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ELA

Grade 5

Boot Camp

Teacher Materials

Week 3

ELA Remote Learning Videos: Grade 5 Week 3 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 20–30 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 11 –Chapters 4-6 of *Esperanza Rising*
- Lesson 12 – End of Unit Assessment
- Lesson 13 –Analyzing Character Reactions: *Esperanza Rising*: “Las Cebollas”
- Lesson 14 – Metaphors in *Esperanza Rising*: “Las Almendras”
- Lesson 15 – Analyzing Character Reactions: *Esperanza Rising*: “Las Ciruelas”

Instruction will use the following Tennessee ELA standards in order to build knowledge about *Esperanza Rising* and the focus on figurative language.

- 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.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.
- 5.RL.CS.5 – Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of particular texts.
- 5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 4-5 text complexity.
- 5.FL.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.FL.VA7b Demonstrate understanding of figurative language, word relationships, nuances in word meanings. i. Interpret figurative language, including similes and metaphors, in context. ii. Recognize and explain the meaning of common idioms and proverbs. iii. Use the relationships between particular words to better understand each word.
- 5.W.RBPK.9 –Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.

- 5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
- 5.WTTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information a. introduce a topic by providing a general observation and focus. b. Group related information logically, including formatting features, illustrations, and multimedia when needed to provide clarity to the reader. c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. d. Provide a conclusion related to the information or explanation presented. e. Link ideas within and across categories of information using words, phrases, and clauses. F. Use precise language and domain-specific vocabulary to inform about or explain the topic. G. Apply language standards addressing in the Foundational Literacy standards.
- 5.WPDW. 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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 11

Lesson Element	Inclusion in the Video	Notes for the Teacher
Opening	Included in the video	Consider adding access points or scaffolding when review the homework questions. If using this lesson, synchronously discussion of questions may assist in determining students' content knowledge. If lessons are occurring asynchronously, consider how homework will be collected to ensure students receive feedback before moving forward with the next lesson.
Work Time	Included in the video	Incorporate scaffolds for reading as previously occurred in unit. Consider how to incorporate the small group activities designed in the video lesson. If this lesson is delivered asynchronously, consider how to hold discussions between students in a synchronous setting. If that option is not available, consider how to adapt (and adjust standards for lesson). Determine supports needed for students who choose yellow or red on formative checks.
Closing and Assessment	Included in the video	Consider what additional closure activities may be needed in a synchronous lesson or how to ensure that students mastered the content in today's lesson if it was asynchronous.
Homework	Included in the video	No additional comments

Lesson 12

Lesson Element	Inclusion in the Video	Notes for the Teacher
Opening	Included in the video	This lesson is centered around a text-based discussion as an assessment and may need to be altered if delivered in an asynchronous approach.
Work Time	Included in the video (Option A)	Continue adaptations for this lesson as needed in this section. Decisions around note catcher, resources, and norms may need to be adapted to fit the appropriate constraints of the classroom.
Closing and Assessment	Included in the video	This section focuses on the tracking progress handout. Adapt as needed.
Homework	Included in the video	No additional comments

Lesson 13

Lesson Element	Inclusion in the Video	Notes for the Teacher
Opening	Included in the video	Consider adding any framing or follow up from the unit assessment from lesson 12.

Work Time	Included in the video	Incorporate scaffolds for reading as previously occurred in unit. Consider adding access points or scaffolding when holding discussion questions. If lessons are occurring asynchronously, consider how discussion knowledge will be assessed to ensure students receive feedback before moving forward with the next lesson. A great deal of characterization work occurs with example characterization charts shared. Consider how students' knowledge will be checked.
Closing and Assessment	Not included in the video	Consider how students will be supported after this lesson as the next two lessons build heavily on the characterization activities in this lesson.
Homework	Included in the video	No additional comments

Lesson 14

Lesson Element	Inclusion in the Video	Notes for the Teacher
Opening	Included in the video	Consider any additional focus on the term metaphor as well as incorporate scaffolds for reading as previously occurred in unit.
Work Time	Included in the video	Consider any changes necessary to recording answers to discussion questions and providing supports to completing structures chart. Adaptations for asynchronous lessons may be needed. Incorporate supports for students who select the red or yellow stoplight during formative checks.
Closing and Assessment	Included in the video	Consider what additional closure activities may be needed in a synchronous lesson to address structures chart, metaphors, and/or comprehension questions in addition to closing provided in video.
Homework	Included in the video	No additional comments

Lesson 15

Lesson Element	Inclusion in the Video	Notes for the Teacher
Opening	Included in the video	Consider adding access points or scaffolding when reading independently (as used throughout unit). Incorporate structures to include discussion if video is being used synchronously. If video is being used asynchronously, consider incorporating discussion questions into a following synchronous class.

Work Time	Included in the video	Consider access points that might need to be emphasized to determine structure of the reading section. Since some students will be reading asynchronously and moving into this activity, the teacher may want to include additional supports to be able to complete the structures graphic organizer or opportunities to ensure students mastered this section as answers are provided in the video. This pattern occurs multiple times during the work section and may need a synchronous discussion as follow up if asynchronous video delivery is occurring.
Closing and Assessment	Included in the video	Consider what adaptations may be necessary for answering comprehension questions.
Homework	Included in the video	Consider what additional scaffolds and supports might be needed for the paragraph writing assignments.



Lesson 11

ELA G5:M1:U1:L11

PREPARING FOR A TEXT-BASED DISCUSSION: EVIDENCE OF THREATS TO HUMAN RIGHTS IN CHAPTERS 4–6 OF *ESPERANZA RISING*

Daily Learning Targets

- I can quote accurately from the text to make connections between *Esperanza Rising* and the UDHR.
- I can prepare for a text-based discussion about evidence of threats to human rights in *Esperanza Rising*.

Ongoing Assessment

- Preparing for a Text-Based Discussion note-catcher

Agenda

Agenda	Teaching Notes
1. Opening A. Reviewing Learning Targets (5 minutes)	Purpose of lesson and alignment to standards: <ul style="list-style-type: none">• In this lesson, students prepare for a text-based discussion in which they will describe threats to human rights in Chapters 4-6 of <i>Esperanza Rising</i>, using both the <i>Esperanza Rising</i> text and the UDHR, and how those



Agenda	Teaching Notes
<p>B. Engaging the Reader: "Las Cebollas" of <i>Esperanza Rising</i> (20 minutes)</p> <p>2. Work Time</p> <p>A. Preparing for a Text-Based Discussion (25 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Making Connections between <i>Esperanza Rising</i>, the UDHR, and the Present: <i>A Life like Mine</i> (10 minutes)</p> <p>4. Homework</p> <p>A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>threats made them feel. This is in preparation for the end of unit assessment in Lesson 12, in which students will participate in this discussion.</p> <ul style="list-style-type: none"> • The lesson is written for "Las Cebollas" to be a teacher read-aloud, but this 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. • 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). • In this lesson, the Structure of <i>Esperanza Rising</i> anchor chart is not updated, as students will be required to do this in Part II of the end of unit assessment in Lesson 12 to assess. • At the end of the lesson, students continue to hear <i>A Life like Mine</i> read aloud to make connections with <i>Esperanza Rising</i>. The purpose of this text is to help students understand that home may mean different things to different people. • Continue to use Goal 1 Conversation Cues to promote productive and equitable conversation.



- In this lesson, the habit of character focus is on working to become an ethical person. The characteristics that students practice are respect, empathy, and compassion as they prepare for a collaborative discussion in which they discuss how they feel about the threats to human rights.
- Students practice their fluency in this lesson by following along and reading silently in their heads as the teacher reads "Las Cebollas" from *Esperanza Rising* during Opening B.
- 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:

- In the previous lesson, students prepared for and participated in a text-based discussion about the threats to human rights in Chapters 1-3. In this lesson, students prepare for the same discussion, but this time about Chapters 4-6.

Areas in which students may need additional support:

- Students may need additional support working independently to prepare for the text-based discussion. Consider grouping those who will find this challenging to work with you. Choose three events in *Esperanza Rising* to work through together--for example, Miguel describing why the woman is begging, people not being allowed to cross the border into the United States, and Mama and Esperanza having to live with Miguel's family because they don't have a male head of the household.

Assessment guidance:

- Review students' note-catchers to ensure that they are fully prepared for the discussion in the end of unit assessment in the next lesson.
- Consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist as students read *Esperanza Rising* in Opening B. See the [Tools page](#).
- Consider using the Reading: Foundational Skills Informal Assessment: Phonics and Word Recognition Checklist (Grade 5) as students read *Esperanza Rising* in Opening B. See the [Tools page](#).

Down the road:

Agenda	Teaching Notes
	<ul style="list-style-type: none"> In the next lesson, students will complete the End of Unit 1 Assessment. In Part I, they will participate in the text-based discussion. In Part II, they will consider how "Las Cebollas" fits into the overall structure of the novel.

In Advance

- Strategically pair students for work in this lesson, with at least one strong reader per pair.
- Review the Red Light, Green Light protocol (see Classroom Protocols).
- Post: Learning targets and applicable anchor charts (see materials list).

Tech and Multimedia

- Work Time A: Students complete their note-catchers using a word-processing tool--for example, a Google Doc.
- Work Time A: Students complete their note-catchers in a word-processing document--for example, 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 continuing the pattern of analysis of *Esperanza Rising* using the Preparing for a Text-Based Discussion note-catcher and the How Were the Human Rights of the Characters



in *Esperanza Rising* Threatened? anchor chart to make connections to the UDHR and *A Life like Mine*. Moreover, students build on their text-based discussion skills.

- ELLs may find it challenging to process the volume of unfamiliar language in the new chapter of *Esperanza Rising* and *A Life like Mine* and their notes on preceding chapters to complete the Preparing for a Text-Based Discussion note-catcher. Consider highlighting, rereading, and thinking aloud key portions of each (see "Levels of support" and Meeting Students' Needs column).

Levels of support

For lighter support:

- Invite a student to paraphrase the key points of pages 100-121 of *Esperanza Rising* and Article 22 in more comprehensible language for those who need heavier support.
- In Opening B, 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 created in Lesson 2 to track (and illustrate) the main events of pages 100-121 of *Esperanza Rising* against the structure of the story. Ask them how they might incorporate Article 22, *A Life like Mine*, and their feelings. Invite them to explain their graphic organizer to students who need heavier support.

For heavier support:

- During the reading of *Esperanza Rising*, stop often to check for comprehension. Dictate key sentences for students to recite so that they practice using verbal language. Encourage students to act out and sketch key sentences.



- Transform the investigation of the Preparing for a Text-Based Discussion note-catcher into a kinesthetic activity. Copy completed cells of the note-catcher onto separate cards or sticky notes. Students can paste the cards into the correct location on the note-catcher.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Because each lesson builds on comprehension 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 preparing scaffolded questions to review the rising action already covered in the text.
- **Multiple Means of Action and Expression (MMAE):** Students who may need additional support with expressive language can benefit from scaffolds that facilitate communication. Consider having intermediate students create sentence frames that are appropriate for text-based discussions. Then, students who need more support can refer to these frames during the discussion.
- **Multiple Means of Engagement (MME):** Help facilitate reflection for students so that they can see the progress they have made throughout the unit. Give specific positive feedback on their hard work and frame the text-based discussion as a way to convey all that they have learned.

Vocabulary

N/A

Materials

- *Esperanza Rising* (from Lesson 2; one per student)
- Spanish/English Dictionary anchor chart (begun in Lesson 2; added to during Opening B)



- Working to Become Ethical People anchor chart (begun in Lesson 2)
- Experiences with Threats against Human Rights anchor chart (begun in Lesson 3)
- End of Unit 1 Assessment prompt (one per student and one to display; see Assessment Overview and Resources)
- Preparing for a Text-Based Discussion note-catcher (one per student and one to display)
- 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)
- Quoting Accurately from the Text handout (from Lesson 5; one per student and one to display)
- Simplified version of the UDHR (from Lesson 4; one per student)
- Red, yellow, and green objects (one of each per student)
- *A Life like Mine* (from Lesson 7; one for teacher read-aloud)

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>A. Reviewing Learning Targets (5 minutes)</p>	<ul style="list-style-type: none"> • For ELLs and students who may need additional support with writing: Underline the prepositions in the learning targets. Say: "I wonder what these words are and what their purpose is. How can we



Opening	Meeting Students' Needs
<ul style="list-style-type: none"> Direct students' attention to the posted learning targets and select a volunteer to read them aloud: <p><i>"I can quote accurately from the text to make connections between Esperanza Rising and the UDHR."</i></p> <p><i>"I can prepare for a text-based discussion about evidence of threats to human rights in Esperanza Rising."</i></p> <ul style="list-style-type: none"> Remind students that they should be familiar with these learning targets by now, as they have seen them multiple times. 	<p>use them in our writing? What happens if I remove them?" Tell students you will give them time to think and discuss with their partner.</p> <p><i>(from, between, for, about, of, to, in; prepositions; they are words we can use to show a relationship between a noun and another part of the sentence, e.g., quote from the text. They help us to connect nouns with ideas. They can help us make longer, more efficient sentences by adding on nouns instead of writing additional, separate sentences. If we remove them, we lose the relationship and have a long string of verbs and nouns that are difficult to make sense of.) (MMR)</i></p> <ul style="list-style-type: none"> Engage students by giving specific positive praise on all the hard work they have done in this unit and emphasize their upcoming opportunity to show it. (MME)
<p>B. Engaging the Reader: "Las Cebollas" of <i>Esperanza Rising</i> (20 minutes)</p> <ul style="list-style-type: none"> Invite students to retrieve their copies of <i>Esperanza Rising</i> and turn to page 100, "Las Cebollas." 	<ul style="list-style-type: none"> For ELLs and students who may need additional support with memory: For ELLs: (Summarizing) Before reading, invite students to summarize the first six chapters of <i>Esperanza Rising</i> in 1 minute or less (with feedback) and then again in 30 seconds or less with a partner. (MMR, MMAE)



Opening

- Begin by pointing out the title of this chapter and select volunteers to share what "Las Cebollas" means in English and how they know. (onions; it says so underneath "Las Cebollas")
- Add Las Cebollas to the **Spanish/English Dictionary anchor chart**.
- Invite students to follow along, reading silently in their heads as you read aloud pages 100-121, 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.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: In preparation for the End of Unit 1 Assessment, consider discussing pages 110-115 in light of Isabel's attitude toward her responsibilities and toward Esperanza's naivete. (MMR)
- 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 *Esperanza Rising*. Write and display student responses next to the chunks. (MMR) Examples:
 - "Place your finger on this sentence: This is a family camp so we must have a male head of household to live and work here. Read the sentence aloud as students follow along.
 - "What is the gist of this sentence?" (Responses will vary.)
 - "Place your finger on *male head of household*. What is the meaning of this phrase? Who is the head of your household?" (the man who is responsible for the family living and working in the camp)

- 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.
- 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

- "Place your finger on *so*. I wonder why the author wrote the word *so*. Are there other meanings for *so*? How can we use *so* in our writing?" Tell students you will give them time to think and discuss with their partner. (*So* is a conjunction that joins two independent clauses and signals that the author will introduce a clause that discusses the result, consequence, or effect of the other clause. *So* links two complete sentences into one more sophisticated one that shows a result. *So* has many meanings--another common meaning is the adverb meaning "to a great degree," much like very, e.g., "I'm so tired." We can use *so* as a conjunction to join two independent clauses and signal that we will give a result. We can also use *so* as an adverb to emphasize an adjective or another adverb.)
- "What is the result of the camp only being for families?" (They must have a male head of household or they can't live and work there.)
- "In this camp, can a family be only women? What, in the sentence, makes you think so? How do you feel about this rule?" Tell students that you will give them time to think and write or sketch. Invite students to share their feelings only if they wish to.

Opening

share on the **Experiences with Threats against Human Rights anchor chart**.

- Ask students to turn and talk to their partner, and then cold call students to share out:

"What is the gist of this chapter?" (Esperanza and Mama arrive at the camp, and Mama begins work while Esperanza stays at home to look after the babies, which involves learning new skills, such as doing laundry.)

- If students are confused about why they aren't updating the structure anchor chart, explain that this will be part of their end of unit assessment in the next lesson.

Meeting Students' Needs

(No. It says they must have a male head of household.)

- "Can you complete this sentence with something from your life? "The place where I live is _____, so _____." Tell students you will give them time to think and discuss with their partner. (Responses will vary, but may include: The place where I live is near school, so my sisters and I can walk.)
- "Now what do you think is the gist of this sentence?" (People who live and work in this family camp must live with a man who takes responsibility for them.)
- "What connection can you make between your understanding of this sentence and your understanding of human rights?" (Esperanza and Mama don't have a place to live unless they lie and say they are related to Alfonso--Article 22.)

Work Time



A. Preparing for a Text-Based Discussion (25 minutes)

- Distribute and display the **End of Unit 1 Assessment prompt**. Invite students to follow along, reading silently in their heads as you read it aloud. Answer clarifying questions.
- Distribute and display the **Preparing for a Text-Based Discussion note-catcher**. Remind students that they saw this note-catcher in the previous lesson when they had a text-based discussion about the threats to human rights in Chapters 1-3.
- Read the questions at the top of the note-catcher aloud for the group:
 - "How were the human rights of the characters in Chapters 4-6 of *Esperanza Rising* threatened?"
 - "How did it make you feel? Why?"
- Emphasize that these are the same questions as the previous lesson, but this time, students will be thinking about Chapters 4-6.
- Focus students on the **How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor**

- For ELLs and students who may need additional support with comprehension: Repeat and rephrase the assessment prompt. (Example: "How were the human rights of the characters in Chapters 4-6 of *Esperanza Rising* threatened?" > "Think about the characters in Chapters 4-6 of *Esperanza Rising*. Give examples and details of how their human rights were in danger.") (MMR)
- For ELLs: Consider inviting students to verbally "complete" the note-catcher in home language groupings, focusing more on the discussion of emotions, events, and connections to human rights than on writing. They can then focus on writing notes in their home language or English, or making sketches as placeholders, and finally discussing in English.
- For ELLs and students who may need additional support with

chart. Point out that the threats to human rights for "Los Melones" and "Las Cebollas" have not yet been added to the anchor chart. Tell students that they will update this anchor chart after they have prepared for the discussion.

- Focus students on the Working to Become Ethical People anchor chart.
- Remind students that sometimes the things we discuss in class or the texts we read can upset some students. Explain that sometimes this can come as a result of their previous experiences or their family background. Remind them that they have already been working hard on being respectful of this and have also learned about empathy and compassion.
- Point out that, again, there are only three rows on the Preparing for a Text-Based Discussion note-catcher. This is because they are going to choose three examples of threats to human rights in Chapters 4-6 that were particularly meaningful to them. Explain that this means they will have had an emotional response, such as anger, disgust, disappointment, sadness. Explain that this emotional response could come from their own experiences or just as a reaction to the text.

expressive language: Remind students of the discussion frame they used in Lesson 11. Ask them to point out the referents that provide cohesion (e.g., pronouns, nominalizations) and how this frame differs from other types of speaking and writing. Invite them to identify areas they'd like to revise in the frame to offer better support during the End of Unit 1 Assessment. Invite them to take the frame one step further by reflecting how they can use the frame in association with the Discussion Norms anchor chart. (MMAE)

- For ELLs and students who may need additional support with memory: Review the learning targets introduced in Opening A. Ask students to give specific examples of how they worked toward achieving them in Work Time A. Invite students to rephrase the targets now

Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> • Ensure students understand that they also need to be able to justify why they feel the way they feel. • Invite students to retrieve their Quoting Accurately from the Text handout and remind them to use it to quote accurately from <i>Esperanza Rising</i> and the simplified version of the UDHR. Tell them that if they wish to use the actual articles of the UDHR that they have closely read rather than the simplified versions, this is fine, as long as they quote accurately from the text and make clear connections to characters in <i>Esperanza Rising</i>. • Tell students they have the option of working alone or with a partner. Emphasize that as this contains a personal response, students may wish to do this alone, but invite those who want to work with someone to move to a certain area of the room to pair up with someone else who wants to work with a partner. • Invite students to begin working. • Circulate to support students in completing their note-catcher. • After 20 minutes, refocus whole group and cold call students to help you update the How Were the Human Rights of the Characters in <i>Esperanza Rising</i> Threatened? anchor chart. Refer 	<p>that they have two lessons' worth of experience preparing for a text-based discussion. (MMR)</p>



to **How Were the Human Rights of the Characters in Esperanza Rising Threatened?** 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, Green Light protocol to reflect on their progress toward the first two learning targets. Remind them that they used this protocol in Lesson 8 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.
- Repeat this process with the second learning target.

Closing & Assessments



A. Making Connections

between *Esperanza Rising*, the UDHR, and the Present: *A Life like Mine* (10 minutes)

- Refocus whole group.
- Remind students that *A Life like Mine* is based on a set of rights, like the Universal Declaration of Human Rights, that were written especially for children, called the Convention on the Rights of the Child.
- Invite students to turn and talk with their partner, and then cold call students to share out:

"How did Esperanza feel about their new home?" (She didn't like it because it was small and they were sharing with other people.)

"Was this a threat to their human rights? Why/why not?" (Responses will vary, but may include: Yes, because they don't have a bathroom in the house.)

- Reread pages 26-29 of *A Life like Mine* and go through the checklist on page 28 against what we know about Esperanza to determine which of

- For ELLs and students who may need additional support with reading: Consider marking key sections of the chapter and asking students why these sections illustrate threats to human rights. (MMR)
- For ELLs and students who may need additional support with expressive language skills: To provide lighter support, invite intermediate students to create a variety of alternative sentence frames to respond to questions. Invite students who need heavier support to use the frames. (MMAE) (Examples: Yes, I still feel strongly that the cabin is a human rights threat because _____. / No. In my opinion, the cabin doesn't threaten their human rights. There is _____.)
- For ELLs and students who may need additional support with reading: To provide heavier support, point to the parts of the pictures in *A Life like Mine* as you read the corresponding words. Invite students to repeat the words after you. (MMR, MMAE)

those things we know she has and which we know she doesn't, or aren't sure about.

- Read pages 30-33 of *A Life like Mine* and ensure that students get to see the photographs.
- Invite students to Think-Pair-Share with their partner, leaving adequate time for partners to think, to ask each other the question, and share:

"What were these pages about?" (Student responses may vary, but could include that they're about types of houses people live in around the world.)

"Do you still think the cabin is a threat to their human rights?" (Responses will vary, but may include: Yes, because there isn't adequate space for the number of people or adults who can care for the children during the day.)

- If productive, cue students to expand the conversation by saying more:

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

Closing	Meeting Students' Needs
<ul style="list-style-type: none"> • Emphasize to students that although the cabin Esperanza lives in may be very different from the conditions she lived in in Mexico, and it may be similar to or different from the experiences they have at home, there are lots of different kinds of homes. • Guide students through the Red Light, Green Light protocol to self-assess against how well they showed respect, empathy, and compassion in this lesson. 	

Homework

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





Lesson 12 and 13

ELA G5:M1:U1:L12

END OF UNIT 1 ASSESSMENT: TEXT-BASED DISCUSSION – THREATS TO HUMAN RIGHTS IN ESPERANZA RISING

Daily Learning Targets

- I can quote accurately from the text to make connections between *Esperanza Rising* and the UDHR.
- I can follow discussion norms to have an effective text-based discussion.

Ongoing Assessment

- End of Unit 1 Assessment: Text-Based Discussion
- Tracking Progress: Collaborative Discussion

Agenda

Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time</p>	<p>Purpose of lesson and alignment to standards:</p> <ul style="list-style-type: none">• In this lesson, students complete the end of unit assessment, in which they complete two different tasks: having a group discussion about the threats to human rights in Chapters 4-6 of <i>Esperanza Rising</i> and answering short response questions requiring students to quote accurately



Agenda	Teaching Notes
<p>A. End of Unit 1 Assessment: Text-Based Discussion (40 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Tracking Progress (15 minutes)</p> <p>4. Homework</p> <p>A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>from the text and to examine how the structure of "Las Cebollas" contributes to the overall structure of the novel.</p> <ul style="list-style-type: none"> • To hear all students discuss, create groups of five and provide 7 minutes for each group's discussion. When students are not involved in the discussions, they should complete Part II of the assessment independently. • After the end of unit assessment, students reflect on their learning using the Tracking Progress: Collaborative Discussion recording form. This exercise is meant to provide them with time to formally keep track of and reflect on their own learning. This self-reflection supports metacognition and pride in work and learning. • In this lesson, the habit of character focus is on working to become an ethical person. The characteristics that students practice are respect, empathy, and compassion, as they participate in a text-based discussion, and integrity, as they work independently on assessments. • 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. <p>How it builds on previous work:</p>



Agenda	Teaching Notes
	<ul style="list-style-type: none"> In the previous lesson, students prepared for this assessment by completing the Preparing for a Text-Based Discussion note-catcher with evidence of the threats to human rights in Chapters 4-6 of <i>Esperanza Rising</i>. <p>Areas in which students may need additional support:</p> <ul style="list-style-type: none"> If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment. Some students may require more than the time allotted to complete the assessment. <p>Assessment guidance:</p> <ul style="list-style-type: none"> Assessment materials (student copy, answer key, student exemplar, teacher checklist) are included in the Assessment Overview and Resources. When assessing and providing feedback to students on this assessment, use the Collaborative Discussion Checklist (see Assessment Overview and Resources) to help you complete the student Tracking Progress recording form. Consider making notes in the appropriate column for each criterion in a different color than student responses. There is also space provided to respond to student comments.



Agenda	Teaching Notes
	<ul style="list-style-type: none"> In this assessment, students prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing my own clearly and persuasively. <p>Down the road:</p> <ul style="list-style-type: none"> In Unit 2, students will continue to read <i>Esperanza Rising</i> and to make connections between the novel and the UDHR. Students will also analyze the metaphors used in the novel, will compare and contrast character responses to write a two-voice poem, and will write an essay.

In Advance

- Prepare the End of Unit 1 Assessment (see Assessment Overview and Resources).
- Determine student groups (of five) for the text-based assessment, as well as the order in which groups will discuss, and post this information.
- Gather Tracking Progress folders.
- Post: Learning targets.

Tech and Multimedia

- Work Time A: Students complete assessments online--on a Google Form, for example.
- Work Time A: Students complete assessments in a word-processing document--for example, 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/).



- Closing and Assessment A: Students complete the Tracking Progress forms in an online format with a folder for each form.

Supporting English Language Learners

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to demonstrate their content and language knowledge in a text-based discussion built on their preparation and practice in previous lessons. They self-assess at the end of the lesson to celebrate their successes and chart a course for the future.
- ELLs may find the End of Unit 1 Assessment challenging, as it may be a leap from the heavily scaffolded classroom interaction. Remind students to consult the anchor charts, note-catchers, graphic organizers, and discussion frames they helped develop during previous lessons. Encourage all communication from ELLs as successful risk-taking and congratulate them on the progress they've made learning English. Point out some specific examples.
- Ensure that ELLs understand the assessment directions. Answer their questions, refraining from supplying answers to the assessment questions themselves. See additional support in the Meeting Students' Needs column.
- After the assessment, ask students to discuss what was easiest and what was most difficult on the assessment and why. To facilitate this discussion, prepare a concise rubric of the elements of the assessment and allow students to rank the difficulty level of these elements on a Likert scale. Example:
 - *The selected response questions were easy to answer. 1 2 3 4 5*

In future lessons and for homework, focus on the language skills that will help students address these assessment challenges.



Universal Design for Learning

- **Multiple Means of Representation (MMR):** To get the most informative data from the assessment, ensure that all students have access to the assessment directions and feel comfortable with the expectations. Vary the ways in which you convey your expectations (e.g., engage in a clarifying discussion about the directions or create a map of the assessment to preview its tasks).
- **Multiple Means of Action and Expression (MMAE):** To decrease anxiety that may come along with the assessment or speaking in public, consider predetermining speaking order in the groups of five. Hand students notecards with numbers on them, indicating their turn to talk. This way, students can anticipate when they will speak in the discussion in order to minimize risk.
- **Multiple Means of Engagement (MME):** When assessing student work, provide feedback that is oriented toward mastery rather than relative performance. Focus on effort and improvement to build confidence and minimize risk. During the assessment, provide scaffolds that support executive function skills, self-regulation, and students' abilities to monitor progress before and after the assessment (e.g., visual prompts, reminders, checklists, rubrics, etc.). These can be tailored to students' individualized goals.

Vocabulary

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

- Do not preview vocabulary for this assessment lesson.

Materials

- End of Unit 1 Assessment: Text-Based Discussion (one per student; see Assessment Overview and Resources)
- Working to Become Ethical People anchor chart (begun in Lesson 2)



- Discussion Norms anchor chart (begun in Lesson 1)
 - Strategies to Answer Selected Response Questions anchor chart (begun in Lesson 5)
 - Exit Ticket: Reflecting on the Text-Based Discussion (from Lesson 10; one per student)
 - Tracking Progress folders (from Lesson 9; one per student)
- Tracking Progress: Collaborative Discussion (one per student)

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>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the posted learning targets and select a volunteer to read them aloud: 	<ul style="list-style-type: none"> • For ELLs and students who may need additional support with memory: Ask students to recall and describe one way that they worked toward the learning targets in the past two lessons. (MMR) • Create a supportive and inclusive classroom environment by reminding students that everyone is working toward being better at text-based discussion. Highlight and give specific positive feedback on growth and development rather than relative performance. (MME)



Opening	Meeting Students' Needs
<p><i>"I can quote accurately from the text to make connections between Esperanza Rising and the UDHR."</i></p> <p><i>"I can follow discussion norms to have an effective text-based discussion."</i></p> <ul style="list-style-type: none"> Remind students that they have seen both of these targets before. Tell students that today they will practice these learning targets in an assessment. 	

Work Time

Work Time	Meeting Students' Needs
<p>A. End of Unit 1 Assessment: Text-Based Discussion (40 minutes)</p> <ul style="list-style-type: none"> Distribute the End of Unit 1 Assessment: Text-Based Discussion. Invite students to follow along, reading silently in their heads while you read the 	<ul style="list-style-type: none"> For ELLs and students who may need additional support with executive function skills: As you explain, display a "map" of the assessment. (MMR) Example: <p>Two parts:</p>



Work Time	Meeting Students' Needs
<p>directions for each part of the assessment aloud. Answer clarifying questions.</p> <ul style="list-style-type: none"> • Tell students that while they are waiting to participate in the discussion, they are to complete Part II of the assessment independently and without talking. Remind them that this is an assessment. • Focus students on the Working to Become Ethical People anchor chart, specifically on all of the characteristics: respect, compassion, and empathy in preparation for the discussion, and integrity in preparation for students working independently on Part II of the assessment. Review what each characteristic looks like and sounds like. • Focus students on the Discussion Norms anchor chart, specifically on the cues and responses. Remind them that a discussion is not just about saying what they want to say and then they are done. Effective participation is about listening to others and asking and answering questions to be 	<ol style="list-style-type: none"> 1. Collaborative Discussion with small group <ol style="list-style-type: none"> A. "How were the human rights of the characters in Chapters 4-6 of <i>Esperanza Rising</i> threatened?" 2. Answer short response questions. <ul style="list-style-type: none"> • For ELLs and students who may need additional support with comprehension: Read the assessment directions and questions aloud. Ensure that students clearly understand all assessment directions. Rephrase directions for them. Monitor during the assessment to see that students are completing it correctly. Stop those who are on the wrong track and make sure they understand the directions. (MMR) • To decrease anxiety regarding public discussion, consider handing out numbered notecards so students know their speaking order ahead of time and can anticipate their turn in the discussion. (MMAE, MME)



Work Time	Meeting Students' Needs
<p>completely clear about what others are saying and to clarify their own points.</p> <ul style="list-style-type: none"> • Remind students to refer to the Strategies to Answer Selected Response Questions anchor chart when answering selected response questions. • Invite students to retrieve their Exit Ticket: Reflecting on the Text-Based Discussion from Lesson 10 to remember the criterion they specifically wanted to work on and the strategy they had in mind. • Invite students to begin working on the assessment. • One by one, call out groups to work with you in a discussion area away from other students so as not to disrupt them from working on Part II of the assessment. Allocate each group 7 minutes for discussion. • Invite the remaining students to begin working on Part II of the assessment. 	



Closing	Meeting Students' Needs
<p>A. Tracking Progress (15 minutes)</p> <ul style="list-style-type: none">• Give students specific positive feedback on their completion of the End of Unit 1 Assessment. (Example: "I heard a lot of you asking clarifying questions or questions to find out more.")• Distribute Tracking Progress: Collaborative Discussion and Tracking Progress folders. Tell students that successful learners keep track of and reflect on their own learning and that they will complete a form like this after most of their assessments this year. Remind them that they did this after the Mid-Unit 1 Assessment.• Guide students through completing the form.• Invite students to place the form in their Tracking Progress folder and collect students' folders.• Invite students to give a thumbs-up, thumbs-down, or thumbs-sideways to indicate how well they showed respect, empathy, and compassion in this lesson.	<ul style="list-style-type: none">• For ELLs: Self-assessment may be an unfamiliar concept for some students. Tell them that thinking about how well they did will help them do even better next time.• For ELLs and students who may need additional support with writing: Allow students to orally paraphrase the meaning of the Tracking Progress criteria, self-assess, and discuss the evidence with a partner before they begin writing. (MMAE)



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

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Lesson 14

ELA G5:M1:U2:L1

ANALYZING CHARACTER REACTIONS: ESPERANZA RISING: "LAS CEBOLLAS"

Daily Learning Targets

- I can analyze the reactions of characters to the camp in "Las Cebollas."
- I can write a paragraph about a character's reaction to the camp in "Las Cebollas."

Ongoing Assessment

- Character Reaction Note-catcher: "Las Cebollas"
- Character Reaction Paragraph: Esperanza

Agenda

Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Recounting "Las Cebollas" (5 minutes)</p>	<p>Purpose of lesson and alignment to standards:</p> <ul style="list-style-type: none">• In this lesson, students begin to focus on the character reactions to events/situations in <i>Esperanza Rising</i>. They begin by considering individual reactions and, as the unit progresses, they will begin to



Agenda	Teaching Notes
<p>B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Analyzing Character Reactions to the Camp in "Las Cebollas" (20 minutes)</p> <p>B. Analyzing a Model Paragraph to Generate Criteria (10 minutes)</p> <p>C. Group Writing: Esperanza's Reaction to the Camp (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Connecting <i>Esperanza Rising</i>, the UDHR, and the Present: <i>A Life Like Mine</i> (10 minutes)</p> <p>4. Homework</p>	<p>compare character reactions in writing. In this lesson, the event they consider is moving into the cabin in the camp.</p> <ul style="list-style-type: none"> At the end of the lesson, students listen to a read-aloud of new pages of <i>A Life Like Mine</i> and make connections between that text and Esperanza in <i>Esperanza Rising</i>. The purpose of this text in this lesson is to help students understand children's rights in regards to work. Students practice their fluency in this lesson by following along and reading silently in their heads as the teacher reads pages 74-77 of <i>A Life Like Mine</i> aloud during Closing and Assessment 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. <p>How it builds on previous work:</p> <ul style="list-style-type: none"> In the previous unit, students read chapters of <i>Esperanza Rising</i> and corresponding articles of the Universal Declaration of Human Rights to identify threats to the characters' rights. Students read the chapter "Las Cebollas" at the end of Unit 1, so at the beginning of this lesson they revisit the chapter.



Agenda	Teaching Notes
<p>A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> • Throughout Unit 1, students were introduced to various total participation techniques (for example, cold calling, equity sticks, etc.). When following the directive to "Use a total participation technique and invite responses from the group," use one of these techniques or another familiar technique to encourage all students to participate. • Throughout Unit 1, students were introduced to Goal 1 Conversation Cues to promote productive and equitable conversation. Continue using Goal 1 Conversation Cues in this way, considering suggestions within lessons. Refer to the Unit 1, Lesson 3 Teaching Notes and see the Tools page for additional information on Conversation Cues. <p>Areas in which students may need additional support:</p> <ul style="list-style-type: none"> • Students may need additional support analyzing <i>Esperanza Rising</i> and completing the note-catcher to show the reactions of each of the characters. Consider grouping students who will need additional support with this in one group to receive teacher support. <p>Assessment guidance:</p>



Agenda	Teaching Notes
	<ul style="list-style-type: none"> Review student note-catchers to check that students are on the right track. Use common issues as teaching points for the whole group in Lesson 3. <p>Down the road:</p> <ul style="list-style-type: none"> In the next lesson, students will read the next chapter of <i>Esperanza Rising</i>, "Las Almendras," and then consider the metaphors and their meaning in the text so far.

In Advance

- Strategically pair students for work during this lesson, with at least one strong reader per pair.
- Prepare a small label: "Esperanza Rising: Las Cebollas" to attach to a pin and place on the world map. This must be large enough to see but not too large to cover up too much of the map.
- Review:
 - Location of Arvin in California in preparation for adding the pin there.
 - Model Character Reaction Paragraph: Mama and Character Reaction Paragraph: Esperanza to know what students will be working toward.
 - Thumb-O-Meter protocol. See Classroom Protocols.
- Post: Learning targets and applicable anchor charts.



Tech and Multimedia

- **Work Time A:** Students complete their note-catchers in a word-processing document--for example, a Google Doc--using Speech to Text facilities activated on devices, or using an app or software such as **Dictation.io**.
- **Work Time B:** For students who will benefit from hearing the text 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 such as SpeakIt! or Safari reader, you will need to create an online doc--for example, a Google Doc, containing the text.
- **Work Time B:** Students underline/highlight their text and annotate using the comments feature in a word-processing document--for example, a Google Doc.
- **Work Time B:** Create Character Reaction Paragraph anchor chart in an online format--for example, a Google Doc--to share with families to support students doing homework later in the unit.
- **Work Time C:** Write Character Reaction Paragraph: Esperanza in an online format--for example, a Google Doc--for students to copy and paste when writing the body paragraphs of their literary essay in Lesson 14.

Supporting English Language Learners

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to retell a familiar chapter from *Esperanza Rising*, discuss character reactions to events in the chapter, analyze a model character reaction paragraph, and participate in a group writing activity to prepare for writing their own character reaction paragraphs later in the unit.
- ELLs may find it challenging to describe and compare character reactions in "Las Cebollas." Assure them that they will have many opportunities to think about characters' reactions throughout the unit and encourage them to persevere. See specific supports in the Meeting Students' Needs column.

Levels of support



For lighter support:

- During the Mini Language Dive in Work Time B, challenge students to generate questions about the sentence before asking the prepared questions. Example: "What questions can we ask about this sentence? Let's see if we can answer them together." (Who is the sentence about? What does this sentence tell us about the character?)

For heavier support:

- During Work Time A, distribute a partially filled-in copy of the Character Reaction Note-catcher: "Las Cebollas." This will provide students with models for the kind of information they should enter, while relieving the volume of writing required. Refer to Character Reaction Note-catcher: "Las Cebollas" (example, for teacher reference) to determine which sections of the note-catcher to provide to students.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Throughout this unit, students incorporate what they are reading into their writing. Consider ways to facilitate increased comprehension by repeatedly offering opportunities for students to access prior knowledge and review previous material. Additionally, use a color-coding system to help students make connections between the model paragraphs and the Character Reaction Paragraph anchor chart. This way, students can see how to apply these writing strategies to their own work.
- **Multiple Means of Action and Expression (MMAE):** Throughout this unit, students build the skills necessary to generate a character reaction paragraph. Consider providing a list of possible criteria and have students match the criteria to the model paragraph. When writing a character reaction paragraph as a class, allow all students opportunities to participate even if they cannot generate an original sentence at this point. Rather, have students who may need additional support explain why their classmate's sentence fits the criteria on the anchor chart.



- **Multiple Means of Engagement (MME):** Some students may feel overwhelmed by the learning outcomes of this unit. Assure them that this is a new skill and they will have plenty of opportunities to practice and improve throughout the unit.

Vocabulary

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

- reaction, effective, synonym, interact (L)

Materials

- *Esperanza Rising* (from Unit 1, Lesson 2; one per student)
- Pin and label (see Teaching Notes; one for display)
- World map (from Unit 1, Lesson 2; one for display)
- Affix List (from Unit 1, Lesson 4; one per student)
- Close Readers Do These Things anchor chart (begun in Unit 1, Lesson 2)
- Equity sticks (class set; one per student)
- Character Reaction Note-catcher: "Las Cebollas" (one per student and one to display)
- Character Reaction Note-catcher: "Las Cebollas" (example, for teacher reference)
- Quoting Accurately from the Text handout (from Unit 1, Lesson 5; one per student and one to display)
- Model Character Reaction Paragraph: Mama (one per student and one to display)
- Character Reaction Paragraph anchor chart (new; co-created with students during Work Time B)
- Character Reaction Paragraph anchor chart (example, for teacher reference)
- Character Reaction Paragraph: Esperanza (example, for teacher reference)
- Domain-Specific Word Wall (begun in Unit 1, Lesson 3)
- *A Life Like Mine* (from Unit 1, Lesson 7; one for teacher read-aloud)



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>A. Engaging the Reader: Recounting "Las Cebollas" (5 minutes)</p> <ul style="list-style-type: none">• Move students into pairs and invite them to label themselves A and B.• Invite students to retrieve their copies of <i>Esperanza Rising</i>.• Tell them that they are going to recount (relate what happens in the narrative) what happened in "Las Cebollas" in four sentences. Partner B will start and will say the first sentence, then A will build on what B said in the next sentence. Then B will continue to build on that by saying the third sentence, and then A will finish recounting the chapter in the fourth sentence.• Invite students to begin.	<ul style="list-style-type: none">• For ELLs: Pair 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, initiating discussions and providing implicit sentence frames, for example.• Provide differentiated mentors by purposefully pre-selecting student partnerships. Consider meeting with students in advance to coach them to share their thought process with their partner. (MMAE)• For students who may need additional support: Provide four sentences that summarize the chapter and ask students to put them in the correct order. Consider labeling 1-4 or cutting the sentences into



Opening	Meeting Students' Needs
<ul style="list-style-type: none"> • Circulate to listen to students recounting the chapter and identify a pair to say it aloud for the whole group. • After 3 minutes, refocus whole group and invite the selected pair to demonstrate a good example to the whole group. • Ask students to turn and talk to their partner, and cold call students to share with the whole group: <p><i>"Where is Esperanza now? How do you know?" (Esperanza is at the camp in Arvin, California. It says so on page 89 of the novel.)</i></p> <ul style="list-style-type: none"> • Add the pin and label to Arvin, California on the world map. 	<p>strips and having students physically move them into the correct order. (MMR, MMAE)</p>
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the posted learning targets and select a volunteer to read them aloud: 	<ul style="list-style-type: none"> • For ELLs: Ask: "What is the difference between the words <i>react</i>, <i>reacted</i>, and <i>reaction</i>?" (<i>React</i> is a verb or an action word that means to act in a particular way in response to a situation. <i>Reacted</i> is the past tense of react. A <i>reaction</i> is a noun or a thing. It is the word for



Opening

"I can analyze the reactions of characters to the camp in 'Las Cebollas.'"

"I can analyze a model paragraph to generate criteria for an effective character reaction paragraph."

"I can write a paragraph about a character's reaction to the camp in 'Las Cebollas.'"

- Underline the word *reaction* in each of the learning targets.
- Invite students to retrieve their **Affix Lists**.
- Draw a chart with "Prefix," "Root," and "Suffix" in the header row on the board.
- 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.
- Invite students to look at the suffixes in their Affix List to identify the suffix on the word *reaction*, and what that suffix means.

Meeting Students' Needs

the way someone acts or feels in response to a situation.)

- For ELLs: Check for comprehension by asking students to summarize and then to personalize the learning targets. Ask:

"Can you put the second learning target in your own words?" (I can describe how a model character reaction paragraph is effective.)

"How do you feel about that target?" (It might be a little hard, but it is interesting.)

- To activate students' prior knowledge, generate a list of main characters from "Las Cebollas" with their character traits. (MMR)
- Assure students that this is a new skill and they will have plenty of opportunities to practice and improve throughout the unit. (MME)



Add it to the chart. Under "Root" add "react (behavior or actions in response to an event)."
In the "Suffix" column, write "-ion (act of, state of, result of)."

- Show students the word that is left without the suffix: *react*. Tell them this is the root and write it in the chart, as above.
- Invite students to work with their partner to use the **Close Readers Do These Things anchor chart** to identify a strategy for working out the meaning of *react*.
- Use **equity sticks** to select students to share out and record their responses on the chart. See above.
- Confirm for students that a reaction is someone's behavior or actions in response to an event.
- Ask students to turn and talk to their partner, and cold call students to share with the whole group:

"Is this an academic or a domain-specific vocabulary word? How do you know?"



(academic because it could be applied to any topic)

- Add this word to the Academic Word Wall and invite students to add translations in home languages.
- Using a total participation technique, invite responses from the group:

"Whose reactions are we going to be analyzing? Why?" (the characters from Esperanza Rising because character reactions help us better understand the characters and help to shape the plot of the story)

- Underline the word *effective* in the second learning target and using a total participation technique, invite responses from the group:

"A synonym is a word meaning the same or something similar. What is a synonym of effective?" (successful, good)

- Ask students to turn and talk to their partner, and cold call students to share out:

Opening	Meeting Students' Needs
<ul style="list-style-type: none"> • "From these learning targets, what do you think you will be doing in this lesson? Why?" (We will be analyzing how characters react in the chapter "Las Cebollas," and then generating criteria for a paragraph in order to write an effective paragraph about character reactions. Analyzing the character reactions will help us write the paragraphs, and the purpose of this is to dig deeper to better understand the characters in the story and the way their reactions can help to shape the plot.) 	

Work Time

Work Time	Meeting Students' Needs
<p>A. Analyzing Character Reactions to the Camp in "Las Cebollas" (20 minutes)</p> <ul style="list-style-type: none"> • Invite students to Think-Pair-Share, leaving adequate time for each partner to think, ask each other the question, and share together. Using a total participation 	<ul style="list-style-type: none"> • For ELLs: To reinforce understanding about the difference between showing and telling, invite a few confident students to rephrase "tell" statements into "show" statements. Record student ideas on the board for written reinforcement. (Examples: She was angry -> Her face turned red and she looked like she was about to burst; He was sad. -> He put his face in his hands and walked away.)



Work Time	Meeting Students' Needs
<p>technique, invite responses from the group:</p> <p><i>"What are the significant events in the chapter 'Las Cebollas'?" (Esperanza and her mama are allocated a cabin with Miguel's family in the camp; Mama goes to work, leaving Esperanza with Isabel to look after the babies; Esperanza learns how to sweep the platform after not doing it very well.)</i></p> <ul style="list-style-type: none"> • Distribute and display the Character Reaction Note-catcher: "Las Cebollas." • Tell students that today they are going to focus on the event of moving into the cabin in the camp because different characters in the story reacted differently to this event, which reveals things to us about their characters. • Display page 100. Invite students to follow along, chorally reading with you as you reread aloud from page 100 to the top of 	<ul style="list-style-type: none"> • For ELLs: After modeling using the note-catcher, invite students to add more information to the model note-catcher for more practice before independent work. • For ELLs: Remind students: <ul style="list-style-type: none"> ○ "Quoting sources is an important academic and career skill in the United States. In the 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." • For students who may need additional support with fine motor skills: Offer choice with the graphic organizer by providing a template that includes lines within the boxes. (MMR, MME) • Create an anchor chart with a list of potential "reactions" that characters may have and define new vocabulary as appropriate. Discuss with students that these words are often emotions or feelings that the character is having. Remind students that the author



Work Time	Meeting Students' Needs
<p>page 106 ending at "... never been more miserable in her life?"</p> <ul style="list-style-type: none"> Using a total participation technique, invite responses from the group: <p><i>"Which characters have reactions to the cabin in these pages of the book?" (Esperanza and Mama)</i></p> <ul style="list-style-type: none"> Model recording the gist of the event in the description box, and the character names in the first column. Invite students to do the same on their note-catchers. Refer to Character Reaction Note-catcher: "Las Cebollas" (example, for teacher reference) as necessary. Invite students to do the same on their note-catchers. Tell students that you are going to think about how Mama feels and how she reacts as a class, and then they will work in pairs to think about Esperanza's reactions. Invite students to Think-Pair-Share, leaving adequate time for each partner to refer to those pages of the book to think, 	<p>can directly state the reaction or show the emotion through description. (MMR)</p>



Work Time	Meeting Students' Needs
<p>ask each other the question, and share with each other before using a total participation technique to invite responses from the group:</p> <p><i>"How does Mama feel about the cabin?" (Responses will vary, but may include: Mama is disappointed, but she knows she needs to be strong for Esperanza.)</i></p> <p><i>"How does she react as a result? How does she interact with others? Interact means how she behaves toward others--what she does and says to other people." (Responses will vary, but may include: She tells Esperanza that they should be happy to be together.)</i></p> <ul style="list-style-type: none"> • If productive, cue students to expand the conversation by giving an example: <p><i>"Can you give an example?" (Responses will vary.)</i></p> <ul style="list-style-type: none"> • Emphasize that sometimes the text shows rather than tells us, and we have to infer. 	



Work Time

Meeting Students' Needs

Reread the line "Mama looked around and then gave Esperanza a weak smile" on page 102.

- Invite students to Think-Pair-Share, leaving adequate time for each partner to think, ask each other the question, and share with each other before using a total participation technique to invite responses from the group:

*"What does this tell you about how Mama feels about the cabin? What can you infer?"
(Responses will vary, but may include: It tells us that Mama understands what Esperanza is thinking as she looks around because she is thinking the same thing. She isn't happy about it, but she wants to be strong and encouraging for Esperanza.)*

- If productive, cue students to clarify the conversation by confirming what they mean:



Work Time	Meeting Students' Needs
<p><i>"So, do you mean _____?" (Responses will vary.)</i></p> <ul style="list-style-type: none"> Record responses on the displayed note-catcher. Consider drawing an emoticon face on the note-catcher showing how she feels. Remind students to quote accurately from the text and refer to their Quoting Accurately from the Text handout for how to do that. Refer to Character Reaction Note-catcher: "Las Cebollas" (example, for teacher reference) as necessary. Invite students to work with their partner to do the same for Esperanza. Circulate to support students as they complete their note-catchers. Remind them to refer back to the text and to quote accurately. As you circulate, consider asking the following questions to guide students: <p><i>"Why do you think that? What evidence can you find in the text to support that claim?"</i></p>	



Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> • Refocus students. Invite them to pair up with another pair, forming a group of four, to discuss what they recorded on their note-catchers and to make any additions/revisions as they hear different ideas that they agree with. • Using a total participation technique, invite responses from the group to help you complete the displayed note-catcher. Remind students of what it looks like to quote accurately from the text. Refer to Character Reaction Note-catcher: "Las Cebollas" (example, for teacher reference). <p><i>"How is the character reaction similar?" (Both are disappointed/unhappy with the cabin.)</i></p> <p><i>"How is the character reaction different?" (Mama responds positively, at least outwardly, because she knows she has to be positive for Esperanza. It shows us how much she cares for Esperanza and her strength because even though she probably doesn't like</i></p>	



the cabin either, she pretends she does for the sake of others. Esperanza responds negatively, and shows that she is struggling to accept the change from a life of privilege to a life of hardship. Isabel reacts positively, showing that she is used to hardship and can be positive in the face of adversity).

"Why do they respond differently?" (Each has a different role in their relationship. Mama is the mother and an adult who knows better--it is her role to make the difficult times easier for Esperanza and to help Esperanza understand. Esperanza is a child who is struggling to adapt to all the new changes.)

- If productive, cue students to expand the conversation by saying more:

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

- Tell students they are now going to use the Thumb-O-Meter protocol to reflect on their progress toward the first learning target.

Work Time	Meeting Students' Needs
<p>Remind them that they used this protocol in Unit 1 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.</p> <ul style="list-style-type: none"> • Guide students through the Thumb-O-Meter protocol using the first learning target. Scan student responses and make a note of students who may need more support with this moving forward. 	
<p>B. Analyzing a Model Paragraph to Generate Criteria (10 minutes)</p> <ul style="list-style-type: none"> • Tell students that later in the lesson, they are going to write a paragraph describing one of the characters' reactions. • Remind students that it is often useful to analyze a model to generate criteria before writing, to ensure that the paragraph is effective. • Distribute and display the Model Character Reaction Paragraph: Mama and read it aloud. 	<ul style="list-style-type: none"> • For ELLs: Mini Language Dive: Ask students about the meaning of a key sentence from the Model Character Reaction Paragraph: Mama. Write and display student responses next to the chunks. Examples: <ul style="list-style-type: none"> ○ Place your finger on the sentence: <i>On page 102, the way Mama "sank to the bed. Her voice sounded tired" also suggests that she is disappointed or concerned with the situation.</i> ○ "What is the gist of this sentence?" (Responses will vary.)



Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> • Focus students on the questions at the top of the model: <ul style="list-style-type: none"> ○ "What information does this paragraph contain? Why? How is it organized?" • Tell students that they are going to work with their partner to reread the model paragraph and to underline/highlight and annotate the text to answer this question. Tell them that after spending some time annotating the text, they will share what they found with the whole group. • Invite students to begin and circulate to support them in rereading the text. Remind students of the question. • After 5 minutes, refocus whole group and use a total participation technique to select students to share responses with the group. • As students share out, capture their responses on the Character Reaction Paragraph anchor chart. Refer 	<ul style="list-style-type: none"> ○ Place your finger on the chunk: <i>On page 102.</i>"What does this chunk tell us?" (It gives us the page number in the book where the information comes from.) ○ Place your finger on the chunk: <i>"sank to the bed. Her voice sounded tired."</i> Ask: "Who sank into the bed? How do you know?" (The sentence says it was Mama.) "Why does the author put this chunk in quotes?" (to show that the words come directly from the book) ○ Place your finger on the word: <i>suggests</i>. "What is <i>suggests</i> in our home languages?" (<i>sugjeron</i> in Albanian). Invite all students to repeat the translation in a home language other than their own. "What is the meaning of <i>suggests</i>? You can use your dictionaries." (to show or indicate that something is true) ○ "What <i>suggests</i> something in this sentence? What does the verb <i>suggests</i> refer to?" (<i>Suggests</i> refers to the quoted text in the first part of the sentence. The quoted text indicates something about Mama's reaction.) ○ "What does the quoted text show us about Mama?" (It shows she is disappointed, that she does not feel positively and is concerned.) ○ "How will your understanding of this sentence help you when writing a character reaction paragraph?"



Work Time	Meeting Students' Needs
<p>to Character Reaction Paragraph anchor chart (example, for teacher reference) as necessary.</p> <ul style="list-style-type: none"> • Tell students they are now going to use the Thumb-O-Meter protocol to reflect on their progress toward the second learning target. Remind them that they used this protocol earlier in the lesson and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol. • Guide students through the Thumb-O-Meter protocol using the second learning target. Scan student responses and make a note of students who may need more support with this moving forward. 	<p>(It shows how I can use quotes from the book to show how the character is feeling.)</p> <ul style="list-style-type: none"> • Use strategic color-coding to annotate the model paragraph and create the Character Reaction Paragraph anchor chat to help students make connections between the two learning tools. (MMR) • Instead of generating criteria, some students may benefit from simplifying the task to identifying criteria in the model paragraph. Consider creating a list of criteria with color-coding and have students highlight sentences or sections that demonstrate that criteria with the same color. (MMR, MMAE)
<p>C. Group Writing: Esperanza's Reaction to Camp (10 minutes)</p> <ul style="list-style-type: none"> • Focus students on the row for Esperanza of the Character Reaction Note-catcher: "Las Cebollas" and on the criteria on the 	<ul style="list-style-type: none"> • For ELLs: Before inviting students to share sentences, model and think aloud the process of adapting information from the note-catcher to write sentences. • For ELLs: To provide lighter support, invite intermediate students to create sentence frames to bolster participation during group writing. Invite



Character Reaction Paragraph anchor chart.

- Invite the whole group to help you write a character reaction paragraph for Esperanza. Take it sentence by sentence, inviting students to discuss what the sentence could be, following the model and the criteria and referring to the **domain-specific word wall**, and using a total participation technique to select students to share whole group.
- Record the paragraph sentence by sentence for students to see. Refer to **Character Reaction Paragraph: Esperanza (example, for teacher reference)** as necessary.
- 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 protocol earlier in the lesson and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.

students who need heavier support to use the frames.

(Examples: On page _____, it says, " _____," which shows that _____; Esperanza feels _____, and you can see that on page _____, which says, " _____.")

- Continue using the same color-coding scheme from the previous section as you compose the paragraph. (MMR)
- For students who may need additional support with writing: Even if some students cannot generate an original sentence, ask individual students to explain how the new sentences demonstrate the criteria generated earlier in the lesson. (MMR, MMAE)

Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> • Guide students through the Thumb-O-Meter protocol using the final learning target. Scan student responses and make a note of students who may need more support with this moving forward. 	

Closing & Assessments

Closing	Meeting Students' Needs
<p>A. Connecting <i>Esperanza Rising</i>, the UDHR, and the Present: <i>A Life Like Mine</i> (10 minutes)</p> <ul style="list-style-type: none"> • Refocus whole group. • Show students the cover of <i>A Life Like Mine</i>. Remind them that this book is based on a set of rights, like the Universal Declaration of Human Rights, that were written especially for children called The Convention on the Rights of the Child. • Display page 74. Invite students to follow along, reading silently in their heads as you read aloud pages 74-77. 	<ul style="list-style-type: none"> • For ELLs: Consider marking key sections of the chapter and asking students how these sections connect to what they read in <i>A Life Like Mine</i>. • Take this opportunity to re-emphasize the importance of ensuring human rights. Help make it relevant to students by asking them to share other human rights violations or issues. (MME)



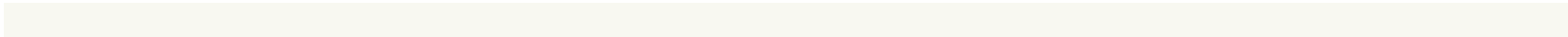
Closing	Meeting Students' Needs
<ul style="list-style-type: none"> • Invite students to Think-Pair-Share, leaving adequate time for each partner to think, ask each other the question, and share: <p><i>"What are these pages about?" (Student responses may vary, but could include that they're about protecting children's' rights to work.)</i></p> <p><i>"What connections can you make between what we just read in this book and the events in Esperanza Rising?" (Esperanza is working when she is looking after the babies and sweeping the platform.)</i></p> <p><i>"Why is Esperanza not going to school?" (She has already finished school in Mexico.)</i></p> <p><i>"How did the strategies on the Close Readers Do These Things anchor chart help you to better understand the text?" (Responses will vary.)</i></p>	

Homework

Homework	Meeting Students' Needs
<p>A. Accountable Research Reading. Select a prompt and</p>	<ul style="list-style-type: none"> • For ELLs and students who may need additional support with writing: For all homework assignments in this unit, read the



Homework	Meeting Students' Needs
<p>respond in the front of your independent reading journal.</p>	<p>prompts aloud. 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)</p>





Lesson 15

ELA G5:M1:U2:L3

ANALYZING CHARACTER REACTIONS: ESPERANZA RISING: "LAS CIRUELAS"

Daily Learning Targets

- I can describe how pages 139-157 of *Esperanza Rising* contribute to the overall structure of the story.
- I can analyze and write a paragraph about the reactions of characters to Mama's sickness in "Las Ciruelas."

Ongoing Assessment

- Character Reaction Note-catcher: "Las Ciruelas"
- Character Reaction Paragraph: Hortensia

Agenda

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



Agenda	Teaching Notes
<p>B. Engaging the Reader: "Las Ciruelas" of <i>Esperanza Rising</i> (20 minutes)</p> <p>2. Work Time</p> <p>A. Making Connections between the UDHR and "Las Ciruelas" (10 minutes)</p> <p>B. Analyzing Character Reactions to Mama's Sickness in "Las Ciruelas" (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Group Writing: Hortensia's Reaction to Mama's Sickness (5 minutes)</p> <p>4. Homework</p> <p>A. Write a character reaction paragraph for either Mama or Esperanza using your Character Reaction Note-catcher: "Las Ciruelas."</p>	<p>for evidence of threats to human rights, before analyzing character reactions to the situation of Mama being ill .</p> <ul style="list-style-type: none"> • Although the lesson is written for "Las Ciruelas" to be a teacher read-aloud, this can be organized in different ways to meet the needs of your students. For example, students could read this in pairs or triads, taking turns to read, with a teacher-led smaller group of students who need additional support. • Many of the articles of the UDHR could be applied to each chapter. Students may make other suggestions than those recorded on How Were the Human Rights of the Characters in <i>Esperanza Rising</i> Threatened? anchor chart (example, for teacher reference). • 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>. • Students practice their fluency in this lesson by following along and reading silently in their heads as the teacher reads aloud "Las Ciruelas" during Opening 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



Agenda	Teaching Notes
<p>B. Complete: <i>Esperanza Rising</i>: Questions about "Las Ciruelas" in your Unit 2 Homework.</p> <p>C. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>about the world and the words that help describe and make sense of it.</p> <p>How it builds on previous work:</p> <ul style="list-style-type: none"> • In Lesson 1, students analyzed character reactions to an event in the chapter "Las Cebollas," just as they will in this lesson with the next chapter, "Las Ciruelas." • Throughout Unit 1, students were introduced to various total participation techniques (for example, cold calling, equity sticks, etc.). When following the directive "Use a total participation technique and invite responses from the group," use one of these techniques or another familiar technique to encourage all students to participate. • Continue to use Goal 1 Conversation Cues to promote productive and equitable conversation. <p>Areas in which students may need additional support:</p> <ul style="list-style-type: none"> • Students may need additional support with analyzing <i>Esperanza Rising</i> and completing the note-catcher to show the reactions of each of the characters. Consider grouping students who will need additional support with this in one group to receive teacher support.



Assessment guidance:

- Review student note-catchers to check that students are on the right track. Use common issues as teaching points for the whole group in Lesson 6.
- Consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist as students read *Esperanza Rising* in Opening B. See the [Tools page](#).
- Consider using the Reading: Foundational Skills Informal Assessment: Phonics and Word Recognition Checklist (Grade 5) as students read *Esperanza Rising* in Opening B. See the [Tools page](#).

Down the road:

- In the next lesson, students will read the next chapter in *Esperanza Rising*, "Las Papas," and continue the work from Lesson 2 on interpreting the meaning of metaphors.

In Advance

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

- Character Reaction Paragraph: Hortensia (example, for teacher reference) to know what students will be working toward.
 - Red Light, Green Light protocol. See Classroom Protocols.
- Post: Learning targets and applicable anchor charts.

Tech and Multimedia

- Work Time B: Students complete their note-catchers in a word-processing document--for example, a Google Doc--using Speech to Text facilities activated on devices, or using an app or software such as [Dictation.io](#).
- Closing and Assessment A: Write Character Reaction Paragraph: Hortensia in an online format--for example, a Google Doc--for students to copy and paste when writing the body paragraphs of their literary essay in Lesson 14.

Supporting English Language Learners

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to reflect on the sensitive events in *Esperanza Rising*, discuss how events in the chapter fit into the overall structure of the story, make connections between the events and the simplified version of the UDHR, and analyze character reactions to events in the chapter. In addition, students have the opportunity to contribute to writing a group character reaction paragraph in preparation for writing their own later in the unit.
- ELLs may find it challenging to complete the Character Reaction Note-catcher: "Las Ciruelas" for both Esperanza and Mama in the time allotted. Consider grouping students who need heavier support together and working closely with them during Work Time B. See the Meeting Students' Needs column for specific suggestions.



Levels of support

For lighter support:

- Invite a student to paraphrase the key points of pages 139-157 of *Esperanza Rising* in more comprehensible language for students who need heavier support.
- Encourage students to add to the graphic organizer they began in Unit 1 to track (and illustrate) the main events in pages 139-157 of *Esperanza Rising* against the structure of the story. Invite them to explain this graphic organizer to students who need heavier support.
- During the Mini Language Dive in Opening B, 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."

For heavier support:

- During the reading of *Esperanza Rising*, stop often to check for comprehension. Dictate key sentences for students to recite so that they practice using verbal language. Encourage students 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 incorporate what they are reading into their writing. Consider ways to facilitate increased comprehension by repeatedly offering opportunities for students to access prior knowledge and review previous material. Additionally, use a color-coding system to help



students make connections between the model paragraphs and the Character Reaction Paragraph anchor chart.

This way, students can see how to apply these writing strategies to their own work.

- **Multiple Means of Action and Expression (MMAE):** Throughout this unit, students build the skill necessary to independently generate a character reaction paragraph. However, they will need scaffolded practice along the way. When writing a character reaction paragraph as a class, allow all students opportunities to participate even if they cannot generate an original sentence at this point. Rather, have students who may need additional support explain why their classmate's sentence fits the criteria on the anchor chart.
- **Multiple Means of Engagement (MME):** Some students may feel overwhelmed by the learning outcomes of this unit. Assure them that this is a new skill and they will have plenty of opportunities to practice and improve throughout the unit.

Vocabulary

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

- reaction (L)

Materials

- *Esperanza Rising* (from Lesson 2; one per student)
- Spanish/English Dictionary anchor chart (begun in Unit 1, Lesson 2)
- Working to Become Ethical People anchor chart (begun in Unit 1, Lesson 2)
- Experiences with Threats against Human Rights anchor chart (begun in Unit 1, Lesson 2; added to during Opening B)
- Structure of *Esperanza Rising* anchor chart (begun in Unit 1, Lesson 2; added to during Opening B; see supporting materials)
- Structure of *Esperanza Rising* anchor chart (example, for teacher reference)
- Vocabulary logs (from Unit 1, Lesson 3; one per student)
- Red, yellow, and green objects (one of each per student)



- Simplified version of the UDHR (from Unit 1, Lesson 4; one per student)
- How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart (begun in Unit 1, 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 (three per student)
- Quoting Accurately from the Text handout (from Unit 1, Lesson 5; one per student and one to display)
- Character Reaction Note-catcher: "Las Ciruelas" (one per student and one to display)
- Character Reaction Note-catcher: "Las Ciruelas" (example, for teacher reference)
- Strategies to Answer Selected Response Questions anchor chart (begun in Unit 1, Lesson 5)
- Character Reaction Paragraph anchor chart (begun in Lesson 1)
- Domain-Specific Word Wall (begun in Unit 1, Lesson 3)
- Character Reaction Paragraph: Hortensia (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	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Move students into pairs and invite them to label themselves A and B. • Direct students' attention to the posted learning targets and select a volunteer to read them aloud: <p><i>"I can describe how pages 139-157 of Esperanza Rising contribute to the overall structure of the story."</i></p> <p><i>"I can analyze and write a paragraph about the reactions of characters to Mama's sickness in 'Las Ciruelas.'"</i></p> <ul style="list-style-type: none"> • Remind students that they saw similar learning targets in Lesson 1. Remind students of the meaning of the word <i>reaction</i>. 	<ul style="list-style-type: none"> • For ELLs: Ask students to recall and describe one way that they worked toward similar learning targets in Lesson 1. • Help students generalize skills across lessons by asking them to share out one strategy they learned about reaching these learning targets from the previous lesson. (MMR)
<p>B. Engaging the Reader: "Las Ciruelas" of Esperanza Rising (20 minutes)</p>	<ul style="list-style-type: none"> • For ELLs and students who may need additional support with comprehension: Before reading, invite students to summarize the first eight chapters



Opening

- Invite students to retrieve their copies of ***Esperanza Rising*** and to turn to page 139, "Las Ciruelas."
- Begin by pointing out the title of this chapter and select volunteers to share:

"What does 'Las Ciruelas' mean in English? How do you know?" (plums: it says so underneath "Las Ciruelas")

- Add *Las Ciruelas* to the **Spanish/English Dictionary anchor chart**.
- Invite students to follow along, reading silently in their heads as you read aloud pages 139-157, adding words to the Spanish/English Dictionary anchor chart as they come up. Invite Spanish speakers to provide the translation and 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, though:

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

Meeting Students' Needs

of *Esperanza Rising* in 1 minute or less (with feedback) and then again in 30 seconds or less with a partner. (MMR, MMAE)

- For ELLs: 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. Example:
 - "Place your finger on the sentence: *Esperanza felt panic squeezing her and she screamed, 'Hortensia!'*" Read the sentence aloud as students follow along.
 - "What is the gist of this sentence?" (Responses will vary.)
 - "What is *panic* in our home languages?" (*panik* in Turkish.) Invite all students to repeat the translation in a home language other than your own.
 - "What does *panic* mean? You can use your dictionaries." (extreme fear that causes someone to not act or think normally)

Opening

- 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.
- Invite volunteers to share out. Do not force anyone to share ideas with the group, but provide those who desire it the chance to voice their reflections.
- As students share out, capture any threats against human rights that students share on the **Experiences with Threats against Human Rights anchor chart**.
- Focus students on the **Structure of Esperanza Rising anchor chart**. Ask them to turn and talk to their partner, and cold call students to share out:

"What is the gist of this chapter?" (Esperanza begins looking after the babies alone, and there is a big dust storm that causes Mama to get valley fever and become very sick.)

"Looking at the key, where do you think this part of the story fits into the structure? Why?" (rising

Meeting Students' Needs

- "Who felt panic?" (Esperanza) "Why did she feel panic? How do you know?" (because Mama was burning up and was not responding; it tells us in the text before this sentence)
- "There is some figurative language in this sentence. Place your finger on the chunk *felt panic squeezing her*. What do you think it means that panic was *squeezing* Esperanza?" (Responses will vary, but could include: The panic made her feel like she couldn't breathe.)
- "Let's pretend the author didn't use the words *squeezing her*. Does the sentence still make sense?" (yes) "Why do you think the author described Esperanza's panic in this way?" (to show us how scared she really was and to help us imagine what she felt)
- "Can you close your eyes and imagine panic squeezing Esperanza? Show me what it looks like." (Look for students to show faces of fear and panic.)
- "What did Esperanza do after Mama didn't respond?" (She screamed and called for Hortensia.)



Opening

action; there is still no turning point when things get easier for Esperanza)

- 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 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 2 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.

Meeting Students' Needs

- "How does your understanding of this sentence help you better understand how Esperanza reacted to Mama's illness?" (It helps me understand that she was really scared and that her panic made her feel like she couldn't breathe.)

- For ELLs: Ask:

"What are the series of conflicts and crises in this chapter leading toward climax? What do you think will happen next?" (Esperanza takes care of the babies alone; there is a dust storm; Mama gets sick with Valley Fever.)

- 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)



Work Time	Meeting Students' Needs
<p>A. Making Connections between the UDHR and "Las Ciruelas" (10 minutes)</p> <ul style="list-style-type: none"> • Invite students to retrieve their simplified version of the UDHR. • Post the following question and tell students they are going to have 5 minutes to work with their partner to look over the simplified UDHR text and "Las Ciruelas" in <i>Esperanza Rising</i> and answer this question: <i>"Which human rights have been threatened in 'Las Ciruelas'?"</i> <ul style="list-style-type: none"> • Focus students on the How Were the Human Rights of the Characters in <i>Esperanza Rising</i> Threatened? anchor chart. • Tell students that when they find instances 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. • Distribute sticky notes. • After 5 minutes, refocus whole group. Invite students to retrieve their Quoting Accurately from the Text handout and quickly review it. 	<ul style="list-style-type: none"> • For ELLs and students who may need additional support with reading: Consider minimizing the complexity of the task by marking key sections of the chapter and asking students why these sections illustrate threats to human rights. (MMR, MMAE)



Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> • Cold call students to share out. Encourage them to provide accurate quotes from the text, and mark those quotes using quotation marks. As students share out, capture their responses on the anchor chart. Refer to How Were the Human Rights of the Characters in <i>Esperanza Rising</i> Threatened? anchor chart (example, for teacher reference) as necessary. 	
<p>B. Analyzing Character Reactions to Mama's Sickness in "Las Ciruelas" (20 minutes)</p> <ul style="list-style-type: none"> • Invite students to Think-Pair-Share, leaving adequate time for each partner to think, ask each other the question, and share together. Using a total participation technique, invite responses from the group: <p><i>"What are the significant events in the chapter 'Las Ciruelas'?" (the dust storm and Mama getting sick)</i></p> <ul style="list-style-type: none"> • Distribute and display the Character Reaction Note-catcher: "Las Ciruelas." • Tell students that today they are going to focus on the situation of Mama's illness, because different characters in the story reacted differently to this situation, which reveals things to us about their characters. 	<ul style="list-style-type: none"> • For ELLs: After modeling using the note-catcher, invite students to add more information to the model note-catcher for more practice before independent work. • For ELLs: Consider grouping students who need heavier support together and working closely with them to fill in the note-catcher for Esperanza's reaction. Students can then work in pairs to complete the note-catcher for for Mama's reaction. • For ELLs: To ensure that the purpose of quoting accurately from the text is transparent, ask: "Why do we use quotes from other books in our



Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> • Display page 153. Invite students to follow along, chorally reading with you as you reread aloud page 153 from "Mama had changed ..." to "... and she screamed, 'Hortensia!'" on page 154. • Using a total participation technique, invite responses from the group: <p><i>"Which characters have reactions to Mama's sickness in these pages of the book?" (Esperanza, Hortensia, and Mama)</i></p> <ul style="list-style-type: none"> • Model recording the gist of the event in the description box. Invite students to do the same on their note-catchers. Refer to Character Reaction Note-catcher: "Las Ciruelas" (example, for teacher reference) as necessary. • Tell students that you are going to think about how Hortensia feels and how she reacts as a class, and then they will work in pairs to think about Esperanza's reactions. • Invite students to Think-Pair-Share, leaving adequate time for each partner to refer to those pages of the book to think, ask each other the question, and share with each other before using a total participation technique to invite responses from the group: 	<p>writing?" (Responses will vary, but may include: to give evidence or reasons for our thinking.) "Why do we put quotation marks around words we use from the book?" (to signal that they are not our words, but someone else's) "Why do we need to include the page number when we quote someone else?" (to show where we found the information)</p> <ul style="list-style-type: none"> • Add to the anchor chart created in the first lesson of this unit with a list of potential "reactions" that characters may have and define new vocabulary as appropriate. Discuss with students that these words are often emotions or feelings that the character is having. Remind students that the author can directly state the reaction or show the emotion through description. (MMR) • Consider using a Venn Diagram to create a visual display of the conversation around Hortensia and



Work Time	Meeting Students' Needs
<p><i>"How does Hortensia feel about Mama's sickness?" (Responses will vary, but may include: She is worried about her and wants to look after her.)</i></p> <p><i>"How does she react as a result? How does she interact with others? Remember that interact means how she behaves toward others--what she does and says to other people." (Responses will vary, but may include: She tells Esperanza that she is going to make her soup and that she is losing weight. She also tells Esperanza that Mama needs to see a doctor.)</i></p> <ul style="list-style-type: none"> • If productive, cue students to expand the conversation by giving an example: <p><i>"Can you give an example?" (Responses will vary.)</i></p> <ul style="list-style-type: none"> • Emphasize again that sometimes the text shows rather than tells us, and we have to infer. Reread the line "Hortensia looked at Esperanza, shaking her head" on page 154. • Invite students to Think-Pair-Share, leaving adequate time for each partner to think, ask each other the question, and share with each other before using a total participation technique to invite responses from the group: 	<p>Esperanza's reactions in this excerpt. (MMR)</p>



Work Time	Meeting Students' Needs
<p><i>"What does this tell you about how Hortensia feels about what Mama just said? What can you infer?" (Responses will vary, but may include: It tells us that Hortensia doesn't agree with what Mama said about being fine and thinks she is stubborn.)</i></p> <ul style="list-style-type: none"> • If productive, cue students to clarify the conversation by confirming what they mean: <p><i>"So, do you mean _____?" (Responses will vary.)</i></p> <ul style="list-style-type: none"> • Record responses on the displayed note-catcher. Consider drawing an emoticon face on the note-catcher showing how she feels. • Remind students to quote accurately from the text and refer to their Quoting Accurately from the Text handout for how to do that. Refer to Character Reaction Note-catcher: "Las Ciruelas" (example, for teacher reference) as necessary. • Invite students to work with their partner to do the same for the reactions of Esperanza and Mama. • Circulate to support students as they complete their note-catchers. Remind them to refer back to the text and to quote accurately. As you circulate, consider asking the following questions to guide students: 	



Work Time	Meeting Students' Needs
<p><i>"Why do you think that? What evidence can you find in the text to support that claim?"</i></p> <ul style="list-style-type: none"> • Refocus students. Using a total participation technique, invite responses from the group to help you complete the displayed note-catcher. Remind students of what it looks like to quote accurately from the text. Refer to Character Reaction Note-catcher: "Las Ciruelas" (example, for teacher reference) as necessary. • Focus students on the selected response questions at the end of their note-catcher. Remind them of the Strategies to Answer Selected Response Questions anchor chart, and invite them to work with their partner to underline the answer they think is correct. • Using a total participation technique, invite responses from the group: <p><i>"How are the character reactions similar?" (Hortensia and Esperanza are both concerned about Mama.)</i></p> <p><i>"How are the character reactions different? What does this tell you about each of the characters?" (Mama pretends to be OK to show strength to Esperanza and the others so that they don't worry about her, while Esperanza and Hortensia worry</i></p>	



Work Time	Meeting Students' Needs
<p><i>because they care about her and don't like to see her suffering.)</i></p> <p><i>"Why do they respond differently?" (They respond differently because each has a different role in her relationship. Mama is the mother and an adult who doesn't want her child to worry about her--she wants Esperanza to have faith that she can be the provider. Esperanza, as her child, doesn't want to see her mother sick. Hortensia is a friend who doesn't want to see her friend sick, and who may also be worried about how her sickness could affect Hortensia's family).</i></p> <ul style="list-style-type: none"> • If productive, cue students to expand the conversation by saying more: <p><i>"Can you say more about that?" (Responses will vary.)</i></p>	

Closing & Assessments

Closing	Meeting Students' Needs
<p>A. Group Writing: Hortensia's Reaction to Mama's Sickness (5 minutes)</p> <ul style="list-style-type: none"> • Focus students on the row for Hortensia on the Character Reaction Note-catcher: "Las 	<ul style="list-style-type: none"> • For ELLs: To bolster participation, invite students who need heavier support to use the sentence frames created by intermediate students in Lesson 1. (Examples: In the chapter



Ciruelas" and on the criteria on the **Character Reaction Paragraph anchor chart**.

- Invite the whole group to help you write a character reaction paragraph for Hortensia. Take it sentence by sentence, inviting students to discuss what the sentence could be following the model and the criteria and referring to the **domain-specific word wall**, and using a total participation technique to select students to share whole group.
- Record the paragraph sentence by sentence for students to see. Refer to the **Character Reaction Paragraph: Hortensia (example, for teacher reference)** as necessary.
- Tell students they are now going to use the Red Light, Green Light protocol to reflect on their progress toward the learning targets. Remind them that they used this protocol earlier in the lesson and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.

"____" of *Esperanza Rising*, _____. On page _____, it says, "____," which shows that _____. Hortensia feels _____, and you can see that on page _____, which says, "_____."")

- Continue using the same color-coding scheme from the first lesson as you compose the paragraph. (MMR)
- For students who may need additional support with writing: Even if some students cannot generate an original sentence, ask individual students to explain how the new sentences demonstrate the criteria generated earlier in the lesson. (MMR)
- 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
<ul style="list-style-type: none"> • Guide students through the protocol using the first learning target. • Note students showing red or yellow objects so you can check in with them. • Repeat with the second learning target. • Repeat, inviting students to self-assess against how well they showed respect in this lesson. 	

Homework

Homework	Meeting Students' Needs
<p>A. Write a character reaction paragraph for either Mama or Esperanza using your Character Reaction Note-catcher: "Las Ciruelas."</p> <p>B. Complete: <i>Esperanza Rising</i>: Questions about "Las Ciruelas" in your Unit 2 Homework.</p> <p>C. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> • For ELLs: For students who need heavier support, create a template with a cloze version of a character reaction paragraph. (Example: In the chapter " _____ " in <i>Esperanza Rising</i>, _____ . [Character] feels _____ , and you can see that on page __, where it says, " _____ ." On page __, the text says, " _____ ," which shows that _____ . • For ELLs and students who may need additional support with reading and writing: Refer to the



Homework	Meeting Students' Needs
	suggested homework support in Lesson 1. (MMAE, MMR)

