading, both choice and research reading, and to answer reading prompts.</li> <li>• Display the independent reading pages of the <b>5M1 Unit 1 Homework Resources (for families)</b> and focus students on the information they need to record using the example on the same page.</li> </ul>	<ul style="list-style-type: none"> <li>• For students who may need additional support with reading stamina: Provide opportunities to take breaks at predetermined points. Let them choose from a list of appropriate break activities (e.g., getting a drink of water, stretching, etc.). (MME)</li> </ul>



- **Model how to log independent reading without the prompt. Explain that they will log their research reading in the front of the book and choice reading in the back. Ensure that students understand the difference between independent research reading (topical texts) and choice reading (any texts they want to read).**
- **Explain that they will respond to a prompt for homework in the front of their journal and show students where to find the prompts in the homework resources document.**
- **Tell students they are going to use the Thumb-O-Meter protocol to reflect on the final learning target. Remind them that they used this protocol earlier in the lesson and review as necessary. Reassure students that it is okay to hold a thumb sideways or down. This is the beginning of the year, and they may not be sure about the book they have chosen yet.**
- **Guide students through the protocol using the final learning target. Note students showing a thumbs-sideways or thumbs-down so you can check in with them frequently to see how they are getting on with their research texts.**



Closing	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Repeat, inviting students to self-assess against how well they showed respect in this lesson.</li> </ul>	

## Homework

Homework	Meeting Students' Needs
<p><b>A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</b></p>	<ul style="list-style-type: none"> <li>For ELLs and students who may need additional support with reading and writing: For all homework assignments in this unit, read the prompts aloud and rephrase them. Students can discuss and respond to prompts orally, either with you, a partner, family member, or student from Grades 4 or 6, or record an audio response. If students have trouble writing sentences, they can begin by writing words. Consider providing a sentence starter or inviting students who need lighter support to provide sentence starters. (MMAE, MMR)</li> </ul>





# Lesson 3

ELA G5:M1:U1:L3

# ESTABLISHING READING ROUTINES: ESPERANZA RISING "LAS UVAS"

## Daily Learning Targets

- I can describe how pages 4-22 of *Esperanza Rising* contribute to the overall structure of the story.
- I can describe the historical setting of *Esperanza Rising*.

## Ongoing Assessment

- Structure of *Esperanza Rising* anchor chart
- Building Background Knowledge about Mexico anchor chart
- Exit Ticket: A Connection to *Esperanza Rising*

## Agenda

Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Reviewing Learning Targets (5 minutes)</p>	<p><b>Purpose of lesson and alignment to standards:</b></p> <ul style="list-style-type: none"><li>• In this lesson, students read pages 4-22, "Las Uvas," in <i>Esperanza Rising</i> and as a whole group identify how the structure of the chapter contributes to the overall story .</li></ul>





Agenda	Teaching Notes
<p><b>2. Work Time</b></p> <p>A. Engaging the Reader: Reading "Las Uvas" of <i>Esperanza Rising</i> (20 minutes)</p> <p>B. Expert Groups: Understanding the Historical Setting (30 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Exit Ticket (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Reread "Las Uvas" on pages 4-22 and complete <i>Esperanza Rising</i>: Questions about "Las Uvas" in your Unit 1 Homework.</p> <p>B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> <li>In triads, students then research one of three topics to build background knowledge about the historical setting of <i>Esperanza Rising</i>. Working in expert groups allows small groups to engage in an effective, time-efficient comprehension of a broader topic because students become an expert in one topic and hear oral summaries of the others to gain an understanding of the broader topic.</li> <li>This lesson is the first in a series of three that include built-out instruction for the use of Goal 1 Conversation Cues. Conversation Cues are questions teachers can ask students to promote productive and equitable conversation (adapted from Michaels, Sarah and O'Connor, Cathy. <i>Talk Science Primer</i>. Cambridge, MA: TERC, 2012. Based on Chapin, S., O'Connor, C., and Anderson, N. [2009]. <i>Classroom Discussions: Using Math Talk to Help Students Learn, Grades K-6</i>. Second Edition. Sausalito, CA: Math Solutions Publications). Goal 1 Conversation Cues encourage all students to talk and be understood. As the modules progress, Goal 2, 3, and 4 Conversation Cues are gradually introduced. See the <a href="#">Tools page</a> for the complete set of cues. Consider providing students with a thinking journal or scrap paper. Examples of the Goal 1 Conversation Cues you will see in the next two units are (with expected responses):</li> </ul>



Agenda	Teaching Notes
	<ul style="list-style-type: none"> <li>○ After any question that requires thoughtful consideration:           <ul style="list-style-type: none"> <li><i>"I'll give you time to think and write or sketch."</i></li> <li><i>"I'll give you time to discuss this with a partner."</i></li> </ul> </li> <li>○ To help students share, expand, and clarify thoughts:           <ul style="list-style-type: none"> <li><i>"Can you say more about that?"</i></li> <li><i>"Sure. I think that ____."</i></li> <li><i>"Can you give an example?"</i></li> <li><i>"OK. One example is ____."</i></li> <li><i>"So, do you mean ____?"</i></li> <li><i>"You've got it./No, sorry, that's not what I mean. I mean ____."</i></li> </ul> </li> <li>• Note that Goal 1 Conversation Cues (and expected student responses) were built into the Discussion Norms anchor chart in Lesson 1. Conversation Cues and discussion norms are similar in that they seek to foster productive and collaborative conversation. Furthermore, Conversation Cues aim to ensure equitable conversation by gradually building student capacity to become</li> </ul>



Agenda	Teaching Notes
	<p>productive, collaborative participants. Goal 1 Conversation Cues focus on the fundamentals of encouraging students to talk and be understood. Goals 2-4 take students to deeper levels of conversation, from listening to others, to deepening their thinking, to thinking with others.</p> <ul style="list-style-type: none"> <li>• Students practice their fluency in this lesson by following along and reading silently in their heads as the teacher reads pages 4-22 of <i>Esperanza Rising</i> aloud during Opening A.</li> <li>• In this lesson, the habit of character focus is on working to become an ethical person. The characteristic that students practice is respect, as volunteers share out personal reflections on what happened in <i>Esperanza Rising</i>.</li> <li>• The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to human rights. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.</li> </ul> <p><b>How it builds on previous work:</b></p> <ul style="list-style-type: none"> <li>• In the previous lesson, students were introduced to the novel <i>Esperanza Rising</i> and read pages 1-3 to determine how the structure of those pages fit into the overall structure.</li> </ul>



**Areas in which students may need additional support:**

- Students may need additional support reading the informational text during research time and recording on their note-catchers. Ensure that triads include at least one strong reader and consider grouping students who need additional support in a small group researching one topic with teacher guidance.

**Assessment guidance:**

- Monitor what students are recording on their note-catchers to ensure that they understand the key points. See the Building Background Knowledge about Mexico anchor charts (example, for teacher reference).
- Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during students' expert group work in Work Time B. See the [Tools page](#).

**Down the road:**

- In the next lesson, students will read the preamble to the Universal Declaration of Human Rights and make connections between the UDHR and "Las Uvas" in *Esperanza Rising*.

## In Advance

- Strategically group students into triads with at least one strong reader per triad. Allocate topics for understanding the historical setting to each triad in advance to ensure equal numbers of groups per topic.
- Prepare:
  - Building Background Knowledge about Mexico anchor charts (see supporting materials).
  - Domain-Specific Word Wall, with blank word cards and markers located close by. This is an area of the classroom where academic words will be added throughout the year.
- Review the Red Light, Green Light protocol (see Classroom Protocols).
- Post: Learning targets, Spanish/English Dictionary anchor chart, Working to Become Ethical People anchor chart, Structure of *Esperanza Rising* anchor chart, and Discussion Norms anchor chart.

## Tech and Multimedia

- Closing and Assessment A: Students complete their exit ticket online--for example, using Google Forms--or they complete it in a word-processing document, such as a Google Doc, using Speech to Text facilities activated on devices or using an app or software such as [Dictation.io](https://www.dictation.io/).

## Supporting English Language Learners

## Important points in the lesson itself



- The basic design of this lesson supports ELLs by providing a safe space with time to reflect on the sensitive events in *Esperanza Rising*. Students also investigate the historical setting of *Esperanza Rising*, giving them necessary background to connect more fully with the story and then demonstrate their understanding.
- ELLs may find it challenging to determine the gist and the deeper context of both pages 4-22 of *Esperanza Rising* and the three research texts because of the volume of potentially unfamiliar new language. Remind them of the strategies from Lesson 1 for approaching unfamiliar texts and consider providing time for students to discuss the meaning of the texts in home language groups. Invite them to pat themselves on the back for what they do understand (see the Meeting Students' Needs column).
- Explain the purpose and goals of Conversation Cues to students. Tell them to listen closely for the cues, as they will respond to them throughout this curriculum as a way of learning English.

### Levels of support

#### *For lighter support:*

- Invite a student to paraphrase the events of *Esperanza Rising* and the key points of the research texts in more comprehensible language for students who need heavier support.
- In Work Time A, challenge students to generate questions about the sentence in *Esperanza Rising* before asking the prepared questions. (Example: "What questions can we ask about this sentence? Let's see if we can answer them together.")
- Encourage students to add to the graphic organizer they began in Lesson 2 to chart (and illustrate) the main events in pages 4-22 of *Esperanza Rising* against the structure of the story. Ask them how they might incorporate the research texts from this lesson. Invite them to explain this graphic organizer to students who need heavier support.

#### *For heavier support:*



- During the reading for gist of *Esperanza Rising* and the research texts, stop often to check for comprehension. Dictate key sentences for students to recite so that they practice using verbal language. Encourage them to act out and sketch key sentences.
- Show a series of brief videos or photographs to set the stage for the research texts. (Example: Display photos of Porfirio Diaz and the rural workers and peasants in arms and discuss the events in simple sentences.)
- Consider modifying the activity in Work Time B by providing the research texts as well as one- or two-sentence synopses of each text on strips of paper. Scramble the texts and the synopsis strips and invite students to match them before completing the anchor chart.
- Consider distributing partially filled-in copies of the Building Background Knowledge about Mexico anchor charts. This provides students with models for the kind of information they should enter and reduces the volume of writing required.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students identify the historical setting of *Esperanza Rising*. Both the place and the historical time period are integral for comprehension. Support students' understanding of historical setting by providing authentic examples of other familiar texts that take place during a specific time period. In addition, use a parallel questioning structure by asking students about the historical setting during the Opening and Closing of the lesson. This way, students can build on their initial understandings based on their learning during the lesson.
- **Multiple Means of Action and Expression (MMAE):** Because each lesson builds on comprehension that is established in previous lessons, provide opportunities for students who need additional support with memory to engage with the text in multiple ways. Consider having students summarize with a partner the reading from the previous lesson. Also consider having scaffolded questions prepared to review the rising action already covered in the text.
- **Multiple Means of Engagement (MME):** Throughout this unit, students reflect and evaluate their own progress toward their learning goals. This is an important practice for students to monitor their own learning. However, some may feel



threatened by the public nature of this evaluation in this lesson. Consider offering choice about how students report their progress, including a non-public method that is only for the teacher (see the Meeting Students' Needs column).

## Vocabulary

Key: Lesson-Specific Vocabulary (L); Text-Specific Vocabulary (T); Vocabulary Used in Writing (W)

- historical setting (L)
- government, revolution (T)
  - Research Text: Government and Revolution: dictator, rural, resigned, constitution (T)
  - Research Text: Neighbor to the North: treaty, borders, territory, captured, relations (T)
  - Research Text: Rich versus Poor: demands, scarce, profits (T)

## Materials

- *Esperanza Rising* (from Lesson 2; one per student)
- Spanish/English Dictionary anchor chart (begun in Lesson 2)
- Working to Become Ethical People anchor chart (begun in Lesson 2)
- Experiences with Threats against Human Rights anchor chart (new; co-created with students during Work Time A)
- Structure of *Esperanza Rising* anchor chart (begun in Lesson 2)
- Structure of *Esperanza Rising* anchor chart (example, for teacher reference)
- Red, yellow, and green objects (one of each per student)
- Domain-Specific Word Wall (new; teacher-created; see Teaching Notes)
- Building Background Knowledge about Mexico Example anchor charts: 1, 2, and 3 (new; teacher-created; see supporting materials)





- Building Background Knowledge about Mexico anchor charts (example, for teacher reference)
- Research texts:

- Research Text: Government and Revolution (one per student researching this topic)
- Research Text: Neighbor to the North (one per student researching this topic)
- Research Text: Rich versus Poor (one per student researching this topic)

- Markers (one per triad)
- Discussion Norms anchor chart (begun in Lesson 2)
- Exit Ticket: Connection to *Esperanza Rising* (one per student and one to display)

## Assessment

Each unit in the 3-5 Language Arts Curriculum has two standards-based assessments built in, one mid-unit assessment and one end of unit assessment. The module concludes with a performance task at the end of Unit 3 to synthesize their understanding of what they accomplished through supported, standards-based writing.

## Opening

Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Move students into triads and invite them to label themselves A, B, and C.</li> </ul>	<p>Meeting Students' Needs</p> <ul style="list-style-type: none"> <li>• For ELLs and students who may need additional support with comprehension: Ask:</li> </ul>



Opening	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Direct students' attention to the posted learning targets and select a volunteer to read them aloud:</li> </ul> <p><i>"I can describe how pages 4-22 of Esperanza Rising contribute to the overall structure of the story."</i></p> <p><i>"I can describe the historical setting of Esperanza Rising."</i></p> <ul style="list-style-type: none"> <li>Remind students that they saw the first learning target in the previous lesson, but for different pages of the text.</li> <li>Underline the words <i>historical setting</i> in the second target.</li> <li>Select volunteers to respond:</li> </ul> <p><i>"What is the setting?" (usually the place)</i></p> <p><i>"What does historical mean?" (about things in the past)</i></p>	<p><i>"Can you guess the historical setting of Esperanza Rising based on what you have read so far? Do you think the historical setting is a war in Mexico or no food in Canada? What, in the text, makes you think so?" (MMR, MME)</i></p> <ul style="list-style-type: none"> <li>To activate student's prior knowledge by selecting familiar books with historic settings, use these texts as models and ask students to describe their historical setting and the details that the author provided to help them figure it out. (MMR)</li> </ul>



Opening	Meeting Students' Needs
<p><i>"So what is the historical setting?" (the place in the past)</i></p> <ul style="list-style-type: none"> <li>• Invite students to turn and talk, and then select volunteers to share out:</li> </ul> <p><i>"So what do you think you will be doing in this lesson?" (reading new pages of <i>Esperanza Rising</i> and learning about the historical setting of the book)</i></p>	

## Work Time

Work Time	Meeting Students' Needs
<p><b>A. Engaging the Reader: Reading "Las Uvas" of <i>Esperanza Rising</i> (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to retrieve their copies of <i>Esperanza Rising</i> and to turn to page 4, "Las Uvas."</li> <li>• Begin by pointing out the title of this chapter.</li> <li>• Invite volunteers to share:</li> </ul> <p><i>"What does 'Las Uvas' mean in English? How do you know?" (grapes; it says so underneath "Las Uvas")</i></p>	<ul style="list-style-type: none"> <li>• For ELLs and students who may need additional support with memory: Before reading, invite students to turn to an elbow partner and summarize the first chapter of <i>Esperanza Rising</i> in 30 seconds or less. Have them share out and give them feedback on their language use and summarizing skill. Then, after reading, invite them to turn to their partner and summarize once</li> </ul>



- Add Las Uvas to the **Spanish/English Dictionary anchor chart**.
- Remind students that in the previous lesson they read pages 1-3.
- Invite students to follow along, reading silently in their heads as you read aloud pages 4-22, adding words to the Spanish/English Dictionary anchor chart as they come up. Invite Spanish speakers to provide the translation and to record the Spanish on the anchor chart.
- After reading, invite students to reflect on the following question by thinking, writing, or drawing. Students must be silent when they do this:

*"What did this part of the story make you think about?"*

- After 3 minutes, refocus whole group.
- Focus students on the **Working to Become Ethical People anchor chart** and remind them of the habit of character recorded: respect, as some students may be sharing out things that are very personal and meaningful to them.

- again, this time in 15 seconds or less. Repeat the feedback process. (MMR, MMAE)
- For ELLs and students who may need additional support with reading: Mini Language Dive. Ask students about the meaning of chunks from a key sentence of this chapter of *Esperanza Rising*. Write and display student responses next to the chunks. (MMR) Examples:
  - "Place your finger on the sentence: Alfonso didn't say a word, but the tears running down his round cheeks confirmed the worst." Read the sentence aloud as students follow along.
  - "What is the gist of this sentence?" (Responses will vary.)
  - "What does it sound like when you *don't say a word*?" (Look for students to be silent.)
  - "Place your finger on the curly mark in *didn't*. What is it? What is the purpose of the mark?" (It is an apostrophe. It replaces

- Invite volunteers to share out what this part of the story made them think about. Do not force anyone to share their ideas with the group.
- As students share out, capture any threats against human rights they share on the **Experiences with Threats against Human Rights anchor chart**.
- Focus students on the **Structure of Esperanza Rising anchor chart**. Invite them to turn and talk to their triad, and then cold call students to share out:

*"What is the gist of this chapter?" (Esperanza and her family wait for her father to come back, but he does not return alive.)*

*"Looking at the key, where do you think this part of the story fits into the structure? Why?" (rising action; something big happens, and we know that the lives of Esperanza and her family will change as a result)*

- Add this to the anchor chart. Refer to **Structure of Esperanza Rising anchor chart (example, for teacher reference)** as necessary.
- Distribute **red, yellow, and green** objects. Tell students they are now going to use the Red Light,

the letter O in *not*, joining *did* and *not* into one word. It makes the word quicker to say and write.) Display both *He did not say a word* and *He didn't say a word* and consider practicing pronouncing them with students.

- "I wonder why Alfonso didn't say a word. What, in the sentence, makes you think so?" Tell students you will give them time to think and discuss with their partner. (He was too sad himself and too afraid of hurting the family. The sentence says tears ran down his face.)
- "Can you show me your cheeks on your face? What shape are yours?" (Look for students to point to their cheeks and describe their shape.)
- "Place your finger on *but*. I wonder why the author writes *but* here." Tell students you will give them time to think and discuss with their partner. (*But* joins two independent clauses; it links two complete sentences into one more sophisticated one that shows a contrast.)

## Work Time

Green Light protocol to reflect on their progress toward the first learning target.

- Explain what each color represents (red = stuck or not ready; yellow = needs support soon; green = ready to start).
- Direct students' attention to the first learning target and read it aloud:

*"I can describe how pages 4-22 of Esperanza Rising contribute to the overall structure of the story."*

- Invite students to place the color on their desks that best describes their comfort level or readiness with the target. Scan the responses and make a note of students who may need more support with this moving forward.

## Meeting Students' Needs

- "What do you think *confirmed the worst* means? What, in the text, makes you think so?" (showed that the most terrible thing had happened; the book says "Esperanza could see a body in back, completely covered....")
- "Now what do you think is the gist of this sentence?" (The family knew Papa had been killed because Alfonso was crying.)
- "Can you complete this sentence with something from your life? 'I didn't say a word, but \_\_\_\_\_.'" Tell students you will give them time to think and discuss with their partner. (Responses will vary, but may include: I didn't say a word, but my auntie knew I hadn't done my homework.)
- "What connection can you make between your understanding of this sentence and your understanding of human rights?" (Papa's most important human right was taken away--Article 3 from Lesson 1.)

Work Time	Meeting Students' Needs
	<ul style="list-style-type: none"> <li>For ELLs and students who may need additional support with comprehension: Ask:  <i>"What are the series of conflicts and crises in this chapter leading toward climax? What do you think will happen next?" (Esperanza's cut thumb; Papa's disappearance; Papa's belt buckle; Papa's body) (MMR, MMAE)</i></li> </ul>
<p><b>B. Expert Groups: Understanding the Historical Setting (30 minutes)</b></p> <ul style="list-style-type: none"> <li>Invite students to turn to page 11 and chorally read aloud pages 11-12 beginning with "Mama, the neighbors warned him ..." and ending with "The people know that."</li> <li>Ask students to turn and talk to their triad, looking back in the book if they need to, and then cold call students to share out:</li> </ul> <p><i>"In this chapter, Esperanza's father is killed by bandits. Why is he killed by bandits? What did they kill him for? What did they hope to achieve?" (They are angry that</i></p>	<ul style="list-style-type: none"> <li>For ELLs and students who may need additional support with new vocabulary: Explain or provide a simpler synonym for <i>bandit</i>. (a criminal who is often in a gang in an area with no police; robber, murderer) (MMR)</li> <li>For ELLs and students who may need additional support with comprehension: Display and repeat the question "What did they hope to achieve?" Rephrase the question. (Example: "What did they want to do? What was their goal?") (MMR)</li> <li>Offer choice with the graphic organizer by providing a template that includes lines</li> </ul>



Work Time	Meeting Students' Needs
<p><i>some people are wealthy landowners while others are forced to eat cats.)</i></p> <ul style="list-style-type: none"> <li>If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about Papa's death:</li> </ul> <p><i>"Can you say more about that?" (Responses will vary.)</i></p> <ul style="list-style-type: none"> <li>Tell students that to better understand the situation, they will spend a little time today building background knowledge about Mexico at the time of <i>Esperanza Rising</i> (remind students that the novel is set in the 1930s).</li> <li>Make it clear that while this is a fictional story, it is based on true events that were going on for people in Mexico at the time.</li> <li>Post the three research topics, numbered as follows, and read each one aloud:</li> </ul> <ol style="list-style-type: none"> <li>Government and Revolution</li> <li>Neighbor to the North</li> </ol>	<p>within the boxes to support fine motor skills. (MMR, MME)</p> <ul style="list-style-type: none"> <li>For ELLs: Say: "Citing sources is an important academic and career skill in the United States. In the United States, you can note key points from the original text. However, you must tell your reader where the key points came from. Otherwise, you might get into serious trouble."</li> </ul>





Work Time	Meeting Students' Needs
<p><b>3. Rich versus Poor</b></p> <ul style="list-style-type: none"> <li>Focus students on the words <i>government</i> and <i>revolution</i> and underline them.</li> <li>Select a volunteer to share out:</li> </ul> <p><i>"What does government mean?" (the people who govern a country or nation, the people who make decisions about how the country or nation is run)</i></p> <p><i>"What does revolution mean?" (when a government is forcibly overthrown)</i></p> <ul style="list-style-type: none"> <li>Add these words to the <b>Domain-Specific Word Wall</b> and invite students to add translations in home languages.</li> <li>Tell students that each triad is going to become expert on one of the topics to share their learning with others. Reveal which triads will study which topics.</li> <li>Display <b>Building Background Knowledge about Mexico Example anchor charts: 1</b> and focus students on the question at the top of the page and read it aloud:</li> </ul>	



- "Why was Esperanza's papa killed?"
- Tell students that they are going to answer this question using research in their particular topic area, and they are going to work together to fill in an anchor chart that looks like this example.
- Point to the two columns:
  - Key Points and Source.
- Invite students to turn and talk to their triad, and then cold call students to share with the whole group:

*"What are the key points?" (They are the most important points that answer the research question.)*

- Distribute **research texts**.
- Display the Research Text: Government and Revolution and read it aloud, inviting students to read along silently in their heads.
- Ask students to turn and talk and use total participation techniques to invite students to share their responses with the whole group:

*"What is the text about?" (Student responses may vary but could include it's about the Mexican Revolution.)*

- Reread the first two sentences and model underlining these key points:
  - "In 1910, the poor and working-class people of Mexico rebelled against the wealthy landowners and Porfirio Diaz"
  - "the rural workers and peasants suffered greatly because of land laws that took their land away from them"
- Model recording them on the Building Background Knowledge about Mexico Example anchor chart. Refer to **Building Background Knowledge about Mexico anchor charts (example, for teacher reference)** as necessary.
- Model how to record the source in the Source column. Refer to the Building Background Knowledge about Mexico anchor charts (example, for teacher reference) as necessary.
- Point out the bolded words and the meaning of those words in the glossary underneath.

Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Distribute <b>markers</b> and Building Background Knowledge about Mexico anchor charts: 1, 2, and 3 according to what groups are researching.</li> <li>• Remind students of the <b>Discussion Norms anchor chart</b> and to work together to read the research resources.</li> <li>• Circulate to support students in reading their texts and making notes on their anchor charts. Refer to the Building Background Knowledge about Mexico anchor charts (example, for teacher reference) as necessary.</li> <li>• After 15 minutes, refocus whole group.</li> <li>• Tell students that they are now going to find a new triad by silently following these directions:</li> </ul> <ol style="list-style-type: none"> <li>1. Use their fingers to show the number of the topic they researched, 1-3</li> <li>2. Move to form a triad with two classmates showing different numbers</li> </ol> <ul style="list-style-type: none"> <li>• Invite students to form new triads.</li> <li>• Tell students that they will go to each of their anchor charts and each student in the triad will have 3 minutes to use the information recorded on their anchor chart to present what they found out from their</li> </ul>	



Work Time	Meeting Students' Needs
<p>expert text, beginning with 1. Government and Revolution.</p> <ul style="list-style-type: none"> <li>• Set the timer and invite students to move to the first anchor chart.</li> <li>• After 3 minutes, invite the student who researched 2. Neighbor to the North to present at that anchor chart.</li> <li>• Repeat this process after another 3 minutes have passed.</li> <li>• Circulate to support students as they present their information. Listen for patterns to bring up whole group during the debrief.</li> </ul>	

## Closing & Assessments

Closing	Meeting Students' Needs
<p><b>A. Exit Ticket (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute and display the <b>Exit Ticket: Connection to <i>Esperanza Rising</i></b>.</li> <li>• Read aloud the sentence stem at the top of the exit ticket:</li> </ul>	<ul style="list-style-type: none"> <li>• For ELLs and students who may need additional support with writing: Tell students you will give them time to think and discuss with a partner before they write their exit ticket response. (MMAE)</li> <li>• For ELLs and students who may need additional support with comprehension: Ask:</li> </ul>



## Closing

- "I think Esperanza's papa was killed because \_\_\_\_\_."
- Invite students to finish the sentence (in writing) based on what they learned from the expert group texts in this lesson.
- If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about Papa's death:

*"Can you say more about that?" (Responses will vary.)*

- Select volunteers to share out. Listen for and clarify that at that time in Mexico, many of the rural people had their land taken away and were forced to work for wealthy landowners who paid and treated them very badly. As a result, some of them rebelled.
- Preview the homework, *Esperanza Rising*: Questions about "Las Uvas."
- Tell students they are going to use the Red Light, Green Light protocol to show how close they are to meeting the second learning target. Remind them that they used this protocol earlier in the lesson and review what each color represents (red = stuck or

## Meeting Students' Needs

*"Now what do you think is the historical setting of Esperanza Rising? Why?" (Examples: Mexican Revolution, dictatorship, Mexican-American War, wealthy landowners, bandits, poverty) (MMR)*

- For students who may need additional support with fine motor skills: Consider offering supportive tools (e.g., pencil grip, slanted desk, or the use of a word processor). (MMAE)
- For students who may feel uncomfortable sharing their progress on meeting the learning targets publicly: Minimize risk by providing students with a sheet of paper where they can select a color for each learning target in private. This provides useful data for future instruction and helps students monitor their own learning. (MME)

Closing	Meeting Students' Needs
<p>not ready; yellow = needs support soon; green = ready) as necessary.</p> <ul style="list-style-type: none"> <li>• Guide students through the Red Light, Green Light protocol, using the second learning target. Scan student responses and make a note of students who may need more support with this moving forward.</li> <li>• Repeat, inviting students to self-assess against how well they showed respect in this lesson.</li> </ul>	

## Homework

Homework	Meeting Students' Needs
<p><b>A. Reread "Las Uvas" on pages 4-22 and complete <i>Esperanza Rising</i>: Questions about "Las Uvas" in your Unit 1 Homework.</b></p> <p><b>B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</b></p>	<ul style="list-style-type: none"> <li>• For ELLs: To provide heavier support, consider providing students with the words and phrases that show Esperanza and Mama are worried and inviting students to explain how this language shows worry and why Esperanza and Mama are worried. Take a similar tack with the second question about advice.</li> <li>• For ELLs and students who may need additional support with reading and writing: For all homework assignments in this unit, read the prompts aloud and rephrase them. Students can discuss and respond to prompts orally, either with you, a partner, family member, or student from Grades</li> </ul>



Homework	Meeting Students' Needs
	<p><b>4 or 6, or record an audio response. If students have trouble writing sentences, they can begin by writing words. Consider providing a sentence starter or inviting students who need lighter support to provide sentence starters. (MMAE, MMR)</b></p>







# Lesson 4

ELA G5:M1:U1:L4

# INTRODUCING THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

## Daily Learning Targets

- I can determine the gist and the meaning of unfamiliar words and phrases in Article 3 of the Universal Declaration of Human Rights.
- I can make connections between *Esperanza Rising* and the Universal Declaration of Human Rights.

## Ongoing Assessment

- Annotated Article 3 of the UDHR for gist and unfamiliar vocabulary
- UDHR article numbers on sticky notes in student copies of *Esperanza Rising*

## Agenda

Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Launching Vocabulary Logs (10 minutes)</p>	<p><b>Purpose of lesson and alignment to standards:</b></p> <ul style="list-style-type: none"><li>• In Opening A, students are given vocabulary logs, and identifying the meaning of unfamiliar vocabulary is a big focus of the lesson. Students will use the logs to collect new academic and topical vocabulary words in lessons and during independent reading.</li></ul>



Agenda	Teaching Notes
<p>B. Reviewing Learning Targets (10 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Back-to-Back and Face-to-Face: Reviewing Homework Questions (5 minutes)</p> <p>B. Introducing the UDHR (15 minutes)</p> <p>C. Introducing the Simplified Version of the UDHR (10 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Making Connections between the UDHR and "Las Uvas" (10 minutes)</p> <p><b>4. Homework</b></p>	<ul style="list-style-type: none"> <li>• By reviewing homework questions in this lesson, students are held accountable for their homework and reminded of what happened in that chapter of the novel. This helps to provide a purpose for introducing the UDHR.</li> <li>• In Opening B, students receive an affix list to refer to throughout the rest of the year when determining the meaning of unfamiliar vocabulary. Consider laminating this resource for students, as it will be referred to frequently.</li> <li>• Students are introduced to the UDHR through Article 3 and a video that outlines the story of human rights. They read Article 3 for gist and to determine the meaning of unfamiliar vocabulary.</li> <li>• Students are given their own student-friendly copy of the Universal Declaration of Human Rights for reference throughout the module, and they add symbols to the articles to help them remember what each article is about. They then make connections between "Las Uvas" and articles of the UDHR.</li> <li>• Please note that the term <i>threatened</i> has been used on the anchor chart rather than <i>violated</i>, as this is applicable to more events and situations; however, where human rights have been violated, for example with the death of Papa in this chapter, it is important to recognize this.</li> <li>• This lesson is the second in a series of three that include built-out instruction for the use of Goal 1 Conversation Cues to promote productive and equitable conversation (adapted from Michaels, Sarah and O'Connor, Cathy. <i>Talk Science Primer</i>. Cambridge, MA: TERC,</li> </ul>



Agenda	Teaching Notes
<p>A. Continue to add symbols to your simplified version of the UDHR.</p> <p>B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>2012. Based on Chapin, S., O'Connor, C., and Anderson, N. [2009]. <i>Classroom Discussions: Using Math Talk to Help Students Learn, Grades K-6</i>. Second Edition. Sausalito, CA: Math Solutions Publications). As the modules progress, Goal 2, 3, and 4 Conversation Cues will be gradually introduced. Goal 1 Conversation Cues encourage all students to talk and be understood. Consider providing students with a thinking journal or scrap paper.</p> <ul style="list-style-type: none"> <li>• Students practice their fluency in this lesson by following along and reading silently in their heads as the teacher reads Article 3 of the UDHR aloud during Work Time B.</li> <li>• The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to human rights. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.</li> </ul> <p><b>How it builds on previous work:</b></p> <ul style="list-style-type: none"> <li>• In the previous lesson, students read pages 4-22, "Las Uvas," of <i>Esperanza Rising</i> and were introduced to the historical setting of the novel. In this lesson, they begin to consider the threats to human rights in "Las Uvas" as they are introduced to the UDHR.</li> </ul> <p><b>Areas in which students may need additional support:</b></p>



Agenda	Teaching Notes
	<ul style="list-style-type: none"> <li>• Students may need additional support making connections between "Las Uvas" and the UDHR. Consider grouping these students together to receive teacher support.</li> </ul> <p><b>Assessment guidance:</b></p> <ul style="list-style-type: none"> <li>• As students are working in pairs to determine the gist, look at gist statements on student's annotated texts to check whether they are on the right track. Use common issues as teaching points for the whole group.</li> <li>• Collect homework from Lesson 3: <i>Esperanza Rising</i>: Questions about "Las Uvas."</li> </ul> <p><b>Down the road:</b></p> <ul style="list-style-type: none"> <li>• In the next lesson, students will read Chapter 2, "Las Papayas," of <i>Esperanza Rising</i> and will closely read Article 17 of the UDHR to determine the main ideas and to summarize.</li> <li>• The affix list and vocabulary logs introduced in this lesson will be referred to throughout the module and the school year.</li> </ul>

### In Advance

- Strategically pair students for work during this lesson, with at least one strong reader per pair.
- Prepare:



- Vocabulary logs and academic and domain-specific vocabulary forms. Vocabulary logs could be a notebook in which students glue forms in the front and back, or you could create vocabulary logs by two-sided copying vocabulary forms and putting them in a folder with academic vocabulary forms on the front and domain-specific vocabulary forms on the back. Students will continue to use these logs throughout the year and will only need new ones when they have run out of space; however, to distinguish between the topics they study in each module, they will need to flag where one module ends and a new one begins in the back of their log. If logs are prepared for students in advance, you may not need to use the first 10 minutes of the lesson for students to prepare them.
  - Affix lists (see supporting materials). Consider laminating them, as students will refer to them throughout the year.
  - Technology to play videos during Work Time B (see Technology and Multimedia).
  - How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart (see supporting materials)
- Preview the videos "The Right to Life" and "The Story of Human Rights" (see Technology and Multimedia).
  - Review the Back-to-Back and Face-to-Face and Thumb-O-Meter protocols (see Classroom Protocols).
  - Post: Learning targets and Close Readers Do These Things anchor chart.

## Tech and Multimedia

- Work Time B: Students watch videos whole group. Note that both the videos and accompanying website text may be translated into at least 17 languages by selecting the "Language" option at the top of any page of the website:
  - Video: "The Right to Life." Video. *Youth for Human Rights*. Youth for Human Rights, n.d. Web. 18 Apr. 2016.
  - Video: "The Story of Human Rights." Video. *Youth for Human Rights*. Youth for Human Rights, n.d. Web. 20 Apr. 2016.
  - If you are unable to play these videos, instead read the text on that page and on this page: "A Look at the Background of Human Rights." *Youth for Human Rights*. Youth for Human Rights, n.d. Web. 20 Apr. 2016.



- Work Times B and C: For students who will benefit from hearing the texts read aloud multiple times, consider using a text to speech tool such as **Natural Reader**, **SpeakIt!** for Google Chrome, or the Safari reader. Note that to use a web-based text to speech tool like SpeakIt! or Safari reader, you will need to create an online doc--for example, a Google Doc, containing the text.
- Work Time B: Students annotate the Article 3 text using the comments feature in word-processing software--for example, a Google Doc.

## Supporting English Language Learners

### Important points in the lesson itself

- The basic design of this lesson supports ELLs by introducing a log that can help students investigate vocabulary systematically, and then using it as students investigate vocabulary during the lesson. The lesson also uses text, video, and discussion to help students understand the UDHR and its relation to *Esperanza Rising*. In addition, the suggested simplified version of the UDHR can help bridge students to the more complex language of the UDHR.
- ELLs may find making connections between the UDHR and *Esperanza Rising* challenging. Consider first narrowing the focus to one section of *Esperanza Rising* and one article from the simplified UDHR, both of which the student should understand clearly on a general level (see the Meeting Students' Needs column).

### Levels of support

#### *For lighter support:*

- Adapt work with the vocabulary log by encouraging students to find the target word in other texts, highlight the word, read the sentence aloud, and discuss the meaning of the sentence.



- Invite students to discuss what some of the 30 articles of the UDHR might be, then skim the simplified UDHR, and then watch the videos.

*For heavier support:*

- Adapt work with the vocabulary log by adding other elements that may further help students develop their knowledge of a word. Example:

- **Word and pronunciation:** What is the word, and how do you say it?
  - universal you-nih-VR-suhl
- **Forms of the word:** What are the different forms of the word?
  - universal (adjective) universally (adverb)
- **Definition:** What does it mean in your own words?
  - something that's true for everyone and everything
- **Translation and Cognate:** What is the translation in your home language? Does the word look like a similar word in your home language?
  - egyetemes
- **Sketch/ diagram/icon**
- **Synonyms and antonyms:** What words have similar meaning? What words have the opposite meaning?
  - common; international
- **Collocations:** What other words are commonly used with the word?
  - seem universal, be universal, nearly universal, universal among
- **Showing sentences:** Where else have you read or heard this word? What does it mean in the new sentence?
  - Darwin never claimed in his great 1872 book, *The Expression of Emotions in Man and Animals*, that all facial expressions are universal--only a specific set of expressions that he had observed and studied.





- In Work Time A, model and think aloud referring to the homework while participating in the protocol with an enthusiastic ELL. Prepare cue cards or display prompts, including sentence starters, to support student interaction. Example for homework Question 1: "Mama bites her lip; bandits."
- Transform the investigation of the How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart into a kinesthetic activity. Copy each cell of the anchor chart onto separate cards or sticky notes. Students can paste the cards into the correct location on the anchor chart.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** Throughout this unit, students make connections between *Esperanza Rising* and the UDHR. To support comprehension and make your expectations explicit, provide multiple representations of this connection. For instance, whenever a learning support requires making a connection between the two texts, provide a symbol, word, or phrase that shows the connection (see the Meeting Students' Needs column).
- **Multiple Means of Action and Expression (MMAE):** In this lesson, students are introduced to Article 3 of the UDHR and are asked to identify unknown vocabulary and find the gist simultaneously. These two tasks may be overwhelming to those who may need additional support with reading. To decrease the complexity of the task, consider chunking the two tasks.
- **Multiple Means of Engagement (MME):** To make the vocabulary log relevant to students, ask explicit questions about the purpose of the log and demonstrate how it can be useful to students as they work with unfamiliar texts. Consider giving specific strategies for using the vocabulary log to support reading.

### Vocabulary

Key: Lesson-Specific Vocabulary (L); Text-Specific Vocabulary (T); Vocabulary Used in Writing (W)

- universal, declaration, human rights, violated (L)



- liberty, security of person (T)

## Materials

- Vocabulary logs (one per student)
- Glue sticks (one per student)
- Academic vocabulary forms (three per student)
- Domain-specific vocabulary forms (three per student)
- Close Readers Do These Things anchor chart (begun in Lesson 2)
- Affix List (one per student)
- Equity sticks (class set; one per student)
- *Esperanza Rising* (from Lesson 2; one per student)
- Homework: *Esperanza Rising*: Questions about "Las Uvas" (from Lesson 3 homework resources; one per student)
- Homework: *Esperanza Rising*: Questions about "Las Uvas" (example, for teacher reference)
- "The Right to Life" (video; play in entirety; see Teaching Notes)
- Article 3 of the UDHR (one per student and one to display)
- Domain-Specific Word Wall (begun in Lesson 3)
- "The Story of Human Rights" (video; play in entirety; see Teaching Notes)
- Simplified version of the UDHR (one per student and one to display)
- Sticky notes (three per student)
- How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart (new; co-created with students during Closing and Assessment A)
- How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart (example, for teacher reference)



## Assessment

Each unit in the 3-5 Language Arts Curriculum has two standards-based assessments built in, one mid-unit assessment and one end of unit assessment. The module concludes with a performance task at the end of Unit 3 to synthesize their understanding of what they accomplished through supported, standards-based writing.

## Opening

Opening	Meeting Students' Needs
<p><b>A. Launching Vocabulary Logs (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute <b>vocabulary logs</b> and <b>glue sticks</b>.</li><li>• Explain that students will record academic vocabulary in the front of the vocabulary log and domain-specific vocabulary in the back.</li><li>• Distribute <b>academic vocabulary forms</b> for students to glue in the front of their vocabulary logs.</li><li>• Guide students through gluing academic vocabulary forms in the front of their logs.</li><li>• Distribute <b>domain-specific vocabulary forms</b> for students to glue in the back of their vocabulary logs.</li><li>• Guide students through gluing domain-specific vocabulary forms in the back of their logs.</li></ul>	<ul style="list-style-type: none"><li>• For ELLs and students who may need additional support with comprehension: To ensure that the general purpose of the vocabulary log is transparent, cue students to problem-solve. Ask:  <i>"Can you figure out why we are using this vocabulary log?" Tell students you will give them time to think and discuss with their partner. (Responses will vary, but may include: to expand my knowledge and use of the word; to relate the word to a meaningful, larger context; to create a personalized reference for new words; to reinforce what we read by visualizing and writing it.) (MME)</i></li><li>• For ELLs and students who may need additional support with comprehension: Encourage students</li></ul>



Opening	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Invite students to read through the definitions of academic vocabulary and domain-specific vocabulary at the top of the vocabulary forms.</li> </ul>	<p>to explain how academic and domain-specific vocabulary are different and to identify an example of each in their independent research book. Consider making an anchor chart with a Venn Diagram to capture student responses. (MMR)</p>
<p><b>B. Reviewing Learning Targets (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Move students into pairs and invite them to label themselves A and B.</li> <li>• Direct students' attention to the posted learning targets and select a volunteer to read them aloud:</li> </ul> <p><i>"I can determine the gist and the meaning of unfamiliar words and phrases in Article 3 of the Universal Declaration of Human Rights."</i></p> <p><i>"I can make connections between Esperanza Rising and the Universal Declaration of Human Rights."</i></p> <ul style="list-style-type: none"> <li>• Underline <i>Universal Declaration of Human Rights</i> in the first learning target and remind</li> </ul>	<ul style="list-style-type: none"> <li>• For ELLs and students who need additional supports with comprehension: Mini Language Dive. Ask students about the meaning of the learning targets. Tell them you will give them time to think and discuss with their partner. Write and display their responses next to the learning target. Examples: <ul style="list-style-type: none"> <li>○ "What does it mean to <i>explain</i> the UDHR?" (describe and discuss in conversation or writing; make the UDHR clear for someone else by providing additional details)</li> <li>○ "Can you explain why we are reading the UDHR?" (Responses will vary, but may include: We are reading the UDHR because we want to know what our human rights are and how they can be threatened.)</li> </ul> </li> </ul>



## Opening

students what *human rights* are (things that all humans are entitled to).

- Focus students on the word *universal*. Explain that underlining or circling the meaning of unfamiliar words can help you to find them quickly when you are ready to try to work out what they mean. Point out this strategy on the **Close Readers Do These Things anchor chart**.
- Invite students to turn and talk to their partner, and then cold call students to share out:

*"What strategies can you use to figure out the meaning of new words like universal?"*

- As students share out, connect their responses to the strategies on the Close Readers Do These Things anchor chart. Students may not realize without guidance that they can use affixes and roots to determine the meaning of unfamiliar words, so you may have to tell them this.
- Invite students to clap the syllables as you say them aloud: u-ni-ver-sal.

## Meeting Students' Needs

- [Underline "determine the meaning of" and "make connections between."] "Why do we want to determine the meaning of unfamiliar words and phrases? Why do we want to make connections between the texts? How are these phrases the same?" (Responses will vary, but may include: We want to determine the meaning of unfamiliar language to understand the text and become better readers. We want to make connections to more deeply understand *Esperanza Rising* and know how the United Nations would say human rights are threatened in *Esperanza Rising*. Both of these phrases are verb phrases, with verb + noun (direct object) + preposition. These are common academic collocations--words that are used together--in our classroom, so we will encounter them frequently.) (MMR)
- For ELLs and students who may need additional support with comprehension: To provide heavier support, whenever the learning target requires students to make connections between *Esperanza Rising* and the UDHR, display



Opening	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Invite students to select a strategy and determine the meaning of <i>universal</i> (done by everyone, applies to everyone).</li> <li>• Invite students to turn and talk with their partner, and then cold call students to share out:</li> </ul> <p><i>"Is this an academic or domain-specific vocabulary word? How do you know?" (academic, because it could be applied to any topic)</i></p> <ul style="list-style-type: none"> <li>• Model recording this word on a displayed vocabulary form and invite students to do the same on the form in the front of their vocabulary logs.</li> <li>• Focus students on the word <i>declaration</i>.</li> <li>• Distribute the <b>Affix List</b>.</li> <li>• Draw the following chart on the board:</li> <li>• Remind students that a prefix is letters at the beginning of a word that change the meaning, and a suffix is letters at the end of a word that change the meaning. The root is the remaining word once you remove the prefix and suffix, and that will usually give you a clue to the meaning of the word.</li> </ul>	<p>a note that symbolizes the learning target and say the learning target. Example:</p> <ul style="list-style-type: none"> <li>○ "Las Uvas" &lt;-&gt; Articles 1, 3, 5, 25 (MMR)</li> </ul> <ul style="list-style-type: none"> <li>• For ELLs: Invite students to use their translation dictionary to further investigate the meanings of <i>universal</i> and <i>declaration</i>. Consider drawing on home language assets by asking students if they recognize cognates or borrowed words, e.g., <i>deklarasyon</i> in Tagalog, <i>dichiarazione</i> in Italian. Students can discuss the parts of speech of each word. They can add simpler English synonyms to the Word Wall in a lighter color next to the new academic vocabulary (e.g., <i>common, international</i>).</li> <li>• Provide an example of using the strategies to figure out unknown vocabulary by modeling with a think-aloud for the word <i>universal</i>. (MMR)</li> <li>• For ELLs: Consider asking students to share and compare examples of affixes from their home language.</li> </ul>



- Relate this to the affix list, which has a section of common prefixes, a section of common roots, and a section of common suffixes.
- Invite students to look at the suffixes in their affix list to identify the suffix on the word *declaration* and what that suffix means. Add it to the chart.
- Show students the word that is left without the suffix: *declar*. Tell students that this is the root and write it in the chart, as above.
- Invite students to use the Close Readers Do These Things anchor chart to determine a strategy for working out the meaning of *declar*.
- Tell students that this root often has an E at the end--declare--and invite pairs to determine the meaning of the word using their chosen strategy and to say the definition to each other in their own words. (say something in a formal way)
- Use **equity sticks** to select students to share out and record their responses on the chart. See above.
- Confirm for students that a declaration is the act of declaring something, so the act of making a formal statement or announcement.

Opening	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Invite students to turn and talk to their partner, and then cold call students to share out:</li> </ul> <p><i>"Is this an academic or domain-specific vocabulary word? How do you know?" (academic, because it could be applied to any topic)</i></p> <ul style="list-style-type: none"> <li>• Model recording this word on a displayed vocabulary form and invite students to do the same on the form in the front of their vocabulary logs.</li> <li>• Add <i>universal</i> and <i>declaration</i> to the Academic Word Wall and invite students to add translations in home languages.</li> </ul>	

## Work Time

Work Time	Meeting Students' Needs
<p><b>A. Back-to-Back and Face-to-Face: Reviewing Homework Questions (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to retrieve their copies of <i>Esperanza Rising</i> and their <b>Homework: Esperanza Rising: Questions about "Las Uvas."</b></li> </ul>	<ul style="list-style-type: none"> <li>• Provide differentiated mentors by purposefully pre-selecting student partnerships. Consider meeting with the mentors in advance to encourage them to</li> </ul>





Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Tell them they are going to participate in the Back-to-Back and Face-to-Face protocol to share what they wrote for homework.</li> <li>• Have students find a partner and stand back-to-back with each other, being respectful of space.</li> <li>• Ask students the following question and give them 30 seconds to consider what they wrote for homework and how they will respond:</li> </ul> <p><i>"What happened in this chapter, 'Las Uvas'?" (Esperanza and her family are waiting for her father to come back from working in the fields, but he is killed by bandits.)</i></p> <ul style="list-style-type: none"> <li>• Invite students to turn face-to-face to share their responses. Refer to <b>Homework: Esperanza Rising: Questions about "Las Uvas" (example, for teacher reference)</b> to clarify any misconceptions.</li> <li>• Have students repeat this process with a new partner for the next question:</li> </ul> <p><i>"How do you feel about what happened? Do you think it was right or wrong? Why?" (Responses will vary, but may include: It is wrong because it is wrong to kill people.)</i></p>	<p>share their thought process with their partner. (MMAE)</p>
<p><b>B. Introducing the UDHR (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Play "<b>The Right to Life.</b>"</li> </ul>	<ul style="list-style-type: none"> <li>• For ELLs: Consider creating home language groups and</li> </ul>



Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Invite students to turn and talk with their partner, and then select volunteers to share out:</li> </ul> <p><i>"What is the message of this video?" (Everyone has the right to life.)</i></p> <ul style="list-style-type: none"> <li>• Tell students that the right to life is one of the articles of the Universal Declaration of Human Rights.</li> <li>• Distribute and display <b>Article 3 of the UDHR</b>.</li> <li>• Invite students to follow along, reading silently in their heads as you read it aloud.</li> <li>• Give students 3 minutes to work with their partner to: <ul style="list-style-type: none"> <li>○ Determine the gist.</li> <li>○ Circle the unfamiliar vocabulary using the strategies recorded on the Close Readers Do These Things anchor chart.</li> <li>○ Record new vocabulary in their vocabulary logs.</li> </ul> </li> <li>• Refocus whole group and cold call students to share the gist with the whole group (right to life and right to be safe).</li> <li>• Focus students specifically on the words/phrases <i>liberty</i> and <i>security of person</i> in Article 3.</li> <li>• Ask, and then cold call students to share:</li> </ul>	<p>inviting students to watch the videos or read the text in one of the many home languages provided at the Youth for Human Rights website. Students can begin by discussing the material in home languages, then move to whole group discussion in English.</p> <ul style="list-style-type: none"> <li>• For ELLs and students who may need additional support with comprehension: Ask:</li> </ul> <p><i>"How do the visuals in the videos help us understand the language?" Tell students you will give them time to think and discuss with their partner. (Responses will vary, but may include: the bookshelf falling over illustrates a mistake; the people smiling and closing their eyes illustrate the feeling of being alive.) (MMR)</i></p>



Work Time	Meeting Students' Needs
<p><i>"What does liberty mean?" (to be free)</i></p> <p><i>"What does security of person mean?" (to be safe)</i></p> <ul style="list-style-type: none"> <li>Record these words on the <b>domain-specific word wall</b> and invite students to add translations in native languages.</li> <li>Invite students to say Article 3 of the UDHR to each other in their own words, with partner B going first and then partner A, and use equity sticks to select students to share with the whole group.</li> <li>Tell students that this is one part of a longer text that lists 30 human rights. It is called the Universal Declaration of Human Rights, and they are now going to learn a little bit more about who wrote this document and why.</li> <li>Play "<b>The Story of Human Rights.</b>" If you are unable to play this video, instead read the text on that page and on this <a href="#">page</a>.</li> <li>Invite students to turn and talk with their partner, and then select volunteers to share out:</li> </ul> <p><i>"What is the Universal Declaration of Human Rights?" (a list of rights, written by the United Nations, that all humans are entitled to)</i></p>	<ul style="list-style-type: none"> <li>For students who may find it overwhelming to identify unknown vocabulary and the gist of Article 3: Consider chunking the task into two parts. Instruct students to first skim the article for unknown vocabulary and have them record the words in their vocabulary logs. The second task will be to identify the gist. (MMR, MMAE)</li> </ul>



Work Time	Meeting Students' Needs
<p><i>"Why was it written?" (because lots of terrible things happened to people that no one wanted to see happen again)</i></p> <p><i>"Why do these rights matter? Why are we reading about them?" (They matter because they help us to remember how people should be treated, and so how to treat others. They tell us what we are all entitled to, and we are reading about them so that we know how to recognize when our human rights, or those of others, are being threatened and can take action.)</i></p> <ul style="list-style-type: none"> <li>• If productive, use a Goal 1 Conversation Cue to encourage students to clarify the UDHR conversation:</li> </ul> <p><i>"So, do you mean _____?" (Responses will vary.)</i></p> <ul style="list-style-type: none"> <li>• To promote equity, consider emphasizing that the earliest human rights recording took place in 539 BC by Cyrus the Great in Babylon, which is in the country now known as Iraq. Add a labeled pin to the map.</li> <li>• Tell students they are now going to use the Thumb-O-Meter protocol to reflect on their progress toward the first learning target. Remind them that they used this protocol in Lesson 2 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.</li> </ul>	



Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Guide students through the Thumb-O-Meter protocol using the first learning target. Scan the responses and make a note of students who may need more support with this moving forward.</li> </ul>	
<p><b>C. Introducing the Simplified Version of the UDHR (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Refocus whole group.</li> <li>• Distribute and display the <b>simplified version of the UDHR</b>. Tell students that they will dig into the actual articles of the UDHR throughout this unit, but like the excerpt of the preamble, it is very complex.</li> <li>• Tell students that this version is a quick reference for them, written in simplified language, to refer to as they read <i>Esperanza Rising</i>.</li> <li>• Point out that each number represents a different article of the UDHR and remind students that they already looked at Article 3.</li> <li>• Invite students to compare the actual Article 3 to the version on their handout.</li> <li>• Ask students to turn and talk with their partner, and then cold call students to share with the whole group:</li> </ul>	<ul style="list-style-type: none"> <li>• For ELLs: Invite students to notice and highlight language patterns in the simplified version. (Example: "We all _____. Nobody has any right to _____. Nobody should _____.") Ask:  <i>"Is this language you use in everyday conversation? How is this language special to this document?" (usually not; this language is declarative, suitable for a formal document like the simplified UDHR)</i></li> <li>• For ELLs and students who may need additional support with reading: Suggest that students who need lighter support paraphrase the articles for those who need</li> </ul>



Work Time	Meeting Students' Needs
<p><i>"How are they the same?" (They say the same thing but in different language.)</i></p> <p><i>"How are they different?" (The choice of words is different; for example, it says "safety" on the simplified version, rather than "security of person. ")</i></p> <ul style="list-style-type: none"> <li>In the remaining time, invite students to work with their partner to read through the simplified version and to draw small symbols as reminders of what each of the articles means as they work through.</li> </ul>	<p>heavier support and allow students to compare the English version to the translated version in their home language at the website if possible. (MMR, MMAE)</p>

## Closing & Assessments

Closing	Meeting Students' Needs
<p><b>A. Making Connections between the UDHR and "Las Uvas" (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students that they are going to have 5 minutes to work with their partner to look over the simplified UDHR text and "Las Uvas" in <i>Esperanza Rising</i> to answer the following posted question:</li> </ul>	<ul style="list-style-type: none"> <li>For ELLs and students who may need additional support with new vocabulary: Ask: <i>"What is the difference between the words threatened, threaten, and threat?" (Threatened is part of a passive verb. It's an action word, but we don't know who has done the threatening. It means put in danger by</i></li> </ul>



*"Which human rights have been threatened in 'Las Uvas'?"*

- Underline the word *threatened*. Select volunteers to respond:

*"What does it mean to be threatened?" (cause someone or something to be at risk or in danger) If students aren't sure of the meaning, invite a volunteer to look up the word in the dictionary.*

- Emphasize that students will be looking for instances in "Las Uvas" that go against the articles of the UDHR.
- Tell students that when they find an instance, they need to record the number of the article that it goes against on a sticky note and stick it in their book to remind them. Model an example.
- Distribute **sticky notes**.
- After 5 minutes, refocus whole group.
- Cold call students to share out. As they share out, capture their responses on the **How Were the Human Rights of the Characters in Esperanza Rising Threatened? anchor chart**. Refer to **How Were the Human Rights of the Characters in**

*someone or something. Threaten is a verb, an action word that means to put in danger. Threat is a noun or a thing. It is the word for the danger, pain, or injury someone wants to do.) (MMR)*

- For ELLs and students who may need additional support with writing: To provide heavier support, model doing quick sketches on sticky notes as placeholders for information. Say: "You can sketch first so that you don't forget the information you want to share." Consider marking key sections of the text and asking students why these sections illustrate threats to human rights. (MMAE)

**Esperanza Rising Threatened? anchor chart (example, for teacher reference)** as necessary.

- If productive, use a Goal 1 Conversation Cue to encourage students to clarify the conversation about connections between the UDHR and "Las Uvas":

*"So, do you mean \_\_\_\_\_?" (Responses will vary.)*

- Focus students on how you have quoted on the anchor chart, using quotation marks to show which part came directly from the text and making sure to use the exact words from the text.
- Emphasize that in this chapter, the human rights were not only threatened, they were *violated*, which means the threat was carried out and the right was ignored.
- Invite them to turn and talk to their partner, and then use equity sticks to select students to share out:

*"How did the strategies on the Close Readers Do These Things help you to better understand the text?" (Responses will vary.)*

- Tell students they are now going to use the Thumb-O-Meter protocol to reflect on their progress toward the final learning target. Remind them that they used this



Closing	Meeting Students' Needs
<p>protocol in Lesson 2 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.</p> <ul style="list-style-type: none"> <li>• Guide students through the Thumb-O-Meter protocol using the final learning target. Scan the responses and make a note of students who may need more support with this moving forward.</li> </ul>	

## Homework

Homework	Meeting Students' Needs
<p><b>A. Continue to add symbols to your simplified version of the UDHR.</b></p> <p><b>B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</b></p>	<ul style="list-style-type: none"> <li>• For ELLs and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 2. (MMAE, MMR)</li> </ul>





# Lesson 5

ELA G5:M1:U1:L5

# CLOSE READING: ESPERANZA RISING "LAS PAPAYAS" AND ARTICLE 23 OF THE UDHR

## Daily Learning Targets

- I can describe how pages 23-38 of *Esperanza Rising* contribute to the overall structure of the story.
- I can answer questions about an article of the Universal Declaration of Human Rights by referring to the text.

## Ongoing Assessment

- Close Reading Note-catcher: Article 23 of the UDHR

## Agenda

Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Reviewing Learning Targets (5 minutes)</p> <p>B. Engaging the Reader: "Las Papayas" of <i>Esperanza Rising</i> (20 minutes)</p>	<p><b>Purpose of lesson and alignment to standards:</b></p> <ul style="list-style-type: none"><li>• In this lesson, students read the next chapter of <i>Esperanza Rising</i>, "Las Papayas," and analyze how the chapter fits into the overall structure of the text. They then make connections between this chapter and the UDHR, looking for evidence of threats to human rights, before</li></ul>



Agenda	Teaching Notes
<p><b>2. Work Time</b></p> <p>A. Making Connections between the UDHR and "Las Papayas" (10 minutes)</p> <p>B. Guided Close Reading: Article 23 of the UDHR (20 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Strategies to Answer Selected Response Questions (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Reread "Las Papayas" on pages 23-38 and complete <i>Esperanza Rising</i>: Questions about "Las Papayas" in your Unit 1 Homework.</p> <p>B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>digging into Article 23 of the UDHR through a guided close read.</p> <ul style="list-style-type: none"> <li>The lesson is written for "Las Papayas" to be a teacher read-aloud, but it can be organized in different ways to meet the needs of your students. For example, students could read the chapter in pairs or triads, taking turns to read, with a teacher-led smaller group of students who need additional support.</li> <li>Many articles of the UDHR could be applied to each chapter. Students may make suggestions other than those recorded on the How Were the Human Rights of the Characters in <i>Esperanza Rising</i> Threatened? anchor chart (example, for teacher reference).</li> <li>Throughout the close read, students answer selected response questions. At the end of the lesson, they consider the strategies they used to answer those questions and the strategies are recorded on an anchor chart for reference throughout the year.</li> <li>This lesson is the final in a series of three that include built-out instruction for the use of Goal 1 Conversation Cues to promote productive and equitable conversation (adapted from Michaels, Sarah and O'Connor, Cathy. <i>Talk Science Primer</i>. Cambridge, MA: TERC, 2012. Based on Chapin, S., O'Connor, C., and Anderson, N. [2009]. <i>Classroom Discussions: Using Math Talk to Help Students Learn, Grades K-6</i>. Second</li> </ul>



Agenda	Teaching Notes
	<p>Edition. Sausalito, CA: Math Solutions Publications). As the modules progress, Goal 2, 3, and 4 Conversation Cues will be gradually introduced. Goal 1 Conversation Cues encourage all students to talk and be understood. Consider providing students with a thinking journal or scrap paper.</p> <ul style="list-style-type: none"> <li>• Students practice their fluency in this lesson by following along and reading silently in their heads as the teacher reads Article 3 of the UDHR aloud during Opening B.</li> <li>• In this lesson, the habit of character focus is on working to become an ethical person. The characteristic that students practice is respect, as volunteers share out personal reflections on what happened in <i>Esperanza Rising</i>.</li> <li>• The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to human rights. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.</li> </ul> <p><b>How it builds on previous work:</b></p> <ul style="list-style-type: none"> <li>• In previous lessons, students read pages 4-22, "Las Uvas," of <i>Esperanza Rising</i>, learned about the historical setting of the novel, and made connections between that chapter and</li> </ul>



Agenda	Teaching Notes
	<p>the UDHR. In this lesson, they read a new chapter of the novel, analyze how the chapter fits into the overall structure of the text, and make connections between the chapter and the UDHR.</p> <p><b>Areas in which students may need additional support:</b></p> <ul style="list-style-type: none"> <li>• Students may need additional support completing their Close Reading Note-catcher: Article 23 of the UDHR. Consider placing those who will need additional support in one group to receive teacher support.</li> </ul> <p><b>Assessment guidance:</b></p> <ul style="list-style-type: none"> <li>• As students are working in pairs to answer the close reading questions, look for common errors to use as teaching points and also strong models to share whole group.</li> <li>• Consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist to collect baseline fluency data as students read <i>Esperanza Rising</i> in Opening B. See the <a href="#">Tools</a> page.</li> <li>• Consider using the Reading: Foundational Skills Informal Assessment: Phonics and Word Recognition Checklist (Grade</li> </ul>



Agenda	Teaching Notes
	<p>5) to collect baseline fluency data as students read <i>Esperanza Rising</i> in Opening B. See the <a href="#">Tools</a> page.</p> <p><b>Down the road:</b></p> <ul style="list-style-type: none"> <li>• In the next lesson, students will identify the main ideas of this article and write a summary. They will then revise their summaries after a mini lesson on summary writing.</li> <li>• The Strategies to Answer Selected Response Questions anchor chart introduced in this lesson will be referred to throughout the module and the school year.</li> </ul>

### In Advance

- Strategically pair students for work in this lesson, with at least one strong reader per pair.
- Prepare:
  - Strategies to Answer Selected Response Questions anchor chart (see supporting materials).
  - Technology necessary to play "Workers' Rights" in Work Time B (see Technology and Multimedia).
- Preview the Close Reading Guide: Article 23 of the UDHR to familiarize yourself with what will be required of students.
- Review the Red Light, Green Light protocol (see Classroom Protocols).
- Post: Learning targets, Spanish/English Dictionary anchor chart, Working to Become Ethical People anchor chart, Experiences with Threats against Human Rights anchor chart, Structure of *Esperanza Rising* anchor chart, How Were the



Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart, and Close Readers Do These Things anchor chart.

## Tech and Multimedia

- Work Time B: "Workers' Rights." Video. *Youth for Human Rights*. Youth for Human Rights, n.d. Web. 20 Apr. 2016. Note the available translations of both the videos and accompanying website text.
- Work Time B: For students who will benefit from hearing the texts read aloud multiple times, consider using a text-to-speech tool like Natural Reader, SpeakIt! for Google Chrome, or the Safari reader. Note that to use a web-based text-to-speech tool like SpeakIt! or Safari reader, you will need to create an online doc, such as a Google Doc, containing the text.
- Work Time B: Students complete their note-catchers online--for example, in a Google Form.
- Closing and Assessment A: Create the Strategies to Answer Selected Response Questions anchor chart in an online format--for example, a Google Doc--to share with families to practice skills at home.

## Supporting English Language Learners

### Important points in the lesson itself

- The basic design of this lesson supports ELLs by providing a safe space with time to reflect on the sensitive events in *Esperanza Rising*. Students investigate the language of Article 23 of the UDHR during a close read.
- ELLs may find it challenging to complete the complex close read in the amount of time allotted. Consider focusing on fewer sections of Article 23--for example, just Sections 1 and 2 (see Meeting Students' Needs column).

### Levels of support

*For lighter support:*





- Invite a student to paraphrase the events of *Esperanza Rising* and the key points of Article 23 in more comprehensible language for those who need heavier support.
- In Work Time A, challenge students to generate questions about the sentence in *Esperanza Rising* before asking the prepared questions. (Example: "What questions can we ask about this sentence? Let's see if we can answer them together.")
- Encourage students to add to the graphic organizer they began in Lesson 2 to chart (and illustrate) the main events in pages 23-38 of *Esperanza Rising* against the structure of the story. Ask them how they might incorporate Article 23 from this lesson. Invite them to explain this graphic organizer to students who need heavier support.

*For heavier support:*

- During the reading for gist of *Esperanza Rising* and the close reading of Article 23, stop often to check for comprehension. Dictate key sentences for students to recite so that they practice using verbal language. Encourage them to act out and sketch key sentences.
- Transform the investigation of the How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart into a kinesthetic activity. Copy the new cells of the anchor chart onto separate cards or sticky notes. Students can paste the cards into the correct location on the anchor chart.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Throughout this unit, students make connections between *Esperanza Rising* and the UDHR. To support comprehension and make your expectations explicit, provide multiple representations of this connection. For instance, whenever a learning support requires making a connection between the two texts, provide a symbol, word, or phrase that shows the connection (see Meeting Students' Needs column).
- **Multiple Means of Action and Expression (MMAE):** Students who may need additional support with reading can benefit from engaging with the unfamiliar text in different ways. Consider pre-selecting important sentences or chunks from



this section of the text and preparing scaffolded questions to help support comprehension (see Meeting Students' Needs column). Also consider highlighting key portions of the text and asking students to identify how they are examples of threats to human rights. This relieves students from wading through large portions of text and allows them to more readily demonstrate their comprehension.

- **Multiple Means of Engagement (MME):** Throughout this unit, students reflect and evaluate their own progress toward their learning goals. Some may feel threatened by the public nature of this evaluation. Consider offering choice about how students report their progress, including a non-public method that is only for the teacher (see Meeting Students' Needs column).

## Vocabulary

Key: Lesson-Specific Vocabulary (L); Text-Specific Vocabulary (T); Vocabulary Used in Writing (W)

- threatened (L)
- unemployment, conditions, favorable, just, discrimination, equal, remuneration, existence, dignity (T)

## Materials

- *Esperanza Rising* (from Lesson 2; one per student)
- Spanish/English Dictionary anchor chart (begun in Lesson 2)
- Working to Become Ethical People anchor chart (begun in Lesson 2)
- Experiences with Threats against Human Rights anchor chart (begun in Lesson 3)
- Structure of *Esperanza Rising* anchor chart (begun in Lesson 2; added to during Opening B; see supporting materials)
- Structure of *Esperanza Rising* anchor chart (example, for teacher reference)
- Vocabulary logs (from Lesson 3; one per student)
- Red, yellow, and green objects (one of each per student)



- Simplified version of the UDHR (from Lesson 4; one per student)
  - How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart (begun in Lesson 4; added to during Work Time A; see supporting materials)
  - How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart (example, for teacher reference)
  - Sticky notes (four per student)
  - Quoting Accurately from the Text handout (one per student and one to display)
  - "Workers' Rights" (video; play in entirety; see Teaching Notes)
  - Article 23 of the UDHR (one per student)
  - Close Reading Guide: Article 23 of the UDHR (for teacher reference)
- Close Reading Note-catcher: Article 23 of the UDHR (one per student)
  - Close Readers Do These Things anchor chart (begun in Lesson 2)
  - Affix List (from Lesson 4; one per student)
  - Close Reading Note-catcher: Article 23 of the UDHR (example, for teacher reference)
- Academic Word Wall (begun in Lesson 1)
  - Domain-Specific Word Wall (begun in Lesson 3)
  - Strategies to Answer Selected Response Questions anchor chart (new; co-created with students during Closing and Assessment)
  - Strategies to Answer Selected Response Questions anchor chart (example, for teacher reference)



## Assessment

Each unit in the 3-5 Language Arts Curriculum has two standards-based assessments built in, one mid-unit assessment and one end of unit assessment. The module concludes with a performance task at the end of Unit 3 to synthesize their understanding of what they accomplished through supported, standards-based writing.

## Opening

Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Move students into pairs and invite them to label themselves A and B.</li><li>• Direct students' attention to the posted learning targets and select a volunteer to read them aloud:</li></ul> <p><i>"I can describe how pages 23-38 of Esperanza Rising contribute to the overall structure of the story."</i></p> <p><i>"I can answer questions about an article of the Universal Declaration of Human Rights by referring to the text."</i></p>	<ul style="list-style-type: none"><li>• For ELLs and students who may need additional support with memory: Ask students to recall and describe one way that they worked toward the first learning target in Lesson 3. (MMR)</li><li>• For ELLs and students who may need additional support with comprehension: Check student comprehension of the second learning target by asking them to refer to page 4 of <i>Esperanza Rising</i> to answer this question: "When does the chapter 'Las Uvas' take place?" ("six years later," after Esperanza and Papa listened to the earth's heartbeat) (MMR)</li></ul>



Opening	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Tell students that in this lesson they will read a new chapter of <i>Esperanza Rising</i>, make connections to the UDHR, then dig into an article of the UDHR that is connected to this chapter of <i>Esperanza Rising</i>.</li> </ul>	<ul style="list-style-type: none"> <li>When reviewing the first learning target, refer to the text structure chart that you have been using so far to activate prior knowledge. (MMR)</li> </ul>
<p><b>B. Engaging the Reader: "Las Papayas" of <i>Esperanza Rising</i> (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Invite students to retrieve their copies of <i>Esperanza Rising</i> and to turn to page 23, "Las Papayas."</li> <li>Begin by pointing out the title of this chapter and select volunteers to share:</li> </ul> <p><i>"What does 'Las Papayas' mean in English? How do you know?" (papayas; it says so underneath "Las Papayas")</i></p> <ul style="list-style-type: none"> <li>Add Las Papayas to the <b>Spanish/English Dictionary anchor chart</b>.</li> <li>Invite students to follow along, reading silently in their heads as you read aloud pages 23-38, adding words to the Spanish/English Dictionary anchor chart as they come up. Invite</li> </ul>	<ul style="list-style-type: none"> <li>For ELLs and students who may need additional support with memory: Before reading, invite students to turn to an elbow partner and summarize the first two chapters of <i>Esperanza Rising</i> in 30 seconds or less. Have them share out and give them feedback on their language use and summarizing skill. Then, after reading, invite them to turn to their partner and summarize once again, this time in 15 seconds or less. Repeat the feedback process. (MMR, MMAE)</li> <li>For ELLs and students who may need additional support with reading: Mini Language Dive. Ask students about the meaning of chunks from a key sentence of this chapter of <i>Esperanza Rising</i>. Write and display student responses next to the chunks. (MMR, MMAE) Example:</li> </ul>



## Opening

Spanish speakers to provide the translation and to record the Spanish on the anchor chart.

- After reading, invite students to reflect on the following question by thinking, writing, or drawing. Students must be silent when they do this:

*"What did this part of the story make you think about?"*

- After 3 minutes, refocus whole group.
- Focus students on the **Working to Become Ethical People anchor chart** and remind them of the habit of character recorded: respect, as some students may be sharing out things that are very personal and meaningful to them.
- Invite volunteers to share out what this part of the story made them think about. Do not force anyone to share their ideas with the group.
- As students share out, capture any threats against human rights they share on the **Experiences with Threats against Human Rights anchor chart**.

## Meeting Students' Needs

- "Place your finger on this sentence: As you know, it is not customary to leave land to women and since Luis was the banker on the loan, Sixto left the land to him." Read the sentence aloud as students follow along.
- "What is the gist of this sentence?" (Responses will vary.)
- "Place your finger on *leave land*. What does *leave land* mean? What did Papa leave Mama?" (Before someone dies, he or she may write a document saying whom they want to give their property; the house)
- "Place your finger on *left the land*. What is the difference between *leave* and *left*?" Invite students to draw a timeline illustrating their responses. (infinitive verb to express an everyday, general truth; past tense verb to express a completed action)
- "Why did Sixto leave the land to Luis?" (When he died, Sixto was still paying a mortgage loan for his house, and Luis was in charge of that loan at the bank.)
- "Place your finger on *it is not customary*. What does this phrase mean? What is not



- Focus students on the **Structure of *Esperanza Rising* anchor chart**. Invite them to turn and talk to their partner, and then cold call students to share out:

*"What is the gist of this chapter?" (Esperanza's father had left the land their house is on to Esperanza's uncle, who now wants to marry her mother.)*

*"Looking at the key, where do you think this part of the story fits into the structure? Why?" (rising action; we know that more things are going to happen to Esperanza and her mother because of what her uncle wants)*

- Add this to the anchor chart. Refer to **Structure of *Esperanza Rising* anchor chart (example, for teacher reference)** as necessary.
- Invite students to share any new words, adding any unfamiliar words to their **vocabulary logs**. Add any new words to the academic word wall and domain-specific

customary in your home culture?" (It is against tradition or practice.)

- "Place your finger on *since*. I wonder why the author wrote the word *since*. What word can we replace *since* with in this sentence and keep the same meaning? Are there other meanings for *since*? How can we use *since* in our writing?" Tell students you will give them time to think and discuss with their partner. (*Since* joins two independent clauses and signals that the author will introduce a reason. It links two complete sentences into one more sophisticated one that shows a reason. *Because*. *Since* can also mean 'from a specific time or event until now,' e.g., since 2013. We can use *since* to join two independent clauses and signal that we will give a reason. We can also use it to signal a time span.)
- "Can you complete this sentence with something from your life? 'Since learning a new language is hard work, \_\_\_\_\_.'" Tell students you will give them time to think and discuss with their partner. (Responses will vary, but may include: Since learning a new language is hard work, I try to read a lot.)

word wall, and invite students to add translations in native languages.

- Distribute **red, yellow, and green objects**.
- Tell students they are now going to use the Red Light, Green Light protocol to reflect on their progress toward the first learning target. Remind them that they used this protocol in Lesson 3 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.
- Guide students through the protocol using the first learning target.
- Note students showing red or yellow objects so you can check in with them in the next lessons when this learning target is revisited.

- "Now what do you think is the gist of this sentence? What do you think about the ideas expressed here?" (People believed women shouldn't own property, so Luis, who managed the mortgage, got the land.)
- "What connection can you make between your understanding of this sentence and your understanding of human rights?" (Mama's right to ownership was taken away--Article 17.)

- For ELLs and students who may need additional support with comprehension: Ask:

*"What are the series of conflicts and crises in this chapter leading toward climax? What do you think will happen next?" (the papaya delivery for the canceled fiesta, Papa's land being left to Tio Luis, Tio Luis' proposal to Mama and her refusal, Tio Luis' threats, Miguel's family's plan to leave for the U.S., the class divide between Miguel and Esperanza) (MMR)*

- For students who may feel uncomfortable sharing their progress on meeting the learning targets publicly: Minimize risk by providing students with



Opening	Meeting Students' Needs
	<p>a sheet of paper on which they can select a color for each learning target in private. This provides you with useful data for future instruction and helps students to monitor their own learning. (MME)</p>

## Work Time

Work Time	Meeting Students' Needs
<p><b>A. Making Connections between the UDHR and "Las Papayas" (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to retrieve their <b>simplified version of the UDHR</b>.</li> <li>• Ensure students understand that each of the numbered items on their list is an article of the UDHR.</li> <li>• Post the following question and tell students that they are going to have 5 minutes to work with their partner to look over the simplified UDHR text and "Las Papayas" in <i>Esperanza Rising</i> to answer it:</li> </ul>	<ul style="list-style-type: none"> <li>• For ELLs: To provide heavier support, when the learning target requires students to make connections between <i>Esperanza Rising</i> and the UDHR, display a note that symbolizes the learning target and say the learning target. Example:  "Las Papayas" &lt;-&gt; Articles 17, 23</li> <li>• For ELLs and students who may need additional support with comprehension: Consider marking key sections of the chapter and asking students why these sections illustrate threats to human rights. (MMAE)</li> <li>• For ELLs: Say: "Quoting sources is an important academic and career skill in the United States. In the</li> </ul>



*"Which human rights have been threatened in 'Las Papayas'?"*

- Focus students on the **How Were the Human Rights of the Characters in Esperanza Rising Threatened? anchor chart**.
- Remind students of what the word *threatened* means.
- Tell students that when they find an instance of this, they need to record the number of the article that it goes against on a sticky note and stick it in their book to remind them. Model an example.
- Distribute **sticky notes** and invite students to begin working.
- After 5 minutes, refocus whole group.
- Cold call students to share out. As they share out, capture their responses on the anchor chart. Encourage students to provide you with accurate quotes from the text and mark those quotes using quotation marks. Refer to **How Were the Human Rights of the Characters in Esperanza Rising**

United States, you can borrow important ideas from the original text, but you must use your own words to explain the ideas when you write and you must place quotation marks around the quotes you borrow. In addition, you must tell your reader where the ideas and quotes came from. Otherwise, you might get into serious trouble."

**Threatened? anchor chart (example, for teacher reference)** as necessary.

- Display and distribute the **Quoting Accurately from the Text** handout and then underline the quote(s) from the text recorded on the How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart.
- Invite students to turn and talk to their partner, and then cold call students to share out:

*"I have quoted accurately from the text here. What do you notice about quoting accurately from the text?" (You used quotation marks at the beginning and the end of the words from the book and made sure the quote is exactly what the text says word for word.)*

- As students share out, connect their responses to the criteria on the Quoting Accurately from the Text handout.

Work Time	Meeting Students' Needs
<p><b>B. Guided Close Reading: Article 23 of the UDHR (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Reread page 36 beginning with "My father and I have lost faith in our country" to "... we have a chance to be more than servants."</li> <li>Ensure students understand that in this chapter, Miguel explains that Esperanza's uncles would treat his family like animals if they stayed and that this threatens their human rights and goes against many of the articles of the UDHR.</li> <li>Play the <b>"Workers' Rights"</b> video.</li> <li>Invite students to turn and talk to their partner, and then cold call students to share out:</li> </ul> <p><i>"From this video, what do you think you will see in this article of the Universal Declaration of Human Rights?" (being paid the right amount for the work you do)</i></p> <ul style="list-style-type: none"> <li>Distribute and display <b>Article 23 of the UDHR.</b></li> </ul>	<ul style="list-style-type: none"> <li>For ELLs: Consider creating home language groups and inviting students to watch the video or read the text in one of the many home languages provided at the Youth for Human Rights website.</li> <li>For ELLs and students who may need additional support with expressive language: To provide lighter support, invite intermediate students to create sentence frames to bolster participation during the turn and talk. Invite students who need heavier support to use the frames. (Example: "The video made me think I should treat others _____ because _____.") (MMAE)</li> </ul>



Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Distribute the <b>Close Reading Note-catcher: Article 23 of the UDHR</b>.</li> <li>• Guide students through the <b>Close Reading Guide: Article 23 of the UDHR (for teacher reference)</b>. Refer to the guide for how to integrate the Close Reading Note-catcher: Article 23 of the UDHR, <b>Close Readers Do These Things anchor chart</b>, and <b>Affix List</b>.</li> <li>• Also refer to <b>Close Reading Note-catcher: Article 23 of the UDHR (example, for teacher reference)</b> as necessary.</li> <li>• Add any new words to the <b>academic word wall</b> and <b>domain-specific word wall</b> and invite students to add translations in native languages.</li> <li>• Refocus whole group and remind students that the Universal Declaration of Human Rights is also something we should follow in our behavior and actions toward one another, as we should all respect each other's human rights. Invite students to turn and talk with</li> </ul>	



Work Time	Meeting Students' Needs
<p>their partner, and then cold call students to share out:</p> <p><i>"From watching the video and reading this article, what have you learned about how to treat others?" (When working, everyone should be treated equally and is entitled to good working conditions.)</i></p> <ul style="list-style-type: none"> <li>• If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about how to treat others: <p><i>"Can you give an example?" (Responses will vary.)</i></p> <ul style="list-style-type: none"> <li>• Ensure students understand that this also applies at school as well as in the workplace.</li> </ul> </li> </ul>	

## Closing & Assessments

### Closing

#### **A. Strategies to Answer Selected Response Questions (5 minutes)**



## Closing

- Refocus whole group.
- Tell students that the questions they answered with multiple options throughout the close read are called selected response or multiple choice questions.
- Select volunteers to share strategies they used to answer the selected response questions. As students share out, capture their responses on the **Strategies to Answer Selected Response Questions anchor chart**. Refer to **Strategies to Answer Selected Response Questions anchor chart (example, for teacher reference)** as necessary.
- Invite students to turn and talk to their partner, and then use equity sticks to select students to share out:

*"How did the strategies on the Close Readers Do These Things anchor chart help you to better understand the text?" (Responses will vary.)*

- Tell students they are now going to use the Red Light, Green Light protocol to reflect on their progress toward the second learning target. Refer to the Classroom Protocols document for the full version of the protocol.
- Guide students through the protocol using the second learning target.
- Repeat, inviting students to self-assess against how well they showed respect in this lesson.

## Homework

Homework	Meeting Students' Needs
<b>A. Reread "Las Papayas" on pages 23-38 and complete <i>Esperanza</i></b>	<ul style="list-style-type: none"><li>• For ELLs and students who may need additional support with reading and writing: Refer to the</li></ul>



Homework	Meeting Students' Needs
<p><b><i>Rising</i>: Questions about "Las Papayas" in your Unit 1 Homework.</b></p> <p><b>B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</b></p>	<p>suggested homework support in Lesson 2. (MMAE, MMR)</p> <ul style="list-style-type: none"> <li>• For ELLs: To provide heavier support, consider providing students with the words and phrases that show how Esperanza is responding and inviting students to explain how this language demonstrates Esperanza's response. Take a similar tack with the second question about Mama.</li> </ul>

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