



Stories of Human Rights
Grade 5: Module 1: Unit 1:
Teacher Supporting Materials



Grade 5: Module 1: Unit 1:

Infer the Topic Resources

Teacher directions: Post the following resources around the room in large writing on chart paper to make them easy to see.

1	<p>Video: “We Are All Born Free and Equal.” Youth for Human Rights, n.d. Web. 18 Apr. 2016. <http://www.youthforhumanrights.org/what-are-human-rights/videos/born-free-and-equal.html></p>
2	<p>“Your father was a good man. He gave us a small piece of land and a cabin. But your uncles ... you know their reputation. They would treat us like animals.” Page 36</p> <p>Ryan, Pam Muñoz. <i>Esperanza Rising</i>. New York: Scholastic Inc., 2000. Print.</p>
3	<p>Article 3</p> <p>Everyone has the right to life, liberty and security of person.</p> <p>“The Universal Declaration of Human Rights.” <i>United Nations</i>. UN, n.d. Web. Accessed 18 Apr. 2016. <http://www.un.org/en/universal-declaration-human-rights/>.</p>
4	<p>Every child should have a home.</p> <p>Warm, cool, dry, safe, shelter, privacy, space, comfort, peace. Pages 26–27</p> <p>UNICEF. <i>A Life Like Mine: How Children Live around the World</i>. New York: DK Publishing, 2002. Print.</p>
5	<p>Video: “Don’t Discriminate.” Youth for Human Rights, n.d. Web. 18 Apr. 2016. <http://www.youthforhumanrights.org/what-are-human-rights/videos/do-not-discriminate.html>.</p>
6	<p>“My family has not eaten in two days.” Page 194</p> <p>Ryan, Pam Muñoz. <i>Esperanza Rising</i>. New York: Scholastic Inc., 2000. Print.</p>
7	<p>Article 1.</p> <p>All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.</p> <p>“The Universal Declaration of Human Rights.” <i>United Nations</i>. UN, n.d. Web. Accessed 18 Apr. 2016. <http://www.un.org/en/universal-declaration-human-rights/>.</p>

Infer the Topic Resources
(continued)

8	<p>Every child should have food.</p> <p>Survival, growth, good health, strength, energy, feasting. Pages 18–19</p> <p>UNICEF. <i>A Life Like Mine: How Children Live around the World</i>. New York: DK Publishing, 2002. Print.</p>
9	<p>“The men went down the rows first, pruning the thick grapevines and leaving a few long branches or ‘canes’ on each trunk. She followed along with others, and tied the canes on the taut wire that was stretched from post to post. She ached from the cold and had to keep moving all day long to stay warm.”</p> <p>Ryan, Pam Muñoz. <i>Esperanza Rising</i>. New York: Scholastic Inc., 2000. Print.</p>
10	<p>Video: “The Right to Life.” Youth for Human Rights, n.d. Web. 18 Apr. 2016. <http://www.youthforhumanrights.org/what-are-human-rights/videos/right-to-life.html.</p>

Directions for Infer the Topic

1. Choose a resource to start at. Take your I Notice/I Wonder note-catcher with you.
2. Look carefully at the resource. Be respectful of others who might be looking at the same thing. Record what you notice (what you see) and what you wonder (questions) on your note-catcher. (3 minutes)
4. When instructed, find a partner who looked at a different resource. Describe your resource and share your notices and wonders. Explain what you think you are going to be learning about in this module. (2 minutes)
5. When instructed, stay with your partner and together find another pair. Share your notices and wonders and what you think you are going to be learning about in this module. (3 minutes)
6. On your own, choose a new resource and repeat Steps 2–5.

I Notice/I Wonder Note-catcher: Inferring the Topic

.....
Name:

.....
Date:

What do you think you will be learning about in this module?

I Notice (things I see)	I Wonder (questions I have)

Discussion Norms Anchor Chart
 (Example, for Teacher Reference)
 SL.5.1

- I listen carefully and wait my turn to speak (I do not interrupt).
- I ask questions to better understand what people are saying.
- I make comments that contribute to the discussion.
- I respond to questions to help people better understand what I am saying and to build on the discussion.
- I stay on topic.
- I link my ideas to those of others.
- I speak in complete sentences.
- I assume positive intent.

Cue	Response
Expand a response	
<ul style="list-style-type: none"> • “Can you say more about that?” • “Can you give an example?” • “I’m interested in what you said about _____. Can you tell me more?” • “Can you give us more details about _____?” • “How did you come to that conclusion? What made you think that?” • “What did you learn/do you hope to learn from _____? Why?” 	<ul style="list-style-type: none"> • “Sure, I think that _____.” • “OK. One example is _____.”
Clarify a response	
<ul style="list-style-type: none"> • “So, do you mean _____?” • “I’m not sure I understand _____. Can you clarify?” • “Could you say that again? I’m not sure I understand.” 	<ul style="list-style-type: none"> • “Yes, you’ve got it.” • “No, sorry, that’s not what I mean. I mean _____.”

Working to Become Ethical People Anchor Chart

Treat others well and stand up for what is right.

Habit of character	What does it mean?	What does it look like?	What does it sound like?
I show respect.	This means I appreciate the abilities, qualities, and achievements of others and treat myself, others, and the environment with care.		

Working to Become Ethical People Anchor Chart
(Example, for Teacher Reference)

Treat others well and stand up for what is right.

Habit of character	What does it mean?	What does it look like?	What does it sound like?
I show respect.	This means I appreciate the abilities, qualities, and achievements of others and treat myself, others, and the environment with care.	<ul style="list-style-type: none"> • Applauding others when they have done well • Taking care around the classroom not to break things or hurt people • Returning borrowed items in the same condition I was given them • Throwing trash in the trash can • Recycling 	<ul style="list-style-type: none"> • “I really appreciate _____ because _____.” • “You did a great job with _____ because _____.”

Close Readers Do These Things Anchor Chart
(Example, for Teacher Reference)
RL.5.1, RL.5.4, RL.5.10, RI.5.1, RI.5.4, RI.5.10, L.5.4

- Read small chunks of text slowly and think about the gist (what the text is mostly about).

Spanish/English Dictionary Anchor Chart

Spanish	English	Other Home Languages

Compass Points

North (N)

North West (NW)

North East (NE)

West

East (E)

South West (SW)

South East (SE)

South (S)

Structure of *Esperanza Rising* Anchor Chart
RL.5.1, RL.5.5

Key:	
Exposition	Beginning of the story, describing how things are before the action begins
Rising Action	Series of conflicts and crises in the story that build toward the climax
Climax	The turning point when something important happens that changes the direction of the story
Falling Action	The action that happens after the climax and starts to guide the story toward the resolution
Resolution	Tying everything together

Chapter	How does the chapter fit into the overall structure of the story? Why?

Structure of *Esperanza Rising* Anchor Chart
(Example, for Teacher Reference)

RL.5.1, RL.5.5

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Pages 1–3:	Exposition: Introduces Esperanza and her father and Aguascalientes, Mexico.

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 (Example, for Teacher Reference)
 RL.5.1, RL.5.5

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Resolution	Tying everything together

Chapter	How does the chapter fit into the overall structure of the story? Why?
Pages 1–3	Exposition: Introduces Esperanza and her father and Aguascalientes, Mexico.
Las Uvas Pages 4–22	Rising Action: Esperanza’s father is killed. This means that things are going to change for Esperanza’s family, and we wonder what Esperanza and her mama will do now.

Building Background Knowledge about Mexico Example Anchor Charts: 1
 RI.5.1, RI.5.7, W.5.7

Why was Esperanza’s papa killed?

Topic	I notice ...	Source (author, title, website)
1. Government and Revolution		

Building Background Knowledge about Mexico Example Anchor Charts: 2
 RI.5.1, RI.5.7, W.5.7

Why was Esperanza’s papa killed?

Topic	I notice ...	Source (author, title, website)
2. Neighbor to the North		

Building Background Knowledge about Mexico Example Anchor Charts: 3
 RI.5.1, RI.5.7, W.5.7

Why was Esperanza’s papa killed?

Topic	I notice ...	Source (author, title, website)
3. Rich versus Poor		

Building Background Knowledge about Mexico Anchor Charts

(Example, for Teacher Reference)

RI.5.1, RI.5.7, W.5.7

Why was Esperanza’s papa killed?

Topic	Key points ...	Source (author, title, website)
<p>1. Government and Revolution</p>	<ul style="list-style-type: none"> • In 1910, the poor and working-class people of Mexico rebelled against the wealthy landowners and Porfirio Díaz. • They rebelled because land laws took their land away from them, and they were paid poor wages for hard work and treated badly by wealthy landowners. • Porfirio Díaz resigned, but fighting continued because the new leaders of the country didn’t change anything. • The Mexican Revolution was long, and many lives were lost. • The Mexican constitution was written in 1917 and gave all people of Mexico rights. • Fighting continued for many years. 	<p>EL Education, “Research Text: Government and Revolution.” Print.</p>
<p>2. Neighbor to the North</p>	<ul style="list-style-type: none"> • In the Adams-Onís Treaty, Texas, California, New Mexico, Nevada, Utah, and Arizona were within the borders of Mexico. • During the Mexican-American War, Mexico lost nearly half its territory to the United States. • The United States won the war, and Mexico was forced to give its northern territories in exchange for very little money. • This caused bad relations between the U.S. and Mexico. 	<p>EL Education, “Research Text: Neighbor to the North.” Print.</p>

Building Background Knowledge about Mexico Anchor Charts
 (Example, for Teacher Reference)
 (continued)

Topic	Key points ...	Source (author, title, website)
<p>3. Rich versus Poor</p>	<ul style="list-style-type: none"> • Families had their land taken away to be used to grow crops like sugar, cotton, and coffee. • They were paid very little to work on the land for wealthy landowners and were treated very badly. • There wasn't much food, and it was expensive for the people. • They were forced to live in very poor conditions while the wealthy landowners lived very well. 	<p>EL Education, "Research Text: Rich versus Poor." Print.</p>

Research Text: Government and Revolution

In 1910, the poor and working-class people of Mexico rebelled against the wealthy landowners and Porfirio Díaz, the **dictator** who had ruled the country for a number of years. While Porfirio Díaz put a lot of time and money into building factories, dams, and roads, the **rural** workers and peasants suffered greatly because of land laws that took their land away from them. They were paid poor wages for hard work and were treated badly by wealthy landowners. When the people began to rise up against him, Porfirio Díaz **resigned** and left the country, but still the fighting continued because Mexico’s new leaders failed to make the changes the people wanted. The Mexican Revolution was long, and many lives were lost. One good thing that came of this time was the Mexican constitution, written in 1917. This **constitution** outlined the rules that the government must follow. It also gave all people of Mexico rights, regardless of whether they were workers or landowners. Many people consider the revolution to have ended in 1920, but the fighting continued for many years after that.

Glossary	
dictator	a ruler with total power over a country
rural	related to the countryside rather than towns
resigned	voluntarily left a job or position
constitution	a list of principles or rules with which a state or country is governed

Written by EL Education for instructional purposes.

Lexile: 1170L

Sources:

“Land, Liberty, and the Mexican Revolution.” *Constitutional Rights Foundation*. Constitutional Rights Foundation, 2010. Web. 20 Apr. 2016.

“Mexican Revolution.” *Encyclopaedia Britannica*. Encyclopaedia Britannica, June 2014. Web. 20 Apr. 2016.

Knight, Alan. “The Mexican Revolution.” *History Today* May 1980: n. pag. *History Today*. Web. 20 Apr. 2016. <<http://www.historytoday.com/alan-knight/mexican-revolution>>.

“Mexican Revolution.” *PBS*. PBS, n.d. Web. 20 Apr. 2016. <<http://www.pbs.org/opb/historydetectives/feature/mexican-revolution/>>.

Research Text: Neighbor to the North

In 1819, the Adams-Onís **Treaty** drew the **borders** between Mexico and the United States. In this treaty, Texas, California, New Mexico, Nevada, Utah, and Arizona were within the borders of Mexico. During the Mexican-American War (1846–1848), Mexico lost nearly half its **territory** to the United States. Within two years, the United States had **captured** Mexico City and won the war. Mexico was forced to give its northern territories, including Texas and what are now the states of California, Arizona, and New Mexico, to the United States in exchange for very little money to pay for war damage. Because of this, the U.S. and Mexico had very bad **relations** for many years after the war.

Glossary	
treaty	an agreement between countries
border	a line separating two areas, such as countries
territory	an area of land under a ruler
captured	taken by force
relations	the way two or more things, such as people or countries, are connected to each other and behave toward each other

Written by EL Education for instructional purposes.

Lexile: 1150L

Sources:

“Timeline: U.S.-Mexico Relations.” *Council on Foreign Relations*. Council on Foreign Relations, n.d. Web. 20 Apr. 2016. <<http://www.cfr.org/mexico/us-mexico-relations-1810-present/p19092>>.

“Mexican-American War.” *History.com*. A&E Television Networks, n.d. Web. 20 Apr. 2016. <<http://www.history.com/topics/mexican-american-war>>.

Research Text: Rich versus Poor

Under the rule of Porfirio Díaz, families had their land taken away to be used to grow crops like sugar, cotton, and coffee to meet the **demand** of Mexico and the world. They were paid very little to work for wealthy landowners and were treated very badly. As the crops they grew were sold to people far away from where they were grown, food became **scarce** and expensive for the people who worked on the land. They were forced to live in very poor conditions while the wealthy landowners lived very well on the **profits** made by selling the crops.

Glossary	
demand	the desire/need of people buying something
scarce	not enough for what is needed
profits	amounts earned after everything has been paid for

Written by EL Education for instructional purposes.

Lexile: 1340L

Sources:

“Mexican Revolution.” *Encyclopaedia Britannica*. Encyclopaedia Britannica, June 2014. Web. 20 Apr. 2016.

Knight, Alan. “The Mexican Revolution.” *History Today* May 1980: n. pag. *History Today*. Web. 20 Apr. 2016. <<http://www.historytoday.com/alan-knight/mexican-revolution>>.

“Mexican Revolution.” *PBS*. PBS, n.d. Web. 20 Apr. 2016. <<http://www.pbs.org/opb/historydetectives/feature/mexican-revolution/>>.

Exit Ticket: Connection to *Esperanza Rising*

RI.5.1, RL.5.1

.....
Name:.....
Date:
.....

Esperanza's papa was killed because ...

Close Readers Do These Things Anchor Chart
(Example, for Teacher Reference)
RL.4.1, RL.4.4, RL.4.10, RI.4.1, RI.4.4, RI.4.10, L.4.4

- Read small chunks of text slowly and think about the gist (what the text is mostly about).
- **Underline or circle words they do not know.**
- **Use strategies to figure out the meaning of words they do not know:**
 - **Context: Read the sentence around the word.**
 - **Look at the affixes and roots of the word for clues.**
 - **Use reference materials such as a dictionary.**

Affix List*
Name: _____

Date: _____

Prefixes (before the root)

Prefix	Definition	Examples	Origin
de	reduce down away from	defeat, deform, decrease	Latin
mis	bad or badly wrong or wrongly	misbehave, misread, misspell	Latin
over	too much, above	overdone, overhead	Anglo-Saxon
under	too little, below	underfed, underground	Anglo-Saxon
uni	one, single	unicorn, unicycle, uniform	Latin
bi	two	bicycle, binocular	Latin
tri	three	tricycle, triangle	Latin/Greek
non	not	nonfat, nonsense	Latin
oct	eight	octagon, octopus	Latin/Greek
quad	four	quadrilateral, quadrant	Latin
deci	ten	decathlon, decade, decimal, decimeter	Latin/Greek
deca	ten	decathlon, decade, decimal, decimeter	Latin/Greek
centi	100	centimeter, centipede	Latin
milli	1,000	millennium, millimeter	Latin
kilo	1,000	kilogram, kilowatt	Greek
mille	1,000	millennium, millimeter	Latin
en	to cause to be, to put into or onto, to go into or onto	encounter, enable, encircle	Latin
em	to cause to be, to put into or onto, to go into or onto	employ, embark	Latin
sub	under, beneath, below, secondary	subway, subsoil, substitute	Latin
fore	before, earlier	forearm, foreword	Anglo-Saxon
anti	opposite, against	antibiotic, antifreeze	Greek
auto	self	autograph, automatic	Greek

*Adapted from Prefix-Suffix-Root List by Grade Level 2012-2013. Cheney Public Schools. Accessed on 17 Feb, 2016.

<http://www.cheneysd.org/cms/lib04/WA01000473/Centricity/domain/61/ela/Prefix_Suffix_Root_list_chart_R1.pdf>

semi	half	semicircle, semicolon	Latin
poly	many, much	polygon, polysyllable	Greek
multi	many, much	multicolor, multifamily	Latin
in	into	insert, inform, include	Latin
in	not	inability	Latin
im	not	impatient	Latin
il	not	illegal	Latin
ir	not	irregular	Latin
inter	between	intercept, interview, interstate	Latin
super	above, on top of, beyond	superfine, superhuman, supersonic	Latin
micro	small, minute	microbiology, microscope	Greek
trans	across, change, through	transformation, transportation, transfer	Latin

Roots

Root	Definition	Examples	Origin
rupt	break, burst	bankrupt, rapture, disruptive	Latin
terra	land	terrain, territory, terrarium	Latin
geo	earth, ground, soil	geography, geology, geometry	Greek
photo	light	photograph, telephoto, photos	Greek
tract	pull, draw (drag)	tractor, attract, subtract, traction	Latin
meter	measure	speedometer, geometry, metric, metronome, thermometer, perimeter, diameter, centimeter	Greek
spire	breath, breath of life	inspiration	Latin
ject	to throw	inject, objection, project, eject	Latin
struct	to build	construct, instructor	Latin
vid	to see	evidence, provide, providence	Latin
vis	to see	vision, visible	Latin
visum	to see	vision, evidence, provide, providence	Latin
jur	judge, oath, law	jury, jurisdiction, juror	Latin
log	word or study	prologue, apology, dialogue, eulogy, monologue, logic	Greek
path	feeling, suffering	apathetic, pathology, pathetic, sympathy	Greek
ast	star	astronaut, astronomy, disaster, asterisk, aster, asteroid	Greek
mit	to send	emit, transmit, admit, remit, commit	Latin
miss	to send	missile, mission, admission, dismissed	Latin
aud	hear, listen	audience, auditorium, audiovisual, auditor, audition	Latin
dict	to say, tell, speak	diction, dictator, dictate, predict, verdict, contradict	Latin
port	to carry	portable, transport, export, portfolio, porter	Latin

*Adapted from Prefix-Suffix-Root List by Grade Level 2012-2013. Cheney Public Schools. Accessed on 17 Feb, 2016.

<http://www.cheneysd.org/cms/lib04/WA01000473/Centricity/domain/61/ela/Prefix_Suffix_Root_list_chart_R1.pdf>

scribe (scrib) scriptum (script)	to write	describe, manuscript, scriptures, inscribe, prescription, script	Latin
spectro spect spec	to see, watch, observe	prospect, respect, specimen, spectacle, spectrum, spectacular	Latin
vac	empty	vacate, evacuate, vacancy, vacuum, vacuous	Latin
vocare (voc - vok)	to call or summon	vocal, vocabulary, vocation, vocational, voice, revoke, invoke	Latin
hydros (hydr)	water	hydrogen, hydrant, hydroplane	Greek
chronos (chron)	time	chronological, synchronize, chronicle, chronic, chronometer	Greek
thermos (therm)	heat	thermometer, thermostat, thermos, thermal	Greek
bene boun bon	good, well	benefit, benign, beneficial, Benedict, bonus, bonanza, bonbon, bounty	Latin

Affix List*
 (continued)

Suffixes (after the root)

Suffix	Definition	Examples	Origin
er	one who, that which	baker, boxer, conductor, survivor	Latin
en	made of, to make	wooden, dampen, tighten	Anglo-Saxon
ion	act of, state of, result of	restriction, attention	Anglo-Saxon
tion	act of, state of, result of		Anglo-Saxon
ation	act of, state of, result of	invitation	Anglo-Saxon
ition	act of, state of, result of	ignition	Anglo-Saxon
al or ial	related to, characterized by	colonial, biennial, dental, betrayal	Latin
or	one who, that which	baker, boxer, conductor, survivor	Latin
ment	act, process	enjoyment, replacement	Latin
ness	condition, state of	darkness, fairness	Anglo-Saxon
an	one having a certain skill, relating to, belonging to	electrician, magician, American, suburban	Latin
ian	one having a certain skill, relating to, belonging to	electrician, magician, American, suburban	Latin
able	can be done	enjoyable, sensible, likable	Latin
ible	can be done	enjoyable, sensible, likable	Latin
ive	inclined, tending toward an action	festive, talkative, active, sensitive	Latin
tive	inclined, tending toward an action	sensitive	Latin
ative	inclined, tending toward an action	talkative	Latin
ence	act or condition of	persistence, excellence, assistance, importance	Latin
ance	act or condition of	persistence, excellence, assistance, importance	Latin
logy	science of, study of, one who studies	biology, chronology, anthropologist	Greek
ology	science of, study of, one who studies	biology, chronology, anthropologist	Greek

*Adapted from Prefix-Suffix-Root List by Grade Level 2012-2013. Cheney Public Schools. Accessed on 17 Feb, 2016.

<http://www.cheneysd.org/cms/lib04/WA01000473/Centricity/domain/61/ela/Prefix_Suffix_Root_list_chart_R1.pdf>

ologist	science of, study of, one who studies	biology, chronology, anthropologist	Greek
ty	state of, quality of	prosperity, equality	Latin
ent	an action/condition or causing a specific action	student, obedient	Latin
ant	an action/condition or causing a specific action	contestant, immigrant, abundant, elegant	Latin
ic	relating to, characterized by	energetic, historic	Latin/Greek
ous	full of, characterized by	adventurous, nervous	Latin
ious	full of, characterized by	mysterious	Latin
eous	full of, characterized by	courteous	Latin
age	result of an action, collection	manage, drainage, acreage	Latin
ity	state of, quality of	prosperity, equality	Latin
ize	to make, to cause to become	fertilize, criticize, apologize	Latin/Greek

Homework: *Esperanza Rising*: Questions about “Las Uvas”
 (Example, for Teacher Reference)

RL.5.1

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

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

2. On pages 14–15, what two pieces of advice does Abuelita give Esperanza? How does Esperanza respond to the advice? Quote accurately from the text.

1. *“There is no rose without thorns.” Esperanza seems to understand and accept this advice, because she smiles and says that “Abuelita wasn't talking about flowers at all but that there was no life without difficulties” (p. 14).*

2. *“Do not be afraid to start over.” Esperanza accepts this advice, because she does start her stitches over again, but she sighs, which implies she is impatient with it (p. 15). She also complains on page 13 that she doesn't like to always crochet to take her mind off worry.*

3. On page 18, Esperanza says that a “deep river” runs between her and Miguel. What does she mean? How does Miguel respond when she tells him this? Quote accurately from the text.

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

Article 3 of the Universal Declaration of Human Rights

Everyone has the right to life, liberty and security of person.

Universal Declaration of Human Rights, United Nations Office of the High Commissioner for Human Rights, adopted and proclaimed by General Assembly resolution 217 A (III) of 10 Dec. 1948. Web. 18 May 2016. <http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf>.

Simplified Version of the UDHR



**Universal Declaration of Human Rights
Abridged for Youth**

1. **We are all born free and equal.** We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
2. **Don't discriminate.** These rights belong to everybody, whatever our differences.
3. **The right to life.** We all have the right to life, and to live in freedom and safety.
4. **No slavery.** Nobody has any right to make us a slave. We cannot make anyone our slave.
5. **No torture.** Nobody has any right to hurt us or to torture us.
6. **You have rights no matter where you go.** I am a person just like you!
7. **We're all equal before the law.** The law is the same for everyone. It must treat us all fairly.
8. **Your human rights are protected by law.** We can all ask for the law to help us when we are not treated fairly.
9. **No unfair detainment.** Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.
10. **The right to trial.** If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.
11. **We're always innocent till proven guilty.** Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.
12. **The right to privacy.** Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.
13. **Freedom to move.** We all have the right to go where we want in our own country and to travel as we wish.
14. **The right to seek a safe place to live.** If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.
15. **Right to a nationality.** We all have the right to belong to a country.
16. **Marriage and family.** Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.
17. **The right to your own things.** Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.
18. **Freedom of thought.** We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.
19. **Freedom of expression.** We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.
20. **The right to public assembly.** We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.
21. **The right to democracy.** We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.
22. **Social security.** We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old.
23. **Workers' rights.** Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.
24. **The right to play.** We all have the right to rest from work and to relax.
25. **Food and shelter for all.** We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.
26. **The right to education.** Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.
27. **Copyright.** Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring.
28. **A fair and free world.** There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.
29. **Responsibility.** We have a duty to other people, and we should protect their rights and freedoms.
30. **No one can take away your human rights.**

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**How Were the Human Rights of the Characters in *Esperanza Rising* Threatened?
Anchor Chart**
(Example, for Teacher Reference)
RL.5.1, RI.5.1

Chapter of <i>Esperanza Rising</i>	Description of event and quote from text (<i>Esperanza Rising</i>)	Connections to UDHR (Which articles?)	Who? (Which character(s)?)	How were the character’s human rights threatened?
Las Uvas	On page 12, Mama tells Esperanza, “The wealthy still own most of the land while some of the poor have not even a garden plot.... Some peasants are forced to eat cats.”	Article 25	the poor	On the simplified version, the article is titled “Food and Shelter for All.” If they are forced to eat cats, they do not have “a good life,” as it says they should.
Las Uvas	Papa is killed by bandits who don’t understand that he has given land to many of his workers. On page 22 it says, “When the wagon stopped, Esperanza could see a body in back, completely covered with a blanket.”	Articles 1, 3, and 5	Papa	Esperanza’s father is killed. This threatens the “right to life” in Article 3. It also threatens being “treated in the same way” in Article 1, and “Nobody has any right to hurt us” in Article 5.

Structure of *Esperanza Rising* Anchor Chart
 (Example, for Teacher Reference)
 RL.5.1, RL.5.5

Key:	
Exposition	Beginning of the story describing how things are before the action begins
Rising Action	Series of conflicts and crises in the story that build toward the climax
Climax	The turning point, when something important happens that changes the direction of the story
Falling Action	The action that happens after the climax and starts to guide the story toward the resolution
Resolution	Tying everything together

Chapter	How does the chapter fit into the overall structure of the story? Why?
Pages 1–3:	Exposition: Introduces Esperanza and her father and Aguascalientes, Mexico.
Las Uvas Pages 4–22	Rising Action: Esperanza’s father is killed. This means that things are going to change for Esperanza’s family, and we wonder what Esperanza and her mama will do now.
Las Papayas Pages 23–38	Rising Action: Esperanza’s uncle now owns the land their house is on and wants to marry her mama. We know that things are going to continue to change for the family, and we wonder what they will decide to do next.

How Were the Human Rights of the Characters in Esperanza Rising Threatened?

Anchor Chart

(Example, for Teacher Reference)

RL.5.1, RI.5.1

Chapter of <i>Esperanza Rising</i>	Description of event and quote from text (<i>Esperanza Rising</i>)	Connections to UDHR (Which articles?)	Who? (Which character?)	How were the character's human rights threatened?
Las Uvas	On page 12, Mama tells Esperanza, "The wealthy still own most of the land while some of the poor have not even a garden plot.... Some peasants are forced to eat cats."	Article 25	the poor	On the simplified version, the article is titled "Food and Shelter for All." If they are forced to eat cats, they do not have "a good life," as it says they should.
Las Uvas	Papa is killed by bandits who don't understand that he has given land to many of his workers. On page 22 it says, "When the wagon stopped, Esperanza could see a body in back, completely covered with a blanket."	Articles 1, 3, and 5	Papa	Esperanza's father is killed. This threatens the "right to life" in Article 3. It also threatens being "treated in the same way" in Article 1, and "Nobody has any right to hurt us" in Article 5.

<p>Las Papayas</p>	<p>The land is left to Luis rather than Mama. On page 30 it says, “It is not customary to leave land to women and since Luis was the banker on the loan, Sixto left the land to him.”</p>	<p>Article 17</p>	<p>Mama</p>	<p>The land the house is on is left to Luis rather than Mama because she is a woman, but the article says that “everyone has the right to own things.”</p>
<p>Las Papayas</p>	<p>Miguel describes that Esperanza’s uncles would treat his family like animals. On page 36 he says, “But your uncles ... you know their reputation. They would take it all away and treat us like animals.”</p>	<p>Article 23</p>	<p>Miguel and his family</p>	<p>If the family stayed, Esperanza’s uncles would treat them badly. Article 23 says that “Every grown-up has the right to do a job, to a fair wage for their work.”</p>

Quoting Accurately from the Text Anchor Chart

(Example, for Teacher Reference)

RL/RI.5.1

- Copy the exact words that are in the text.
- Give the page number that the quote is from.
- Use quotation marks (“quote”) to show the words that have come word for word from the text.
- If using “he said,” “she said,” or “it says,” for example, put a comma before the quotation marks. (On page 30 Miguel said, “Quote.”)

Article 23 of the UDHR

- (1) Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.
- (2) Everyone, without any discrimination, has the right to equal pay for equal work.
- (3) Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- (4) Everyone has the right to form and to join trade unions for the protection of his interests.

Universal Declaration of Human Rights, United Nations Office of the High Commissioner for Human Rights, adopted and proclaimed by General Assembly resolution 217 A (III) of 10 Dec. 1948. Web. 18 May 2016. <http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf>

Close Reading Guide: Article 23 of the UDHR
(For Teacher Reference)

RI.5.4, L.5.4b

Time: 20 minutes

Directions and Questions	Teaching Notes
<p>1. What is the gist of this article? What is it mostly about?</p> <p>2. a. Break up the word <i>unemployment</i> into root and suffix on the chart below.</p> <p>b. Use your Affix List to determine the meaning of the prefix and suffix and a dictionary to determine the meaning of the root, if you need to. Complete the second row of the chart. (RI.5.4, L.5.4b, L.5.4c)</p> <p>c. What does <i>unemployment</i> mean? (RI.5.4, L.5.4b)</p> <p style="padding-left: 20px;">a. the state of working</p> <p style="padding-left: 20px;">b. the state of being paid money</p> <p style="padding-left: 20px;">c. the state of not working</p> <p style="padding-left: 20px;">d. the state of doing nothing</p> <p>3. How would you say Part 1 of the article in your own words?</p>	<ul style="list-style-type: none"> • Throughout this close read, students work in pairs to discuss answers to the questions you ask. Use different strategies to have them respond, such as cold calling, selecting volunteers, or responding chorally as a group. • Refer to the Close Reading Note-catcher: Article 23 of the UDHR (example, for teacher reference) as students share out answers with the whole group. • Invite students to follow along, reading silently in their heads as you read the entire article aloud. • Point out the use of the word <i>he</i> rather than <i>she</i> and explain that on official documents like this, <i>he</i> is often used to mean “a person.” So, although it says <i>he</i>, it is referring to all people. • Ask Question 1. Give students 3 minutes to work in pairs to find the gist of Article 23 and record it on their note-catcher. • Cold call students to share the gist with the whole group. • Focus students on Part 1 of the article. Invite students to follow along, reading silently in their heads as you read it aloud. • Invite students to circle unfamiliar vocabulary and to use the strategies recorded on the Close Readers Do These Things anchor chart to find the meaning of the words they don’t know. • Focus students on the word <i>unemployment</i> at the end of this part of the article. • Ask Question 2a, b, and c and read the options for Question 2c. Give students 3 minutes to work in pairs to complete their note-catcher. • Cold call students to share out. • Invite students to popcorn out any other words that begin the prefix -un. (Responses will vary, but may include: unhappy, unreliable, unlikely.) • Focus students on the phrase “protection against unemployment.” • Invite students to turn and talk with their partner. and then cold call students to share out: <ul style="list-style-type: none"> * “You know what unemployment is, so what is protection against unemployment?” (job security—things in place to prevent you from becoming unemployed) • Focus students on the words “free choice of employment.” Remind them that by finding out the meaning of <i>unemployment</i> using affixes and root, they should know the meaning of <i>employment</i> (having paid work).

- Invite students to turn and talk with their partner, and then cold call students to share out:
 - * “What does free choice of employment mean?” (They get to choose where they want to work.)
- Focus students on the words “to just and favorable conditions of work” and read this phrase aloud.
- Tell students that *conditions* are the things that affect the way we do something. For example, the conditions at school are the things that affect the school environment and the way things are at school. How clean the classroom is might affect how we work.
- Focus students on the word *favorable* and ask them to turn and talk. They can refer to dictionaries and their Affix Lists if they need to. Then cold call students to share their responses with the whole group:
 - * “What does *favourable* mean?” (good or suitable)
 - * “So what are favorable conditions of work?” (the way things are at work being good or suitable)
- Say: “So a clean classroom would be considered a favorable condition.”
- Focus students on the word *just* and tell them that in this context, it means fair and right.
- Invite students to turn and talk to their partner, and then cold call students to share out:
 - * “So what are just and favorable conditions of work?” (the way things are at work being fair and suitable)
 - * “What examples might you give of work being fair and suitable?” (Responses will vary, but may include: safe, no favoritism)
- Ask Question 3. Give 30 seconds of think time. Invite partner B to say it aloud to partner A, and then invite partner A to say it aloud to partner B.
- Invite students to record their response on their note-catcher.
- Select volunteers to share out.

<p>4. Who has the right to equal pay for equal work? Quote accurately from the text. (RI.5.1)</p> <p>5. Which statement best represents Part 2 of the article?</p> <p>a. Choose where they want to work and be paid whatever they want</p> <p>b. Choose where and when they want to work and be treated fairly</p> <p>c. Have a job, but they shouldn't be able to choose their job</p> <p>d. Choose where they want to work and should be treated fairly</p>	<ul style="list-style-type: none"> • Focus students on Part 2 of the article. Invite them to follow along, reading silently in their heads as you read it aloud. • Invite students to put their finger on the word <i>discrimination</i>. Invite them to work in pairs to determine the meaning of this word. Remind them of the strategies listed on the Close Readers Do These Things anchor chart. • Cold call students to share the definition of the word in their own words with the whole group and the strategy they used. (unjust treatment of different categories of people or things, such as unjust treatment of women like Mama not being allowed to have the land in <i>Esperanza Rising</i>) • Invite students to turn and talk to their partner, and then cold call students to share out: <ul style="list-style-type: none"> * “What does <i>equal</i> mean?” (the same) * “What is equal pay?” (the same pay) * “What is equal work?” (the same work) • Ensure students understand that this means people who do the same job and the same amount of work should be paid the same. • Ask Question 4. Invite students to discuss with their partner before recording a response on the note-catcher. Remind them to use quotation marks and the exact words from the text to quote accurately. • Ask Question 5 and read the options. Invite students to cover the options on their note-catcher. • Give students 30 seconds of think time. Invite partner A to say it aloud to partner B, and then invite partner B to say it aloud to partner A. • Invite students to underline the response that is most like the one they just described in the answer to their partner on their note-catcher. • Select volunteers to share with the whole group. (Responses will vary, but may include: People have the right to choose where they want to work and should be treated fairly.)
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<p>6. Which statement best represents Part 3 of the article?</p> <p>a. paid as much as they want to make sure they and their family have a life worthy of respect</p> <p>b. paid as much or as little as their manager decides they are worth</p> <p>c. paid fairly and equally for work to make sure they and their family have a life worthy of respect, and where necessary have additional help</p> <p>d. paid less than the others but have help from other places to live a life of dignity</p>	<ul style="list-style-type: none"> • Focus students on Part 3 of the article and read it aloud for the group. • Remind them of what <i>just</i> and <i>favorable</i> mean and invite them to put their finger on the word <i>remuneration</i>. Invite them to work in pairs to determine the meaning of this word. Remind them of the strategies listed on the Close Readers Do These Things anchor chart. • Cold call students to share the definition of the word in their own words with the whole group and the strategy they used. (pay for work) • Focus students on the phrase “an existence worthy of human dignity.” • Invite students to work in pairs to determine the meaning of the words <i>existence</i> and <i>dignity</i>. Remind them of the strategies listed on the Close Readers Do These Things anchor chart. • Cold call students to share the definition of the words in their own words with the whole group and the strategy they used. (<i>Existence</i> is the state of living, and <i>dignity</i> is being worthy of respect.) • Tell students that the rest of this part of the article means that if necessary, this pay can be added to or supplemented from other sources, such as food stamps to help people buy food. • Ask Question 6 and read the options. Invite students to work in pairs to read all of the answers and to eliminate any they know are incorrect. • Invite students to refer to the text to underline the correct response on their note-catcher. • Select volunteers to share out.
<p>7. What nickname would you give this article?</p>	<ul style="list-style-type: none"> • Focus students on Part 4 of the article and read it aloud for the group. • Tell students that trade unions are groups that protect workers, so this article is saying that people should be free to form and join groups like this to protect them in their work. • Ask Question 7. Invite students to discuss with their partner before recording a response on the note-catcher. • Select volunteers to share out.

Close Reading Note-catcher: Article 23 of the UDHR

RI.5.1, RI.5.4, L.5.4

.....
Name:

.....
Date:

1. What is the gist of this article? What is it mostly about? (RI.5.1)

2a. Break up the word **unemployment** into affixes and root on the chart below.

2b. Use your Affix List to determine the meaning of the prefix and suffix and a dictionary to determine the meaning of the root, if you need to. Complete the second row of the chart. (RI.5.4, L.5.4b, L.5.4c)

	Prefix	Root	Suffix
Meaning			

2c. What does *unemployment* mean? Underline the correct answer. (RI.5.4, L.5.4b)

- a. the state of working
- b. the state of being paid money
- c. the state of not working
- d. the state of doing nothing

3. How would say Part 1 of the article in your own words?

4. Who has the right to equal pay for equal work? Quote accurately from the text. (RI.5.1)

5. Which statement best represents Part 2 of the article? Underline the correct answer. (RI.5.1)

People have the right to:

- a. choose where they want to work and be paid whatever they want
- b. choose where and when they want to work and be treated fairly
- c. have a job, but they shouldn't be able to choose their job
- d. choose where they want to work and should be treated fairly

6. Which statement best represents Part 3 of the article? Underline the correct answer. (RI.5.1)

People have the right to be:

- a. paid as much as they want to make sure they and their family have a life worthy of respect
- b. paid as much or as little as their manager decides they are worth
- c. paid fairly and equally for work to make sure they and their family have a life worthy of respect, and where necessary have additional help
- d. paid less than the others but have help from other places to live a life of dignity

7. What nickname would you give this article?

Close Reading Note-catcher: Article 23 of the UDHR

(Example, for Teacher Reference)

RI.5.1, RI.5.4, L.5.4

1. What is the gist of this article? What is it mostly about? (RI.5.1)

Sample response: *People have human rights in regard to work, like fair pay and fair treatment.*

2a. Break up the word **unemployment** into affixes and root on the chart below.

2b. Use your Affix List to determine the meaning of the prefix and suffix and a dictionary to determine the meaning of the root, if you need to. Complete the second row of the chart. (RI.5.4, L.5.4b, L.5.4c)

	Prefix	Root	Suffix
	<i>un-</i>	<i>employ</i>	<i>-ment</i>
Meaning	<i>not</i>	<i>work</i>	<i>result of an action</i>

2c. What does *unemployment* mean? Underline the correct answer. (RI.5.4, L.5.4b)

- a. the state of working
- b. the state of being paid money
- c. *the state of not working*
- d. the state of doing nothing

3. How would say Part 1 of the article in your own words?

Sample response: *People have the right to choose where they want to work and should be treated fairly.*

4. Who has the right to equal pay for equal work? Quote accurately from the text. (RI.5.1)

Sample response: *“Everyone, without any discrimination ...”*

5. Which statement best represents Part 2 of the article? Underline the correct answer. (RI.5.1)

People have the right to:

- a. choose where they want to work and be paid whatever they want
- b. choose where and when they want to work and be treated fairly
- c. have a job, but they shouldn't be able to choose their job
- d. *be paid the same as someone else doing the same job*

6. Which statement best represents Part 3 of the article? Underline the correct answer. (RI.5.1)

People have the right to be:

- a. paid as much as they want to make sure they and their family have a life worthy of respect
- b. paid as much or as little as their manager decides they are worth
- c. *paid fairly and equally for work to make sure they and their family have a life worthy of respect, and where necessary have additional help*
- d. paid less than the others but have help from other places to live a life of dignity

7. What nickname would you give this article?

Sample response: *Workers' Rights*

Strategies to Answer Selected Response Questions Anchor Chart
(Example, for Teacher Reference)

- Read the question very carefully.
- Cover the answers and try to think of the answer yourself. Then **read** the answers and find the one that is most like yours.
- As you read through each answer, think back to the text. What happened in the text that makes you think it might be right?
- Cross out answers that you know are definitely incorrect.

Homework: *Esperanza Rising*: Questions about “Las Papayas”
(Example, for Teacher Reference)

RL.5.1

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

Reread the following passages:

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

What other evidence can you find in Chapter 3 that shows how Esperanza is responding? Quote accurately from the text:

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

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

Reread the following passages:

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

Quote accurately from the text:

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

Main Ideas and Summary: Article 23 of the UDHR

RI.5.1, RI.5.2, RI.5.9

.....
Name:

.....
Date:

1. What are the main ideas of Article 23 of the Universal Declaration of Human Rights? Underline all of the correct answers. (RI.5.2)

- a. Everyone has the right to work.
- b. Everyone has the right to be paid whatever they want for the work they do.
- c. Everyone has the right to be paid fairly for the work they do.
- d. Everyone has the right to treat others unjustly at work.

2. Choose at least one supporting detail to support each of the main ideas you underlined in Question 1. Quote accurately from the text. (RI.5.1, RI.5.2)

Main ideas	1.	2.
Supporting details (quote accurately from the text)		

3. Use your simplified version of the UDHR and the actual text of Article 23 to write a summary of Article 23 of the UDHR. (RI.5.1, RI.5.2, RI.5.9)

Refer to the Criteria for an Effective Summary anchor chart for what to include in your summary:

Main Ideas and Summary: Article 23 of the UDHR

(Example, for Teacher Reference)

RI.5.1, RI.5.2, RI.5.9

1. What are the main ideas of Article 23 of the Universal Declaration of Human Rights? Underline all of the correct answers. (RI.5.2)

- a. *Everyone has the right to work.*
- b. Everyone has the right to be paid whatever they want for the work they do.
- c. *Everyone has the right to be paid fairly for the work they do.*
- d. Everyone has the right to treat others unjustly at work.

2. Choose at least one supporting detail to support each of the main ideas you underlined in Question 1. Quote accurately from the text. (RI.5.1, RI.5.2)

Main ideas	<i>1. Everyone has the right to work.</i>	<i>2. Everyone has the right to be paid fairly for the work they do.</i>
Supporting details (quote accurately from the text)	<i>Part 1 of the article states, “Everyone has the right to work.”</i>	<i>Part 2 of the article says, “... has the right to equal pay for equal work.” And Part 3 says, “Everyone who works has the right to just and favourable remuneration.”</i>

3. Use your simplified version of the UDHR and the actual text of Article 23 to write a summary of Article 23 of the UDHR. (RI.5.1, RI.5.2, RI.5.9)

Refer to the Criteria for an Effective Summary anchor chart for what to include in your summary:

Student responses: *The Universal Declaration of Human Rights was written by the United Nations to protect all people everywhere. The simplified version of Article 23 describes it as “Workers’ Rights.” One of the main ideas of this article is that everyone has the right to work. Part 1 of the article begins with, “Everyone has the right to work.” Another main idea is that everyone has the right to be paid fairly for the work they do. Part 2 of the article says that everyone “... has the right to equal pay for equal work,” and Part 3 of the article states, “Everyone who works has the right to just and favourable remuneration.” Article 23 protects people as they work.*

Model Summary: Article 16 of the UDHR

RI.5.1, RI.5.2, RI.5.9

The Universal Declaration of Human Rights was written by the United Nations to protect all people everywhere. The simplified version of Article 16 describes it as “Marriage and Family.” One of the main ideas of this article is that all men and women of an appropriate age are free to marry. Part 1 of the article says, “Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry.” Another main idea is that two people should marry only if they both agree. Part 2 of the article says, “Marriage shall be entered into only with the free and full consent of the intending spouses.” Article 16 gives people the right to marry whomever they choose as long as the other person is willing and gives both people in the marriage equal rights.

Criteria for an Effective Summary Anchor Chart

(Example, for Teacher Reference)

RL.5.2, RI.5.2

- Provides a brief outline of what the text is about, like oral paraphrasing in writing
- Introduces the text by stating the title, pages, and author
- Clearly states the themes or main ideas (the main points or messages that the author wants you to understand and take away)
- Includes the most important details, quoted accurately where appropriate, to support the theme or main idea
- Concise; includes only the most important ideas and details
- Wraps up with a concluding statement
- Written in complete sentences that have a subject and predicate

Structure of *Esperanza Rising* Anchor Chart
 (Example, for Teacher Reference)
 RL.5.1, RL.5.5

Key:	
Exposition	Beginning of the story describing how things are before the action begins
Rising action	Series of conflicts and crises in the story that build toward the climax
Climax	The turning point, when something important happens that changes the direction of the story
Falling Action	The action that happens after the climax and starts to guide the story toward the resolution
Resolution	Tying everything together

Chapter	How does the chapter fit into the overall structure of the story? Why?
Pages 1–3	Exposition: Introduces Esperanza and her father and Aguascalientes, Mexico.
Las Uvas Pages 4–22	Rising Action: Esperanza’s father is killed. This means that things are going to change for Esperanza’s family, and we wonder what Esperanza and her mama will do now.
Las Papayas Pages 23–38	Rising Action: Esperanza’s uncle now owns the land their house is on and wants to marry her mama. We know that things are going to continue to change for the family, and we wonder what they will decide to do next.
Los Higos Pages 39–57	Rising Action: Esperanza’s uncles burned their house down, so Esperanza and her mother are going to move to the United States. This means a significant change for the family. We wonder how this will change their lives.

Homework: *Esperanza Rising*: Questions about “Los Higos”
(Example, for Teacher Reference)

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

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

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

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

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

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

How Were the Human Rights of the Characters in *Esperanza Rising* Threatened?
Anchor Chart
 (For Teacher Reference)
 RL.5.1, RI.5.1

Chapter of <i>Esperanza Rising</i>	Description of event and quote from text (<i>Esperanza Rising</i>)	Connections to UDHR (Which articles?)	Who? (Which character(s)?)	How were the character’s human rights threatened?
Las Uvas	On page 12, Mama tells Esperanza, “The wealthy still own most of the land while some of the poor have not even a garden plot.... Some peasants are forced to eat cats.”	Article 25	the poor	On the simplified version, the article is titled “Food and Shelter for All.” If they are forced to eat cats, they do not have “a good life,” as it says they should.
Las Uvas	Papa is killed by bandits who don’t understand that he has given land to many of his workers. On page 22 it says, “When the wagon stopped, Esperanza could see a body in back, completely covered with a blanket.”	Articles 1, 3, and 5	Papa	Esperanza’s father is killed. This threatens the “right to life” in Article 3. It also threatens being “treated in the same way” in Article 1, and “Nobody has any right to hurt us” in Article 5.

Las Papayas	The land is left to Luis rather than Mama. On page 30 it says, “It is not customary to leave land to women and since Luis was the banker on the loan, Sixto left the land to him.”	Article 17	Mama	The land the house is on is left to Luis rather than Mama because she is a woman, but the article says that “everyone has the right to own things.”
Las Papayas	Miguel describes that Esperanza’s uncles would treat his family like animals. On page 36 he says, “But your uncles ... you know their reputation. They would take it all away and treat us like animals.”	Article 23	Miguel and his family	If the family stayed, Esperanza’s uncles would treat them badly. Article 23 says that “every grown-up has the right to do a job, to a fair wage for their work.”
Los Higos	The uncles arranged a fire to burn their house down. On page 43 it says, “They all knew that the uncles had arranged the fire.”	Articles 3 and 17	Mama and Esperanza	The uncles burn the house down, which threatened their lives. Article 3 says, “We all have the right to life.” Article 17 says, “Nobody should take our things from us without a good reason.”

Article 17 of the UDHR

- (1) Everyone has the right to own property alone as well as in association with others.
- (2) No one shall be arbitrarily deprived of his property.

Close Reading Guide: Article 17 of the UDHR
(For Teacher Reference)

RI.5.4, L.5.4b

Time: 30 minutes

Directions and Questions	Teaching Notes
<ol style="list-style-type: none"> 1. What is the gist of this article? What is it mostly about? 2. Use the context as a clue to the meaning of the word <i>association</i>. Write what you think it means. (L.5.4a) 3. Check the meaning in the dictionary. Were you close? 4. How would you say Part 1 of the article in your own words? 	<ul style="list-style-type: none"> • Throughout this close read, students will work in pairs to discuss answers to the questions you ask. Use different strategies to have them respond, such as cold calling, selecting volunteers, or responding chorally as a group. • Refer to the Close Reading Note-catcher: Article 17 (example, for teacher reference) for answers to the questions. • Read the whole article aloud as students read along silently in their heads. • Point out the use of the word <i>he</i> rather than <i>she</i> and remind students that on official documents like this, <i>he</i> is often used to mean “a person.” So, although it says <i>he</i>, it is referring to all people. • Ask Question 1. Give students 3 minutes to work in pairs to find the gist of Article 17 and to record it on their note-catcher. • Cold call students to share the gist with the whole group. • Focus students on Part 1 of the article. Invite them to follow along, reading silently in their heads as you read it aloud. • Invite students to circle unfamiliar vocabulary and use the strategies recorded on the Close Readers Do These Things anchor chart to find the meaning of the words they don’t know. • Ensure students understand that in this context <i>property</i> means things that belong to us. • Focus students on the phrase “as well as in association with.” Invite them to place their finger on the word <i>association</i>. • Ask Question 2. Invite students to work in pairs to complete their note-catcher. • Cold call students to share out. • Ask Question 3. Invite students to work in pairs to complete their note-catcher. • Cold call students to share out. • Ask students to turn and talk with their partner, and then cold call students to share their responses with the whole group: <ul style="list-style-type: none"> * “So what does ‘in association with’ mean?” (along with, at the same time as) • Ask Question 4. Give 30 seconds of think time. Invite partner B to say it aloud to partner A, and then invite partner A to say it aloud to partner B. • Invite students to record their response on their note-catcher. • Select volunteers to share out.

<p>LANGUAGE DIVE</p>	<ul style="list-style-type: none"> • Throughout the Language Dive: <ul style="list-style-type: none"> – Encourage rich conversation among students about the meaning of each of the sentence strip chunks, what the academic phrases within each chunk mean, and how they relate to the sentence and the text overall. Monitor and guide conversation with total participation techniques and Conversation Cues. – Consider focusing student attention on subject-predicate structure by using red and blue markers to code the sentence (subject: red; predicate: blue). One purpose of this Language Dive is to reinforce these parts of the sentence, introduced in Lesson 6, and ELLs have the opportunity to investigate them again in the Lesson 8 Language Dive for ELLs (optional). – After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, providing an allocated time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite them to share responses with the whole group. – Record and display student responses next to or underneath the target language for visual reference.
<p>LANGUAGE DIVE (continued)</p>	<ul style="list-style-type: none"> • Welcome students to their first Grade 5 Language Dive. Display this term. • Tell students you will give them time to think and discuss with their partner. Ask: <ul style="list-style-type: none"> * “What do you think a Language Dive is?” (A Language Dive is a conversation about a sentence from a complex text. Students dive beneath the surface of the sentence to understand how the phrases, the structures, and the details create the meaning of the entire sentence. They discuss how the sentence is important to the text and to writing.) • After inviting responses, write and display student ideas. • If productive, cue students to clarify the conversation by confirming what they mean: <ul style="list-style-type: none"> * “So, do you mean _____?” (Responses will vary.) • Confirm or amend and display student ideas.
<p>LANGUAGE DIVE (continued)</p> <p>5. Can you read the sentence aloud in your pairs?</p>	<ul style="list-style-type: none"> • Invite students to put their finger by this sentence: “Everyone has the right to own property alone as well as in association with others.” • Ask Question 5.

<p>LANGUAGE DIVE (continued)</p>	<ul style="list-style-type: none"> • Display the following sentence strip chunk: “Everyone” • Underline <u>Everyone</u> in red and invite students to do the same on their note-catcher. • Ask: <ul style="list-style-type: none"> * “What does this chunk tell us?” (who the sentence is about—every person in the world) * “Can you look at everyone in this classroom?” (Look for students to look at you and all of their classmates.) • After inviting responses, write and display student ideas.
<p>LANGUAGE DIVE (continued)</p>	<ul style="list-style-type: none"> • Display the following chunk: “has the right” • Underline <u>has the right</u> in blue and invite students to do the same on their note-catcher. • Ask: <ul style="list-style-type: none"> * “What does this chunk tell us? What, in the sentence, makes you think so?” (This chunk tells us more about <i>everyone</i>, what right everyone possesses, what everyone has just by being human: the right.) • After inviting responses, write and display student ideas.
<p>LANGUAGE DIVE (continued)</p>	<ul style="list-style-type: none"> • Display the following chunk: “to own property alone” • Underline <u>to own property alone</u> in blue and invite students to do the same on their note-catcher. • Ask: <ul style="list-style-type: none"> * “What’s another way to say alone?” (on your own, by yourself) * “Think about this sentence. What right does everyone have?” (to own property alone) * “What property do you own alone?” (Responses will vary, but may include: a backpack.) • After inviting responses, write and display student ideas.
<p>LANGUAGE DIVE (continued)</p>	<ul style="list-style-type: none"> • Display the following chunk: “in association with others.” • Underline <u>in association with others</u> in blue and invite students to do the same on their note-catcher. • Ask: <ul style="list-style-type: none"> * “Think about this sentence. What are the two ways everyone has the right to own property?” (alone and with others) * “What property do you own in association with others?” (Responses will vary, but may include: a car with my family, a game with my brother.) • After inviting responses, write and display student ideas.

<p>LANGUAGE DIVE (continued)</p> <p>6. “Discuss why the writers wrote “as well as.” How can you use “as well as” in your writing?”</p>	<ul style="list-style-type: none"> • Display the following chunk: “as well as” • Circle the phrase <u>as well as</u> and underline <u>as well as</u> in blue. Invite students to do the same on their note-catcher. • Ask: <ul style="list-style-type: none"> * “What’s another way to say ‘as well as?’” (and, and also, plus, in addition) • Ask Question 6. Tell students you will give them time to think and discuss with their partner. • If productive, cue students to clarify the conversation by confirming what they mean: <ul style="list-style-type: none"> * “So, do you mean _____?” (Responses will vary.) • After inviting responses, write and display student ideas.
<p>LANGUAGE DIVE (continued)</p> <p>7. “Discuss why we underlined <i>everyone</i> in red and the remaining chunks in blue. What if we remove <i>everyone</i>?”</p>	<ul style="list-style-type: none"> • Point again to the chunks on display and the red and blue underlining: “<u>Everyone has the right to own property alone as well as in association with others.</u>” • Ask Question 7. Experiment with removing the <i>Everyone</i> chunk and rereading the sentence aloud. Tell students you will give them 1 minute to think and discuss with their partner. • If productive, cue students to expand the conversation by saying more: <ul style="list-style-type: none"> * “Can you say more about that?” (Responses will vary.) • After providing 1 minute of think time and inviting responses, write and display student ideas. • Invite students to label the parts of the sentence on their note-catcher: “S” for subject, “P” for predicate.
<p>LANGUAGE DIVE (continued)</p> <p>8. Use this frame to talk with your partners about Article 17 and Article 23 in the UDHR.</p> <p>END OF LANGUAGE DIVE</p>	<ul style="list-style-type: none"> • Ask: <ul style="list-style-type: none"> * “What questions do you have about this sentence?” (Responses will vary.) * “How does your understanding of this sentence change your understanding of Article 17?” (Responses will vary.) • Display the sentence frame: “Everyone has the right to _____ as well as _____.” • Say Question 8. Tell students you will give them time to think and discuss with their partners. • If productive, cue students to clarify their sentences by confirming what they mean: <ul style="list-style-type: none"> * “So, do you mean _____?” (Responses will vary. Ensure that students are using the structure meaningfully.) • After inviting responses, write and display student ideas.

<p>9. What does <i>arbitrarily</i> mean? Write the answer in your own words. (RI.5.4, L.5.4c)</p> <p>10. What does <i>deprived</i> mean? Underline the correct answer. (RI.5.4, L.5.4c)</p> <p>a. not given toys</p> <p>b. suffering a lack of something</p> <p>c. not allowed to play outside after 5 p.m.</p> <p>d. suffering from having too much of something</p> <p>11. Which statement best represents Part 2 of the article? Underline the correct answer. (RI.5.1)</p> <p>a. People have the right to take what they want from others.</p> <p>b. People have the right to only own things alone.</p> <p>c. People have the right to own property.</p> <p>d. No one should have their property taken away without good reason.</p> <p>12. What nickname would you give this article? (RI.5.4)</p>	<ul style="list-style-type: none"> • Focus students on Part 2 of the article. Invite students to follow along, reading silently in their heads as you read it aloud. • Invite students to put their finger on the word <i>arbitrarily</i>. • Ask Question 9. Invite students to work in pairs to determine the meaning of this word. Remind them of the strategies listed on the Close Readers Do These Things anchor chart. • Cold call students to share the definition of <i>arbitrarily</i> in their own words with the whole group and the strategy they used. • Ask Question 10 and read the options aloud. Invite students to work in pairs to determine the meaning of this word. Remind them of the strategies listed on the Close Readers Do These Things anchor chart. • Cold call students to share the definition of <i>deprived</i> in their own words with the whole group and the strategy they used. • Ask Question 11 and read the options aloud. Invite students to work in pairs to record their response on their note-catcher. • Select volunteers to share with the whole group. • Ask Question 12. Give 30 seconds of think time. Invite partner B to say it aloud to partner A, and then invite partner A to say it aloud to partner B. • Invite students to record their response on their note-catcher. • Select volunteers to share out.
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<p>13. What are the main ideas of Article 17 of the Universal Declaration of Human Rights? Underline all of the correct answers. (RI.5.2)</p> <p>a. Everyone has the right to own property.</p> <p>b. No one should touch the property of others.</p> <p>c. Everyone has the right to take any property they like.</p> <p>d. No one should have property taken away without good reason.</p> <p>14. Choose at least one supporting detail to support each of the main ideas you underlined in Question 9. Quote accurately from the text. (RI.5.1, RI.5.2)</p>	<ul style="list-style-type: none"> • Remind students of what the main ideas of a text are: the main points that the author wants you to understand and to take away from reading the text. Tell students that there is often more than one idea in a text, which is why the learning target says main ideas rather than just main idea. • Remind students of the strategies listed on the Strategies to Answer Selected Response Questions anchor chart. • Focus students on Question 13 and tell them to cover the possible answers either with their hand or with a piece of paper. Emphasize that as they are looking for main ideas, students will underline more than one answer. • Invite students to Think-Pair-Share, leaving adequate time for partners to think, ask each other the question, and share: <ul style="list-style-type: none"> * “What are the main ideas of Article 27?” • Invite students to uncover the answers and to underline all of the correct answers. Remind them of the answers they discussed with their partner. • Use equity sticks to select students to share their responses with the whole group. • Focus students on Question 14 and invite them to work with their partner to choose at least one detail from Article 17 to support each of the main ideas. • Remind students to quote accurately from the text, which means using quotation marks and writing the text exactly as it is in the source. • Use equity sticks to select students to share their responses with the whole group.
<p>15. Use your simplified version of the UDHR and the actual text of Article 17 to write a summary of Article 17 of the UDHR. (RI.5.1, RI.5.2, RI.5.9)</p>	<ul style="list-style-type: none"> • Read Question 15. Remind students that summaries briefly give us the main points of a text so we can determine whether we want or need to read it. • Invite them to refer to the Criteria for an Effective Summary anchor chart and to the Model Summary: Article 16 of the UDHR. • Give students 1 minute to think before asking partner B to share his or her oral summary with partner A. Partner A can go as soon as partner B has finished. • Invite students to write their summaries. • Circulate to support students as they write.

Close Reading Note-catcher: Article 17 of the UDHR

RI.5.4, RI.5.2, RI.5.4, RI.5.9, L.5.4

.....
Name:

.....
Date:

.....
1. What is the gist of this article? What is it mostly about? (RI.5.1)

.....
2. Use the context as a clue to the meaning of the word *association*. Write what you think it means. (L.5.4a)

.....
3. Check the meaning of the word *association* in the dictionary. Were you close? (L.5.4c)

Circle: Yes No

.....
4. How would say Part 1 of the article in your own words? (RI.5.4)

.....
5. Read aloud with your partner:

Everyone has the right to own property alone as well as in association with others.

6. Discuss why the writers wrote “as well as.” How can you use “as well as” in your writing?

7. Discuss why we underlined *everyone* in red and the remaining chunks in blue. What if we remove *everyone*?

8. Use this frame to talk with your partners about Article 17 and Article 23 in the UDHR.

Everyone has the right to _____ as well as _____.

9. What does *arbitrarily* mean? Write the answer in your own words. (RI.5.4, L.5.4c)

10. What does *deprived* mean? Underline the correct answer. (RI.5.4, L.5.4c)

- a. not given toys
- b. suffering a lack of something
- c. not allowed to play outside after 5 p.m.
- d. suffering from having too much of something

11. Which statement best represents Part 2 of the article? Underline the correct answer. (RI.5.1):

- a. People have the right to take what they want from others.
- b. People have the right to only own things alone.
- c. People have the right to own property.
- d. No one should have their property taken away without good reason.

12. What nickname would you give this article? (RI.5.4)

13. What are the main ideas of Article 17 of the Universal Declaration of Human Rights? Underline all of the correct answers. (RI.5.2)

- a. Everyone has the right to own property.
- b. No one should touch the property of others.
- c. Everyone has the right to take any property they like.
- d. No one should have property taken away without good reason.

14. Choose at least one supporting detail to support each of the main ideas you underlined in Question 9. Quote accurately from the text. (RI.5.1, RI.5.2)

<p>Main ideas</p>	<p>1.</p>	<p>2.</p>
<p>Supporting details (quote accurately from the text)</p>		

15. Use your simplified version of the UDHR and the actual text of Article 17 to write a summary of Article 17 of the UDHR. (RI.5.1, RI.5.2, RI.5.9)

Refer to the Criteria for an Effective Summary anchor chart for what to include in your summary.

Close Reading Note-catcher: Article 17 of the UDHR

(Example, for Teacher Reference)

RI.5.4, RI.5.2, RI.5.4, RI.5.9, L.5.4

1. What is the gist of this article? What is it mostly about? (RI.5.1)

Sample response: *Everyone has the right to own things.*

2. Use the context as a clue to the meaning of the word *association*. Write what you think it means. (L.5.4a)

Sample response: *along with*

3. Check the meaning of the word *association* in the dictionary. Were you close? (L.5.4c)

Circle: Yes No

4. How would you say Part 1 of the article in your own words? (RI.5.4)

Sample response: *Everyone has the right to own things alone or with others.*

5. Read aloud with your partner:

Everyone has the right to own property alone **as well as** in association with others.

P **S**

6. Discuss why the writers wrote “as well as.” How can you use “as well as” in your writing?

Sample response: *The writers wrote “as well as” instead of “and” to join two related thoughts or phrases: the right to own property alone and in association with others. The phrase “as well as” is a bit stronger than “and”; it emphasizes that one can own property alone or with others or both.*

7. Discuss why we underlined *everyone* in red and the remaining chunks in blue? What if we remove *everyone*?

Sample response: *Red signals the subject of the sentence: everyone. Blue signals the predicate: “has the right to own property alone as well as in association with others.” The subject is a noun, which tells us the people the sentence is about. The predicate is a verb phrase, which tells us more about everyone, what they have the right to. If we remove “everyone,” the sentence is confusing and ungrammatical. Most English sentences need at least one subject with a predicate.*

8. Use this frame to talk with your partners about Article 17 and Article 23 in the UDHR.

Sample response: *Everyone has the right to receive equal pay for equal work as well as to own property.*

9. What does *arbitrarily* mean? Write the answer in your own words. (RI.5.4, L.5.4c)

Sample response: *at random, without good reason*

10. What does *deprived* mean? Underline the correct answer. (RI.5.4, L.5.4c)

- a. not given toys
- b. suffering a lack of something
- c. not allowed to play outside after 5 p.m.
- d. suffering from having too much of something

11. Which statement best represents Part 2 of the article? Underline the correct answer. (RI.5.4)

- a. People have the right to take what they want from others.
- b. People have the right to only own things alone.
- c. People have the right to own property.
- d. No one should have their property taken away without good reason.

12. What nickname would you give this article? (RI.5.4)

Sample response: *the right to own things*

13. What are the main ideas of Article 17 of the Universal Declaration of Human Rights? Underline all of the correct answers. (RI.5.2)

- a. *Everyone has the right to own property.*
- b. No one should touch the property of others.
- c. Everyone has the right to take any property they like.
- d. *No one should have property taken away without good reason.*

14. Choose at least one supporting detail to support each of the main ideas you underlined in Question 9. Quote accurately from the text. (RI.5.1, RI.5.2)

Main ideas	<i>1. Everyone has the right to own property.</i>	<i>2. No one should have property taken away without good reason.</i>
Supporting details (quote accurately from the text)	<i>Part 1 of the article says, “Everyone has the right to own property.”</i>	<i>Part 2 of the article says, “No one shall be arbitrarily deprived of his property.”</i>

15. Use your simplified version of the UDHR and the actual text of Article 17 to write a summary of Article 17 of the UDHR. (RI.5.1, RI.5.2, RI.5.9)

Refer to the Criteria for an Effective Summary anchor chart for what to include in your summary.

The Universal Declaration of Human Rights was written by the United Nations to protect all people everywhere. The simplified version of Article 17 describes it as “the right to your own things.” One of the main ideas of this article is that everyone has the right to own property. Part 1 of the article says, “Everyone has the right to own property.” Another main idea of this article is that no one should have property taken away without good reason. Part 2 of the article says, “No one shall be arbitrarily deprived of his property.” Article 17 protects our ownership of things.

Sentence Strip Chunks

Directions: Create sentence strip chunks as shown below. Follow the instructions in the Close Reading Guide.

Everyone

has the right

to own property alone

as well as

in association with others.

Structure of *Esperanza Rising* Anchor Chart
 (Example, for Teacher Reference)
 RL.5.1, RL.5.5

Key:	
Exposition	Beginning of the story describing how things are before the action begins
Rising action	Series of conflicts and crises in the story that build toward the climax
Climax	The turning point, when something important happens that changes the direction of the story
Falling Action	The action that happens after the climax and starts to guide the story toward the resolution
Resolution	Tying everything together

Chapter	How does the chapter fit into the overall structure of the story? Why?
Pages 1–3	Exposition: Introduces Esperanza and her father and Aguascalientes, Mexico.
Las Uvas Pages 4–22	Rising Action: Esperanza’s father is killed. This means that things are going to change for Esperanza’s family, and we wonder what Esperanza and her mama will do now.
Las Papayas Pages 23–38	Rising Action: Esperanza’s uncle now owns the land their house is on and wants to marry her mama. We know that things are going to continue to change for the family, and we wonder what they will decide to do next.
Los Higos Pages 39–57	Rising Action: Esperanza’s uncles burned their house down, so Esperanza and her mother are going to move to the United States. This means a significant change for the family. We wonder how this will change their lives.
Las Guayabas Pages 58–80	Rising Action: Esperanza and her mama leave secretly for the United States. Already their life is different, and it is only going to change more. We wonder what life will be like for them in the United States.

How Were the Human Rights of the Characters in *Esperanza Rising* Threatened?
Anchor Chart
 (For Teacher Reference)
 RL.5.1, RI.5.1

Chapter of <i>Esperanza Rising</i>	Description of event and quote from text (<i>Esperanza Rising</i>)	Connections to UDHR (Which articles?)	Who? (Which character(s)?)	How were the character's human rights threatened?
Las Uvas	On page 12, Mama tells Esperanza, "The wealthy still own most of the land while some of the poor have not even a garden plot.... Some peasants are forced to eat cats."	Article 25	the poor	On the simplified version, the article is titled "Food and Shelter for All." If they are forced to eat cats, they do not have "a good life," as it says they should.
Las Uvas	Papa is killed by bandits who don't understand that he has given land to many of his workers. On page 22 it says, "When the wagon stopped, Esperanza could see a body in back, completely covered with a blanket."	Articles 1, 3, and 5	Papa	Esperanza's father is killed. This threatens the "right to life" in Article 3. It also threatens being "treated in the same way" in Article 1, and "Nobody has any right to hurt us" in Article 5.

Las Papayas	The land is left to Luis rather than Mama. On page 30 it says, “It is not customary to leave land to women and since Luis was the banker on the loan, Sixto left the land to him.”	Article 17	Mama	The land the house is on is left to Luis rather than Mama because she is a woman, but the article says that “everyone has the right to own things.”
Las Papayas	Miguel describes that Esperanza’s uncles would treat his family like animals. On page 36 he says, “But your uncles ... you know their reputation. They would take it all away and treat us like animals.”	Article 23	Miguel and his family	If the family stayed, Esperanza’s uncles would treat them badly. Article 23 says that “every grown-up has the right to do a job, to a fair wage for their work.”
Los Higos	The uncles arranged a fire to burn their house down. On page 43 it says, “They all knew that the uncles had arranged the fire.”	Articles 3 and 17	Mama and Esperanza	The uncles burn the house down, which threatened their lives. Article 3 says, “We all have the right to life.” Article 17 says, “Nobody should take our things from us without a good reason.”

<p>Las Guayabas</p>	<p>On page 79 Miguel explains to Esperanza why the woman is begging. “Have you never noticed?” he said, sounding surprised. “Those with Spanish blood, who have the fairest complexions in the land, are the wealthiest.”</p>	<p>Article 2</p>	<p>the beggar</p>	<p>Article 2 says, “These rights belong to everybody, whatever our differences,” yet Miguel explains that people with Spanish blood have better conditions than others.</p>
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Close Reading Note-catcher: Article 2 of the UDHR

RI.5.4, RI.5.2, RI.5.4, RI.5.9, L.5.4

.....
Name:

.....
Date:

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

Glossary

entitled	having a legal right or claim to something
set forth	written or presented
jurisdictional	relating to the power to make decisions
international status	the way a country or territory is viewed by other countries or territories
trust	trust land is owned by the government but is the responsibility of the people who live or work on it
non-self-governing	a country or territory not ruled by itself
limitation of sovereignty	the limits of the power or authority

Universal Declaration of Human Rights, United Nations Office of the High Commissioner for Human Rights, adopted and proclaimed by General Assembly resolution 217 A (III) of 10 Dec. 1948. Web. 18 May 2016. <http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf>.

1. What is the gist of this article? What is it mostly about? (RI.5.1)

2. Who is entitled to the rights in this declaration? Quote accurately from the text. (RI.5.1)

- 3a. Break up the word **distinction** into root and suffix on the chart below.
 3b. Use your Affix List to determine the meaning of the affixes and a dictionary to determine the meaning of the root, if you need to. Complete the second row of the chart. (RI.5.4, L.5.4b, L.5.4c)

	Root	Suffix
Meaning		

- 3c. What does *distinction* mean in this context? Underline the correct answer. (RI.5.4, L.5.4b)
- a. far in the distance
 - b. excellence
 - c. a difference between similar things or people
 - d. the state of doing nothing

4. How would you say the first sentence of Article 2 in your own words? (RI.5.4)

5. Which statement best represents the second sentence of the article? Underline the correct answer. (RI.5.1)
- a. Only people from non-self-governed countries are entitled to the same rights.
 - b. It doesn't matter what is going on in the place someone is from, everyone is entitled to the same rights.
 - c. Only people who have moved to another country or territory are entitled to these rights.
 - d. If the country you are from has signed this agreement, you are entitled to these rights.

6. What nickname would you give this article? (RI.5.4)

7. What are the main ideas of Article 2 of the Universal Declaration of Human Rights? Underline all of the correct answers. (RI.5.2)

- a. Everyone has the right to own property.
- b. No matter what you look like or what you believe, you are entitled to these rights.
- c. Everyone should be treated the same regardless of where they are from and what is going on there.
- d. You are entitled to these rights only if you are from one of the places listed.

8. Choose at least one supporting detail to support each of the main ideas you underlined in Question 7. Quote accurately from the text. (RI.5.1, RI.5.2)

Main ideas	1.	2.
Supporting details (quote accurately from the text)		

9. Use your simplified version of the UDHR and the actual text of Article 2 to write a summary of Article 2 of the UDHR. (RI.5.1, RI.5.2, RI.5.9)

Refer to the Criteria for an Effective Summary anchor chart for what to include in your summary.

Close Reading Note-catcher: Article 2 of the UDHR

(Example, for Teacher Reference)

RI.5.4, RI.5.2, RI.5.4, RI.5.9, L.5.4

1. What is the gist of this article? What is it mostly about? (RI.5.1)

Sample response: *Everyone is entitled to the same rights.*

2. Who is entitled to the rights in this declaration? Quote accurately from the text. (RI.5.1)

Sample response: *“everyone ... without distinction of any kind”*

3a. Break up the word **distinction** into root and suffix on the chart below.

3b. Use your Affix List to determine the meaning of the affixes and a dictionary to determine the meaning of the root, if you need to. Complete the second row of the chart. (RI.5.4, L.5.4b, L.5.4c)

	Root	Suffix
	<i>distinct</i>	<i>-ion</i>
Meaning	<i>recognizably different from something else or from a similar type</i>	<i>act of/state of/result of</i>

3c. What does *distinction* mean in this context? Underline the correct answer. (RI.5.4, L.5.4b)

- a. far in the distance
- b. excellence
- c. a difference between similar things or people
- d. the state of doing nothing

4. How would say the first sentence in your own words? (RI.5.4)

Sample response: *Everyone is entitled to these rights without distinction.*

5. Which statement best represents the second sentence of the article? Underline the correct answer. (RI.5.1)

- a. Only people from non-self-governed countries are entitled to the same rights.
- b. *It doesn't matter what is going on in the place someone is from, everyone is entitled to the same rights.*
- c. Only people who have moved to another country or territory are entitled to these rights.
- d. If the country you are from has signed this agreement, you are entitled to these rights.

6. What nickname would you give this article? (RI.5.4)

Sample response: *Don't discriminate*

7. What are the main ideas of Article 2 of the Universal Declaration of Human Rights? Underline all of the correct answers. (RI.5.2)

- a. Everyone has the right to own property.
- b. *No matter what you look like or what you believe, you are entitled to these rights.*
- c. *Everyone should be treated the same regardless of where they are from and what is going on there.*
- d. You are entitled to these rights only if you are from one of the places listed.

8. Choose at least one supporting detail to support each of the main ideas you underlined in Question 7. Quote accurately from the text. (RI.5.1, RI.5.2)

<p>Main ideas</p>	<p><i>1. No matter what you look like or what you believe, you are entitled to these rights.</i></p>	<p><i>2. Everyone should be treated the same regardless of where they are from and what is going on there.</i></p>
<p>Supporting details (quote accurately from the text)</p>	<p><i>The first sentence says, "Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind."</i></p>	<p><i>The second sentence says, "No distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs."</i></p>

9. Use your simplified version of the UDHR and the actual text of Article 2 to write a summary of Article 2 of the UDHR. (RI.5.1, RI.5.2, RI.5.9)

Refer to the Criteria for an Effective Summary anchor chart for what to include in your summary:

Sample response: *The Universal Declaration of Human Rights was written by the United Nations to protect all people everywhere. The simplified version of Article 2 describes it as “Don’t Discriminate.” One of the main ideas of this article is that no matter what you look like or what you believe, you are entitled to these rights. The first sentence of the article says, “Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind.” Another main idea of this article is that everyone should be treated the same regardless of where they are from and what is going on there. The second sentence says, “No distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs.” Article 2 ensures that everyone, everywhere is entitled to these human rights.*

Language Dive Guide: Article 2 of the UDHR
(For Teacher Reference)

Rationale: This sentence was chosen for its complexity and to reinforce the similar subject-predicate structure discussed in the Close Reading Language Dive in Lesson 7. Students can then apply their understanding of the content and structure of this sentence as they complete future writing and speaking tasks.

- Throughout the Language Dive:
 - Encourage rich conversation among students about the meaning of each of the **sentence strip chunks**, what the academic phrases within each chunk mean, and how they relate to the sentence and the text overall. Monitor and guide conversation with total participation techniques and Conversation Cues.
 - Consider continuing the focus on subject-predicate structure by using **red and blue markers** to code the sentence (subject: red; predicate: blue). One purpose of this Language Dive is to reinforce these parts of the sentence, introduced in Lesson 6 and discussed and practiced further in Lesson 7.
 - After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite triads to discuss, providing an allocated time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite them to share responses with the whole group.
 - Record and display student responses next to or underneath the target language for visual reference.
 - For translation work, invite students to use their online or paper translation dictionary if necessary. Invite them to add new vocabulary to their vocabulary log.

- Congratulate students on their first experience with grade 5 Language Dive conversations during Lesson 7.
- Tell students you will give them time to think and write or sketch on their note-catcher. Ask:
 - * “Based on your experience with the Close Reading Language Dive in Lesson 7, what do you think a Language Dive is?” (A Language Dive is a conversation about a sentence from a complex text. Students dive beneath the surface of the sentence to understand how the phrases, the structures, and the details create the meaning of the entire sentence. They discuss how the sentence is important to the text and to writing.)
- If productive, cue students to clarify the conversation by confirming what they mean. Consider prompting student responses with sentence frames: “Yes, you’ve got it” or “No, sorry, that’s not what I mean. What I mean is _____.” Ask:
 - * “So, do you mean _____?” (Responses will vary.)
- Confirm or amend and display student ideas.

- Invite students to put their finger by this sentence from Article 2 on their note-catcher: “Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.”
- Invite students to chorally read the sentence aloud with you.
- Ask students to take turns reading the sentence aloud in their triads.
- Ask:
 - * “What is the gist of this sentence? What, in the sentence, makes you think so?” (Responses will vary.)
- After inviting responses, write and display student ideas. Say:
 - * “This is a very long sentence! As we dive, let’s think about how the writers began and then kept adding on to the sentence.”

- If necessary, follow a process similar to the one below for each key word in the sentence that is unfamiliar to students.
- Say:
 - * “There are some words and phrases in this sentence that you might not know: *entitled, set forth, distinction.*”
 - * “Place your finger on the word *entitled*. What is the translation of *entitled* in our home languages? What is the meaning of *entitled*? What, in the UDHR, makes you think so?” (has or is given the right to something; each article of the UDHR says that someone has a right to something; *entitled* is another way to say “has the right”)
- Call on student volunteers to share. Ask students to choose one translation to silently repeat. Invite them to say their chosen translation aloud when you give the signal. Chorally repeat the translations and the word in English and invite self- and peer correction of the pronunciation of the translations and the English.
- Ask:
 - * “Who can use *entitled* to rephrase the sentence from Article 17 we discussed in Lesson 7: ‘Everyone has the right to own property alone as well as in association with others?’” (Everyone is entitled to own property alone as well as in association with others.)

- Display the following sentence strip chunk: **Everyone**
- Ask:
 - * “What do you recall about the meaning of this same chunk from Article 17?” (This chunk tells us who the sentence is about: every person in the world.)
- After inviting responses, write and display student ideas.

- Display the following sentence strip chunk: **is entitled**
- Ask:
 - * “What does this chunk tell us?” (This chunk tells us more about *everyone*: the state of everyone being entitled; the state of everyone having the right.)
- After inviting responses, write and display student ideas.

- Display the following sentence strip chunk: **to all the rights and freedoms**
- Ask:
 - * “So, what is everyone entitled to?” (all the rights and freedoms)
 - * “What are some of the rights and freedoms we have been discussing?” (the right to own property, to receive equal pay for equal work, to be free)
 - * “Could we replace *and* with *as well as*? Which is better?” (Yes. Responses will vary, but may include: *And* is better because we don’t need to emphasize that it’s both rights AND freedoms.)
- After inviting responses, write and display student ideas.

- Display the following sentence strip chunk: **set forth in this Declaration,**
- Ask:
 - * “What is ‘this Declaration’? How do you know?” (the UDHR; we know because we are reading the UDHR, and this sentence is in it)
 - * “And what are all the rights and freedoms?” (the 30 written in the declaration)
- After inviting responses, write and display student ideas.

- Display the following sentence strip chunk: **without distinction of any kind,**
- Ask:
 - * “What’s another way to say ‘without distinction’?” (with no difference between)
 - * “Why did the writers write the phrase ‘of any kind’?” (It’s not necessary, but it emphasizes that there should not be a single difference.)
 - * “So, how is everyone entitled?” (without distinction of any kind; with no difference between them)
 - * “Do you make a distinction of any kind between the way you treat your family members or friends?” (Responses will vary, but may include: I make a distinction between the way I treat my best friends and those who are more like acquaintances—I invite my best friends over a lot.)
- After inviting responses, write and display student ideas.

- Display the following sentence strip chunk: **such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.**
- Ask:
 - * “What does this chunk tell us? What, in the sentence, makes you think so?” (It names the distinctions; we know because they appear after the phrase about distinctions.)
 - * “Can you sketch some of these distinctions on your note-catcher?” Tell students that you will give them time to think and sketch.

- Point to and read the entire sentence on display: “Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.”
- Ask:
 - * “Can you underline the subject of this sentence in red and the predicate in blue?” (Look for students to underline *Everyone* in red, and *is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status* in blue on their note-catcher.)
 - * “What must a subject have? What must a predicate have?” (A subject must have a noun or noun phrase; a predicate must have a verb or verb phrase.)
 - * “What is the noun in this subject? What is the verb in this predicate?” (everyone; is)
- Tell students you will give them time to think and discuss with their partner. Ask:
 - * “I wonder why the predicate is so long. How did the writers add on to this predicate?” (The writers wanted to combine many ideas into one sentence. They used a series of phrases, e.g., “to all the rights and freedoms,” “without distinction of any kind,” “such as ...,” and clauses, e.g., “set forth in this Declaration.”)
 - * “What if we remove this long predicate?” Experiment with removing the blue chunks and rereading the sentence aloud: “Everyone.” (It doesn’t make sense. The subject, everyone, isn’t doing anything. It needs the predicate.)
 - * “Can you figure out why we need to know about subjects and predicates in English?” (Most English sentences have a subject with a predicate. We need to make sure to almost always write a subject with a predicate in our sentences.)
- If productive, cue students to expand the conversation by giving an example:
 - * “Can you give an example?” (Responses will vary.)
- After inviting responses, write and display student ideas.

- Ask:
 - * “What questions do you have about this sentence?” (Responses will vary.)
 - * “Now what do you think is the gist of this sentence?” (Responses will vary, but may include: All people are born with the rights in the UDHR, regardless of their background or ideas.)
 - * “How does your understanding of this sentence change your understanding of Article 2?” (Responses will vary.)
- Display the sentence frame: “Everyone is entitled to ____.” Tell students you will give them time to think and discuss with their partners. Say:
 - * “Use this frame to talk about human rights with your triad in your own words.”
- If productive, cue students to clarify their sentences by confirming what they mean:
 - * “So, do you mean ____?” (Responses will vary. Ensure that students are using the structure meaningfully.)
- After inviting responses, write and display student ideas.

Sentence Strip Chunks

Directions: Create sentence strip chunks as shown below. Follow the instructions in the Language Dive Guide.

Everyone

is entitled

to all the rights and freedoms

set forth in this Declaration,

without distinction of any kind,

**such as race, colour, sex,
language, religion, political or
other opinion, national or
social origin, property, birth or
other status.**

Language Dive Note-catcher: Article 2 of the UDHR

Language Dive

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Sketch the distinctions.

Everyone is entitled to _____.

Close Readers Do These Things Anchor Chart
 (Example, for Teacher Reference)
 RL.5.1, RL.5.4, RL.5.10, RI.5.1, RI.5.4, RI.5.10, L.5.4

- Read small chunks of text slowly and think about the gist (what the text is mostly about).
- Underline or circle words they do not know.
- Use strategies to figure out the meaning of words they do not know:
 - Context: Read the sentence around the word.
 - Look at the affixes and roots of the word for clues.
 - Use reference materials, like a dictionary.
- **Talk with their partner or group about the text.**
- **Ask questions to show they understand the text.**
- **Listen to questions others ask about the text.**
- **Go back to the text to find answers to questions.**
- **Write notes or answer questions about the text.**
- **Talk with their partner or group about the answers they find.**

Working to Become Ethical People Anchor Chart
(Example, for Teacher Reference)

Treat others well and stand up for what is right.

Habit of character	What does it mean?	What does it look like?	What does it sound like?
I show respect.	This means I appreciate the abilities, qualities, and achievements of others and treat myself, others, and the environment with care.	<ul style="list-style-type: none"> • Applauding others when they have done well • Taking care around the classroom not to break things or hurt people • Returning borrowed items in the same condition I was given them • Throwing trash in the trash can • Recycling 	<ul style="list-style-type: none"> • “I really appreciate _____ because _____.” • “You did a great job with _____ because _____.”
I behave with integrity.	This means I am honest and do the right thing, even when it’s difficult, because it is the right thing to do.	<ul style="list-style-type: none"> • Admitting when I am at fault • Doing my homework • Keeping my eyes on my own work 	<ul style="list-style-type: none"> • “I’m sorry, but I _____.”

Tracking Progress: Reading, Understanding, and Explaining New Texts

.....
Name:

.....
Date:

Learning Target: I can independently read, understand, and explain the meaning of a new text.

Standards I’m Tracking: RL/RI.5.1, 5.4, 5.10, L.5.4

Text Type (circle): Informative Story Poem Play/Readers Theater

1. How am I doing?

- For each criterion, self-assess by putting a check mark in the appropriate column.
- Write the number of each standard on a sticky note or flag. Then on your assessment materials, place each sticky note in an area that shows evidence you have met that criterion. This might be next to a selected response question or a short piece of writing. Make sure you have evidence for each criterion.
- Strive to be honest with yourself. Remember, your ability grows with your effort, so it’s fine if you aren’t there yet!

You will receive feedback on different colored sticky notes/flags and in a different colored pen on the checklist.

Standard	Criteria for reading, understanding, and explaining a new text	4 Advanced	3 Proficient	2 Developing	1 Beginning
RL.5.1/ RI.5.1	I quote accurately to explain what a text says and to make inferences.				
RL.5.4/ RI.5.4 L.5.4	I determine the meaning of unknown words and phrases, including figurative language, using at least one of the following strategies: <ul style="list-style-type: none"> • Use context. • Use affixes and roots. • Use reference materials. 				
RL.5.10/ RI.5.10	I read and understand Grade 5–level texts independently.				

2. How have I improved since I last worked on this skill?

Teacher Response:

3. How can I improve next time?

Teacher Response:

Anchor Standards:**R.1**

By the end of Grade 12, I will be able to: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.4

By the end of Grade 12, I will be able to: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.10

By the end of Grade 12, I will be able to: Read and comprehend complex literary and informational texts independently and proficiently.

L.4

By the end of Grade 12, I will be able to: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Esperanza Rising: Questions about “Las Guayabas”

(Example, for Teacher Reference)

SL.5.1

1. How does Esperanza travel to the train station? How does she feel about it? Quote accurately from the text.

In a very small, secret floor in a wagon hidden by guavas. On page 58 it says, “Alfonso, Miguel, and Señor Rodríguez had built another floor in the wagon, higher than the real one and open at the back, with barely enough room between for Mama, Esperanza, and Hortensia to lie down.” At first Esperanza was very apprehensive about the small space. On page 59 it says, “Esperanza had known about the plan, but now she hesitated when she saw the small space.” It also says later on the page, “Esperanza reluctantly scooted on her back between them.” As the journey began, Esperanza became frightened. It says on page 60, “Esperanza began to feel very frightened. She knew that with a few kicks of her feet she could get out, but she still felt trapped. Suddenly, she thought she couldn’t breathe.”

2. What does the little girl on the train want to do? How does Esperanza respond? Why? Quote accurately from the text.

The little girl wants to touch Esperanza’s doll. It says on page 69, “... and reached up to touch the doll.” Esperanza pulls it away from the girl because she is poor and dirty. It says on page 69, “Esperanza quickly jerked it away and put it back in the valise” and on page 70, Esperanza says to Mama, “Mama, she is poor and dirty.”

Entrance Ticket: Story Structure
RL.5.5

.....
Name:

.....
Date:

Chapter	How does the chapter fit into the overall structure of the story? Why?

Entrance Ticket: Story Structure
 (Example, for Teacher Reference)

RL.5.5

Chapter	How does the chapter fit into the overall structure of the story? Why?
Los Melones Pages 81–99	Rising action: We know that more things are likely to happen to Esperanza and her mother because they have only just arrived in the United States. There hasn't been a turning point yet.

Structure of *Esperanza Rising* Anchor Chart
(Example, for Teacher Reference)
RL.5.1, RL.5.5

Key:	
Exposition	Beginning of the story describing how things are before the action begins
Rising action	Series of conflicts and crises in the story that build toward the climax
Climax	The turning point, when something important happens that changes the direction of the story
Falling Action	The action that happens after the climax and starts to guide the story toward the resolution
Resolution	Tying everything together

Chapter	How does the chapter fit into the overall structure of the story? Why?
Pages 1–3	Exposition: Introduces Esperanza and her father and Aguascalientes, Mexico.
Las Uvas Pages 4–22	Rising Action: Esperanza’s father is killed. This means that things are going to change for Esperanza’s family, and we wonder what Esperanza and her mama will do now.
Las Papayas Pages 23–38	Rising Action: Esperanza’s uncle now owns the land their house is on and wants to marry her mama. We know that things are going to continue to change for the family, and we wonder what they will decide to do next.
Los Higos Pages 39–57	Rising Action: Esperanza’s uncles burned their house down, so Esperanza and her mother are going to move to the United States. This means a significant change for the family. We wonder how this will change their lives.
Las Guayabas Pages 58–80	Rising Action: Esperanza and her mama leave secretly for the United States. Already their life is different, and it is only going to change more. We wonder what life will be like for them in the United States.
Los Melones Pages 81–99	Rising Action: Esperanza and her mother cross the border into the United States, where they meet Miguel’s family members, who take them onward. We know that more things are likely to happen to Esperanza and her mother because they have only just arrived in the United States. There hasn’t been a turning point yet.

Preparing for a Text-Based Discussion Note-catcher
RL.5.1, RI.5.1

Name: _____

Date: _____

- How were the human rights of the characters in **Chapters 1–3** of *Esperanza Rising* threatened?
- How did it make you feel? Why?
 - Las Uvas (grapes)
 - Las Papayas (papayas)
 - Los Higos (figs)

Chapter and pages of <i>Esperanza Rising</i>	Description of event and quote from text (<i>Esperanza Rising</i>)	Connections to UDHR (Which articles?)	Who? (Which character(s)?)	How were the character's human rights threatened?	How did it make you feel? Why?

Preparing for a Text-Based Discussion Note-catcher

(Example, for Teacher Reference)

RL.5.1, RI.5.1

- How were the human rights of the characters in **Chapters 1–3** of *Esperanza Rising* threatened?
- How did it make you feel? Why?
 - Las Uvas (grapes)
 - Las Papayas (papayas)
 - Los Higos (figs)

Chapter of <i>Esperanza Rising</i>	Description of event and quote from text (<i>Esperanza Rising</i>)	Connections to UDHR (Which articles?)	Who? (Which character(s)?)	How were the character’s human rights threatened?	How did it make you feel? Why?
Las Uvas	Papa is killed by bandits who don’t understand that he has given land to many of his workers. On page 22 it says, “When the wagon stopped, Esperanza could see a body in back, completely covered with a blanket.”	Articles 1, 3, and 5	Papa	Esperanza’s father is killed. This threatens the “right to life” in Article 3. It also threatens being “treated in the same way” in Article 1, and “Nobody has any right to hurt us” in Article 5.	Angry and sad because killing is wrong

Working to Become Ethical People Anchor Chart
(Example, for Teacher Reference)

Treat others well and stand up for what is right.

Habit of character	What does it mean?	What does it look like?	What does it sound like?
I show respect.	This means I appreciate the abilities, qualities, and achievements of others and treat myself, others, and the environment with care.	<ul style="list-style-type: none"> • Applauding others when they have done well • Taking care around the classroom not to break things or hurt people • Returning borrowed items in the same condition I was given them • Throwing trash in the trash can • Recycling 	<ul style="list-style-type: none"> • “I really appreciate _____ because _____.” • “You did a great job with _____ because _____.”
I behave with integrity.	This means I am honest and do the right thing, even when it’s difficult, because it is the right thing to do.	<ul style="list-style-type: none"> • Admitting when I am at fault • Doing my homework • Keeping my eyes on my own work 	<ul style="list-style-type: none"> • “I’m sorry, but I _____.”
I show empathy.	This means I understand and share or take into account the feelings, situation, or attitude of others.	<ul style="list-style-type: none"> • Listening carefully and showing the appropriate facial expression for the situation 	<ul style="list-style-type: none"> • “I understand how you feel.” • “I can imagine how you feel.”
I show compassion.	This means I notice when others are sad or upset and try to help them.	<ul style="list-style-type: none"> • Approaching a friend or classmate who looks upset 	<ul style="list-style-type: none"> • “You look upset; is everything okay? Is there anything I can do to help?”

Discussion Norms Anchor Chart
(Example, for Teacher Reference)

SL.5.1

- **I prepare for the discussion.**
- I listen carefully and wait my turn to speak (I do not interrupt).
- I ask questions to better understand what people are saying.
- I make comments that contribute to the discussion.
- I respond to questions to help people better understand what I am saying and to build on the discussion.
- I stay on topic.
- I link my ideas to those of others.
- I speak in complete sentences.
- I assume positive intent.

Cue	Response
Expand a response	
<ul style="list-style-type: none"> • “Can you say more about that?” • “Can you give an example?” • “I’m interested in what you said about _____. Can you tell me more?” • “Can you give us more details about _____?” • “How did you come to that conclusion? What made you think that?” • “What did you learn/do you hope to learn from _____? Why?” 	<ul style="list-style-type: none"> • “Sure, I think that _____.” • “OK. One example is _____.”
Clarify a response	
<ul style="list-style-type: none"> • “So, do you mean _____?” • “I’m not sure I understand _____. Can you clarify?” • “Could you say that again? I’m not sure I understand?” 	<ul style="list-style-type: none"> • “Yes, you’ve got it.” • “No, sorry, that’s not what I mean. I mean _____.”

Exit Ticket: Reflecting on the Text-Based Discussion
SL.5.1

.....
Name:

.....
Date:

Directions: Refer to the Discussion Norms anchor chart and the Working to Become Ethical People anchor chart to answer the following questions:

1. What is one thing you did well during the text-based discussion? Provide an example.

2. What is one thing you could do better next time? Provide an example of what you could have done better.

Homework: *Esperanza Rising*: Questions about “Los Melones”
(Example, for Teacher Reference)

RL.5.1

1. Describe the geographical setting of *Esperanza Rising*. What is it like in California? Quote accurately from the text to support your answer.

There are hills, mountains, and canyons. On page 88 it says, “... weaving up through hills covered with dried out shrubs.” On page 90 it describes the “brown, barren mountains” and also “golden hills.” On pages 90–91 it describes how Esperanza sees “canyons plunged to an arroyo, a silver line of water from an unknown river.”

It is hot and very dry. Isabel also tells Esperanza on page 88, “My Papa says it is the dry air that makes it so hot and sometimes it is even hotter.”

The San Joaquin Valley is described on page 94: “Flat and spacious, it spread out like a blanket of patchwork fields.” Later on pages 94–95 it says, “This was not a gently rolling landscape like Aguascalientes. For as far as the eye could travel, the land was unbroken by even a hillock.”

Structure of *Esperanza Rising* Anchor Chart

(Example, for Teacher Reference)

RL.5.1, RL.5.5

Key:	
Exposition	Beginning of the story describing how things are before the action begins
Rising action	Series of conflicts and crises in the story that build toward the climax
Climax	The turning point, when something important happens that changes the direction of the story
Falling Action	The action that happens after the climax and starts to guide the story toward the resolution
Resolution	Tying everything together

Chapter	How does the chapter fit into the overall structure of the story? Why?
Pages 1–3	Exposition: Introduces Esperanza and her father and Aguascalientes, Mexico.
Las Uvas Pages 4–22	Rising Action: Esperanza’s father is killed. This means that things are going to change for Esperanza’s family, and we wonder what Esperanza and her mama will do now.
Las Papayas Pages 23–38	Rising Action: Esperanza’s uncle now owns the land their house is on and wants to marry her mama. We know that things are going to continue to change for the family, and we wonder what they will decide to do next.
Los Higos Pages 39–57	Rising Action: Esperanza’s uncles burned their house down, so Esperanza and her mother are going to move to the United States. This means a significant change for the family. We wonder how this will change their lives.
Las Guayabas Pages 58–80	Rising Action: Esperanza and her mama leave secretly for the United States. Already their life is different, and it is only going to change more. We wonder what life will be like for them in the United States.
Los Melones Pages 81–99	Rising Action: Esperanza and her mother cross the border into the United States, where they meet Miguel’s family members, who take them onward. We know that more things are likely to happen to Esperanza and her mother because they have only just arrived in the United States. There hasn’t been a turning point yet.
Las Cebollas Pages 100–121	Rising Action: Esperanza and her mama arrive in the camp. Mama begins work while Esperanza learns how to look after the babies. Things are continuing to get more and more challenging for Esperanza. We wonder when this will change.

Preparing for a Text-Based Discussion Note-catcher
RL.5.1, RI.5.1

Name: _____

Date: _____

- How were the human rights of the characters in **Chapters 4–6** of *Esperanza Rising* threatened?
- How did it make you feel? Why?
 - Las Guayabas (guavas)
 - Los Melones (cantaloupes)
 - Las Cebollas (onions)

Chapter and pages of <i>Esperanza Rising</i>	Description of event and quote from text (<i>Esperanza Rising</i>)	Connections to UDHR (Which articles?)	Who? (Which character(s)?)	How were the character's human rights threatened?	How did it make you feel? Why?

How Were the Human Rights of the Characters in *Esperanza Rising* Threatened?
Anchor Chart
 (Example, for Teacher Reference)
 RL.5.1, RI.5.1

Chapter of <i>Esperanza Rising</i>	Description of event and quote from text (<i>Esperanza Rising</i>)	Connections to UDHR (Which articles?)	Who? (Which character(s)?)	How were the character's human rights threatened?
Las Uvas	On page 12, Mama tells Esperanza, "The wealthy still own most of the land while some of the poor have not even a garden plot.... Some peasants are forced to eat cats."	Article 25	the poor	On the simplified version, the article is titled "Food and Shelter for All." If they are forced to eat cats, they do not have "a good life," as it says they should.
Las Uvas	Papa is killed by bandits who don't understand that he has given land to many of his workers. On page 22 it says, "When the wagon stopped, Esperanza could see a body in back, completely covered with a blanket."	Articles 1, 3, and 5	Papa	Esperanza's father is killed. This threatens the "right to life" in Article 3. It also threatens being "treated in the same way" in Article 1, and "Nobody has any right to hurt us" in Article 5.

Las Papayas	The land is left to Luis rather than Mama. On page 30 it says, “It is not customary to leave land to women and since Luis was the banker on the loan, Sixto left the land to him.”	Article 17	Mama	The land the house is on is left to Luis rather than Mama because she is a woman, but the article says that “everyone has the right to own things.”
Las Papayas	Miguel describes that Esperanza’s uncles would treat his family like animals. On page 36 he says, “But your uncles ... you know their reputation. They would take it all away and treat us like animals.”	Article 23	Miguel and his family	If the family stayed, Esperanza’s uncles would treat them badly. Article 23 says that “every grown-up has the right to do a job, to a fair wage for their work.”
Los Higos	The uncles arranged a fire to burn their house down. On page 43 it says, “They all knew that the uncles had arranged the fire.”	Articles 3 and 17	Mama and Esperanza	The uncles burn the house down, which threatened their lives. Article 3 says, “We all have the right to life.” Article 17 says, “Nobody should take our things from us without a good reason.”

<p>Las Guayabas</p>	<p>On page 79 Miguel explains to Esperanza why the woman is begging. “Have you never noticed?’ he said, sounding surprised. “Those with Spanish blood, who have the fairest complexions in the land, are the wealthiest.”</p>	<p>Article 2</p>	<p>the beggar</p>	<p>Article 2 says, “These rights belong to everybody, whatever our differences,” yet Miguel explains that people with Spanish blood have better conditions than others.</p>
<p>Los Melones</p>	<p>People are not allowed to cross the border into the United States. On page 83 it says, “Across the tracks, several groups of people were being prodded onto another train headed back to Mexico. ‘My heart aches for those people. They came all this way just to be sent back.’”</p>	<p>Article 13</p>	<p>people trying to cross the border</p>	<p>Article 13 says, “We all have the right to go where we want in our own country and to travel as we wish.” But those people are not being allowed to travel as they wish.</p>

<p>Las Cebollas</p>	<p>Esperanza and her mother can't have their own cabin because there is no housing for single women. On page 102 Mama says, "Esperanza, they will only give one cabin for each man and his family. There is no housing for single women. This is a family camp so we must have a male head of household to live and work here."</p>	<p>Article 22</p>	<p>Mama and Esperanza</p>	<p>Article 22 says, "We all have the right to affordable housing," but Mama and Esperanza are not being given that right.</p>
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Tracking Progress: Collaborative Discussion

.....
Name:

.....
Date:

Learning Target: I can participate in an effective collaborative discussion.

Standards I’m Tracking: SL.5.1

1. How am I doing?

- For each criterion, self-assess by putting a check mark in the appropriate column.
- Strive to be honest with yourself. Remember, your ability grows with your effort, so it’s fine if you aren’t there yet!

You will receive feedback on different colored sticky notes/flags, and in a different colored pen on the checklist.

Standard	Characteristics of an Effective Collaborative Discussion	4 Advanced	3 Proficient	2 Developing	1 Beginning
SL.5.1a	I prepare for the discussion by finding appropriate evidence in the text(s).				
SL.5.1a	I use the evidence I prepared to support my ideas during the discussion.				
SL.5.1b	I follow agreed-upon rules for the discussion.				
SL.5.1b	I carry out the role I have been given in a discussion.				
SL.5.1c	I ask questions to better understand what others are saying.				
SL.5.1c	I answer questions to help others understand my ideas.				
SL.5.1c	I link my ideas to those of others.				
SL.5.1c	I elaborate on others’ ideas.				
SL.5.1d	I explain the key ideas of a discussion and how my understanding has grown from it.				

2. How have I improved since I last worked on this skill?

Teacher Response:

3. How can I improve next time?

Teacher Response:

Anchor Standard: SL.1

By the end of Grade 12, I will be able to: 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.



Grade 5: Module 1: Unit 1:
Homework Resources
(For Families)

Unit 1: Building Background Knowledge: Human Rights

Common Core State Standards addressed: RL.5.1, RL.5.5, RI.5.1, RI.5.2, W.5.9a, SL.5.1a-c, L.5.4

Guiding Questions and Big Ideas:

- What are human rights, and how can they be threatened?
- *Human rights belong to everyone, but they can look different to different people in different places.*
- *We can better understand how human rights can be threatened by reading about the experiences of fictional characters in stories.*
- *We can raise awareness of human rights issues by writing about the issues fictional characters face.*

What will your student be doing at school?

This unit is designed to help students build knowledge about human rights while simultaneously building their ability to read challenging text closely through a case study of the threats to human rights faced by fictional characters in the novel *Esperanza Rising* by Pam Muñoz Ryan (740L).

Students read this novel in conjunction with selected articles of the Universal Declaration of Human Rights and consider how the human rights of the characters were threatened in the novel.

When reading articles of the Universal Declaration of Human Rights, students determine the main ideas and details to support the main ideas, and then summarize the text. Students also read informational texts related to the novel's historical context. They will trace the journey of Esperanza, a young girl born into a comfortable life of privilege in Mexico in the 1930s, who is forced to flee to California and must rise above her difficult circumstances.

In the second half of the unit, students participate in a discussion about threats to human rights in *Esperanza Rising* and how the students feel about the events in the novel.

The Language standard that students focus on in this unit (L.5.4) requires them to:

- Use strategies to determine the meaning of unfamiliar vocabulary, including using the context (read around the word), using common affixes and roots as a clue to the meaning of the word, and using reference materials like glossaries and dictionaries to find the definition.

Working to become ethical people is the habit of character emphasized in this unit. These are the specific skills students will focus on:

- I show empathy. This means I understand and share or take into account the feelings, situation, or attitude of others.
- I behave with integrity. This means I am honest and do the right thing, even when it's difficult, because it is the right thing to do.
- I show respect. This means I appreciate the abilities, qualities, and achievements of others and treat myself, others, and the environment with care.
- I show compassion. This means I notice when others are sad or upset and try to help them.

How can you support your student at home?

- Talk to your student about human rights and threats to human rights, including any personal experiences you may have had.
- Read informational texts to determine the main ideas from supporting details and to summarize.
- Read articles of the Universal Declaration of Human Rights and discuss what they mean and how you feel about them. (Students closely read Articles 2, 3, 13, 17, and 23 in class.)
- Watch documentaries and research on the internet with your student to find out more about the Mexican Revolution and its effects on immigration.
- Read chapter books with your student and discuss how each chapter fits into the overall structure of the novel using the key below:

Key:	
exposition	beginning of the story describing how things are before the action begins
rising action	series of conflicts and crisis in the story that builds toward the climax
climax	the turning point, when something important happens that changes the direction of the story
falling action	the action that happens after the climax and starts to guide the story toward the resolution
resolution	tying everything together

Unit 1: Homework

In Lessons 1–12, homework focuses on research reading and determining the meaning of unfamiliar words using context and reference materials. Students also reread the chapter of *Esperanza Rising* read in class and answer questions about it.

Research reading: Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes **each day** and responding to a prompt of choice in the **front** of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

Choice reading: If your student would also like to independently read and respond to a book of free choice, he or she may use the **back** of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

Vocabulary logs:

- In the front of the log, students record new **academic vocabulary**: words you might find in informational texts on many different topics. For example, the words *challenges*, *questions*, and *explain* are words that could be found in books on any topic.
- In the back of the log, students record new **domain-specific vocabulary**: words about a particular topic. For example, the words *tadpoles*, *frogspawn*, and *amphibian* are some that would be found on the topic of frogs.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date *
1	Students infer the topic and are introduced to the final performance task.	1. Read and reflect on the module guiding questions	1. Lesson 2. Students are not required to hand in anything, but they should be prepared for a reflective discussion if they have something they would like to share with the group (not mandatory).	
2	Students read the introduction of <i>Esperanza Rising</i> , analyze how they think it fits into the structure of the novel, and choose a research reading book.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
3	Students read “Las Uvas” in <i>Esperanza Rising</i> and read about the historical setting of the novel.	1. <i>Esperanza Rising</i> : Questions about “Las Uvas” 2. Research reading and answering prompt	1. Lesson 4 2. Teacher will check independent reading journals strategically.	
4	Students are introduced to the Universal Declaration of Human Rights and are given a simplified version of the articles. Students are also given a vocabulary log.	1. Finish adding symbols to your UDHR 2. Research reading and answering prompt	1. Lesson 5 2. Teacher will check independent reading journals strategically.	

* Teacher note: Please complete the Anticipated Date column according to your schedule.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date *
5	Students read “Las Papayas” in <i>Esperanza Rising</i> and make connections between the events in the chapter and the Universal Declaration of Human Rights.	<ol style="list-style-type: none"> 1. <i>Esperanza Rising</i>: Questions about “Las Papayas” 2. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Lesson 6 2. Teacher will check independent reading journals strategically. 	
6	Students closely read Article 23 of the UDHR and determine the main ideas and supporting details. They write a summary of the text after participating in a mini lesson on writing a summary.	<ol style="list-style-type: none"> 1. <i>Esperanza Rising</i>: Questions about “Los Higos” 2. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Lesson 7 2. Teacher will check independent reading journals strategically. 	
7	Students make connections between the UDHR and “Los Higos” in <i>Esperanza Rising</i> and closely read Article 17 to answer questions about the text, determine the main ideas and supporting details, and write a summary.	<ol style="list-style-type: none"> 1. Research reading and answering prompt 2. For ELLs: Language Dive Practice I: Article 17 of the UDHR 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically. 2. Lesson 8 	

* Teacher note: Please complete the Anticipated Date column according to your schedule.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date *
8	Students read “Las Guayabas” in <i>Esperanza Rising</i> , make connections between the chapter and the UDHR, and closely read Article 2 to answer questions about the text, to determine the main ideas and supporting details, and to write a summary.	<ol style="list-style-type: none"> 1. <i>Esperanza Rising</i>: Questions about “Las Guayabas” 2. Research reading and answering prompt 3. For ELLs: Language Dive Practice II: Article 2 of the UDHR 	<ol style="list-style-type: none"> 1. Lesson 9 2. Teacher will check independent reading journals strategically. 3. Lesson 9 	
9	Students read “Los Melones” in <i>Esperanza Rising</i> and then for the mid-unit assessment, they closely read Article 13 of the UDHR to answer questions about the text, to determine the main ideas and supporting details, and to write a summary.	<ol style="list-style-type: none"> 1. <i>Esperanza Rising</i>: Questions about “Los Melones” 2. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Lesson 10 2. Teacher will check independent reading journals strategically. 	
10	Students prepare for and participate in a text-based discussion about threats to human rights in Chapters 1–3 of <i>Esperanza Rising</i> .	<ol style="list-style-type: none"> 1. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically. 	

* Teacher note: Please complete the Anticipated Date column according to your schedule.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date *
11	Students read “Las Cebollas” in <i>Esperanza Rising</i> and prepare for a text-based discussion about threats to human rights in Chapters 4–6.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
12	Students participate in a text-based discussion about the threats to human rights in Chapters 4–6 of <i>Esperanza Rising</i> for the end of unit assessment.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

* Teacher note: Please complete the Anticipated Date column according to your schedule.

Directions: Remember to record responses to **research reading in the front** of your independent reading journal and responses to **choice reading in the back**. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol such as an asterisk (*).

Record:

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

Example:

Date: 04/08/2016

Book Title and Author: Universal Declaration of Human Rights by the United Nations

Pages Read: Article 4

Prompt: What is the main idea of the text you read?

Response: People shall not be slaves or treated in that way.

Consider using the following independent reading prompts*:

- What is the main idea of the text? What are some of the key details, and how do they support the main idea?
- What do the illustrations (photographs, maps) tell you? How do they help you understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in previous lessons?
- How does the section or chapter fit into the overall structure of the novel?
- How does the main character change over the course of the novel?
- Choose one new word from your reading today and analyze it on a vocabulary square:

Definition in your own words	Synonyms (words that mean the same)
Words with the same affix or root	Sketch
Translation in home language (if appropriate)	

*Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.

Directions:

In the classroom, you have been recording words from your texts in your vocabulary log. Throughout this unit, you have been research reading topic-related books at home to build your knowledge of human rights and recording words in your independent reading journal.

Choose a word from your research reading or from a text you've read in class and add the word to your vocabulary log. Try to choose a different word to add and to practice a different vocabulary strategy each time. For each word, be sure to add the following:

1. The definition, or meaning, of the word
2. The vocabulary strategy you used to figure out the meaning of the word
3. A sketch or diagram that helps you to better understand the meaning of the word

As a reminder, the vocabulary strategies we've been working on in class are:

Vocabulary Strategies

- Context: Read the sentence around the word.
- Look at the affixes for clues.
- Look at the root of the word for clues.
- Use a dictionary.
- Discuss the word with another person (after attempting some of the above strategies).

Name:

Date:

Directions: Reread “Las Uvas” (grapes) in *Esperanza Rising* and answer the questions below. Quote accurately from the text in your answers.

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

2. On pages 14–15, what two pieces of advice does Abuelita give Esperanza? How does Esperanza respond to the advice? Quote accurately from the text.

3. On page 18, Esperanza says that a “deep river” runs between her and Miguel. What does she mean? How does Miguel respond when she tells him this? Quote accurately from the text.

Name:

Date:

Directions: Reread “Las Papayas” (papayas) in *Esperanza Rising* and answer the questions below. Quote accurately from the text in your answers.

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

Reread the following passages:

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

- Pages 27–28

What other evidence can you find in Chapter 3 that shows how Esperanza is responding? Quote accurately from the text:

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

Reread the following passages:

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

- Pages 30–31

Quote accurately from the text:

Name:

Date:

Directions: Reread “Los Higos” (figs) in *Esperanza Rising* and answer the questions below. Quote accurately from the text in your answers.

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

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

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

Name:

Date:

1. Read the scrambled sentence below from Article 17 of the UDHR. Write it in the correct sequence:

in association with others.	has the right	as well as	Everyone	to own property alone
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2. Sketch the meaning of the words and phrases below:

Everyone	alone	in association with others

3. In the sentence you wrote in #1, use colored markers to underline:

- *Everyone* in red
- *has the right to own property alone as well as in association with others* in blue

4. Circle the phrase *as well as*.

5. What is another way to say *as well as*? How is the other way different in meaning?

6. Read the language in the boxes. Use as well as to connect the sentence in Box 1 with the phrase in Box 2. Write the complete sentence on the line below the boxes.

Everyone has the right to own property alone.	in association with others
1	2

7. Read the language in the boxes. Use as well as to connect the sentence in Box 1 with the phrase in Box 2. Write the complete sentence on the lines below the boxes.

Everyone has the right to work.	to receive equal pay for equal work
1	2

8. Complete the two sentences.

Everyone _____

as well as _____.

_____ has the right to _____

_____ as well as _____.

9. In the sentences you wrote in #1, 5, 6, 7, and 8, label:

- “S” above the subject of the sentence
- “P” above the predicate of the sentence

.....
Name:

.....
Date:

1. Read the scrambled sentence below from Article 2 of the UDHR. Write it in the correct sequence:

to all the rights and freedoms	such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.	is entitled	set forth in this Declaration,	Everyone	without distinction of any kind,
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2. In the sentence you wrote in #1, use colored markers to underline:

- *Everyone* in red
- *is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status* in blue

3. What is another way to say *without distinction*?

4. Read the subjects in the boxes on the left. Read the predicates in the boxes on the right. Match subjects with predicates to write sentences that make sense on the lines below.

subjects	predicates
Everyone	is entitled to fair pay.
The student version	was written by the United Nations to protect all people everywhere.
Everyone who works	is entitled to all the rights of the UDHR.
The Universal Declaration of Human Rights	is that everyone has the right to own property.
One main idea of Article 17	describes Article 17 as the “The Right to Your Own Things.”

5. Which article of the UDHR is most important to you? Describe it in your own words.

6. In the sentences you wrote, label:

- “S” above the subject of the sentence
- “P” above the predicate of the sentence

Name:

Date:

Directions: Reread “Las Guayabas” (guavas) in *Esperanza Rising* and answer the questions below. Quote accurately from the text in your answers.

1. How does Esperanza travel to the train station? How does she feel about it? Quote accurately from the text.

2. What does the little girl on the train want to do? How does Esperanza respond? Why? Quote accurately from the text.



Grade 5: Module 1: Unit 2:

Character Reaction Note-catcher: “Las Cebollas”
RL.5.1, RL.5.3

.....
Name:

.....
Date:

How do characters react to events/situations in *Esperanza Rising*?

Chapter:	Event/Situation:	Pages:
Las Cebollas	Moving into a cabin in the camp	100–106
Description:		
Character	What does the character think/feel?	How do you know? What are his/her actions? How does the character interact with others? (quote accurately from the text)

Character Reaction Note-catcher: “Las Cebollas”

(Example, for Teacher Reference)

RL.5.1, RL.5.3

 How do characters react to events/situations in *Esperanza Rising*?

Chapter:	Event/Situation:	Pages:
Las Cebollas	Moving into a cabin in the camp	100–106
Description: <i>In the chapter “Las Cebollas” in Esperanza Rising, Mama, Esperanza, and Miguel’s family arrive at the camp and are allocated a small cabin, which they are to share.</i>		
Character	What does the character think/feel?	How do you know? What are his/her actions? How does the character interact with others? (quote accurately from the text)
Mama	<ul style="list-style-type: none"> • <i>Disappointed</i> • <i>Strong and tries to be a positive model for Esperanza when Esperanza is angry</i> 	<ul style="list-style-type: none"> • <i>Page 102: “Mama looked around and then gave Esperanza a weak smile.” The word “weak” shows her disappointment.</i> • <i>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> • <i>Page 104: To show strength and be a positive role model, “Here, we have two choices. To be together and miserable or to be together and happy.... I choose to be happy.”</i> • <i>Page 104: She tells Esperanza how lucky they are.</i>
Esperanza	<ul style="list-style-type: none"> • <i>Uncomfortable</i> • <i>Unhappy</i> • <i>Angry</i> • <i>In denial about the situation and thinks that they won’t be in that situation for long</i> 	<ul style="list-style-type: none"> • <i>Page 101: Toilets. Esperanza “cringed as she tried to imagine having no privacy,” which shows her discomfort.</i> • <i>Page 103: When Mama begins to sing, it says, “Esperanza felt anger crawling up her throat,” and then she has an outburst when she says to Mama, “Mama, we are living like horses! How can you sing? How can you be happy? We don’t even have a room to call our own.”</i> • <i>Page 105: Denial. “I am still rich, Isabel. We will only be here until Abuelita is well enough to travel. Then she will come with her money and we will buy a big house.”</i>

Model Character Reaction Paragraph: Mama
RL.5.1, RL.5.3, W.5.2, W.5.4, W.5.9, W.5.9a**What information does this paragraph contain? Why? How is it organized?**

In the chapter “Las Cebollas” in *Esperanza Rising*, Mama, Esperanza, and Miguel’s family arrive at the camp and are allocated a small cabin, which they are to share. Mama is disappointed with the cabin. On page 102, it says, “Mama looked around and then gave Esperanza a weak smile.” The use of the word “weak” shows that she wanted to be strong for Esperanza, but she struggled to hide her disappointment. 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. Mama shows strength and tries to be a positive role model for Esperanza when Esperanza has an angry outburst. She says to Esperanza on page 104, “Here, we have two choices. To be together and miserable or to be together and happy.... I choose to be happy.” She also explains to Esperanza how lucky they are.

Character Reaction Paragraph Anchor Chart

(Example, for Teacher Reference)

RL.5.1, RL.5.3, W.5.2, W.5.4, W.5.9, W.5.9a

- Introduces the title of the chapter and the text
- Provides a brief overview of the event
- Describes how the character feels supported by evidence of his or her actions from the text, quoted accurately including page numbers
- Written in complete sentences (with a subject and a predicate)

Character Reaction Paragraph: Esperanza
 (Example, for Teacher Reference)
 RL.5.1, RL.5.3, W.5.2, W.5.4, W.5.9, W.5.9a

In the chapter “Las Cebollas” in *Esperanza Rising*, Mama, Esperanza, and Miguel’s family arrive at the camp and are allocated a small cabin, which they are to share. Esperanza is uncomfortable, unhappy, and angry about the conditions. She is also in denial about their situation and thinks Abuelita will come with money to change it. On page 101, after seeing the toilets, Esperanza “cringed as she tried to imagine having no privacy,” which shows her discomfort. She doesn’t like the idea of having to share the toilets or the cabin, and she thinks the cabin is very small. On page 103, when Mama begins to sing, it says, “Esperanza felt anger crawling up her throat,” and then she has an outburst when she says to Mama, “Mama, we are living like horses! How can you sing? How can you be happy? We don’t even have a room to call our own.” She shows she is in denial when she tells Isabel on page 105, “I am still rich, Isabel. We will only be here until Abuelita is well enough to travel. Then she will come with her money and we will buy a big house.”

Structure of *Esperanza Rising* Anchor Chart

(Example, for Teacher Reference)

RL.5.1, RL.5.5

Key:	
Exposition	Beginning of the story describing how things are before the action begins
Rising action	Series of conflicts and crises in the story that build toward the climax
Climax	The turning point, when something important happens that changes the direction of the story
Falling Action	The action that happens after the climax and starts to guide the story toward the resolution
Resolution	Tying everything together

Chapter	How does the chapter fit into the overall structure of the story? Why?
Pages 1–3	Exposition: Introduces Esperanza and her father and Aguascalientes, Mexico.
Las Uvas Pages 4–22	Rising Action: Esperanza’s father is killed. This means that things are going to change for Esperanza’s family, and we wonder what Esperanza and her mama will do now.
Las Papayas Pages 23–38	Rising Action: Esperanza’s uncle now owns the land their house is on and wants to marry her mama. We know that things are going to continue to change for the family, and we wonder what they will decide to do next.
Los Higos Pages 39–57	Rising Action: Esperanza’s uncles burned their house down, so Esperanza and her mother are going to move to the United States. This means a significant change for the family. We wonder how this will change their lives.
Las Guayabas Pages 58–80	Rising Action: Esperanza and her mama leave secretly for the United States. Already their life is different, and it is only going to change more. We wonder what life will be like for them in the United States.
Los Melones Pages 81–99	Rising Action: Esperanza and her mother cross the border into the United States, where they meet Miguel’s family members, who take them onward. We know that more things are likely to happen to Esperanza and her mother because they have only just arrived in the United States. There hasn’t been a turning point yet.
Las Cebollas Pages 100–121	Rising Action: Esperanza and her mama arrive in the camp. Mama begins work while Esperanza learns how to look after the babies. Things are continuing to get more and more challenging for Esperanza. We wonder when this will change.

Chapter	How does the chapter fit into the overall structure of the story? Why?
Las Almendras Pages 121– 138	Rising Action: They all go to the party, where there is trouble when Marta and her friends talk about a strike. Things might change for Esperanza and Mama if the workers do strike because it could affect whether they have work.

How Were the Human Rights of the Characters in *Esperanza Rising* Threatened?

Anchor Chart

(Example, for Teacher Reference)

RL.5.1, RI.5.1

Chapter of <i>Esperanza Rising</i>	Description of event and quote from text (<i>Esperanza Rising</i>)	Connections to UDHR (Which articles?)	Who? (Which character(s)?)	How were the character’s human rights threatened?
Las Uvas	On page 12, Mama tells Esperanza, “The wealthy still own most of the land while some of the poor have not even a garden plot.... Some peasants are forced to eat cats.”	Article 25	the poor	On the simplified version, the article is titled “Food and Shelter for All.” If they are forced to eat cats, they do not have “a good life,” as it says they should.
Las Uvas	Papa is killed by bandits who don’t understand that he has given land to many of his workers. On page 22 it says, “When the wagon stopped, Esperanza could see a body in back, completely covered with a blanket.”	Articles 1, 3, and 5	Papa	Esperanza’s father is killed. This threatens the “right to life” in Article 3. It also threatens being “treated in the same way” in Article 1, and “Nobody has any right to hurt us” in Article 5.
Las Papayas	The land is left to Luis rather than Mama. On page 30 it says, “It is not customary to leave land to women and since Luis was the banker on the loan, Sixto left the land to him.”	Article 17	Mama	The land the house is on is left to Luis rather than Mama because she is a woman, but the article says that “everyone has the right to own things.”

Las Papayas	Miguel describes that Esperanza’s uncles would treat his family like animals. On page 36 he says, “But your uncles ... you know their reputation. They would take it all away and treat us like animals.”	Article 23	Miguel and his family	If the family stayed, Esperanza’s uncles would treat them badly. Article 23 says that “every grown-up has the right to do a job, to a fair wage for their work.”
Los Higos	The uncles arranged a fire to burn their house down. On page 43 it says, “They all knew that the uncles had arranged the fire.”	Articles 3 and 17	Mama and Esperanza	The uncles burn the house down, which threatened their lives. Article 3 says, “We all have the right to life.” Article 17 says, “Nobody should take our things from us without a good reason.”
Las Guayabas	On page 79 Miguel explains to Esperanza why the woman is begging. “‘Have you never noticed?’ he said, sounding surprised. ‘Those with Spanish blood, who have the fairest complexions in the land, are the wealthiest.’”	Article 2	the beggar	Article 2 says, “These rights belong to everybody, whatever our differences,” yet Miguel explains that people with Spanish blood have better conditions than others.
Los Melones	People are not allowed to cross the border into the United States. On page 83 it says, “Across the tracks, several groups of people were being prodded onto another train headed back to Mexico. ‘My heart aches for those people. They came all this way just to be sent back.’”	Article 13	people trying to cross the border	Article 13 says, “We all have the right to go where we want in our own country and to travel as we wish.” But those people are not being allowed to travel as they wish.

<p>Las Cebollas</p>	<p>Esperanza and her mother can't have their own cabin because there is no housing for single women. On page 102 Mama says, "Esperanza, they will only give one cabin for each man and his family. There is no housing for single women. This is a family camp so we must have a male head of household to live and work here."</p>	<p>Article 22</p>	<p>Mama and Esperanza</p>	<p>Article 22 says, "We all have the right to affordable housing," but Mama and Esperanza are not being given that right.</p>
<p>Las Almendras</p>	<p>Marta and her friends want to strike because of the living and working conditions. On page 134, Esperanza asks, "They want to strike for better houses?" and Josefina replies, "That and more money for those who pick cotton."</p>	<p>Articles 23 and 25</p>	<p>Marta and her mother and friends</p>	<p>Article 23 says, "Every grown-up has the right to do a job, to a fair wage for their work," but Marta and her friends are not being paid a fair wage. Article 25 says, "We all have the right to a good life," yet from what Marta and Josefina described, they are not having a good life at all because the living and working conditions are bad.</p>

Metaphor Questions: “Las Almendras”

RL.5.1, L.5.5a

Name:

Date:

1. In this chapter, Miguel has a surprise for Esperanza and Mama: Papa’s roses. What does the author mean by the sentence on page 124: “Now if they bloomed she could drink the memories of the roses that had known Papa”? Quote accurately from the text to support your answer.

2. On pages 132, Marta holds up a kitten and says, “This is what we are.” How are they like the kittens? How does Marta suggest they fight behaving “like kittens”? Quote accurately from the text to support your answer.

Metaphor Questions: “Las Almendras”

(Example, for Teacher Reference)

RL.5.1, L.5.5a

1. In this chapter, Miguel has a surprise for Esperanza and Mama: Papa’s roses. What does the author mean by the sentence on page 124: “Now if they bloomed she could drink the memories of the roses that had known Papa”? Quote accurately from the text to support your answer.

The night before the fire, Esperanza had wanted to ask Hortensia to use the roses to make rosehip tea. It says on page 124, “She remembered the night before the fire, when she had last seen the roses and had wanted to ask Hortensia to make rosehip tea.” Now she would be able to do this, and because the rose plants were the same ones that Papa planted, when she drank the tea she would be able to think of him.

2. On pages 132, Marta holds up a kitten and says, “This is what we are.” How are they like the kittens? How does Marta suggest they fight behaving “like kittens”? Quote accurately from the text to support your answer.

They are like kittens because they are treated as though they are small and meek, and they are afraid to speak up for what they believe in. On page 132, Marta continues, “Small, meek animals. And that is how they treat us because we don’t speak up.” She suggests they fight this by going on strike. She says, “We are going to strike in two weeks ... for higher wages and better housing.”

Metaphors in *Esperanza Rising* Anchor Chart

(Example, for Teacher Reference)

RL.5.1, L.5.5a

Chapter and Page(s)	Metaphor	What does it mean?
Las Almendras, page 124	“Now if they bloomed she could drink the memories of the roses that had known Papa.”	She could make the rosehip tea and think of her papa, who planted the roses as she drank it.
Las Almendras, page 132	When holding up a kitten, Marta says, “This is what we are.”	They are like kittens because they are treated as though they are small and meek, and they are afraid to speak up for what they believe in.

Structure of *Esperanza Rising* Anchor Chart

(Example, for Teacher Reference)

RL.5.1, RL.5.5

Key:	
Exposition	Beginning of the story describing how things are before the action begins
Rising action	Series of conflicts and crises in the story that build toward the climax
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Chapter	How does the chapter fit into the overall structure of the story? Why?
Pages 1–3	Exposition: Introduces Esperanza and her father and Aguascalientes, Mexico.
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Las Papayas Pages 23–38	Rising Action: Esperanza’s uncle now owns the land their house is on and wants to marry her mama. We know that things are going to continue to change for the family, and we wonder what they will decide to do next.
Los Higos Pages 39–57	Rising Action: Esperanza’s uncles burned their house down, so Esperanza and her mother are going to move to the United States. This means a significant change for the family. We wonder how this will change their lives.
Las Guayabas Pages 58–80	Rising Action: Esperanza and her mama leave secretly for the United States. Already their life is different, and it is only going to change more. We wonder what life will be like for them in the United States.
Los Melones Pages 81–99	Rising Action: Esperanza and her mother cross the border into the United States, where they meet Miguel’s family members, who take them onward. We know that more things are likely to happen to Esperanza and her mother because they have only just arrived in the United States. There hasn’t been a turning point yet.
Las Cebollas Pages 100–121	Rising Action: Esperanza and her mama arrive in the camp. Mama begins work while Esperanza learns how to look after the babies. Things are continuing to get more and more challenging for Esperanza. We wonder when this will change.

Chapter	How does the chapter fit into the overall structure of the story? Why?
Las Almendras Pages 121–138	Rising Action: They all go to the party, where there is trouble when Marta and her friends talk about a strike. Things might change for Esperanza and Mama if the workers do strike because it could affect whether they have work.
Las Ciruelas Pages 139–157	Rising Action: After a big dust storm, Mama becomes very sick with valley fever. Things are continuing to get more challenging for Esperanza as she now has to look after herself and Mama.

How Were the Human Rights of the Characters in *Esperanza Rising* Threatened?
Anchor Chart
 (Example, for Teacher Reference)
 RL.5.1, RI.5.1

Chapter of <i>Esperanza Rising</i>	Description of event and quote from text (<i>Esperanza Rising</i>)	Connections to UDHR (Which articles?)	Who? (Which character(s)?)	How were the character's human rights threatened?
Las Uvas	On page 12, Mama tells Esperanza, "The wealthy still own most of the land while some of the poor have not even a garden plot... Some peasants are forced to eat cats."	Article 25	the poor	On the simplified version, the article is titled "Food and Shelter for All." If they are forced to eat cats, they do not have "a good life," as it says they should.
Las Uvas	Papa is killed by bandits who don't understand that he has given land to many of his workers. On page 22 it says, "When the wagon stopped, Esperanza could see a body in back, completely covered with a blanket."	Articles 1, 3, and 5	Papa	Esperanza's father is killed. This threatens the "right to life" in Article 3. It also threatens being "treated in the same way" in Article 1, and "Nobody has any right to hurt us" in Article 5.
Las Papayas	The land is left to Luis rather than Mama. On page 30 it says, "It is not customary to leave land to women and since Luis was the banker on the loan, Sixto left the land to him."	Article 17	Mama	The land the house is on is left to Luis rather than Mama because she is a woman, but the article says that "everyone has the right to own things."

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Los Higos	The uncles arranged a fire to burn their house down. On page 43 it says, “They all knew that the uncles had arranged the fire.”	Articles 3 and 17	Mama and Esperanza	The uncles burn the house down, which threatened their lives. Article 3 says, “We all have the right to life.” Article 17 says, “Nobody should take our things from us without a good reason.”
Las Guayabas	On page 79 Miguel explains to Esperanza why the woman is begging. “‘Have you never noticed?’ he said, sounding surprised. ‘Those with Spanish blood, who have the fairest complexions in the land, are the wealthiest.’”	Article 2	the beggar	Article 2 says, “These rights belong to everybody, whatever our differences,” yet Miguel explains that people with Spanish blood have better conditions than others.
Los Melones	People are not allowed to cross the border into the United States. On page 83 it says, “Across the tracks, several groups of people were being prodded onto another train headed back to Mexico. ‘My heart aches for those people. They came all this way just to be sent back.’”	Article 13	people trying to cross the border	Article 13 says, “We all have the right to go where we want in our own country and to travel as we wish.” But those people are not being allowed to travel as they wish.

Las Cebollas	Esperanza and her mother can't have their own cabin because there is no housing for single women. On page 102 Mama says, "Esperanza, they will only give one cabin for each man and his family. There is no housing for single women. This is a family camp so we must have a male head of household to live and work here."	Article 22	Mama and Esperanza	Article 22 says, "We all have the right to affordable housing," but Mama and Esperanza are not being given that right.
Las Almendras	Marta and her friends want to strike because of the living and working conditions. On page 134, Esperanza asks, "They want to strike for better houses?" and Josefina replies, "That and more money for those who pick cotton."	Articles 23 and 25	Marta and her mother and friends	Article 23 says, "Every grown-up has the right to do a job, to a fair wage for their work," but Marta and her friends are not being paid a fair wage. Article 25 says, "We all have the right to a good life," yet from what Marta and Josefina described, they are not having a good life at all because the living and working conditions are bad.

<p>Las Ciruelas</p>	<p>They were given no time off at the weekends because grape picking had to be finished. On page 144 it says, “The grapes had to be finished before the first fall rains and had to be picked rápido, quickly, so now there were no Saturdays or Sundays in the week, just workdays.”</p>	<p>Article 24</p>	<p>All of them: Esperanza, Mama, Miguel’s family</p>	<p>Article 24 says, “We all have the right to rest from work and to relax,” but in this chapter none of the characters are getting rest because of the demands of their work.</p>
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Character Reaction Note-catcher: “Las Ciruelas”
RL.5.1, RL.5.3

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

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

How do characters react to events/situations in *Esperanza Rising*?

Chapter:	Event/Situation:	Pages
Las Ciruelas	Mama’s sickness	153–154
Description:		
Character	What does the character think/feel?	How do you know? What are his/her actions? How does the character interact with others? (quote accurately from the text)

1. How are the character reactions to this situation similar? Underline the best answer.
 - a. They all think Mama is fine and just needs some rest.
 - b. Esperanza and Hortensia are worried for Mama and think she needs to see a doctor.
 - c. Esperanza and Hortensia are angry that Mama is sick.
 - d. Esperanza and Hortensia don't believe that Mama is sick.

2. How are the character reactions to this situation different? Underline the best answer.
 - a. Mama and Hortensia both agree that Mama is fine, while Esperanza is worried for her.
 - b. Mama and Esperanza both agree that Mama is fine, while Hortensia is worried for her.
 - c. Esperanza is sad, while Hortensia is angry with Esperanza for worrying about her Mama.
 - d. Mama thinks she is fine, while Esperanza and Hortensia don't agree.

Character Reaction Note-catcher: “Las Ciruelas”

(Example, for Teacher Reference)

RL.5.1, RL.5.3

 How do characters react to events/situations in *Esperanza Rising*?

Chapter:	Event/Situation:	Pages:
Las Ciruelas	Mama’s sickness	153–154
Description: <i>Mama becomes sick after the dust storm.</i>		
Character	How does the character think/feel?	How do you know? What are his/her actions? How does the character interact with others? (quote accurately from the text)
<i>Mama</i>	<ul style="list-style-type: none"> Doesn’t feel good at all Doesn’t want people to worry about her Worried about the cost of seeing a doctor In denial, thinking that if she pretends she is OK, she will be OK 	<ul style="list-style-type: none"> Page 153: Not feeling well, “Mama carefully walked into the cabin as if she were trying to keep her balance and slumped into a chair in the kitchen.” Page 153: Tells Esperanza that she is fine. She says, “I am fine. Just tired. I’m not used to the work. And I’ve told you doctors are very expensive.”
<i>Esperanza</i>	<ul style="list-style-type: none"> Worried about Mama Feels helpless because Mama won’t listen Frightened when Mama doesn’t move 	<ul style="list-style-type: none"> Page 153: Esperanza pleads with her Mama to listen to Hortensia: “Mama, listen to her,” pleaded Esperanza.” Page 154: When Mama doesn’t move, “Esperanza felt panic squeezing her and she screamed.”
<i>Hortensia</i>	<ul style="list-style-type: none"> Worried about Mama and wants her to get better Doesn’t agree that Mama is fine and perhaps thinks she is stubborn. 	<ul style="list-style-type: none"> Page 153: “Look at her, she has lost weight. She has not been herself since that storm and that was a month ago. I think she should go to the doctor.” Page 153: “Looked at Esperanza, shaking her head,” as though she doesn’t agree with Mama and thinks her stubborn.

1. How are the character reactions to this situation similar? Underline the best answer.
 - a. They all think Mama is fine and just needs some rest.
 - b. *Esperanza and Hortensia are worried for Mama and think she needs to see a doctor.*
 - c. Esperanza and Hortensia are angry that Mama is sick.
 - d. Esperanza and Hortensia don't believe that Mama is sick.

2. How are the character reactions to this situation different? Underline the best answer.
 - a. Mama and Hortensia both agree that Mama is fine, while Esperanza is worried for her.
 - b. Mama and Esperanza both agree that Mama is fine, while Hortensia is worried for her.
 - c. Esperanza is sad, while Hortensia is angry with Esperanza for worrying about her Mama.
 - d. *Mama thinks she is fine, while Esperanza and Hortensia don't agree.*

Character Reaction Paragraph: Hortensia
(Example, for Teacher Reference)
RL.5.1, RL.5.3

In the chapter “Las Ciruelas” in *Esperanza Rising*, Mama becomes sick after the dust storm. Hortensia is worried about Mama and wants her to get better. On page 153, Hortensia tells Esperanza, “Look at her, she has lost weight. She has not been herself since that storm and that was a month ago. I think she should go to the doctor.” Hortensia doesn’t agree that Mama is fine and perhaps thinks she is stubborn. After Mama replies that she is fine and just needs rest, Hortensia “looked at Esperanza, shaking her head,” as though she doesn’t agree with Mama and thinks she is stubborn.

Structure of *Esperanza Rising* Anchor Chart
(Example, for Teacher Reference)

RL.5.1, RL.5.5

Key:	
Exposition	Beginning of the story describing how things are before the action begins
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Chapter	How does the chapter fit into the overall structure of the story? Why?
Pages 1–3	Exposition: Introduces Esperanza and her father and Aguascalientes, Mexico.
Las Uvas Pages 4–22	Rising Action: Esperanza’s father is killed. This means that things are going to change for Esperanza’s family, and we wonder what Esperanza and her mama will do now.
Las Papayas Pages 23–38	Rising Action: Esperanza’s uncle now owns the land their house is on and wants to marry her mama. We know that things are going to continue to change for the family, and we wonder what they will decide to do next.
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Los Melones Pages 81–99	Rising Action: Esperanza and her mother cross the border into the United States, where they meet Miguel’s family members, who take them onward. We know that more things are likely to happen to Esperanza and her mother because they have only just arrived in the United States. There hasn’t been a turning point yet.
Las Cebollas Pages 100–121	Rising Action: Esperanza and her mama arrive in the camp. Mama begins work while Esperanza learns how to look after the babies. Things are continuing to get more and more challenging for Esperanza. We wonder when this will change.

Chapter	How does the chapter fit into the overall structure of the story? Why?
Las Almendras Pages 121–138	Rising Action: They all go to the party, where there is trouble when Marta and her friends talk about a strike. Things might change for Esperanza and Mama if the workers do strike because it could affect whether they have work.
Las Ciruelas Pages 139–157	Rising Action: After a big dust storm, Mama becomes very sick with valley fever. Things are continuing to get more challenging for Esperanza as she now has to look after herself and Mama.
Las Papas Pages 158–178	Rising Action: Mama goes to the hospital, and Esperanza begins to work. Things are getting worse for Esperanza. Now she has to worry about paying medical bills all by herself.

How Were the Human Rights of the Characters in *Esperanza Rising* Threatened?
Anchor Chart
 (Example, for Teacher Reference)
 RL.5.1, RI.5.1

Chapter of <i>Esperanza Rising</i>	Description of event and quote from text (<i>Esperanza Rising</i>)	Connections to UDHR (Which articles?)	Who? (Which character(s)?)	How were the character's human rights threatened?
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Los Melones	People are not allowed to cross the border into the United States. On page 83 it says, “Across the tracks, several groups of people were being prodded onto another train headed back to Mexico. ‘My heart aches for those people. They came all this way just to be sent back.’”	Article 13	people trying to cross the border	Article 13 says, “We all have the right to go where we want in our own country and to travel as we wish.” But those people are not being allowed to travel as they wish.

Las Cebollas	Esperanza and her mother can't have their own cabin because there is no housing for single women. On page 102 Mama says, "Esperanza, they will only give one cabin for each man and his family. There is no housing for single women. This is a family camp so we must have a male head of household to live and work here."	Article 22	Mama and Esperanza	Article 22 says, "We all have the right to affordable housing," but Mama and Esperanza are not being given that right.
Las Almendras	Marta and her friends want to strike because of the living and working conditions. On page 134, Esperanza asks, "They want to strike for better houses?" and Josefina replies, "That and more money for those who pick cotton."	Articles 23 and 25	Marta and her mother and friends	Article 23 says, "Every grown-up has the right to do a job, to a fair wage for their work," but Marta and her friends are not being paid a fair wage. Article 25 says, "We all have the right to a good life," yet from what Marta and Josefina described, they are not having a good life at all because the living and working conditions are bad.
Las Ciruelas	They were given no time off at the weekends because grape picking had to be finished. On page 144 it says, "The grapes had to be finished before the first fall rains and had to be picked rápido, quickly, so now there were no Saturdays or Sundays in the week, just workdays."	Article 24	All of them: Esperanza, Mama, Miguel's family	Article 24 says, "We all have the right to rest from work and to relax," but in this chapter none of the characters are getting rest because of the demands of their work.

<p>Las Papas</p>	<p>Mama is in hospital, and it is costing money with no one to pay the medical bills, and Mama isn't being paid while she is sick. On page 164 it says, "Ever since Mama had first become sick over a month ago, they had no money coming in. The doctor's bills and medicines had used up most of what they'd saved."</p>	<p>Article 25</p>	<p>Mama</p>	<p>Article 25 says that "all people have the right to be cared for," yet no one is paying for her medical bills.</p>
<p>Las Papas</p>	<p>Concerned about Mexican workers being harmed by the people who are striking. On page 171 Marta's aunt said, "There is also some talk about harming Mexicans who continue to work."</p>	<p>Article 3</p>	<p>The Mexican workers</p>	<p>Article 3 says, "We all have the right to life, and to live in freedom and safety," yet the safety of Mexican workers is being threatened.</p>

Metaphors Note-catcher: Abuelita’s Blanket

RL.5.1, RL.5.2, L.5.5a

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Name:

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Date:

Excerpt of text	Metaphor	What does it mean?
<p>Ex. Las Uvas: Page 14, read from “She watched the silver crochet needle ...” to “... down to the bottom of the valley. Skip one.”</p>	<p>“Esperanza, in this way my love and good wishes will be in the blanket forever.”</p>	
<p>1. Las Uvas: Page 14, read from “Esperanza picked up her own crochet needle ...” to “... and began again with ten stitches.”</p>	<p>“Do not be afraid to start over”</p>	
<p>2. Page 51, read from “Mi nieta ...” to “... we will be together.”</p>	<p>“Look at the zigzag of the blanket. Mountains and valleys. Right now you are in the bottom of the valley and your problems loom big around you. But soon, you will be at the top of a mountain again.”</p>	
<p>3. Page 177, read from “Mama didn’t wake to say ...” to “... Mama’s cheeks” on page 178.</p>	<p>“Esperanza tucked the blanket around her, hoping that the color from the blanket would slowly seep into Mama’s cheeks.”</p>	

Abuelita's blanket is woven throughout the story. What themes does this metaphor convey? Underline the best answers:

- a. When you are worried, learn how to crochet.
- b. Don't be afraid to start over.
- c. Life has mountains and valleys—ups and downs.
- d. Blankets can keep you warm and make you feel better.

Metaphors Note-catcher: Abuelita’s Blanket

(Example, for Teacher Reference)

RL.5.1, RL.5.2, L.5.5a

Excerpt of text	Metaphor	What does it mean?
<p>Ex. Las Uvas: Page 14, read from “She watched the silver crochet needle ...” to “... down to the bottom of the valley. Skip one.”</p>	<p>“Esperanza, in this way my love and good wishes will be in the blanket forever.”</p>	<p><i>Abuelita stitched her hair into the blanket, so a part of her will always be in the blanket.</i></p>
<p>1. Las Uvas: Page 14, read from “Esperanza picked up her own crochet needle ...” to “... and began again with ten stitches.”</p>	<p>“Do not be afraid to start over”</p>	<p><i>Abuelita is using starting over with crochet as a life lesson. She is talking not only about starting over with the blanket, but also starting over in life.</i></p>
<p>2. Page 51, read from “Mi nieta ...” to “... we will be together.”</p>	<p>“Look at the zigzag of the blanket. Mountains and valleys. Right now you are in the bottom of the valley and your problems loom big around you. But soon, you will be at the top of a mountain again.”</p>	<p><i>At the moment, Esperanza has a lot of problems that may seem like mountains to climb, but at some point she will work through the problems and climb the mountain, to be at the top with few worries and problems.</i></p>
<p>3. Page 177, read from “Mama didn’t wake to say ...” to “... Mama’s cheeks” on page 178.</p>	<p>“Esperanza tucked the blanket around her, hoping that the color from the blanket would slowly seep into Mama’s cheeks.”</p>	<p><i>The blanket has hair, which means love and wishes, from both Abuelita and Esperanza stitched in. Mama is very pale, so Esperanza is hoping that the love and wishes from her and Abuelita will help Mama get better and bring color to her cheeks.</i></p>

Abuelita's blanket is woven throughout the story. What themes does this metaphor convey? Underline the best answers:

- a. When you are worried, learn how to crochet.
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- d. Blankets can keep you warm and make you feel better.

Metaphors in Esperanza Rising Anchor Chart
(Example, for Teacher Reference)

RL.5.1, L.5.5a

Chapter and Page(s)	Metaphor	What does it mean?
Las Almendras, page 124	“Now if they bloomed she could drink the memories of the roses that had known Papa.”	She could make the rosehip tea and think of her papa, who planted the roses as she drank it.
Las Almendras, page 132	When holding up a kitten, Marta says, “This is what we are.”	They are like kittens because they are treated as though they are small and meek, and they are afraid to speak up for what they believe in.
Las Uvas, page 14	Esperanza, in this way my love and good wishes will be in the blanket forever.”	Abuelita stitched her hair into the blanket, so a part of her will always be in the blanket
Las Uvas, page 14	“Do not be afraid to start over.”	Abuelita is using starting over with crochet as a life lesson. She is talking not only about starting over with the blanket, but also about starting over in life.
Los Higos, page 51	“Look at the zigzag of the blanket. Mountains and valleys. Right now you are in the bottom of the valley and your problems loom big around you. But soon, you will be at the top of a mountain again.”	At the moment, Esperanza has a lot of problems that may seem like mountains to climb, but at some point she will work through the problems, and climb the mountain, to be at the top with few worries and problems.

<p>Las Papas, pages 177–178</p>	<p>“Esperanza tucked the blanket around her, hoping that the color from the blanket would slowly seep into Mama’s cheeks.”</p>	<p>The blanket has hair, which means love and wishes, from both Abuelita and Esperanza stitched in. Mama is very pale, so Esperanza is hoping that the love and wishes from her and Abuelita will help Mama get better and bring color to her cheeks.</p>
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Esperanza Rising: Questions about “Las Almendras”

(Example, for Teacher Reference)

RL.5.1, L.5.5a

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

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

Structure of *Esperanza Rising* Anchor Chart

(Example, for Teacher Reference)

RL.5.1, RL.5.5

Key:	
Exposition	Beginning of the story describing how things are before the action begins
Rising action	Series of conflicts and crises in the story that build toward the climax
Climax	The turning point, when something important happens that changes the direction of the story
Falling Action	The action that happens after the climax and starts to guide the story toward the resolution
Resolution	Tying everything together

Chapter	How does the chapter fit into the overall structure of the story? Why?
Pages 1–3	Exposition: Introduces Esperanza and her father and Aguascalientes, Mexico.
Las Uvas Pages 4–22	Rising Action: Esperanza’s father is killed. This means that things are going to change for Esperanza’s family, and we wonder what Esperanza and her mama will do now.
Las Papayas Pages 23–38	Rising Action: Esperanza’s uncle now owns the land their house is on and wants to marry her mama. We know that things are going to continue to change for the family, and we wonder what they will decide to do next.
Los Higos Pages 39–57	Rising Action: Esperanza’s uncles burned their house down, so Esperanza and her mother are going to move to the United States. This means a significant change for the family. We wonder how this will change their lives.
Las Guayabas Pages 58–80	Rising Action: Esperanza and her mama leave secretly for the United States. Already their life is different, and it is only going to change more. We wonder what life will be like for them in the United States.
Los Melones Pages 81–99	Rising Action: Esperanza and her mother cross the border into the United States, where they meet Miguel’s family members, who take them onward. We know that more things are likely to happen to Esperanza and her mother because they have only just arrived in the United States. There hasn’t been a turning point yet.
Las Cebollas Pages 100–121	Rising Action: Esperanza and her mama arrive in the camp. Mama begins work while Esperanza learns how to look after the babies. Things are continuing to get more and more challenging for Esperanza. We wonder when this will change.

Chapter	How does the chapter fit into the overall structure of the story? Why?
Las Almendras Pages 121–138	Rising Action: They all go to the party, where there is trouble when Marta and her friends talk about a strike. Things might change for Esperanza and Mama if the workers do strike because it could affect whether they have work.
Las Ciruelas Pages 139–157	Rising Action: After a big dust storm, Mama becomes very sick with valley fever. Things are continuing to get more challenging for Esperanza as she now has to look after herself and Mama.
Las Papas Pages 158–178	Rising Action: Mama goes to the hospital, and Esperanza begins to work. Things are getting worse for Esperanza. Now she has to worry about paying medical bills all by herself.
Las Aguacates Pages 179–198	Rising Action: Mama gets pneumonia, and Esperanza and Miguel go to the market, taking a detour on the way back to pick up Marta to take her to the strikers' camp. Although she has started to accept her life a little more, things still haven't improved for Esperanza and there is the threat of a strike, which could make things much worse.

How Were the Human Rights of the Characters in *Esperanza Rising* Threatened?
Anchor Chart
 (Example, for Teacher Reference)
 RL.5.1, RI.5.1

Chapter of <i>Esperanza Rising</i>	Description of event and quote from text (<i>Esperanza Rising</i>)	Connections to UDHR (Which articles?)	Who? (Which character(s)?)	How were the character’s human rights threatened?
Las Uvas	On page 12, Mama tells Esperanza, “The wealthy still own most of the land while some of the poor have not even a garden plot.... Some peasants are forced to eat cats.”	Article 25	the poor	On the simplified version, the article is titled “Food and Shelter for All.” If they are forced to eat cats, they do not have “a good life,” as it says they should.
Las Uvas	Papa is killed by bandits who don’t understand that he has given land to many of his workers. On page 22 it says, “When the wagon stopped, Esperanza could see a body in back, completely covered with a blanket.”	Articles 1, 3, and 5	Papa	Esperanza’s father is killed. This threatens the “right to life” in Article 3. It also threatens being “treated in the same way” in Article 1, and “Nobody has any right to hurt us” in Article 5.
Las Papayas	The land is left to Luis rather than Mama. On page 30 it says, “It is not customary to leave land to women and since Luis was the banker on the loan, Sixto left the land to him.”	Article 17	Mama	The land the house is on is left to Luis rather than Mama because she is a woman, but the article says that “everyone has the right to own things.”

Las Papayas	Miguel describes that Esperanza’s uncles would treat his family like animals. On page 36 he says, “But your uncles ... you know their reputation. They would take it all away and treat us like animals.”	Article 23	Miguel and his family	If the family stayed, Esperanza’s uncles would treat them badly. Article 23 says that “every grown-up has the right to do a job, to a fair wage for their work.”
Los Higos	The uncles arranged a fire to burn their house down. On page 43 it says, “They all knew that the uncles had arranged the fire.”	Articles 3 and 17	Mama and Esperanza	The uncles burn the house down, which threatened their lives. Article 3 says, “We all have the right to life.” Article 17 says, “Nobody should take our things from us without a good reason.”
Las Guayabas	On page 79 Miguel explains to Esperanza why the woman is begging. “Have you never noticed?” he said, sounding surprised. “Those with Spanish blood, who have the fairest complexions in the land, are the wealthiest.”	Article 2	the beggar	Article 2 says, “These rights belong to everybody, whatever our differences,” yet Miguel explains that people with Spanish blood have better conditions than others.
Los Melones	People are not allowed to cross the border into the United States. On page 83 it says, “Across the tracks, several groups of people were being prodded onto another train headed back to Mexico. ‘My heart aches for those people. They came all this way just to be sent back.’”	Article 13	people trying to cross the border	Article 13 says, “We all have the right to go where we want in our own country and to travel as we wish.” But those people are not being allowed to travel as they wish.

Las Cebollas	Esperanza and her mother can't have their own cabin because there is no housing for single women. On page 102 Mama says, "Esperanza, they will only give one cabin for each man and his family. There is no housing for single women. This is a family camp so we must have a male head of household to live and work here."	Article 22	Mama and Esperanza	Article 22 says, "We all have the right to affordable housing," but Mama and Esperanza are not being given that right.
Las Almendras	Marta and her friends want to strike because of the living and working conditions. On page 134, Esperanza asks, "They want to strike for better houses?" and Josefina replies, "That and more money for those who pick cotton."	Articles 23 and 25	Marta and her mother and friends	Article 23 says, "Every grown-up has the right to do a job, to a fair wage for their work," but Marta and her friends are not being paid a fair wage. Article 25 says, "We all have the right to a good life," yet from what Marta and Josefina described, they are not having a good life at all because the living and working conditions are bad.
Las Ciruelas	They were given no time off at the weekends because grape picking had to be finished. On page 144 it says, "The grapes had to be finished before the first fall rains and had to be picked rápido, quickly, so now there were no Saturdays or Sundays in the week, just workdays."	Article 24	All of them: Esperanza, Mama, Miguel's family	Article 24 says, "We all have the right to rest from work and to relax," but in this chapter none of the characters are getting rest because of the demands of their work.

Las Papas	Mama is in hospital, and it is costing money with no one to pay the medical bills, and Mama isn't being paid while she is sick. On page 164 it says, "Ever since Mama had first become sick over a month ago, they had no money coming in. The doctor's bills and medicines had used up most of what they'd saved."	Article 25	Mama	Article 25 says that "all people have the right to be cared for," yet no one is paying for her medical bills.
Las Papas	Concerned about Mexican workers being harmed by the people who are striking. On page 171 Marta's aunt said, "There is also some talk about harming Mexicans who continue to work."	Article 3	The Mexican workers	Article 3 says, "We all have the right to life, and to live in freedom and safety," yet the safety of Mexican workers is being threatened.
Los Aguacates	Mexicans and African Americans treated badly because of where they are from and the color of their skin. On pages 187–188 Miguel says, "Americans see us as one big brown group who are only good for manual labor. At this market, no one stares at us or treats us like outsiders or calls us 'dirty greasers.'" On page 188 it also says, "There were special sections at the movie theater for Negroes and Mexicans.	Article 2	Mexicans and African Americans	Article 2 says, "Don't discriminate," but that is exactly what Miguel says Americans are doing.

<p>Los Aguacates</p>	<p>The people in the strikers’ camp have had threats against their safety. On page 193 Marta says, “... a lot of people don’t like the strikers causing trouble. We’ve had threats. The men take turns at the entrance.”</p>	<p>Article 3</p>	<p>The people in the strikers’ camp.</p>	<p>Article 3 says, “We all have the right to life, and to live in freedom and safety,” but the people in the strikers’ camp have had their safety threatened.</p>
<p>Los Aguacates</p>	<p>The conditions in the striker’s camp are poor. On page 193 it says, “Some people lived in tents but others only had burlap bags stretched between poles.”</p>	<p>Article 25</p>	<p>The people at the striker’s camp</p>	<p>Article 25 is titled “Food and Shelter for All,” and it says, “We all have the right to a good life,” which the people in the strikers’ camp are not having because of the conditions they live in.</p>

Making Connections between “Los Aguacates” and the UDHR
RL.5.1, RI.5.1

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Name:
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Date:
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Directions: Refer to *Esperanza Rising* and your simplified version of the UDHR to answer the questions. Remember to quote accurately from the text.

1. Reread pages 186–188. Why do Miguel and Esperanza drive so far to shop at the Japanese market?

2. What connections does Esperanza make between what Miguel said and the stories she has heard from others?

3. Which article(s) of the UDHR does this defy? How? (*defy* means to go against)

Making Connections between “Los Aguacates” and the UDHR

(Example, for Teacher Reference)

RL.5.1, RI.5.1

Directions: Refer to *Esperanza Rising* and your simplified version of the UDHR to answer the questions. Remember to quote accurately from the text.

1. Reread pages 186–188. Why do Miguel and Esperanza drive so far to shop at the Japanese market?

Because Mr. Yakota stocks the things they need and treats the Mexicans like real people, while other market owners are not so kind to them. On page 186, Miguel says to Esperanza, “Some of the other market owners aren’t as kind to Mexicans as Mr. Yakota.” On page 187, Miguel also explains, “Americans see us as one big brown group who are good for only manual labor. At this market, no one stares at us or treats us like outsiders or calls us ‘dirty greasers.’”

2. What connections does Esperanza make between what Miguel said and the stories she has heard from others?

Esperanza has heard from others that “there were special sections at the movie theater for Negroes and Mexicans. In town, parents did not want their children going to the same schools with Mexicans.”

3. Which article(s) of the UDHR does this defy? How? (defy means to go against)

Article 2 of the UDHR says, “Don’t Discriminate,” which means that it doesn’t matter where you are from, what color your skin is, or what language you speak, everyone should be treated the same. According to Miguel, Americans treat people differently according to the color of their skin or where they are from.

Character Reaction Paragraph: Mama

(Example, for Teacher Reference)

RL.5.1, RL.5.3, W.5.2, W.5.4

Sample student response: *In the chapter “Las Ciruelas” in Esperanza Rising, Mama becomes sick after the dust storm. Mama really isn’t feeling well at all. On page 153 it explains how “Mama carefully walked into the cabin as if she were trying to keep her balance and slumped into a chair in the kitchen.” She doesn’t want people to worry about her and is worried about the cost of a doctor. She may also be in denial thinking that if she pretends to be okay, she will feel okay. On page 153 she tells Esperanza that she is fine. She says, “I am fine. Just tired. I’m not used to the work. And I’ve told you doctors are very expensive.”*

Character Reaction Paragraph: Esperanza

(Example, for Teacher Reference)

RL.5.1, RL.5.3, W.5.2, W.5.4

Sample student response: *In the chapter “Las Ciruelas” in Esperanza Rising, Mama becomes sick after the dust storm. Esperanza is very worried about Mama and feels helpless when Mama won’t listen. On page 153 she pleads with her Mama to listen to Hortensia: “Mama, listen to her,” pleaded Esperanza.” Esperanza also becomes very frightened when Mama won’t move. On page 154 it says, “Esperanza felt panic squeezing her and she screamed.”*

Esperanza Rising: Questions about “Las Ciruelas
(Example, for Teacher Reference)

RL.5.1

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

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

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

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

Structure of *Esperanza Rising* Anchor Chart
(Example, for Teacher Reference)
RL.5.1, RL.5.5

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Las Aguacates Pages 179–198	Rising Action: Mama gets pneumonia, and Esperanza and Miguel go to the market, taking a detour on the way back to pick up Marta to take her to the strikers' camp. Although she has started to accept her life a little more, things still haven't improved for Esperanza and there is the threat of a strike, which could make things much worse.
Los Espárragos Pages 199–213	Rising Action: Esperanza and the other workers are put in danger by the strikers, but immigration officials come and take the strikers away to deport them back to Mexico. Things still haven't gotten any better for Esperanza yet.

How Were the Human Rights of the Characters in *Esperanza Rising* Threatened?
Anchor Chart
 (Example, for Teacher Reference)
 RL.5.1, RI.5.1

Chapter of <i>Esperanza Rising</i>	Description of event and quote from text (<i>Esperanza Rising</i>)	Connections to UDHR (Which articles?)	Who? (Which character(s)?)	How were the character's human rights threatened?
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Las Uvas	Papa is killed by bandits who don't understand that he has given land to many of his workers. On page 22 it says, "When the wagon stopped, Esperanza could see a body in back, completely covered with a blanket."	Articles 1, 3, and 5	Papa	Esperanza's father is killed. This threatens the "right to life" in Article 3. It also threatens being "treated in the same way" in Article 1, and "Nobody has any right to hurt us" in Article 5.
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Los Higos	The uncles arranged a fire to burn their house down. On page 43 it says, “They all knew that the uncles had arranged the fire.”	Articles 3 and 17	Mama and Esperanza	The uncles burn the house down, which threatened their lives. Article 3 says, “We all have the right to life.” Article 17 says, “Nobody should take our things from us without a good reason.”
Las Guayabas	On page 79 Miguel explains to Esperanza why the woman is begging. “Have you never noticed?’ he said, sounding surprised. “Those with Spanish blood, who have the fairest complexions in the land, are the wealthiest.”	Article 2	the beggar	Article 2 says, “These rights belong to everybody, whatever our differences,” yet Miguel explains that people with Spanish blood have better conditions than others.
Los Melones	People are not allowed to cross the border into the United States. On page 83 it says, “Across the tracks, several groups of people were being prodded onto another train headed back to Mexico. ‘My heart aches for those people. They came all this way just to be sent back.’”	Article 13	people trying to cross the border	Article 13 says, “We all have the right to go where we want in our own country and to travel as we wish.” But those people are not being allowed to travel as they wish.

Las Cebollas	Esperanza and her mother can't have their own cabin because there is no housing for single women. On page 102 Mama says, "Esperanza, they will only give one cabin for each man and his family. There is no housing for single women. This is a family camp so we must have a male head of household to live and work here."	Article 22	Mama and Esperanza	Article 22 says, "We all have the right to affordable housing," but Mama and Esperanza are not being given that right.
Las Almendras	Marta and her friends want to strike because of the living and working conditions. On page 134, Esperanza asks, "They want to strike for better houses?" and Josefina replies, "That and more money for those who pick cotton."	Articles 23 and 25	Marta and her mother and friends	Article 23 says, "Every grown-up has the right to do a job, to a fair wage for their work," but Marta and her friends are not being paid a fair wage. Article 25 says, "We all have the right to a good life," yet from what Marta and Josefina described, they are not having a good life at all because the living and working conditions are bad.
Las Ciruelas	They were given no time off at the weekends because grape picking had to be finished. On page 144 it says, "The grapes had to be finished before the first fall rains and had to be picked rápido, quickly, so now there were no Saturdays or Sundays in the week, just workdays."	Article 24	All of them: Esperanza, Mama, Miguel's family	Article 24 says, "We all have the right to rest from work and to relax," but in this chapter none of the characters are getting rest because of the demands of their work.

Las Papas	Mama is in hospital, and it is costing money with no one to pay the medical bills, and Mama isn't being paid while she is sick. On page 164 it says, "Ever since Mama had first become sick over a month ago, they had no money coming in. The doctor's bills and medicines had used up most of what they'd saved."	Article 25	Mama	Article 25 says that "all people have the right to be cared for," yet no one is paying for her medical bills.
Las Papas	Concerned about Mexican workers being harmed by the people who are striking. On page 171 Marta's aunt said, "There is also some talk about harming Mexicans who continue to work."	Article 3	The Mexican workers	Article 3 says, "We all have the right to life, and to live in freedom and safety," yet the safety of Mexican workers is being threatened.
Los Aguacates	Mexicans and African Americans treated badly because of where they are from and the color of their skin. On pages 187–188 Miguel says, "Americans see us as one big brown group who are only good for manual labor. At this market, no one stares at us or treats us like outsiders or calls us 'dirty greasers.'" On page 188 it also says, "There were special sections at the movie theater for Negroes and Mexicans."	Article 2	Mexicans and African Americans	Article 2 says, "Don't discriminate," but that is exactly what Miguel says Americans are doing.

<p>Los Aguacates</p>	<p>The people in the strikers' camp have had threats against their safety. On page 193 Marta says, "... a lot of people don't like the strikers causing trouble. We've had threats. The men take turns at the entrance."</p>	<p>Article 3</p>	<p>The people in the strikers' camp.</p>	<p>Article 3 says, "We all have the right to life, and to live in freedom and safety," but the people in the strikers' camp have had their safety threatened.</p>
<p>Los Aguacates</p>	<p>The conditions in the striker's camp are poor. On page 193 it says, "Some people lived in tents but others only had burlap bags stretched between poles."</p>	<p>Article 25</p>	<p>The people at the striker's camp</p>	<p>Article 25 is titled "Food and Shelter for All," and it says, "We all have the right to a good life," which the people in the strikers' camp are not having because of the conditions they live in.</p>
<p>Los Espárragos</p>	<p>The strikers do things to the workers that put them in danger. On page 199 it says, "The company had sent a man with a gun to ride on the truck with them, for protection they said," and on page 202 it says, "They found razor blades and shards of glass in the field bins."</p>	<p>Article 3</p>	<p>Esperanza and the farm workers</p>	<p>Article 3 says, "We all have the right to life, and to live in freedom and safety," but Esperanza and the farm workers have had their safety threatened by the strikers.</p>

<p>Los Espárragos</p>	<p>The immigration officials ignored where the strikers were from and loaded them onto a bus to send them to Mexico, even if they weren't born there because of what they believed. On page 206 it says, "Americana! Americana!" yelled one woman and began to unfold some papers. One of the officials took the papers from her and tore them into pieces." When questioned about why citizens are being sent to Mexico, Josefina tells Esperanza on page 206, "It doesn't matter. They are causing problems for the government."</p>	<p>Articles 15 and 19</p>	<p>The citizens being sent to Mexico</p>	<p>Article 15 says, "We all have the right to belong to a country," but the immigration officials are taking away that right by sending American citizens to Mexico. Article 19 says, "We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people," but the workers were punished for this.</p>
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Character Reaction Note-catcher: “Los Espárragos”
RL.5.1, RL.5.3

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Name:
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Date:
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How do characters react to events/situations in *Esperanza Rising*?

Chapter:	Event/Situation:	Pages:
Los Espárragos	The immigration sweep	204–211
Description:		
Character	What does the character think/feel?	How do you know? What are his/her actions? How does the character interact with others? (quote accurately from the text)
Esperanza Read from the top of 205 to the bottom of 211		
Josefina Read from the top of 206 to the bottom of 207		
Marta Read pages 208 and 209		

1. How are Esperanza's and Josefina's reactions to this situation similar? Underline the best answer.
 - a. They are both very worried about being taken away and sent back to Mexico.
 - b. They are both relieved the strikers were taken away so they won't be in danger anymore.
 - c. They are both sad for the people taken away and their families.
 - d. They both wish they had been taken away because they want to go back to Mexico.

2. How are Esperanza's and Josefina's reactions to this situation different? Underline the best answer.
 - a. Esperanza is very calm and seems to have a good understanding of the situation, while Hortensia is very upset and needs reassurance.
 - b. Esperanza is sad for the people and their families, while Josefina is glad that they won't bother them anymore.
 - c. Josefina wants to go home immediately to check on her family, while Esperanza wants to stay in the shed to work.
 - d. Esperanza is afraid and doesn't understand, while Josefina seems to have a good understanding of the situation.

Character Reaction Note-catcher: “Los Espárragos”

(Example, for Teacher Reference)

RL.5.1, RL.5.3

How do characters react to events/situations in *Esperanza Rising*?

Chapter:	Event/Situation:	Pages:
Los Espárragos	The immigration sweep	204–211
Description: <i>After causing problems for the workers, immigration officials and the police come in and take the strikers away.</i>		
Character	What does the character think/feel?	How do you know? What are his/her actions? How does the character interact with others? (quote accurately from the text)
Esperanza Read from the top of 205 to the bottom of 211	<ul style="list-style-type: none"> • <i>Afraid that she will be taken away without Mama</i> • <i>Relieved when she realized she was out of danger, but concerned for the people who were taken away and their families. Pages 207–208: “She was relieved, but still imagined the anguish of the strikers.” Page 211: “Some of those people did not deserve their fate today. How was it that the United States could send people to Mexico who had never even lived there?”</i> • <i>Esperanza felt sorry for Marta and wanted to help her despite the risk. Page 211: “She couldn’t stop thinking about Marta. It didn’t matter if Esperanza agreed with her cause or not.”</i> 	<ul style="list-style-type: none"> • <i>Page 205: When she sees the immigration officials and police, she wanted comfort from Hortensia: “her fingers desperately clenched Hortensia’s arm. “I cannot leave Mama.’ Hortensia heard the panic in her voice.”</i> • <i>Shows concern for the people when she asks Hortensia questions about what will happen to them</i> • <i>Page 209: Shows sympathy for Marta when she helps her: “She handed the apron and the asparagus to Marta. ‘When you leave, put on the apron and carry the asparagus so you’ll look like a worker, just in case anyone stops you.”</i>

<p>Josefina Read from the top of 206 to the bottom of 207</p>	<ul style="list-style-type: none"> • <i>Experienced this before or at least knows something of it</i> • <i>Feels bad for the people who are taken away by bus and doesn't agree with the way they are treated.</i> 	<ul style="list-style-type: none"> • <i>Page 206-207: Knows the answers to all of Esperanza's questions</i> • <i>Page 207: She says to Esperanza, "It is sad. They leave the buses parked at the station until late at night with those they captured on board. Families don't want to be separated from their loved ones and usually go with them. That is the idea. They call it voluntary deportation. But it is not much of a choice."</i>
<p>Marta Read pages 208 and 209</p>	<ul style="list-style-type: none"> • <i>Afraid that she will be caught because she needs to take care of her mother</i> • <i>Grateful to Esperanza for her help</i> 	<ul style="list-style-type: none"> • <i>Page 208: Marta is "huddled in a corner, holding her finger to her lips, her eyes begging for help," which shows her fear of being caught.</i> • <i>Page 208: She says to Esperanza, "Don't tell. I can't get caught. I must take care of my mother." When Esperanza helps her, she says, "I'm sorry I misjudged you."</i>

- How are the character reactions to this situation similar? Underline the best answer.
 - They are both very worried about being taken away and sent back to Mexico.
 - They are both relieved the strikers were taken away so they won't be in danger anymore.
 - They are both sad for the people taken away and their families.*
 - They both wish they had been taken away because they want to go back to Mexico.

- How are the character reactions to this situation different? Underline the best answer.
 - Esperanza is very calm and seems to have a good understanding of the situation, while Hortensia is very upset and needs reassurance.
 - Esperanza is sad for the people and their families, while Josefina is glad that they won't bother them anymore.
 - Josefina wants to go home immediately to check on her family, while Esperanza wants to stay in the shed to work.
 - Esperanza is afraid and doesn't understand, while Josefina seems to have a good understanding of the situation.*

Character Reaction Paragraph: Marta

(Example, for Teacher Reference)

RL.5.1, RL.5.3

In the chapter “Los Espárragos” in *Esperanza Rising*, after causing problems for the workers, immigration officials and the police come in and take the strikers away. Marta manages to hide and not get taken away with the others, and Esperanza finds her hiding and helps her. Marta is afraid that she will be caught because she needs to take care of her mother. On page 208, the text describes how Marta is “huddled in a corner, holding her finger to her lips, her eyes begging for help,” which shows her fear of being caught. She is grateful to Esperanza for her help. She says to Esperanza, “Don’t tell. I can’t get caught. I must take care of my mother.” When Esperanza helps her, she says, “I’m sorry I misjudged you.”

Esperanza Rising: Questions about “Las Papas”

(Example, for Teacher Reference)

RL.5.1

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

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

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

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

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

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

Structure of *Esperanza Rising* Anchor Chart
 (Example, for Teacher Reference)
 RL.5.1, RL.5.5

Key:	
Exposition	Beginning of the story describing how things are before the action begins
Rising action	Series of conflicts and crises in the story that build toward the climax
Climax	The turning point, when something important happens that changes the direction of the story
Falling Action	The action that happens after the climax and starts to guide the story toward the resolution
Resolution	Tying everything together

Chapter	How does the chapter fit into the overall structure of the story? Why?
Pages 1–3	Exposition: Introduces Esperanza and her father and Aguascalientes, Mexico.
Las Uvas Pages 4–22	Rising Action: Esperanza’s father is killed. This means that things are going to change for Esperanza’s family, and we wonder what Esperanza and her mama will do now.
Las Papayas Pages 23–38	Rising Action: Esperanza’s uncle now owns the land their house is on and wants to marry her mama. We know that things are going to continue to change for the family, and we wonder what they will decide to do next.
Los Higos Pages 39–57	Rising Action: Esperanza’s uncles burned their house down, so Esperanza and her mother are going to move to the United States. This means a significant change for the family. We wonder how this will change their lives.
Las Guayabas Pages 58–80	Rising Action: Esperanza and her mama leave secretly for the United States. Already their life is different, and it is only going to change more. We wonder what life will be like for them in the United States.
Los Melones Pages 81–99	Rising Action: Esperanza and her mother cross the border into the United States, where they meet Miguel’s family members, who take them onward. We know that more things are likely to happen to Esperanza and her mother because they have only just arrived in the United States. There hasn’t been a turning point yet.
Las Cebollas Pages 100–121	Rising Action: Esperanza and her mama arrive in the camp. Mama begins work while Esperanza learns how to look after the babies. Things are continuing to get more and more challenging for Esperanza. We wonder when this will change.

Chapter	How does the chapter fit into the overall structure of the story? Why?
Las Almendras Pages 121–138	Rising Action: They all go to the party, where there is trouble when Marta and her friends talk about a strike. Things might change for Esperanza and Mama if the workers do strike because it could affect whether they have work.
Las Ciruelas Pages 139–157	Rising Action: After a big dust storm, Mama becomes very sick with valley fever. Things are continuing to get more challenging for Esperanza as she now has to look after herself and Mama.
Las Papas Pages 158–178	Rising Action: Mama goes to the hospital, and Esperanza begins to work. Things are getting worse for Esperanza. Now she has to worry about paying medical bills all by herself.
Las Aguacates Pages 179–198	Rising Action: Mama gets pneumonia, and Esperanza and Miguel go to the market, taking a detour on the way back to pick up Marta to take her to the strikers' camp. Although she has started to accept her life a little more, things still haven't improved for Esperanza and there is the threat of a strike, which could make things much worse.
Los Espárragos Pages 199–213	Rising Action: Esperanza and the other workers are put in danger by the strikers, but immigration officials come and take the strikers away to deport them back to Mexico. Things still haven't gotten any better for Esperanza yet.
Los Duraznos Pages 214–233	Rising Action: Isabel wants to be Queen of the May, but she doesn't get chosen because she is Mexican, and Miguel loses his job working on the engines and has to dig ditches because he is Mexican. Mama comes home from the hospital, and Miguel runs away with Esperanza's money. Things are starting to look better for Esperanza, but there still hasn't been an event that really turns it around.

How Were the Human Rights of the Characters in *Esperanza Rising* Threatened?
Anchor Chart

(Example, for Teacher Reference)

RL.5.1, RI.5.1

Chapter of <i>Esperanza Rising</i>	Description of event and quote from text (<i>Esperanza Rising</i>)	Connections to UDHR (Which articles?)	Who? (Which character(s)?)	How were the character's human rights threatened?
Las Uvas	On page 12, Mama tells Esperanza, "The wealthy still own most of the land while some of the poor have not even a garden plot... Some peasants are forced to eat cats."	Article 25	the poor	On the simplified version, the article is titled "Food and Shelter for All." If they are forced to eat cats, they do not have "a good life," as it says they should.
Las Uvas	Papa is killed by bandits who don't understand that he has given land to many of his workers. On page 22 it says, "When the wagon stopped, Esperanza could see a body in back, completely covered with a blanket."	Articles 1, 3, and 5	Papa	Esperanza's father is killed. This threatens the "right to life" in Article 3. It also threatens being "treated in the same way" in Article 1, and "Nobody has any right to hurt us" in Article 5.
Las Papayas	The land is left to Luis rather than Mama. On page 30 it says, "It is not customary to leave land to women and since Luis was the banker on the loan, Sixto left the land to him."	Article 17	Mama	The land the house is on is left to Luis rather than Mama because she is a woman, but the article says that "everyone has the right to own things."

Las Papayas	Miguel describes that Esperanza’s uncles would treat his family like animals. On page 36 he says, “But your uncles ... you know their reputation. They would take it all away and treat us like animals.”	Article 23	Miguel and his family	If the family stayed, Esperanza’s uncles would treat them badly. Article 23 says that “every grown-up has the right to do a job, to a fair wage for their work.”
Los Higos	The uncles arranged a fire to burn their house down. On page 43 it says, “They all knew that the uncles had arranged the fire.”	Articles 3 and 17	Mama and Esperanza	The uncles burn the house down, which threatened their lives. Article 3 says, “We all have the right to life.” Article 17 says, “Nobody should take our things from us without a good reason.”
Las Guayabas	On page 79 Miguel explains to Esperanza why the woman is begging. “‘Have you never noticed?’ he said, sounding surprised. ‘Those with Spanish blood, who have the fairest complexions in the land, are the wealthiest.’”	Article 2	the beggar	Article 2 says, “These rights belong to everybody, whatever our differences,” yet Miguel explains that people with Spanish blood have better conditions than others.
Los Melones	People are not allowed to cross the border into the United States. On page 83 it says, “Across the tracks, several groups of people were being prodded onto another train headed back to Mexico. ‘My heart aches for those people. They came all this way just to be sent back.’”	Article 13	people trying to cross the border	Article 13 says, “We all have the right to go where we want in our own country and to travel as we wish.” But those people are not being allowed to travel as they wish.

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Las Almendras	Marta and her friends want to strike because of the living and working conditions. On page 134, Esperanza asks, "They want to strike for better houses?" and Josefina replies, "That and more money for those who pick cotton."	Articles 23 and 25	Marta and her mother and friends	Article 23 says, "Every grown-up has the right to do a job, to a fair wage for their work," but Marta and her friends are not being paid a fair wage. Article 25 says, "We all have the right to a good life," yet from what Marta and Josefina described, they are not having a good life at all because the living and working conditions are bad.
Las Ciruelas	They were given no time off at the weekends because grape picking had to be finished. On page 144 it says, "The grapes had to be finished before the first fall rains and had to be picked rápido, quickly, so now there were no Saturdays or Sundays in the week, just workdays."	Article 24	All of them: Esperanza, Mama, Miguel's family	Article 24 says, "We all have the right to rest from work and to relax," but in this chapter none of the characters are getting rest because of the demands of their work.

Las Papas	Mama is in hospital, and it is costing money with no one to pay the medical bills, and Mama isn't being paid while she is sick. On page 164 it says, "Ever since Mama had first become sick over a month ago, they had no money coming in. The doctor's bills and medicines had used up most of what they'd saved."	Article 25	Mama	Article 25 says that "all people have the right to be cared for," yet no one is paying for her medical bills.
Las Papas	Concerned about Mexican workers being harmed by the people who are striking. On page 171 Marta's aunt said, "There is also some talk about harming Mexicans who continue to work."	Article 3	The Mexican workers	Article 3 says, "We all have the right to life, and to live in freedom and safety," yet the safety of Mexican workers is being threatened.
Los Aguacates	Mexicans and African Americans treated badly because of where they are from and the color of their skin. On pages 187–188 Miguel says, "Americans see us as one big brown group who are only good for manual labor. At this market, no one stares at us or treats us like outsiders or calls us 'dirty greasers.'" On page 188 it also says, "There were special sections at the movie theater for Negroes and Mexicans."	Article 2	Mexicans and African Americans	Article 2 says, "Don't discriminate," but that is exactly what Miguel says Americans are doing.

<p>Los Aguacates</p>	<p>The people in the strikers' camp have had threats against their safety. On page 193 Marta says, "... a lot of people don't like the strikers causing trouble. We've had threats. The men take turns at the entrance."</p>	<p>Article 3</p>	<p>The people in the strikers' camp.</p>	<p>Article 3 says, "We all have the right to life, and to live in freedom and safety," but the people in the strikers' camp have had their safety threatened.</p>
<p>Los Aguacates</p>	<p>The conditions in the striker's camp are poor. On page 193 it says, "Some people lived in tents but others only had burlap bags stretched between poles."</p>	<p>Article 25</p>	<p>The people at the striker's camp</p>	<p>Article 25 is titled "Food and Shelter for All," and it says, "We all have the right to a good life," which the people in the strikers' camp are not having because of the conditions they live in.</p>
<p>Los Espárragos</p>	<p>The strikers do things to the workers that put them in danger. On page 199 it says, "The company had sent a man with a gun to ride on the truck with them, for protection they said," and on page 202 it says, "They found razor blades and shards of glass in the field bins."</p>	<p>Article 3</p>	<p>Esperanza and the farm workers</p>	<p>Article 3 says, "We all have the right to life, and to live in freedom and safety," but Esperanza and the farm workers have had their safety threatened by the strikers.</p>

<p>Los Espárragos</p>	<p>The immigration officials ignored where the strikers were from and loaded them onto a bus to send them to Mexico, even if they weren't born there because of what they believed. On page 206 it says, "Americana! Americana!" yelled one woman and began to unfold some papers. One of the officials took the papers from her and tore them into pieces." When questioned about why citizens are being sent to Mexico, Josefina tells Esperanza on page 206, "It doesn't matter. They are causing problems for the government."</p>	<p>Articles 15 and 19</p>	<p>The citizens being sent to Mexico</p>	<p>Article 15 says, "We all have the right to belong to a country," but the immigration officials are taking away that right by sending American citizens to Mexico. Article 19 says, "We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people," but the workers were punished for this.</p>
<p>Los Duraznos</p>	<p>On pages 217–218, Isabel explains that the people from Oklahoma get "inside toilets and hot water! And a swimming pool!" while the workers from other countries don't. Also, Hortensia explained that they are restricted in how often they can swim in the pool: "The Mexicans can only swim on Friday afternoons, before they clean the pool on Saturday mornings," as though they are dirtier than the others.</p>	<p>Article 2</p>	<p>Mexican workers</p>	<p>Article 2 says, "Don't discriminate," yet the people from Oklahoma get better facilities than the Mexican workers, and the Mexican workers are treated as though they are dirty, which is also discrimination.</p>

Los Duraznos	Miguel is forced to dig ditches while his job was given to someone without any experience. On page 219 Miguel says, “Some of them have never even worked on a motor before. My boss said that he didn’t need me. That they were going to train the new men. He said I could dig ditches or lay tracks if I wanted.”	Article 2	Miguel	Article 2 says “Don’t discriminate,” yet Miguel’s boss discriminated against him by giving the men from Oklahoma his job working on the motors.
Los Duraznos	Despite having the best grades, Isabel is not chosen to be Queen of the May because she is Mexican. On page 216 Josefina explains, “They always find a way to choose a blonde, blue-eyed queen.”	Article 2	Isabel	Article 2 says, “Don’t discriminate,” yet that is exactly what the teacher did by choosing another girl to be Queen of the May, even though Isabel had the best grades.
Los Duraznos	Esperanza’s money orders have been stolen. On page 233 it says, “It was empty. The money orders were gone.”	Article 17	Esperanza	Article 17 says, “Nobody should take our things from us without a good reason.”

Character Reaction Note-catcher: “Los Duraznos”
 RL.5.1, RL.5.3

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Name:

Date:

How do characters react to events/situations in *Esperanza Rising*?

Chapter:	Event/Situation:	Pages:
Los Duraznos	Miguel losing his job and having to dig ditches	219–223

Description:

Character	What does the character think/feel?	How do you know? What are his/her actions? How does the character interact with others? (quote accurately from the text)

1. How are the character reactions to this situation similar? Underline the best answer.
 - a. They are both unhappy that Miguel has lost his job.
 - b. They are both hopeful for the future.
 - c. They both feel like they are on the same side of the river.
 - d. They both feel like life is much better in the United States than it was in Mexico.

2. How are the character reactions to this situation different? Underline the best answer.
 - a. Miguel is angry, while Esperanza is calm and tries to help him understand.
 - b. Miguel feels as though they are both on the same side of the river, while Esperanza doesn't.
 - c. Esperanza is angry, while Miguel is calmer and tries to help her understand.
 - d. Miguel wants to go back to Mexico because things were better there, but Esperanza doesn't.

Character Reaction Note-catcher: “Los Durazos”
 (Example, for Teacher Reference)
 RL.5.1, RL.5.3

How do characters react to events/situations in *Esperanza Rising*?

Chapter:	Event/Situation:	Pages:
Los Durazos	Miguel losing his job and having to dig ditches	219–223
Description: <i>Miguel loses his job working with the motors because his boss gave it to some men from Oklahoma who will do the job for less money. As a result, he is forced to dig ditches to earn money.</i>		
Character	What does the character think/feel?	How do you know? What are his/her actions? How does the character interact with others? (quote accurately from the text)
Esperanza	<ul style="list-style-type: none"> • <i>Angry that Miguel lost his job. P220, “A temper Esperanza did not recognize raged to the surface. Then, like the irrigation pipes in the fields when the water is first turned on, her anger burst forth.”</i> • <i>Thinks the discrimination is very unfair</i> 	<ul style="list-style-type: none"> • <i>Page 220: Threw the dough she was holding in her hand against the wall, and the text describes how she “stamped out of the cabin, slamming the door.”</i> • <i>Page 221: “You cannot work on engines because you are Mexican.”</i>
Miguel	<ul style="list-style-type: none"> • <i>Upset</i> • <i>Resigned to the fact that he had no choice, and that everyone is trying to feed their families.</i> • <i>Hopeful</i> 	<ul style="list-style-type: none"> • <i>Page 219: Upset. “Can you not tell from my clothes? I dug ditches.’ His voice was sharp.”</i> • <i>Page 219: Anger. “Miguel raised his voice.”</i> • <i>Pages 219–220: Resignation. “What would you have me do instead? I could have walked out. But I would have no pay for today. Those men from Oklahoma have families, too. We must all work at something or we will starve.”</i> • <i>Page 223: Hope. “Maybe I must be more determined than others to succeed, but I know that it will happen.”</i>

1. How are the character reactions to this situation similar? Underline the best answer.
 - a. *They are both unhappy that Miguel has lost his job.*
 - b. They are both hopeful for the future.
 - c. They both feel like they are on the same side of the river.
 - d. They both feel like life is much better in the United States than it was in Mexico.

2. How are the character reactions to this situation different? Underline the best answer.
 - a. Miguel is angry, while Esperanza is calm and tries to help him understand.
 - b. Miguel feels as though they are both on the same side of the river, while Esperanza doesn't.
 - c. *Esperanza is angry, while Miguel is calmer and tries to help her understand.*
 - d. Miguel wants to go back to Mexico because things were better there, but Esperanza doesn't.

Character Reaction Paragraph: Miguel

(Example, for Teacher Reference)

RL.5.1, RL.5.3

In the chapter “Los Duraznos” in *Esperanza Rising*, Miguel loses his job working with the motors because his boss gave it to some men from Oklahoma who will do the job for less money. As a result, he is forced to dig ditches to earn money. Miguel is upset that he lost his job to the people from Oklahoma and that he had to dig ditches. He shows he is upset when he speaks sharply about his dirty clothes. On page 219 it says, “‘Can you not tell from my clothes? I dug ditches.’ His voice was sharp.” He also shows his anger by raising his voice. At the bottom of page 219 it says, “Miguel raised his voice.” Miguel is also resigned to the fact that he had no choice, and that everyone is trying to feed their families. On pages 219–220 he says, “What would you have me do instead? I could have walked out. But I would have no pay for today. Those men from Oklahoma have families, too. We must all work at something or we will starve.” Despite being upset, he shows resilience when he expresses hope that he will succeed in life in America. On page 223 he says to Esperanza, “Maybe I must be more determined than others to succeed, but I know that it will happen.”

Character Reaction Paragraph: Esperanza
(Example, for Teacher Reference)

RL.5.1, RL.5.3, W.5.2, W.5.4, W.5.9, W.5.9a

In the chapter “Los Duraznos” in *Esperanza Rising*, Miguel loses his job working with the motors because his boss gave it to some men from Oklahoma who will do the job for less money. As a result, he is forced to dig ditches to earn money. Esperanza is very angry that Miguel lost his job. On page 220 it says, “A temper Esperanza did not recognize raged to the surface. Then, like the irrigation pipes in the fields when the water is first turned on, her anger burst forth.” She showed her anger when she threw the dough she was holding in her hand against the wall on page 220, and the text describes how she “stamped out of the cabin, slamming the door.” She thinks the discrimination is very unfair, and on page 221 she says to Miguel, “You cannot work on engines because you are Mexican.”

Peer Critique Anchor Chart
(Example, for Teacher Reference)

W.4.5

Criteria	What does this mean?	What does it look like?	What does it sound like?
Be kind	Always treat others with dignity and respect.	<ul style="list-style-type: none"> Listening carefully 	<ul style="list-style-type: none"> “I like the way you have ... because it meets these criteria.”
Be specific	Focus on particular strengths and weaknesses.	<ul style="list-style-type: none"> Identifying the parts that you think were done well using the criteria Identifying the parts that you think could be improved using the criteria 	<ul style="list-style-type: none"> “This part meets these criteria by ...” “Have you thought about adding/revising ... in order to...?” “I can’t see evidence of this criteria in your work. Where do you think you could revise to show evidence of this criteria?”
Be helpful	Positively contribute to the individual or the group.	<ul style="list-style-type: none"> Helping a peer identify where he or she can improve 	<ul style="list-style-type: none"> “Perhaps you could revise this ... in order to...?”
Participate	Peer critique is a process to support one another, and your feedback is valued!	<ul style="list-style-type: none"> Listening carefully Providing feedback as well as receiving it 	<ul style="list-style-type: none"> “Would you read it to me again?” “Can I help you improve your work?”

Directions for Peer Critique

1. Partners swap paragraphs with your partner.
2. Read the paragraph once. If you need help reading it, ask your partner to read it aloud.
3. Review the criteria on the Character Reaction Paragraph anchor chart.
4. Identify one star (one thing your partner did well).
5. Record your star on a sticky note.
 - For example, “I can see that you briefly described the event.”
6. Identify one step (one thing your partner could improve on).
7. Record your step on a different colored sticky note.
 - For example, “Could you find a quote from the text to support this claim?”
8. Explain your feedback. Partner B first, then partner A.
9. Ask your partner clarifying questions if you don’t understand.
10. Revise your work. You do not have to revise it if you don’t agree with the feedback.

Character Reaction Paragraph: Esperanza
 (Example, for Teacher Reference)
 RL.5.1, RL.5.3, W.5.2, W.5.4, W.5.9, W.5.9a

In the chapter “Los Espárragos” in *Esperanza Rising*, after causing problems for the workers, immigration officials and the police come in and take the strikers away. At first Esperanza is afraid that she will be taken away and that she and Mama will be separated. On page 205, when she first sees the immigration officials and police, she is afraid and wants comfort from Hortensia: “her fingers desperately clenched Hortensia’s arm. ‘I cannot leave Mama.’ Hortensia heard the panic in her voice.” When she realizes that she is not going to be taken away, she is relieved but also concerned for those who will be. On pages 207–208 it says, “She was relieved, but still imagined the anguish of the strikers.” She felt sorry for Marta and wanted to help her despite the risk. On page 209 it says, “She handed the apron and the asparagus to Marta. ‘When you leave, put on the apron and carry the asparagus so you’ll look like a worker, just in case anyone stops you.’”

Character Reaction Paragraph: Josefina
(Example, for Teacher Reference)
RL.5.1, RL.5.3, W.5.2, W.5.4, W.5.9, W.5.9a

In the chapter “Los Espárragos” in *Esperanza Rising*, after causing problems for the workers, immigration officials and the police come in and take the strikers away. Josefina seems to have experienced this before, or at least knows something about the experience, because she is able to answer all of Esperanza’s questions. She feels bad for the people who are taken away. On page 207 she says to Esperanza, “It is sad. They leave the buses parked at the station until late at night with those they captured on board. Families don’t want to be separated from their loved ones and usually go with them. That is the idea. They call it voluntary deportation. But it is not much of a choice.”

Esperanza Rising: Questions about “Los Espárragos”

(Example, for Teacher Reference)

RL.5.1, RL.5.3, W.5.2, W.5.4, W.5.9, W.5.9a

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

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

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

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

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

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

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

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

Structure of *Esperanza Rising* Anchor Chart
(Example, For Teacher Reference)

RL.5.1, RL.5.5

Key:	
Exposition	Beginning of the story describing how things are before the action begins
Rising action	Series of conflicts and crises in the story that build toward the climax
Climax	The turning point, when something important happens that changes the direction of the story
Falling Action	The action that happens after the climax and starts to guide the story toward the resolution
Resolution	Tying everything together

Chapter	How does the chapter fit into the overall structure of the story? Why?
Pages 1–3	Exposition: Introduces Esperanza and her father and Aguascalientes, Mexico.
Las Uvas Pages 4–22	Rising Action: Esperanza’s father is killed. This means that things are going to change for Esperanza’s family, and we wonder what Esperanza and her mama will do now.
Las Papayas Pages 23–38	Rising Action: Esperanza’s uncle now owns the land their house is on and wants to marry her mama. We know that things are going to continue to change for the family, and we wonder what they will decide to do next.
Los Higos Pages 39–57	Rising Action: Esperanza’s uncles burned their house down, so Esperanza and her mother are going to move to the United States. This means a significant change for the family. We wonder how this will change their lives.
Las Guayabas Pages 58–80	Rising Action: Esperanza and her mama leave secretly for the United States. Already their life is different, and it is only going to change more. We wonder what life will be like for them in the United States.
Los Melones Pages 81–99	Rising Action: Esperanza and her mother cross the border into the United States, where they meet Miguel’s family members, who take them onward. We know that more things are likely to happen to Esperanza and her mother because they have only just arrived in the United States. There hasn’t been a turning point yet.
Las Cebollas Pages 100–121	Rising Action: Esperanza and her mama arrive in the camp. Mama begins work while Esperanza learns how to look after the babies. Things are continuing to get more and more challenging for Esperanza. We wonder when this will change.

Chapter	How does the chapter fit into the overall structure of the story? Why?
Las Almendras Pages 121–138	Rising Action: They all go to the party, where there is trouble when Marta and her friends talk about a strike. Things might change for Esperanza and Mama if the workers do strike because it could affect whether they have work.
Las Ciruelas Pages 139–157	Rising Action: After a big dust storm, Mama becomes very sick with valley fever. Things are continuing to get more challenging for Esperanza as she now has to look after herself and Mama.
Las Papas Pages 158–178	Rising Action: Mama goes to the hospital, and Esperanza begins to work. Things are getting worse for Esperanza. Now she has to worry about paying medical bills all by herself.
Las Aguacates Pages 179–198	Rising Action: Mama gets pneumonia, and Esperanza and Miguel go to the market, taking a detour on the way back to pick up Marta to take her to the strikers' camp. Although she has started to accept her life a little more, things still haven't improved for Esperanza and there is the threat of a strike, which could make things much worse.
Los Espárragos Pages 199–213	Rising Action: Esperanza and the other workers are put in danger by the strikers, but immigration officials come and take the strikers away to deport them back to Mexico. Things still haven't gotten any better for Esperanza yet.
Los Duraznos Pages 214–233	Rising Action: Isabel wants to be Queen of the May, but she doesn't get chosen because she is Mexican, and Miguel loses his job working on the engines and has to dig ditches because he is Mexican. Mama comes home from the hospital, and Miguel runs away with Esperanza's money. Things are starting to look better for Esperanza, but there still hasn't been an event that really turns it around.
Las Uvas Pages 234–253	<p>Climax: The turning point comes when Abuelita arrives because it makes Esperanza and Mama happy.</p> <p>Falling action: The falling action is when Abuelita tells her story and the day before Esperanza's birthday when she hears the heartbeat of the earth with Miguel.</p> <p>Resolution: Esperanza's birthday, a full year after the events of her previous birthday, when everyone is back together.</p>

Metaphors Note-catcher: The River

RL.5.1, RL.5.2, L.5.5a

.....
Name:

.....
Date:

Excerpt of text	Metaphor	What does it mean?
<p>Ex. Las Uvas. Pages 17–18 from “Several years ago, when Esperanza ...” to “... never told Miguel about the river.”</p>	<p>“But now that she was a young woman, she understood that Miguel was the housekeeper’s son and she was the ranch owner’s daughter and between them ran a deep river. Esperanza stood on one side and Miguel stood on the other and the river could never be crossed.”</p>	
<p>1. Las Papayas. Pages 36–37 from “My father and I have lost faith ...” to “... different sides of the river.”</p>	<p>“In Mexico we stand on different sides of the river.”</p>	
<p>2. Los Durazos. Pages 223–224 from “Anza, everything will work out ” to “... think you are a queen.”</p>	<p>“Are you standing on the other side of the river? No! You are still a peasant!”</p>	
<p>3. Las Uvas: Pages 249–251 read from “As the sun rose ...” to “... held her heart to the earth.”</p>	<p>“And there, in the middle of the wilderness, was a girl in a blue silk dress and a boy with his hair slicked down, eating mangoes on a stick, carved to look like exotic flowers, sitting on a grassy bank, on the same side of the river.”</p>	

The river metaphor is woven throughout the story. What theme does this metaphor convey?
Underline the best answer:

- a. You have to swim to cross a river.
- b. Rivers move fast, just like life.
- c. Rivers can be very wide, so the banks are a long way apart.
- d. Everyone should be treated equally.

Metaphors Note-catcher: The River

(Example, for Teacher Reference)

RL.5.1, RL.5.2, L.5.5a

Excerpt of text	Metaphor	What does it mean?
Ex. Las Uvas. Pages 17–18 from “Several years ago, when Esperanza ...” to “... never told Miguel about the river.”	“But now that she was a young woman, she understood that Miguel was the housekeeper’s son and she was the ranch owner’s daughter and between them ran a deep river. Esperanza stood on one side and Miguel stood on the other and the river could never be crossed.”	<i>Esperanza and Miguel are not equal because he is the son of a peasant and she is the daughter of a wealthy landowner, and, as a result, their futures look very different, so there is a distance between them and they could never marry.</i>
1. Las Papayas. Pages 36–37 from “My father and I have lost faith ...” to “... different sides of the river.”	“In Mexico we stand on different sides of the river.”	<i>Esperanza and Miguel are not equal because he is the son of a peasant and she is the daughter of a wealthy landowner, and, as a result, their futures look very different, so there is a distance between them and they could never marry.</i>
2. Los Durazos. Pages 223–224 from “Anza, everything will work out” to “... think you are a queen.”	“Are you standing on the other side of the river? No! You are still a peasant!”	<i>Miguel hoped things would be better for him in the United States, but things aren’t any better for him. He is still a peasant.</i>
3. Las Uvas: Pages 249–251 read from “As the sun rose ...” to “... held her heart to the earth.”	“And there, in the middle of the wilderness, was a girl in a blue silk dress and a boy with his hair slicked down, eating mangoes on a stick, carved to look like exotic flowers, sitting on a grassy bank, on the same side of the river.”	<i>Esperanza is now equal to Miguel. She also works hard in the fields and does not have much money.</i>

The river metaphor is woven throughout the story. What theme does this metaphor convey?

Underline the best answer:

- a. You have to swim to cross a river.
- b. Rivers move fast, just like life.
- c. Rivers can be very wide, so the banks are a long way apart.
- d. *Everyone should be treated equally.*

Metaphors in *Esperanza Rising* Anchor Chart

(Example, for Teacher Reference)

RL.5.1, L.5.5a

Chapter and Page(s)	Metaphor	What does it mean?
Las Almendras, page 124	“Now if they bloomed she could drink the memories of the roses that had known Papa.”	She could make the rosehip tea and think of her papa, who planted the roses as she drank it.
Las Almendras, page 132	When holding up a kitten, Marta says, “This is what we are.”	They are like kittens because they are treated as though they are small and meek, and they are afraid to speak up for what they believe in.
Las Uvas, page 14	Esperanza, in this way my love and good wishes will be in the blanket forever.”	Abuelita stitched her hair into the blanket, so a part of her will always be in the blanket
Las Uvas, page 14	“Do not be afraid to start over.”	Abuelita is using starting over with crochet as a life lesson. She is talking not only about starting over with the blanket, but also about starting over in life.
Los Higos, page 51	“Look at the zigzag of the blanket. Mountains and valleys. Right now you are in the bottom of the valley and your problems loom big around you. But soon, you will be at the top of a mountain again.”	At the moment, Esperanza has a lot of problems that may seem like mountains to climb, but at some point she will work through the problems, and climb the mountain, to be at the top with few worries and problems.
Las Papas, pages 177–178	“Esperanza tucked the blanket around her, hoping that the color from the blanket would slowly seep into Mama’s cheeks.”	The blanket has hair, which means love and wishes, from both Abuelita and Esperanza stitched in. Mama is very pale, so Esperanza is hoping that the love and wishes from her and Abuelita will help Mama get better and bring color to her cheeks.

Chapter and Page(s)	Metaphor	What does it mean?
Las Uvas, pages 17–18	“But now she was a young woman, she understood that Miguel was the housekeeper’s son and she was the ranch owner’s daughter and between them ran a deep river. Esperanza stood on one side and Miguel stood on the other and the river could never be crossed.”	Esperanza and Miguel are not equal because he is the son of a peasant and she is the daughter of a wealthy landowner, and, as a result, their futures look very different, so there is a distance between them and they could never marry.
Las Papayas, pages 36–37	“In Mexico we stand on different sides of the river.”	Esperanza and Miguel are not equal because he is the son of a peasant and she is the daughter of a wealthy landowner, and, as a result, their futures look very different, so there is a distance between them and they could never marry.
Los Duraznos, pages 223–224	“Are you standing on the other side of the river? No! You are still a peasant!”	Miguel hoped things would be better for him in the United States, but things aren’t any better for him. He is still a peasant.
Las Uvas, pages 249–251	“And there, in the middle of the wilderness, was a girl in a blue silk dress and a boy with his hair slicked down, eating mangoes on a stick, carved to look like exotic flowers, sitting on a grassy bank, on the same side of the river.”	Esperanza is now equal to Miguel. She also works hard in the fields and does not have much money.

Esperanza Rising: Questions about “Los Durazos”

(Example, for Teacher Reference)

RL.5.1

1. Why is Isabel praying so hard?

Isabel is praying so hard because she wants to be chosen as Queen of the May. She says to Esperanza on page 214, “I might be Queen of the May. In two weeks, on May Day, there is a festival at my school and a dance around a pole with colored ribbons. The teacher will choose the best girl student in the third grade to be Queen. And right now I am the only student who has straight A’s.”

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

Miguel is upset because his job was given to someone who would do the same thing for less money, and he ended up having to dig ditches. He says to Hortensia on page 219, “My boss said that he didn’t need me. They were going to train the new men. He said I could dig ditches or lay tracks if I wanted to.”

Esperanza was angry. It says on page 220 that “A temper Esperanza did not recognize raged to the surface.... She looked at the dough she was holding in her hand and threw it at the wall.”

3. What does Esperanza give Isabel when she hears her news? Why?

She gave her the porcelain doll from her father because she wants to make Isabel feel better after her sad news, and she knows she doesn’t play with it anyway. She says on page 227, “I want you to have something that will last more than a day.... To keep as your own.”

Metaphors in *Esperanza Rising* Anchor Chart

(Example, for Teacher Reference)

RL.5.1, L.5.5a

Chapter and Page(s)	Metaphor	What does it mean?
Las Almendras, page 124	“Now if they bloomed she could drink the memories of the roses that had known Papa.”	She could make the rosehip tea and think of her papa, who planted the roses as she drank it.
Las Almendras, page 132	When holding up a kitten, Marta says, “This is what we are.”	They are like kittens because they are treated as though they are small and meek, and they are afraid to speak up for what they believe in.
Las Uvas, page 14	Esperanza, in this way my love and good wishes will be in the blanket forever.”	Abuelita stitched her hair into the blanket, so a part of her will always be in the blanket
Las Uvas, page 14	“Do not be afraid to start over.”	Abuelita is using starting over with crochet as a life lesson. She is talking not only about starting over with the blanket, but also about starting over in life.
Los Higos, page 51	“Look at the zigzag of the blanket. Mountains and valleys. Right now you are in the bottom of the valley and your problems loom big around you. But soon, you will be at the top of a mountain again.”	At the moment, Esperanza has a lot of problems that may seem like mountains to climb, but at some point she will work through the problems, and climb the mountain, to be at the top with few worries and problems.
Las Papas, pages 177–178	“Esperanza tucked the blanket around her, hoping that the color from the blanket would slowly seep into Mama’s cheeks.”	The blanket has hair, which means love and wishes, from both Abuelita and Esperanza stitched in. Mama is very pale, so Esperanza is hoping that the love and wishes from her and Abuelita will help Mama get better and bring color to her cheeks.

Chapter and Page(s)	Metaphor	What does it mean?
Las Uvas, pages 17–18	<p>“But now she was a young woman, she understood that Miguel was the housekeeper’s son and she was the ranch owner’s daughter and between them ran a deep river. Esperanza stood on one side and Miguel stood on the other and the river could never be crossed.”</p>	<p>Esperanza and Miguel are not equal because he is the son of a peasant and she is the daughter of a wealthy landowner, and, as a result, their futures look very different, so there is a distance between them and they could never marry.</p>
Las Papayas, pages 36–37	<p>“In Mexico we stand on different sides of the river.”</p>	<p>Esperanza and Miguel are not equal because he is the son of a peasant and she is the daughter of a wealthy landowner, and, as a result, their futures look very different, so there is a distance between them and they could never marry.</p>
Los Duraznos, pages 223–224	<p>“Are you standing on the other side of the river? No! You are still a peasant!”</p>	<p>Miguel hoped things would be better for him in the United States, but things aren’t any better for him. He is still a peasant.</p>
Las Uvas, pages 249–251	<p>“And there, in the middle of the wilderness, was a girl in a blue silk dress and a boy with his hair slicked down, eating mangoes on a stick, carved to look like exotic flowers, sitting on a grassy bank, on the same side of the river.”</p>	<p>Esperanza is now equal to Miguel. She also works hard in the fields and does not have much money.</p>
<p>Aguascalientes, Mexico 1924, page 1</p>	<p>“Did you know that when you lie down on the land, you can feel it breathe? That you can feel its heart beating?”</p>	<p>Papa loves the land and feels very connected to it. He is very appreciative and grateful for what the land provides.</p>

Chapter and Page(s)	Metaphor	What does it mean?
<p>Los Melones, pages 91–92</p>	<p>“But there was no reassuring thump repeating itself. No sound of the earth’s heartbeat. Or Papa’s.”</p>	<p>Esperanza does not feel connected to this new place. It is a long way from home, and from the life she lived with her papa.</p>
<p>Las Uvas, page 248</p>	<p>“Miguel, did you know that if you lie on the ground and stay very still, you can feel the earth’s heart beating?”</p>	<p>Esperanza now feels very connected to the land and is grateful for what it is providing for her and her family. Now that the family is reunited, and the roses are blooming, she also feels more connected to papa. She realizes that her home is where her family is.</p>

Model Two-Voice Poem: "The Fire"

RL.5.3, W.5.3, W.5.4, W.5.9a

Key:

Italics = quotes from the novel

Esperanza	Both	Miguel
I am Esperanza. I am 13 years old. My family owns this beautiful house, El Rancho de las Rosas.		
		I am Miguel. I am 16 years old. I am a servant at this beautiful house, El Rancho de las Rosas.
	I am in the courtyard in the dark of night. The ranch is on fire! I watch the flames, <i>like long curved fingers reaching for the horizon, lighting the night sky.</i>	
I'm confused. This cannot be real. I must be still dreaming. Has my own imagination has gone wild?		
		Where is the family? I see Esperanza and Ramona, but where is Abuelita?
	<i>I see sparks from the house float on the wind toward the stables and fields. The fire is spreading.</i>	
		I run into the house. I must find Abuelita.
I am numb. Someone wraps me in a blanket. <i>Am I cold?</i>		
		I find Abuelita and carry her out of the burning house. I put her safely on the ground.
	I hear someone scream.	
		My father wrestled me to the ground and rolled me over to put out the fire on my back. I take off my blackened shirt. My back is not badly burned.
I worry for Abuelita. Is she dead?		
	I watch as El Rancho de las Rosas burns to the ground.	

Character Reaction Note-catcher: “The Fire”

RL.5.1, RL.5.3

How do characters react to events/situations in *Esperanza Rising*?

Chapter:		Event/Situation:	Pages:
Los Higos		The fire	39–42
Description: Esperanza is woken up in the night by Mama because the house is on fire. Alfonso helps Mama and Esperanza get out, but Abuelita is missing inside until Miguel finds her and carries her out.			
Character	What does the character think/feel?	How do you know? What are his/her actions? How does the character interact with others? (quote accurately from the text)	
Miguel	<ul style="list-style-type: none"> Concerned more about the safety of Esperanza’s family than his own 	<ul style="list-style-type: none"> Page 41: “Miguel grabbed her. ‘Where’s your mother and Abuelita?’ Esperanza whimpered and looked toward Mama. He left her, stopped at Mama, then ran toward the house.” Pages 41–42: “Miguel ran out of the burning house carrying Abuelita in his arms. He laid her down and Hortensia screamed. The back of his shirt was on fire.” 	
Esperanza	<ul style="list-style-type: none"> Confused, numb 	<ul style="list-style-type: none"> Page 41: Confused: “Esperanza felt dizzy. Nothing seemed real. Was she still dreaming? Was this her own imagination gone wild?” Page 41: Numb: “Someone wrapped a blanket around her. Was she cold? She did not know.” Page 42: She wasn’t able to do anything because she was so confused and numb: “Esperanza stood as if in a trance and watched El Rancho de las Rosas burn.” 	

Model Two-Voice Poem: “The Fire”

(Example, for Teacher Reference)

RL.5.3, W.5.3, W.5.4, W.5.9a

Key:

Italics = quotes from the novel

Esperanza	Both	Miguel
I am Esperanza. I am 13 years old. My family owns this beautiful house, El Rancho de las Rosas.		
		I am Miguel. I am 16 years old. I am a servant at this beautiful house, El Rancho de las Rosas.
	I am in the courtyard in the dark of night. The ranch is on fire! I watch the flames, <i>like long curved fingers reaching for the horizon, lighting the night sky.</i>	
<u>I’m confused. This cannot be real. I must be still dreaming. Has my own imagination has gone wild?</u>		
		<u>Where is the family? I see Esperanza and Ramona, but where is Abuelita?</u>
	<i>I see sparks from the house float on the wind toward the stables and fields. The fire is spreading.</i>	
		<u>I run into the house. I must find Abuelita.</u>
<u>I am numb. Someone wraps me in a blanket. Am I cold?</u>		
		<u>I find Abuelita and carry her out of the burning house. I put her safely on the ground.</u>
	I hear someone scream.	
		<u>My father wrestled me to the ground and rolled me over to put out the fire on my back. I take off my blackened shirt. My back is not badly burned.</u>
I worry for Abuelita. Is she dead?		
	I watch as El Rancho de las Rosas burns to the ground.	

Two-Voice Poems Anchor Chart
(Example, for Teacher Reference)
RL.5.3, W.5.3, W.5.4, W.5.9a

- Briefly introduces each character
- Describes the same event through the eyes of two different characters
- The two voices speak together for things that are similar
- Each voice speaks alone for the things specific to that character
- Balances the amount of text read separately and together
- The order of the text on the page shows the order it is to be read in
- The poet uses quotes from the text to describe what the characters see and hear

List of Analyzed Events/Situations

Lesson	Chapter and Pages	Event	Note-catcher
Lesson 1	Las Cebollas, 100–106	Moving into a cabin in the camp	Character Reaction Note-catcher: “Las Cebollas”
Lesson 3	Las Ciruelas, 153–154	Mama’s sickness	Character Reaction Note-catcher: “Las Ciruelas”
Lesson 6	Los Espárragos, 204–211	The immigration sweep	Character Reaction Note-catcher: “Los Espárragos”
Lesson 7	Los Duraznos, 219–223	Miguel losing his job and having to dig ditches	Character Reaction Note-catcher: “Los Duraznos”

Two-Voice Poem Planner
RL.5.3, W.5.3, W.5.4, W.5.9a

.....
Name:

.....
Date:

Event/Situation:		
	Both	

	Both	

Literary Essay Prompt
RL.5.3, W.5.2, W.5.4, W.5.9

Prompt: Compare and contrast two characters' responses to an event/situation in *Esperanza Rising*.

Model Literary Essay

RL.5.3, W.5.2, W.5.9

Prompt: Compare and contrast Esperanza’s and Miguel’s response to the fire at El Rancho de las Rosas.

In the chapter “Los Higos” of *Esperanza Rising*, by Pam Muñoz Ryan, the Ortega family wakes in the middle of the night because their house is on fire. El Rancho de las Rosas is home to both 13-year-old Esperanza Ortega, whose wealthy family owns the ranch, and Miguel Gonzales, the 16-year-old son of one of the workers. In the dark of night, each responds differently to this crisis. Esperanza seems unable to do anything, while Miguel jumps straight into the action.

Once Mama has led Esperanza outside the burning building, Esperanza seems to be confused and does not do anything to help. On page 41 it says, “Esperanza felt dizzy. Nothing seemed real. Was she still dreaming? Was this her own imagination gone wild?” and she stands in the courtyard “as if in a trance” watching the house burn. Esperanza also feels numb. On page 41 it says, “Someone wrapped a blanket around her. Was she cold? She did not know.”

In contrast, Miguel reacts quite differently, as he takes action immediately. On page 41 when Miguel sees Esperanza, but not her mother or grandmother, he immediately asks, “Where is your mother and Abuelita?” When he realizes that Abuelita must still be in the burning house, he runs inside, even though it is dangerous and puts him in danger. He returns with Abuelita safe in his arms, but his shirt catches fire on the way out. On pages 41–42 it says, “Miguel ran out of the burning house carrying Abuelita in his arms. He laid her down and Hortensia screamed. The back of his shirt was on fire.”

Although the fire will profoundly change both their lives, Esperanza and Miguel react very differently. Esperanza is a rich child who is used to everyone looking after her and having things done for her. She probably does not know what to do to help, and so she does nothing. In contrast, Miguel is older and is used to looking after Esperanza, like an older brother, and taking responsibility for getting things done. His life seems to have taught him that when things go wrong, you need to take action. If not for his brave response, Abuelita would have been killed. These very different reactions show that the life you lead can affect how you react in a situation.

Source:

 Ryan, Pam Muñoz. *Esperanza Rising*. New York: Scholastic. 2000. Print.

Annotated Model Literary Essay
(For Teacher Reference)

RI.5.3, W.5.2, W.5.9

In the chapter “Los Higos” of *Esperanza Rising*, by Pam Muñoz Ryan, the Ortega family wakes in the middle of the night because their house is on fire. El Rancho de las Rosas is home to both 13-year-old Esperanza Ortega, whose wealthy family owns the ranch, and Miguel Gonzales, the 16-year-old son of one of the workers. In the dark of night, each responds differently to this crisis. Esperanza seems unable to do anything, while Miguel jumps straight into the action.

Paragraph 1 Gist: Introduces the text and author; briefly describes the event; introduces the purpose of the essay

Once Mama has led Esperanza outside the burning building, Esperanza seems to be confused and does not do anything to help. On page 41 it says, “Esperanza felt dizzy. Nothing seemed real. Was she still dreaming? Was this her own imagination gone wild?” and she stands in the courtyard “as if in a trance” watching the house burn. Esperanza also feels numb. On page 41 it says, “Someone wrapped a blanket around her. Was she cold? She did not know.”

Paragraph 2 Gist: Description of Esperanza’s reaction to the fire

In contrast, Miguel reacts quite differently, as he takes action immediately. On page 41 when Miguel sees Esperanza, but not her mother or grandmother, he immediately asks, “Where is your mother and Abuelita?” When he realizes that Abuelita must still be in the burning house, he runs inside, even though it is dangerous and puts him in danger. He returns with Abuelita safe in his arms, but his shirt catches fire on the way out. On pages 41–42 it says, “Miguel ran out of the burning house carrying Abuelita in his arms. He laid her down and Hortensia screamed. The back of his shirt was on fire.”

Paragraph 3 Gist: Description of Miguel’s reaction to the fire

Although the fire will profoundly change both their lives, Esperanza and Miguel react very differently. Esperanza is a rich child who is used to everyone looking after her and having things done for her. She probably does not know what to do to help, and so she does nothing. In contrast, Miguel is older and is used to looking out for Esperanza, like an older brother, and taking responsibility for getting things done. His life seems to have taught him that when things go wrong, you need to take action. If not for his brave response, Abuelita would have been killed. These very different reactions show that the life you lead can affect how you react in a situation.

Paragraph 4 Gist: Reflects on why the characters’ reactions are different

Source:

Ryan, Pam Muñoz. *Esperanza Rising*. New York: Scholastic. 2000. Print.

Key:

Red

Green

Yellow

Yellow and Blue

Blue

Painted Essay® Template
W.5.2

The Painted Essay®
A tool for teaching basic essay form

Introduction

*Catches readers' attention
Gives some background information*

FOCUS STATEMENT

Point 1

Point 2

Body Paragraph 1

Gives evidence and reasons to support point 1

Transition

Provides a transition between the ideas in Body Paragraph 1 and the ideas in Body Paragraph 2

Body Paragraph 2

Gives evidence and reasons to support point 2

Conclusion

*What?
So What?*

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Painting an Essay Lesson Plan
(For Teacher Reference)
W.5.2

Introduction (red):

1. Point to the first paragraph of the model literary essay and remind students of the gist statement for this paragraph.
2. Read the sentences marked “red” on the annotated model literary essay (for teacher reference). Using a total participation technique, invite responses from the group:
 - * “What is the purpose of the first sentences of this paragraph?” (They provide some background information and grab the readers’ attention so that they want to read more. For example, in the model, the introduction provides the title of the text, the author, and a brief overview of the event/situation.)
3. Explain to students that you are going to color the first part of this paragraph in red because it is an eye-catching color, like the information catching the readers’ attention. Refer to the annotated model literary essay (for teacher reference).
4. Focus students on the first box at the top of their Painted Essay® template that says “Introduction.” Invite them to paint this red, just as you did on the model literary essay. Emphasize that they are to stay in the lines and not to paint into the Focus Statement box.
5. When most have finished, instruct students to put their brushes down.

Focus Statement (green):

6. Repeat steps 1–5 with the next part of the model literary essay, the focus statement, marked “green” on the annotated model literary essay (for teacher reference). Students will paint in green. **Ensure students understand that the focus statement provides the main idea that you want the reader to take away.** For example, in the model, the focus statement explains that both characters react differently to the same event.

Points 1 and 2 (yellow and blue):

7. Repeat steps 1–5 with the next part of the model literary essay, points 1 and 2, marked “yellow” and “blue” on the annotated model literary essay (for teacher reference). Students will paint in yellow (point 1) and blue (point 2). **Ensure students understand that the two points tell the reader the two big things that will be explained in the writing in support of the focus statement.** For example, in the model, the two points are how Esperanza reacted and how Miguel reacted to the fire.
8. Briefly check all student work before moving on to the next step.

Body Paragraph 1 (yellow):

9. Repeat steps 1–5 with the next part of the model literary essay, Body Paragraph 1, marked “yellow” on the annotated model literary essay (for teacher reference). Students will paint in yellow. **Ensure students understand that the purpose of this paragraph is to give evidence and reasons to prove point 1.** For example, in the model, this paragraph provides more detail and evidence from the text about how Esperanza reacted to the fire.
10. Briefly check all student work before moving on to the next step.

Painting an Essay Lesson Plan
(For Teacher Reference)

Transition (yellow and blue):

11. Repeat steps 1–5 with the next part of the model literary essay, Transition, marked “yellow and blue” on the annotated model literary essay (for teacher reference). Students will paint in both yellow and blue—their designs can be however they’d like, as long as both colors are identifiable (for example, students could paint blue and yellow stripes or blue and yellow polka dots). **Ensure students understand that the purpose of this sentence is to provide a transition between the ideas in Body Paragraph 1 and the ideas in Body Paragraph 2.** For example, in the model, this sentence links Body Paragraph 1, which was about how Esperanza reacted to the fire, to Body Paragraph 2, which was about how Miguel reacted to the fire.
12. Briefly check all student work before moving on to the next step.

Body Paragraph 2 (blue):

13. Repeat steps 1–5 with the next part of the model literary essay, Body Paragraph 2, marked “blue” on the annotated model literary essay (for teacher reference). Students will paint in blue. **Ensure students understand that the purpose of this paragraph is to give evidence and reasons to prove point 2.** For example, in the model, this paragraph provides more detail and evidence from the text about how Miguel reacted to the fire.
14. Briefly check all student work before moving on to the next step.

Conclusion (green, yellow, and blue):

15. Point to the final paragraph of the model literary essay and remind students of the gist statement for this paragraph.
16. Read the final paragraph, sentences marked “green,” “yellow,” and “blue,” on the annotated model literary essay (for teacher reference). Using a total participation technique, invite responses from the group:
 - * “What is the purpose of this final paragraph?” (It should wrap up the piece by restating the focus and adding some of your own thinking about why it is important. For example, in the model, this paragraph explains why there are differences in their reactions.)
17. Explain that you are going to color the first part of this paragraph in green, yellow, and blue because it is a mix of the focus statement, point 1, and point 2. Refer to the annotated model literary essay (for teacher reference).
18. Invite students to mix their yellow and blue paints to make a shade of green. Explain that although the shade of green might be different from that of the focus statement, this shows that when they run the ideas in the yellow paragraph and the ideas in the blue paragraph through their own mind they come together to make something new—their own thinking on the topic!
19. Invite students to use the green they made to paint the final box on their template.
20. Review the structure of the model using the colors.

Informative Writing Checklist

W.5.2, W.5.4, W.5.9, L.5.1, L.5.2, L.5.3, L.5.6

Name: _____

Date: _____

Standard	Characteristics of Effective Informative Writing	Characteristics of Character Reaction Literary Analysis Essay	Yes? No?
W.5.9	My focus shows that I clearly understand the topic or text and is well supported with evidence from reliable sources.		
W.5.2a	I provide a general observation and focus and maintain the focus consistently throughout the piece.		
W.5.2a	I introduce the topic, giving readers the context they need to understand the piece.		
W.5.2a	Information is grouped logically, in a way that makes my thinking clear to the reader.		
W.5.2a	I use formatting, illustrations, and multimedia to help the reader understand information and ideas.		
W.5.2b	I use accurate and relevant facts, definitions, concrete details, quotations, or other information and examples to explain my thinking.		
W.5.2.c	I use linking words to show how ideas and information connect.		
W.5.2d L.5.6	I use precise language and domain-specific vocabulary.		
W.5.2e	I have a conclusion that is clearly related to the focus and the information presented.		
W.5.4 (partial)	My writing is appropriate for this task, purpose, and audience.		
W.5.8 (partial)	I list my sources.		
L.5.1 L.5.3a	My words and sentences follow the rules of writing.		
L.5.2	My spelling, capitalization, and punctuation are correct.		

For ELLs: Language Dive Guide I, Part B: Model Literary Essay
(For Teacher Reference)

Rationale: This sentence was chosen for its use of the conjunction *while* to link and contrast two independent clauses, its connection to essay structure, and to reinforce subject-predicate structure. Students will apply their understanding of the content and structure of this sentence when writing their informational essays in upcoming lessons. Because this sentence is the points 1 and 2 statement that follows the focus statement in the model literary essay, students might benefit from an additional Language Dive conversation discussing the meaning of the focus statement before participating in this Language Dive. Consider discussing the gist of the focus statement, the purpose of the phrase *In the dark of night*, and what the word *each* references.

- Throughout the Language Dive:
 - Encourage rich conversation among students about the meaning of each of the **sentence strip chunks**, what the academic phrases within each chunk mean, and how they relate to the sentence and the text overall. Monitor and guide conversation with total participation techniques and Conversation Cues.
 - Consider suggestions to use **red and blue markers** to focus students’ attention on subject-predicate structure (subject: red; predicate: blue) introduced in Unit 1 and discussed and practiced further in upcoming lessons. In addition, focus attention on how to use *while* to link and signal contrast between the clauses.
 - After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student.
 - Record and display student responses next to or underneath the target language for visual reference.
 - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Invite students to add new vocabulary to their **vocabulary log**.

- Invite students to put their finger by the sentence from the first paragraph of the model literary essay: **Esperanza seems unable to do anything, while Miguel jumps straight into the action.**
- Ask students to turn to an elbow partner and take turns reading the sentence aloud.
- Ask:
 - * “What is the gist of this sentence? What, in the sentence, makes you think so?” (Responses will vary.)
- Tell students that this sentence is the point 1 and point 2 statement of the essay that supports the focus statement. Ask:
 - * “What is the purpose of the point 1 and point 2 sentence in the literary essay?” (It tell us the two big things that will be explained in the writing in support of the focus statement.)
 - * “Do you think this is a good point 1 and point 2 statement for the essay? Why?” (Responses will vary.)
- After providing time and inviting responses, write student ideas on the board.

- Display the following sentence strip chunk: **Esperanza**
- Underline Esperanza in red and invite students to do the same on their note-catcher.
- Ask:
 - * “What does this chunk tell us?” (It tells us that the sentence is about Esperanza.)
 - * “Is this chunk a complete sentence? Why or why not?” (No, it does not have a predicate with a verb.)
- After inviting responses, write and display student ideas.

- Display the following sentence strip chunk: **seems unable to do anything**,
- Underline seems unable to do anything in blue, and invite students to do the same on their note-catcher.
- Ask:
 - * “What does this chunk tell us? What, in the text makes you think so?” (It tells us more about Esperanza; what she did; how she reacted to the fire. The essay is about the fire and how characters reacted.)
- Ask:
 - * “Is this chunk a complete sentence? Why or why not?” (No, it does not have a subject.)
- Ask:
 - * “What does *seems* mean?” (to appear to be; to look like.)
 - * “What is another way to say *unable*? How do you know?” (It means not able. The prefix *un-* means not.)
- Point to and read the two displayed chunks: **Esperanza seems unable to do anything**,
- Ask:
 - * “Can you show me how Esperanza reacted?” (Look for students to not act, to do nothing, perhaps to appear “frozen.”)
- Invite students to sketch how Esperanza reacted on their note-catchers.

- Display the following sentence strip chunk: **Miguel**
- Underline Miguel in red and invite students to do the same on their note-catcher.
- Ask:
 - * “What does this chunk tell us?” (It tells us that the next part of the sentence will be about Miguel.)
- After inviting responses, write and display student ideas.

- Display the following sentence strip chunk: **jumps straight into the action.**
- Underline jumps straight into the action in blue, and invite students to do the same on their note-catcher.
- Ask:
 - * “What does this chunk tell us? What, in the sentence, makes you think so? I’ll give you some time to think and discuss with your partner.” (It tells us how Miguel reacted, what he did. He jumps straight into the action).
- Place your finger on the word *straight*, cover it with your hand, and invite students to do the same. Say:
 - * “Let’s take out the word *straight*. Does the chunk still make sense? Why do you think the author included this word?” (Yes. It helps emphasize Miguel’s focus, and that he did not get distracted. He acted right away and did not stop to do anything else.)
- Invite students to close their eyes, imagine this part of the sentence, and then sketch what they imagined on their note-catchers.

- Display the following sentence strip chunk: **while**
- Circle the word while and invite students to do the same on their note-catcher. Ask:
 - * “What kind of word is *while* in this sentence?” (It is a conjunction; it links the first part of the sentence with the second part.)
- Say, and rewrite the sentence, replacing *while* with *and*:
 - * “Can we take out *while* and exchange it with *and*? Does the sentence still make sense? Why do you think the author chose to use *while* instead of *and* in this sentence?” (Yes. The word *while* emphasizes that Miguel’s reaction is different from Esperanza’s; the word *and* just shows the two clauses are related.)
- Invite students to turn to an elbow partner and practice completing sentences that use the word *while* to show contrast. Say:
 - * “When writing and speaking, we can use *while* to link and signal contrast between two ideas. With your elbow partner, complete these sentences.”
 - I like to go to _____, *while* _____ likes to go to _____.
 - My teacher has _____, *while* I have _____.
- After inviting responses, write and display student ideas.

- Point to and read the entire sentence on display: **Esperanza seems unable to do anything, while Miguel jumps straight into the action.**
- Ask students to look at the underlined words.
 - * “Why did we underline some words in blue and some words in red? What do you notice about the underlined words?” (The words in red show the subject and the words in blue show the predicate. There are two sets of subjects with predicates.)
 - * “So, this sentence has two halves. Each half has a subject with a predicate. What is the first subject-predicate, and what is the second subject-predicate? Why is it important to know about subject-predicates?” (*Esperanza/seems unable to do anything; Miguel/jumps straight into the action*. It’s important to know because most complete English sentences must have at least one subject with a predicate. We need to make sure we write complete sentences, with subjects and predicates.)
 - * “Can you break this one sentence into two separate sentences? (*Esperanza seems unable to do anything. Miguel jumps straight into the action*. The word *while* is dropped because it links the two clauses to make one sentence.)
 - * “Can we put this sentence back together without *while*?” (No. We have to use a linking word such as *while* to join the two sets of subject-predicates.)
 - * “Which is better—the original single sentence or the two separate sentences?” Tell students you will give them time to think and discuss with their partner. (The original single sentence is better because it emphasizes the contrast between the characters’ reactions.)
- If productive, cue students to expand the conversation by saying more:
 - * “Can you say more about that?” (Responses will vary.)

- Ask:
 - * “What questions do you have about this sentence?” (Responses will vary.)
- Ask:
 - * “Based on your new understanding of this sentence, do you think this is a good point 1 and point 2 sentence for the essay? Why?” (Responses will vary, but may include: Yes, because the first part of the sentence tells what will be described in the first body paragraph and the second part tells what will be described in the second body paragraph. The conjunction *while* emphasizes comparison between the characters’ reactions, which supports the focus statement.)
 - * “What two points does this sentence introduce?” (Esperanza’s reaction to the fire and Miguel’s reaction to the fire)
- Write the numbers 1 and 2 next to each respective clause on the displayed model literary essay, and on each respective sentence strip chunk.
- Ask:
 - * “How will your understanding of this sentence help you when writing your own literary essay?” (It shows how my two points can be about each character’s reaction, and how to use the conjunction *while* to connect and contrast the reactions.)
- If productive, cue students to expand the conversation by giving an example:
 - * “Can you give an example?” (Responses will vary.)
- Tell students you will give them time to think and discuss with their partners. Say:
 - * “Use this frame to talk with your partners about how the characters in your event reacted differently to the situation.” After providing time and inviting responses, write student ideas on the board and encourage students to add their thinking to their note-catchers. (Responses will vary.)
- Display the sentence frame: “[Character] _____, *while* [Character] _____.”
- If productive, cue students to clarify the conversation by confirming what they mean:
 - * “So, do you mean _____?” (Responses will vary.)

For ELLs: Language Dive: Sentence Strip Chunks

Directions: Create sentence strip chunks as shown below. Follow the instructions in the Language Dive Guide.

Esperanza

seems unable to do anything,

while

Miguel

jumps straight into action.

For ELLs: Language Dive Note-catcher: Model Literary Essay

Language Dive

Esperanza seems unable to do anything, while Miguel jumps straight into the action.

Sketch Esperanza's and Miguel's reaction.

I like to go to _____, *while* _____ likes to go to _____.

My teacher has _____, *while* I have _____.

Esperanza seems unable to do anything, + **while** + Miguel jumps straight into the action.

Break the one sentence into two sentences.

.	.
---	---

_____ , while _____ .
 [Character] [Character]

Parts of the Model Literary Essay Introductory Paragraph

In the chapter “Los Higos” of *Esperanza Rising*, by Pam Muñoz Ryan, the Ortega family wake in the middle of the night because their house is on fire. El Rancho de las Rosas is home to both 13-year-old Esperanza Ortega, whose wealthy family owns the ranch, and Miguel Gonzales, the 16-year-old son of one of the workers.

In the dark of night, each responds differently to this crisis.

Esperanza seems unable to do anything,

while Miguel jumps straight into the action.

Literary Essay Anchor Chart
(Example, for Teacher Reference)
RL.5.1, RL.5.3, W.5.2, W.5.4, W.5.9a

Introductory Paragraph

- Introduction that catches the reader’s attention and gives some background information:
Chapter, book title, author, brief description of the event/situation
- Focus statement: Explains that each character responds differently to the event/situation
- Point 1: First character whose reaction you will describe
- Point 2: Second character whose reaction you will describe

Working to Become Effective Learners Anchor Chart

Teacher Directions: Write the following on chart paper, leaving space at the bottom to add to it throughout the unit.

Develop the mindsets and skills for success in college, career, and life

Habit of character	What does it mean?	What does it look like?	What does it sound like?
I collaborate	This means I can work well with others to accomplish a task or goal.		

Working to Become Effective Learners Anchor Chart
(Example, for Teacher Reference)

Develop the mindsets and skills for success in college, career, and life

Habit of character	What does it mean?	What does it look like?	What does it sound like?
I collaborate	This means I can work well with others to accomplish a task or goal.	<ul style="list-style-type: none"> • One person talking at a time and the others listening 	<ul style="list-style-type: none"> • “What do you think?” • “I’m not sure I understand. Can you say that again?” • “I’d like to build on that idea ...” • “That sounds like a great idea, and perhaps we could also ...”

Writing Complete Sentences Anchor Chart

L.5.1

Teacher Directions: Write the following on chart paper, leaving space at the bottom to add to it in the next lesson.

A complete sentence:

- Has a subject with a predicate and expresses a complete thought
- Begins with a capital letter
- Ends with an end mark—either a period, question mark, or exclamation point

Examples

Esperanza seems to be confused.

In contrast, Miguel reacts quite differently.

Informative Writing Checklist

(Example, for Teacher Reference)

W.5.2, W.5.4, W.5.9, L.5.1, L.5.2, L.5.3, L.5.6

Standard	Characteristics of Effective Informative Writing	Characteristics of ... (specific writing piece)	Yes? No?
W.5.9	My focus shows that I clearly understand the topic or text and is well supported with evidence from reliable sources.	<i>Focus: The differing reactions between two of the characters to an event/situation in Esperanza Rising</i> <i>Sources: Character Reaction note-catcher and the Esperanza Rising text</i>	
W.5.2a	I provide a general observation and focus and maintain the focus consistently throughout the piece.	<i>Focus: The differing reactions between two of the characters to an event/situation in Esperanza Rising</i>	
W.5.2a	I introduce the topic, giving readers the context they need to understand the piece.	<i>Introduce the chapter, text title, and author</i> <i>Write a brief description of the event/situation</i>	
W.5.2a	Information is grouped logically, in a way that makes my thinking clear to the reader.		
W.5.2a	I use formatting, illustrations, and multimedia to help the reader understand information and ideas.		
W.5.2b	I use accurate and relevant facts, definitions, concrete details, quotations, or other information and examples to explain my thinking.		
W.5.2.c	I use linking words to show how ideas and information connect.		
W.5.2d L.5.6	I use precise language and domain-specific vocabulary.		
W.5.2e	I have a conclusion that is clearly related to the focus and the information presented.		
W.5.4 (partial)	My writing is appropriate for this task, purpose, and audience.	<i>Task: A literary essay about the differing reactions of two characters to an event/situation in Esperanza Rising</i> <i>Audience: Students and teachers</i>	
W.5.8 (partial)	I list my sources.		
L.5.1 L.5.3a	My words and sentences follow the rules of writing.		
L.5.2	My spelling, capitalization, and punctuation are correct.		

Organizing the Model: Body Paragraphs 1 and 2 Strips

<p>Once Mama has led Esperanza outside the burning building, Esperanza seems to be confused and does not do anything to help.</p>
<p>On page 41 it says, “Esperanza felt dizzy. Nothing seemed real. Was she still dreaming? Was this her own imagination gone wild?” and she stands in the courtyard “as if in a trance” watching the house burn.</p>
<p>Esperanza also feels numb.</p>
<p>On page 41 it says, “Someone wrapped a blanket around her. Was she cold? She did not know.”</p>
<p>In contrast, Miguel reacts quite differently, as he takes action immediately.</p>
<p>On page 41 when Miguel sees Esperanza, but not her mother or grandmother, he immediately asks, “Where is your mother and Abuelita?”</p>
<p>When he realizes that Abuelita must still be in the burning house, he runs inside, even though it is dangerous and puts him in danger. He returns with Abuelita safe in his arms, but his shirt catches fire on the way out.</p>
<p>On pages 41–42 it says, “Miguel ran out of the burning house carrying Abuelita in his arms. He laid her down and Hortensia screamed. The back of his shirt was on fire.”</p>

Literary Essay Anchor Chart
(Example, for Teacher Reference)
RL.5.1, RL.5.3, W.5.2, W.5.4, W.5.9a

Introductory Paragraph

- Introduction that catches the reader’s attention and gives some background information:
Chapter, book title, author, brief description of the event/situation
- Focus statement: Explains that each character responds differently to the event/situation
- Point 1: First character whose reaction you will describe
- Point 2: Second character whose reaction you will describe

Body Paragraph 1

- **Reasons:** Describes what the first character thought/felt, and the character’s reactions
- **Evidence:** Provides evidence from the text quoted accurately for each reason

Body Paragraph 2

- **Reasons:** Describes what the second character thought/felt, and the character’s reactions
- **Evidence:** Provides evidence from the text quoted accurately for each reason

Working to Become Effective Learners Anchor Chart
(Example, for Teacher Reference)

Develop the mindsets and skills for success in college, career, and life

Habit of character	What does it mean?	What does it look like?	What does it sound like?
I collaborate	This means I can work well with others to accomplish a task or goal.	<ul style="list-style-type: none"> One person talking at a time and the others listening 	<ul style="list-style-type: none"> “What do you think?” “I’m not sure I understand. Can you say that again?” “I’d like to build on that idea ...” “That sounds like a great idea, and perhaps we could also ...”
I persevere	This means I challenge myself. When something is difficult or demanding, I keep trying and ask for help if I need it.	<ul style="list-style-type: none"> Keep trying Asking someone for help 	<ul style="list-style-type: none"> “I am finding this challenging. I have tried xyz, but I need help moving forward.”

Informative Writing Checklist
(Example, for Teacher Reference)

W.5.2, W.5.4, W.5.9, L.5.1, L.5.2, L.5.3, L.5.6

Standard	Characteristics of Effective Informative Writing	Characteristics of Character Reaction Literary Analysis Essay	Yes? No?
W.5.9	My focus shows that I clearly understand the topic or text and is well supported with evidence from reliable sources.	<i>Focus: The differing reactions between two of the characters to an event/situation in Esperanza Rising</i> <i>Sources: Character Reaction note-catcher and the Esperanza Rising text</i>	
W.5.2a	I provide a general observation and focus and maintain the focus consistently throughout the piece.	<i>Focus: The differing reactions between two of the characters to an event/situation in Esperanza Rising</i>	
W.5.2a	I introduce the topic, giving readers the context they need to understand the piece.	<i>Introduce the chapter, text title, and author</i> <i>Write a brief description of the event/situation</i>	
W.5.2a	Information is grouped logically, in a way that makes my thinking clear to the reader.	<i>Each body paragraph describes, with evidence from Esperanza Rising, the reactions of one character to the event/situation</i>	
W.5.2a	I use formatting, illustrations, and multimedia to help the reader understand information and ideas.		
W.5.2b	I use accurate and relevant facts, definitions, concrete details, quotations, or other information and examples to explain my thinking.	<i>Details and quotations from Esperanza Rising about the reaction of each character to the event/situation, quoted accurately from the text.</i>	
W.5.2.c	I use linking words to show how ideas and information connect.		
W.5.2d L.5.6	I use precise language and domain-specific vocabulary.		
W.5.2e	I have a conclusion that is clearly related to the focus and the information presented.		
W.5.4 (partial)	My writing is appropriate for this task, purpose, and audience.	<i>Task: A literary essay about the differing reactions of two characters to an event/situation in Esperanza Rising</i> <i>Audience: Students and teachers</i>	
W.5.8 (partial)	I list my sources.		
L.5.1 L.5.3a	My words and sentences follow the rules of writing.		
L.5.2	My spelling, capitalization, and punctuation are correct.		

Body Paragraph Writing Template

RL.5.1, RL.5.3, W.5.2a, W.5.2b, W.5.4, W.5.9a

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

Date:
.....

(Character's name) _____ felt _____

We know this because on page _____ of *Esperanza Rising*, _____

Organizing the Model: Conclusion Paragraph Strips

Although the fire will profoundly change both their lives, Esperanza and Miguel react very differently.

Esperanza is a rich child who is used to everyone looking after her and having things done for her. She does not know what to do in the face of this crisis, and so she does nothing.

In contrast, Miguel is older and is used to looking after Esperanza, like an older brother, and taking responsibility for getting things done. His life seems to have taught him that when things go wrong, you need to take action. If not for his brave response, Abuelita would have been killed.

These very different reactions show that the life you lead can affect how you react in a situation.

Literary Essay Anchor Chart
(Example, for Teacher Reference)
RL.5.1, RL.5.3, W.5.2, W.5.4, W.5.9a

Introductory Paragraph

- Introduction that catches the reader’s attention and gives some background information:
Chapter, book title, author, brief description of the event/situation
- Focus statement: Explains that each character responds differently to the event/situation
- Point 1: First character whose reaction you will describe
- Point 2: Second character whose reaction you will describe

Body Paragraph 1

- Reasons: Describes what the first character thought/felt, and the character’s reactions
- Evidence: Provides evidence from the text quoted accurately for each reason

Body Paragraph 2

- Reasons: Describes what the second character thought/felt, and the character’s reactions
- Evidence: Provides evidence from the text quoted accurately for each reason

Concluding Paragraph

- **What? Restates the focus statement: the characters reacted differently to the same situation**
- **So what? Why did they react differently?**

Informative Writing Checklist

(Example, for Teacher Reference)

W.5.2, W.5.4, W.5.9, L.5.1, L.5.2, L.5.3, L.5.6

Standard	Characteristics of Effective Informative Writing	Characteristics of Character Reaction Literary Analysis Essay	Yes? No?
W.5.9	My focus shows that I clearly understand the topic or text and is well supported with evidence from reliable sources.	<i>Focus: The differing reactions between two of the characters to an event/situation in Esperanza Rising</i> <i>Sources: Character Reaction note-catcher and the Esperanza Rising text</i>	
W.5.2a	I provide a general observation and focus and maintain the focus consistently throughout the piece.	<i>Focus: The differing reactions between two of the characters to an event/situation in Esperanza Rising</i>	
W.5.2a	I introduce the topic, giving readers the context they need to understand the piece.	<i>Introduce the chapter, text title, and author</i> <i>Write a brief description of the event/situation</i>	
W.5.2a	Information is grouped logically, in a way that makes my thinking clear to the reader.	<i>Each body paragraph describes, with evidence from Esperanza Rising, the reactions of one character to the event/situation</i>	
W.5.2a	I use formatting, illustrations, and multimedia to help the reader understand information and ideas.		
W.5.2b	I use accurate and relevant facts, definitions, concrete details, quotations, or other information and examples to explain my thinking.	<i>Details and quotations from Esperanza Rising about the reaction of each character to the event/situation, quoted accurately from the text.</i>	
W.5.2.c	I use linking words to show how ideas and information connect.		
W.5.2d L.5.6	I use precise language and domain-specific vocabulary.		
W.5.2e	I have a conclusion that is clearly related to the focus and the information presented.	<i>Restates the focus statement</i> <i>Reflects on why the characters reacted that way</i>	
W.5.4 (partial)	My writing is appropriate for this task, purpose, and audience.	<i>Task: A literary essay about the differing reactions of two characters to an event/situation in Esperanza Rising</i> <i>Audience: Students and teachers</i>	
W.5.8 (partial)	I list my sources.		
L.5.1 L.5.3a	My words and sentences follow the rules of writing.		
L.5.2	My spelling, capitalization, and punctuation are correct.		

Character Reaction Reflections Note-catcher
W.5.2e

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

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

Why did each character react that way? Consider age, family, and previous experiences

Character 1:	Character 2:

Character Reaction Reflections Note-catcher
 (Example, for Teacher Reference)
 W.5.2e

Why did each character react that way? Consider age, family, and previous experiences

Character 1: <i>Esperanza</i>	Character 2: <i>Miguel</i>
<p><i>Esperanza is a rich child who is used to everyone looking after her and having things done for her. She probably does not know what to do or how to help.</i></p>	<p><i>Miguel is older and is used to looking after Esperanza, like an older brother, and taking responsibility for getting things done. His life seems to have taught him that when things go wrong, you need to take action.</i></p>

Model Literary Essay: Draft

W.5.2c, W.5.2d, L.5.1, L.5.2

Prompt: Compare and contrast Esperanza’s and Miguel’s response to the fire at El Rancho de las Rosas.

In the chapter “Los Higos” of *Esperanza Rising*, by Pam Muñoz Ryan, the Ortega family wakes in the middle of the night. Their house is on fire. El Rancho de las Rosas is home to both 13-year-old Esperanza Ortega, whose wealthy family owns the ranch, and Miguel Gonzales, the 16-year-old son of one of the workers. In the dark of night, each responds differently to this crisis. Esperanza seems unable to do anything. Miguel jumps straight into the action.

Mama leads Esperanza outside the burning building. Esperanza seems to be confused and does not do anything to help. On page 41 it says, “Esperanza felt dizzy. Nothing seemed real. Was she still dreaming? Was this her own imagination gone wild?” She stands in the courtyard “as if in a trance” watching the house burn. Esperanza feels numb. On page 41 it says, “Someone wrapped a blanket around her. Was she cold? She did not know.”

Miguel takes action immediately. On page 41 when Miguel sees Esperanza, but not her mother or grandmother, he immediately asks, “Where is your mother and Abuelita?” He realizes that Abuelita must still be in the burning house and runs inside, even though it is dangerous and puts him in danger. He returns with Abuelita safe in his arms, but his shirt catches fire on the way out. On pages 41–42 it says, “Miguel ran out of the burning house carrying Abuelita in his arms. He laid her down and Hortensia screamed. The back of his shirt was on fire.”

The fire will profoundly change both their lives, so Esperanza and Miguel react very differently. Esperanza is a rich child who is used to everyone looking after her. She is used to having things done for her. She probably does not know what to do to help. She does nothing. Miguel is older. He is used to looking after Esperanza, like an older brother. He is used to taking responsibility for getting things done. His life seems to have taught him that when things go wrong, you need to take action. If not for his brave response, Abuelita would have been killed. These very different reactions show that the life you lead can affect how you react in a situation.

Model Literary Essay
(Example, for Teacher Reference)
W.5.2c, W.5.2d, L.5.1, L.5.2

Prompt: Compare and contrast Esperanza’s and Miguel’s response to the fire at El Rancho de las Rosas.

In the chapter “Los Higos” of *Esperanza Rising*, by Pam Muñoz Ryan, the Ortega family wakes in the middle of the night because their house is on fire. El Rancho de las Rosas is home to both 13-year-old Esperanza Ortega, whose wealthy family owns the ranch and Miguel Gonzales, the 16-year-old son of one of the workers. In the dark of night, each responds differently to this crisis. Esperanza seems unable to do anything, while Miguel jumps straight into the action.

Once Mama has led Esperanza outside the burning building, Esperanza seems to be confused and does not do anything to help. On page 41 it says, “Esperanza felt dizzy. Nothing seemed real. Was she still dreaming? Was this her own imagination gone wild?” and she stands in the courtyard “as if in a trance” watching the house burn. Esperanza also feels numb. On page 41 it says, “Someone wrapped a blanket around her. Was she cold? She did not know.”

In contrast, Miguel reacts quite differently, as he takes action immediately. On page 41 when Miguel sees Esperanza, but not her mother or grandmother, he immediately asks, “Where is your mother and Abuelita?” When he realizes that Abuelita must still be in the burning house, he runs inside, even though it is dangerous and puts him in danger. He returns with Abuelita safe in his arms, but his shirt catches fire on the way out. On pages 41–42 it says, “Miguel ran out of the burning house carrying Abuelita in his arms. He laid her down and Hortensia screamed. The back of his shirt was on fire.”

Although the fire will profoundly change both their lives, Esperanza and Miguel react very differently. Esperanza is a rich child who is used to everyone looking after her and having things done for her. She probably does not know what to do to help, and so she does nothing. In contrast, Miguel is older and is used to looking after Esperanza, like an older brother, and taking responsibility for getting things done. His life seems to have taught him that when things go wrong, you need to take action. If not for his brave response, Abuelita would have been killed. These very different reactions show that the life you lead can affect how you react in a situation.

Source:
Ryan, Pam Muñoz. *Esperanza Rising*. New York: Scholastic. 2000. Print.

Linking Words and Phrases

(W.5.1c, W.5.2c, W.5.3c)

Hint: Where do you add new facts about your topic? You might need a linking word or phrase here!

Add to this chart if you find new linking words and phrases you would like to remember.

<p>Temporal words and phrases (Time Order)</p>	<p>Words and phrases that connect ideas</p>
<ul style="list-style-type: none"> • First • Second • Next • Finally • Then • Lastly • In the end • After that 	<ul style="list-style-type: none"> • Also • Another • And • But • More • For example • As you can see • In addition • Consequently • Specifically • In contrast • Especially • However • Although • Nevertheless • Similarly • Moreover • While

Working to Become Effective Learners Anchor Chart
(Example, for Teacher Reference)

Develop the mindsets and skills for success in college, career, and life

Habit of character	What does it mean?	What does it look like?	What does it sound like?
I collaborate	This means I can work well with others to accomplish a task or goal.	<ul style="list-style-type: none"> • One person talking at a time and the others listening 	<ul style="list-style-type: none"> • “What do you think?” • “I’m not sure I understand. Can you say that again?” • “I’d like to build on that idea ...” • “That sounds like a great idea, and perhaps we could also ...”
I persevere	This means I challenge myself. When something is difficult or demanding, I keep trying and ask for help if I need it.	<ul style="list-style-type: none"> • Keep trying • Asking someone for help 	<ul style="list-style-type: none"> • “I am finding this challenging. I have tried xyz, but I need help moving forward.”
I take responsibility	This means I take ownership of my ideas, my work, my goals, and my actions.	<ul style="list-style-type: none"> • Self-assessing • Setting goals 	<ul style="list-style-type: none"> • “I think I did this well, and here is evidence of that ...” • “I think I could improve ... by ...” • “I decided to make this change because ...”

Habit of character	What does it mean?	What does it look like?	What does it sound like?
I take initiative	This means I see what needs to be done and take the lead on making responsible decisions.	<ul style="list-style-type: none"> • When the group members aren't talking to one another or working well together, one person steps forward to make a decision to help move the group forward • Someone becomes a facilitator and allocates roles • Doing things without being asked 	<ul style="list-style-type: none"> • “How about we try this?” • “I have an idea. Perhaps we could ...”

Informative Writing Checklist
(Example, for Teacher Reference)

W.5.2, W.5.4, W.5.9, L.5.1, L.5.2, L.5.3, L.5.6

Standard	Characteristics of Effective Informative Writing	Characteristics of Character Reaction Literary Analysis Essay	Yes? No?
W.5.9	My focus shows that I clearly understand the topic or text and is well supported with evidence from reliable sources.	<i>Focus: The differing reactions between two of the characters to an event/situation in Esperanza Rising</i> <i>Sources: Character Reaction note-catcher and the Esperanza Rising text</i>	
W.5.2a	I provide a general observation and focus and maintain the focus consistently throughout the piece.	<i>Focus: The differing reactions between two of the characters to an event/situation in Esperanza Rising</i>	
W.5.2a	I introduce the topic, giving readers the context they need to understand the piece.	<i>Introduce the chapter, text title, and author</i> <i>Write a brief description of the event/situation</i>	
W.5.2a	Information is grouped logically, in a way that makes my thinking clear to the reader.	<i>Each body paragraph describes, with evidence from Esperanza Rising, the reactions of one character to the event/situation</i>	
W.5.2a	I use formatting, illustrations, and multimedia to help the reader understand information and ideas.		
W.5.2b	I use accurate and relevant facts, definitions, concrete details, quotations, or other information and examples to explain my thinking.	<i>Details and quotations from Esperanza Rising about the reaction of each character to the event/situation, quoted accurately from the text</i>	
W.5.2.c	I use linking words to show how ideas and information connect.		
W.5.2d L.5.6	I use precise language and domain-specific vocabulary.	<i>Linking words to show contrast</i>	
W.5.2e	I have a conclusion that is clearly related to the focus and the information presented.	<i>Restates the focus statement</i> <i>Reflects on why the characters reacted that way</i>	
W.5.4 (partial)	My writing is appropriate for this task, purpose, and audience.	<i>Task: A literary essay about the differing reactions of two characters to an event/situation in Esperanza Rising</i> <i>Audience: Students and teachers</i>	
W.5.8 (partial)	I list my sources.		

Standard	Characteristics of Effective Informative Writing	Characteristics of Character Reaction Literary Analysis Essay	Yes? No?
L.5.1 L.5.3a	My words and sentences follow the rules of writing.	<i>Write in complete sentences following the Writing Complete Sentences anchor chart</i>	
L.5.2	My spelling, capitalization, and punctuation are correct.		

Directions for Peer Critique

1. Swap essays with your partner.
2. Read the essay. If you need help reading it, ask your partner to read it aloud.
3. Focus on the two bullet points at the bottom of the End of Unit 2 Assessment: Revising a Literary Essay:
 - Add linking words and phrases to connect the ideas in your piece, and underline the linking words you have already used. Use linking words and phrases that highlight to the reader the contrast between the two characters' reactions.
 - Correct any spelling, punctuation, or grammar mistakes.
4. Identify one star (one thing your partner did well).
5. Record your star on a sticky note.
 - For example, "This is a great linking word to connect two sentences."
6. Identify places where your partner could add more linking words or phrases, specifically those that show contrast between the reactions of the two characters.
7. Using an orange pen or pencil, mark these places with a *.
8. Identify places where your partner could revise spelling, punctuation, or grammar mistakes by underlining with your orange pen or pencil.
9. Give back the essay.
10. Explain your feedback. Partner A first, then partner B.
11. Ask your partner clarifying questions if you don't understand.
12. Revise your work using a purple pencil on the line below each line of writing. You do not have to revise it if you don't agree with the feedback.



Grade 5: Module 1: Unit 2:
Homework Resources
(For Families)

Unit 2: Writing to Inform: Threats to Human Rights in *Esperanza Rising*

Common Core State Standards addressed: RL.5.1, RL.5.2, RL.5.3, W.5.2, W.5.4, W.5.5, W.5.6, W.5.9a, L.5.2d, L.5.5a, and L.5.6.

Guiding Questions and Big Ideas:

- What are human rights, and how can they be threatened?
- Human rights belong to everyone, but they can look different to different people in different places.
- We can better understand how human rights can be threatened by reading about the experiences of fictional characters in stories.

What will your student be doing at school?

In this unit, students continue to read *Esperanza Rising* by Pam Muñoz Ryan to make connections to the Universal Declaration of Human Rights. They also compare and contrast characters' reactions to situations and events in which their human rights have been threatened and interpret metaphors woven throughout the story to determine how they convey themes.

In the second half of the unit, students choose an event in the novel to write a literary essay that compares and contrasts the reactions of two characters. Students begin by writing a two-voice poem with a partner to really get inside the minds of the characters during that event. They then follow the Painted Essay structure, writing the essay one part at a time after analyzing a model.

Working to become an effective learner is a habit of character that is emphasized in this unit. These are the specific effective learning skills that students will focus on:

- I take initiative. This means I see what needs to be done and take the lead on making responsible decisions.
- I take responsibility. This means I take ownership of my ideas, my work, my goals, and my actions.
- I persevere. This means I challenge myself. When something is difficult or demanding, I keep trying and ask for help if I need it.
- I collaborate. This means I work effectively with others

The language standard that students focus on in this unit (L.5.5a) requires them to:

- Interpret figurative language, including similes and metaphors, in context.

Painted Essay® Template

The Painted Essay®
A tool for teaching basic essay form

Introduction

Catches readers' attention
Gives some background information

FOCUS STATEMENT

Point 1

Point 2

Body Paragraph 1

Gives evidence and reasons to support point 1

Transition

Provides a transition between the ideas in Body Paragraph 1 and the ideas in Body Paragraph 2

Body Paragraph 2

Gives evidence and reasons to support point 2

Conclusion

What?
So What?

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How can you support your student at home?

- Talk with your student about human rights and threats to human rights.

- Read informational texts in order to determine the main ideas and supporting details, and to summarize.
- Watch documentaries and research on the internet with your student to find out more about the Mexican Revolution and the results of that in terms of immigration.
- Read chapter books with your student and discuss how each chapter fits into the overall structure of the novel using the key below:

Key:	
Exposition	Beginning of the story describing how things are before the action begins
Rising Action	Series of conflicts and crisis in the story that build toward the climax
Climax	The turning point when something important happens that changes the direction of the story
Falling Action	The action that happens after the climax and starts to guide the story toward the resolution
Resolution	Tying everything together

- Read chapter books with your student and discuss metaphors, themes, and compare and contrast character reactions to events and situations.
- Use the language of effective learners: perseverance, collaboration, responsibility, and initiative.

Unit 2: Homework

In Lessons 1–10, homework focuses on research reading, determining the meaning of unfamiliar words using context, common affixes and roots, and reference materials. Students also write paragraphs about character reactions to threats to human rights in *Esperanza Rising*, and answer questions about what happened in each chapter.

In Lessons 11–16, homework focuses on research reading, determining the meaning of unfamiliar words using context, common affixes and roots, and reference materials.

Model Character Reaction Paragraph: Mama (to be used as a guide in writing paragraphs about character reactions for homework)

In the chapter “Las Cebollas” in *Esperanza Rising*, Mama, Esperanza, and Miguel’s family arrive at the camp and are allocated a small cabin, which they are to share. Mama is disappointed with the cabin. On page 102, it says, “Mama looked around and then gave Esperanza a weak smile.” The use of the word “weak” shows that she wanted to be strong for Esperanza, but she struggled to hide her disappointment. 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. Mama shows strength and tries to be a positive role model for Esperanza when Esperanza has an angry outburst. She says to Esperanza on page 104, “Here, we have two choices. To be together and miserable or to be together and happy.... I choose to be happy.” She also explains to Esperanza how lucky they are.

Research reading: Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes **each day** and responding to a prompt of choice in the **front** of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

Choice reading: If your student would also like to independently read and respond to a book of free choice, he or she may use the **back** of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

Vocabulary Logs:

- In the front, students record new **academic vocabulary**: Words you might find in informational texts on many different topics. For example, the words *challenges*, *questions*, and *explain* could be found in books on any topic.
- In the back, students record new **domain-specific vocabulary**: Words about a particular topic. For example, the words *tadpoles*, *frogspawn*, and *amphibian* could be found on the topic of frogs.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date *
1	Students analyze character reactions to moving into a cabin in the camp in the chapter “Las Cebollas.”	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
2	Students interpret metaphors in the chapter “Las Almendras.”	1. <i>Esperanza Rising</i> : Questions about “Las Almendras” 2. Research reading and answering prompt	1. Lesson 4 2. Teacher will check independent reading journals strategically.	
3	Students analyze character reactions to Mama’s sickness in the chapter “Las Ciruelas.”	1. Write a character reaction paragraph for either Mama or Esperanza to Mama’s sickness 2. <i>Esperanza Rising</i> : Questions about “Las Ciruelas” 3. Research reading and answering prompt	1. Lesson 5 2. Lesson 5 3. Teacher will check independent reading journals strategically.	
4	Students interpret metaphors in the chapter “Las Papas.”	1. <i>Esperanza Rising</i> : Questions about “Las Papas” 2. Research reading and answering prompt	1. Lesson 6 2. Teacher will check independent reading journals strategically.	

* Teacher note: Please complete the Anticipated Date column according to your schedule.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date *
5	Students read “Los Aguacates” in <i>Esperanza Rising</i> and make connections between the events in the chapter and Article 2 of the Universal Declaration of Human Rights.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
6	Students analyze character reactions to the immigration sweep in the chapter “Los Espárragos.”	1. Write a character reaction paragraph for either Esperanza or Josefina to the immigration sweep 2. <i>Esperanza Rising</i> : Questions about “Los Espárragos” 3. Research reading and answering prompt	1. Lesson 8 2. Lesson 8 3. Teacher will check independent reading journals strategically.	
7	Students analyze character reactions to the immigration sweep in the chapter “Los Duraznos.”	1. <i>Esperanza Rising</i> : Questions about “Los Duraznos” 2. Research reading and answering prompt	1. Lesson 9 2. Teacher will check independent reading journals strategically.	
8	Students write a paragraph to analyze a character reaction to the immigration sweep in the chapter “Los Duraznos.”	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

* Teacher note: Please complete the Anticipated Date column according to your schedule.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date *
9	Students interpret metaphors in the chapter “Las Uvas.”	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
10	Mid-Unit 2 Assessment: Interpreting Metaphors and Analyzing Character Reactions	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
11	Students write a two-voice poem in pairs to show the reactions of two characters to an event.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
12	Students analyze a model literary essay using the Painted Essay structure.	1. Research reading and answering prompt 2. For ELLs: Language Dive Practice	1. Teacher will check independent reading journals strategically. 2. Lesson 13.	
13	Students work with their partner to plan the introduction to their literary essay. Students then write their introductions independently.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
14	Students work with their partner to plan the body paragraphs to their literary essay. Students then write their body paragraphs independently.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

* Teacher note: Please complete the Anticipated Date column according to your schedule.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date *
15	Students work with their partner to plan the conclusion to their literary essay. Students then write their conclusions independently.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
16	End of Unit 2 Assessment: Revising a Literary Essay	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

* Teacher note: Please complete the Anticipated Date column according to your schedule.

Directions: Remember to record responses to **research reading in the front** of your independent reading journal and responses to **choice reading in the back**. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol such as an asterisk (*).

Record:

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

Example:

Date: 04/08/2016

Book Title and Author: Universal Declaration of Human Rights, by the United Nations

Pages Read: Article 4

Prompt: What is the main idea of the text you read?

Response: People shall not be slaves or treated in that way.

Consider using the following independent reading prompts*:

- What is the main idea of the text? What are some of the key details, and how do they support the main idea?
- What do the illustrations (photographs, maps) tell you? How do they help you understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in previous lessons?
- How does the section or chapter fit into the overall structure of the novel?
- How does the main character change over the course of the novel?
- Choose one new word from your reading today and analyze it on a vocabulary square:

<p>Definition in your own words</p>	<p>Synonyms (words that mean the same)</p>
<p>Words with the same affix or root</p>	<p>Sketch</p>

*Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.

Directions:

In the classroom, you have been recording words from your texts in your vocabulary log. Throughout this unit, you have been research reading topic-related books at home to build your knowledge of human rights and recording words in your independent reading journal.

Choose a word from your research reading or from a text you've read in class and add the word to your vocabulary log. Try to choose a different word to add and to practice a different vocabulary strategy each time. For each word, be sure to add the following:

1. The definition, or meaning, of the word
2. The vocabulary strategy you used to figure out the meaning of the word
3. A sketch or diagram that helps you better understand the meaning of the word

As a reminder, the vocabulary strategies we've been working on in class are:

Vocabulary Strategies

- Context: Read the sentence around the word.
- Look at the affixes for clues.
- Look at the root of the word for clues.
- Use a dictionary.
- Discuss the word with another person (after attempting some of the above strategies).

Name:

Date:

Directions: Reread “Las Ciruelas” (plums) in *Esperanza Rising* and answer the questions below. Quote accurately from the text in your answers.

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

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

Name:

Date:

Directions: Reread “Las Papas” (potatoes) in *Esperanza Rising* and answer the questions below. Quote accurately from the text in your answers.

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

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

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

Esperanza Rising: Questions about “Los Espárragos”
(For Families)

Name: _____

Date: _____

Directions: Reread “Los Espárragos” (asparagus) in *Esperanza Rising* and answer the questions below. Quote accurately from the text in your answers.

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

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

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

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

Name:

Date:

Directions: Reread “Los Duraznos” (peaches) in *Esperanza Rising* and answer the questions below. Quote accurately from the text in your answers.

1. What is Isabel praying so hard for?

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

3. What does Esperanza give Isabel after hearing her news? Why?

Name: _____

Date: _____

Esperanza seems unable to do anything, *while* Miguel jumps straight into the action.

1. Sketch the meaning of the sentence:

2. Break the sentence into two sentences:

Sentence 1: _____.

Sentence 2: _____.

3. In the sentences you wrote above, use red and blue markers to underline the subject in red and the predicate in blue.

4. Complete the sentences below with information about yourself to show two contrasting ideas.

My friend has _____, *while* I have _____.

I enjoy _____, *while* _____ enjoys _____.

5. In the sentences above, use red and blue markers to underline the subjects in red and the predicates in blue. Remember that the word *while* links two independent clauses that each have a subject and a predicate



Grade 5: Module 1: Unit 3:

Working to Contribute to a Better World Anchor Chart

Teacher Directions: Write the following on chart paper, leaving space at the bottom to add to it throughout the unit.

Put learning to use to improve communities

Habit of character	What does it look like?	What does it sound like?
I apply my learning to help our school, the community, and the environment.		

Working to Contribute to a Better World Anchor Chart
(Example, for Teacher Reference)

Put learning to use to improve communities

Habit of character	What does it look like?	What does it sound like?
I apply my learning to help our school, the community, and the environment.	<ul style="list-style-type: none"> • Creating products such as posters, leaflets, or videos for the school or community. • Putting together presentations for the school or the community. • Organizing an event to benefit the school, the community, or the environment. 	<ul style="list-style-type: none"> • “Did you know that ...?”

Miguel's Monologue

Miguel: I awoke with a start because Papa was shaking me and shouting, “FIRE, FIRE! GET UP, GET UP!” My first thought was of Esperanza, choking on thick smoke, alone and afraid in her bedroom. I followed my parents outside, and my heart lurched as I saw that it was indeed her house aglow with fire. As we raced into the courtyard, the air was thick with smoke and we could see flames licking at all of the windows on the first floor. The horses had caught the scent of smoke on the wind and were screaming with fear.

Before going inside, Papa shouted a warning to me not to follow him. I had to fight the urge to go inside, knowing he needed to focus on finding Señora Ortega and Esperanza rather than worrying about me. I heard him calling for them, and I waited for what felt like hours, with everything moving in slow motion around me, for them all to come out.

With a rush of relief, I saw Esperanza come out of the kitchen door, and I ran to her. She was disoriented and confused. I wanted to comfort her, but when I saw she was safe, my concern turned to Señora Ortega and Abuelita. I grabbed Esperanza and asked, trying to make sense of where they were, but she only whimpered. Following her gaze, I saw Señora Ortega, her eyes wild, crying out for Abuelita. I ran to her, and she confirmed that she had seen Abuelita in the burning house.

Without thinking, I ran inside, covering my nose and mouth, fighting my way through the chokingly thick smoke. Inside, the heat was intense and it was difficult to see anything. All around me I could hear the house creaking loudly, threatening to crumble on top of me, and there was a lot of crashing and banging as wood gave way and things fell to the ground. Straining my ears for the sound of Abuelita crying out, I heard what sounded like a faint cough, and ran toward it. Abuelita was lying on the floor helplessly, clutching a bag with a white-knuckle grip, the flames threatening to consume her. She groaned as I carefully picked her up and carried her toward the door. The flames were closing in, licking at my back as we ran outside.

As I laid her down in the courtyard, I heard Mama screaming at me, and the next thing I knew, Papa wrestled me to the ground, rolling me over and over. Apparently my shirt was on fire, but I hadn't felt anything because I had been fueled by the adrenaline.

When the flames were out, I stood up and took off my shirt. Fortunately, I was not badly burned. If I had been, it would have been a small price to pay for the safety of Esperanza and her family. They mean as much to me as my own family.

Mama's Monologue

Mama: I hadn't slept well since Sixto. I was thinking through our options for the thousandth time, trying to figure out what to do for the best for my little Esperanza, and for Abuelita. I caught a whiff of something burning, and then I heard a "thump." My heart quickened, as it dawned on me that my worst fears were being realized. Those vultures were burning my beautiful house down.

I flew out of bed and headed straight for Esperanza's bedroom. The smoke was already thick in the hall. I shook her and screamed to wake her up, and she came to, groggily. My heart jumped into my mouth as I looked into my baby's fearfully confused eyes. I pulled her out of bed and grabbed a damp cloth from the washbowl to cover her nose and mouth. With relief, I heard Alfonso calling our names, and I screamed back to guide him to the sound of our voices. I knew that he would do everything in his power to keep my family safe.

Esperanza quickly sensed my urgency and together we ran down the hall to Abuelita's room, knowing that we had very little time to get out. Desperately looking through the smoke, at the empty bed and into each corner of the room, I couldn't see Abuelita anywhere, and a sense of dread came over me. "Where is she? Is she hurt? I have to find her" were the thoughts racing through my head. Conflicted, I wanted to find Abuelita, but I also knew that I had to get Esperanza to safety.

I screamed to Alfonso that I couldn't find Abuelita, and he directed me to head downstairs immediately. I instructed Esperanza to crouch down low with me, to get under the fog-like smoke, as we cautiously descended the stairs. The heat was searing our faces, and the house seemed to be screaming at us to hurry up because it couldn't hold itself up any longer. Alfonso was waiting for us at the bottom to guide us out through the kitchen. My eyes were streaming from the smoke, and I couldn't see a thing. As soon as we emerged into the courtyard, I looked around desperately searching for Abuelita, but there were people and horses everywhere. I heard myself cry out for her but couldn't see her anywhere.

Like a knight on a white horse, Miguel came running to me asking about Abuelita, and as soon as he realized that she was still inside, he bravely disappeared back into the house, swallowed up by the flames. I stared at the doorway, waiting. Waiting. Waiting.

I had almost given up hope of ever seeing Abuelita or Miguel again when he emerged from the fire carrying Abuelita in his arms. He laid her down gently and I ran to her, cradling her in my arms. She was alive but very weak, and her ankle looked broken. Without Miguel she wouldn't be here. I owe so much to our precious friends.

Monologue Anchor Chart
(Example, for Teacher Reference)
W.5.3, W.5.4

A text written in a monologue format ...

- Is written in the first person point of view (“I,” “me,” “my”)
- Tells about an event or situation
- Explains how the narrator responds to the event or situation
- Provides a sense of closure

Discussion Norms Anchor Chart
 (Example, for Teacher Reference)
 SL.5.1

- I listen carefully and wait my turn to speak (I do not interrupt).
- I ask questions to better understand what people are saying.
- I make comments that contribute to the discussion.
- I respond to questions to help people better understand what I am saying and to build on the discussion.
- I stay on topic.
- I link my ideas to those of others.
- I speak in complete sentences.
- I assume positive intent.

Cue	Response
Expand a response	
<ul style="list-style-type: none"> • “Can you say more about that?” • “Can you give an example?” • “I’m interested in what you said about _____. Can you tell me more?” • “Can you give us more details about _____?” • “How did you come to that conclusion? What made you think that?” • “What did you learn/do you hope to learn from _____? Why?” 	<ul style="list-style-type: none"> • “Sure, I think that _____.” • “OK. One example is _____.”
Clarify a response	
<ul style="list-style-type: none"> • “So, do you mean _____?” • “I’m not sure I understand _____. Can you clarify?” • “Could you say that again? I’m not sure I understand.” 	<ul style="list-style-type: none"> • “Yes, you’ve got it.” • “No, sorry, that’s not what I mean. I mean _____.”

Repeat or paraphrase	
<ul style="list-style-type: none">• “Let me make sure I understand. You’re saying that _____?”	<ul style="list-style-type: none">• “Yes, that’s right.”• “No, I was trying to say that _____.”

Working to Contribute to a Better World Anchor Chart

Teacher Directions: Add the following in bold, to the anchor chart, leaving space at the bottom to add to it throughout the unit.

Put learning to use to improve communities

Habit of character	What does it look like?	What does it sound like?
I apply my learning to help our school, the community, and the environment.	<ul style="list-style-type: none"> • Creating products such as posters, leaflets, or videos for the school or community. • Putting together presentations for the school or the community. • Organizing an event to benefit the school, the community, or the environment. 	<ul style="list-style-type: none"> • “Did you know that...?”
I use my strengths to help others grow.		

Working to Contribute to a Better World Anchor Chart
(Example, For Teacher Reference)

Put learning to use to improve communities

Habit of character	What does it look like?	What does it sound like?
I apply my learning to help our school, the community, and the environment.	<ul style="list-style-type: none"> • Creating products such as posters, leaflets, or videos for the school or community. • Putting together presentations for the school or the community. • Organizing an event to benefit the school, the community, or the environment. 	<ul style="list-style-type: none"> • “Did you know that...?”
I use my strengths to help others grow.	<ul style="list-style-type: none"> • Helping someone with something that I can do well (for example, helping someone read or spell something) • Sharing my work with someone to explain how it meets the criteria • Providing kind, specific, and helpful peer feedback 	<ul style="list-style-type: none"> • “I think I can help you with that?” • “Is there anything I can help you with?” • “I can see how your work meets this criteria, but have you thought about...?”

Perfect Verb Tenses Anchor Chart

L.5.1b

Teacher Directions: Write the following on chart paper to create this anchor chart.

Perfect Verb Tenses

verb: a word that describes an action or state of being

We use different forms of a verb to show when an action happened. This is called *verb tense*. Verb tense shows if an action happened in the past, in the present, or will happen in the future. There are several verb tenses: the simple verb tenses, the progressive verb tenses, and the perfect verb tenses.

The perfect verb tenses are used to show action already completed and are formed by adding the auxiliary form of *have* to the past participle of the verb.

Present Perfect Tense: a form of a verb that shows something began in the past and continues into the present but just ended.

The present perfect tense uses the auxiliary “has” or “have.”

Simple Past Tense	Present Perfect Tense
I walked one mile.	I have walked one mile.
He told them we are his cousins.	“He has told them we are his cousins.” (p. 102, <i>Esperanza Rising</i>)
She did her homework.	

Past Perfect Tense: a form of a verb that shows something began, continued, and was completed in the past, before another action.

The present perfect tense uses the auxiliary “had.”

Simple Past Tense	Past Perfect Tense
I walked.	I had walked.
She saw people sweep.	“She had seen people sweep many times.” (p. 115–116, <i>Esperanza Rising</i>)
She did her homework.	

Future Perfect Tense: a form of a verb that shows an action that will begin, continue for a while, and then be completed at a specified time in the future.

The present perfect tense uses the auxiliary “will have.”

Simple Future Tense	Future Perfect Tense
Saturday I will walk.	By Saturday morning, I will have walked.
She will do her homework later.	

Monologue Planning Graphic Organizer: Miguel’s Monologue

W.5.3, W.5.4, W.5.5

<p>Situation:</p>	<p>Narrator:</p>
<p>Beginning <i>Establish a situation.</i></p> <p>Use concrete language and sensory details to describe the situation.</p> <ul style="list-style-type: none"> • What is happening? • What is the setting (when and where the event takes place)? <p><i>Introduce the characters.</i></p> <ul style="list-style-type: none"> • What does the audience need to know about the narrator? 	<p>Middle <i>Explain how the character responds to the event or situation.</i></p> <ul style="list-style-type: none"> • What does the narrator do? • What does he or she say? • What does the narrator think? • What does the narrator feel?
<p>End <i>Provide a sense of closure.</i></p> <p>Reflect: What deep thought or big understanding might your character have as a result of having experienced this event or situation?</p>	

Monologue Planning Graphic Organizer: Miguel’s Monologue
 (Example, for Teacher Reference)
 W.5.3, W.5.4, W.5.5

<p>Situation: The fire at Esperanza’s house</p>	<p>Narrator: Miguel</p>
<p>Beginning <i>Establish a situation.</i></p> <p>Use concrete language and sensory details to describe the situation.</p> <ul style="list-style-type: none"> • What is happening? <p><i>Esperanza’s house, El Rancho de las Rosas, is on fire.</i></p> <p><i>“Papa was shaking me and shouting ‘FIRE, FIRE! GET UP, GET UP!’; “my heart lurched as I saw that it was indeed her house aglow with fire”</i></p> <p><i>“choking on thick smoke,” “aglow with fire,” “the air was thick with smoke,” “we could see flames licking at all of the windows on the first floor”</i></p> <p><i>Miguel’s father went into the house to look for Esperanza and her family.</i></p> <p><i>“Papa shouted a warning to me not to follow him.”</i></p> <ul style="list-style-type: none"> • What is the setting (when and where the event takes place)? <p><i>Esperanza’s house; nighttime</i></p> <p><i>“I awoke with a start,” “alone and afraid in her bedroom”</i></p> <p><i>Introduce the characters.</i></p> <ul style="list-style-type: none"> • What does the audience need to know about the narrator? <p><i>Miguel lives near Esperanza. He cares very much about Esperanza and her family, and is very worried about them.</i></p> <p><i>“My first thought was of Esperanza,” “my heart lurched,” “waited for what felt like hours”</i></p>	<p>Middle <i>Explain how the character responds to the event or situation.</i></p> <ul style="list-style-type: none"> • What does the narrator do? <p><i>Miguel tries to comfort Esperanza and her mother. He realizes Abuelita is still inside, so he runs inside to find her.</i></p> <p><i>He covers his nose and mouth while looking around for Abuelita.</i></p> <p><i>He heard a cough and ran toward it, finding Abuelita. When he’s back outside, his mother screams at him and his father wrestles him to the ground, rolling him over and over because his shirt is on fire.</i></p> <ul style="list-style-type: none"> • What does he or she say? <p><i>He asks Esperanza where Abuelita is.</i></p> <ul style="list-style-type: none"> • What does the narrator think? <p><i>He wonders where Abuelita is.</i></p> <ul style="list-style-type: none"> • What does the narrator feel? <p><i>He feels concern and worry for where Señora Ortega and Abuelita are.</i></p>

End

Provide a sense of closure.

Reflect: What deep thought or big understanding might your character have as a result of having experienced this event or situation?

He realizes he would risk his own life in order to save Esperanza and her family because of how much they mean to him.

Monologue Planning Graphic Organizer: *Esperanza Rising*

W.5.3, W.5.4, W.5.5

Name: _____

Date: _____

Situation:	Narrator:
<p>Beginning <i>Establish a situation.</i></p> <p>Use concrete language and sensory details to describe the situation.</p> <ul style="list-style-type: none"> • What is happening? • What is the setting (when and where the event takes place)? <p><i>Introduce the characters.</i></p> <ul style="list-style-type: none"> • What does the audience need to know about the narrator? 	<p>Middle <i>Explain how the character responds to the event or situation.</i></p> <ul style="list-style-type: none"> • What does the narrator do? • What does he/she say? • What does the narrator think? • What does the narrator feel?
<p>End <i>Provide a sense of closure.</i></p> <p>Reflect: What deep thought or big understanding might your character have as a result of having experienced this event or situation?</p>	

Exit Ticket: Forming the Perfect Verb Tenses

L.5.1b

.....
Name:

.....
Date:

1. Underline the verb in the present perfect verb tense in this sentence:

Miguel has worked at the railroad in California.

2. Underline the correct answer to this question:

What does the verb tense show in this sentence?

- the action is still happening
- the action happened in the past
- the action started in the past and was just completed

3. Complete the sentences:

Esperanza _____ finished crocheting the blanket by the time Abuelita comes to California.

will have	have
-----------	------

Before her mother came home from the hospital, Esperanza _____ washed all the blankets.

had	will have
-----	-----------

Exit Ticket: Forming the Perfect Verb Tenses

(Answers, for Teacher Reference)

L.5.1b

1. Underline the verb in the present perfect verb tense in this sentence:

Miguel has worked at the railroad in California.

2. Underline the correct answer to this question:

What does the verb tense show in this sentence?

- the action is still happening
- the action happened in the past
- the action started in the past and was just completed

3. Complete the sentences:

Esperanza will have finished crocheting the blanket by the time Abuelita comes to California.

will have	have
-----------	------

Before her mother came home from the hospital, Esperanza had washed all the blankets.

had	will have
-----	-----------

For ELLs: Language Dive Guide, Part I: Miguel’s Monologue
(For Teacher Reference)

Rationale: This sentence was chosen for its use of the simple past tense and past perfect tense, and to reinforce the instruction on forming and using perfect verb tenses in Lesson 2. Students can apply their understanding of the content and structure as they plan and write monologues in the past tense in the first half of this unit, and as they complete future writing and speaking tasks.

- Throughout the Language Dive:
 - Encourage rich conversation among students about the meaning of each of the **sentence strip chunks**, what the academic phrases within each chunk mean, and how they relate to the sentence and the text overall. Monitor and guide conversation with total participation techniques and Conversation Cues.
 - After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group.
 - Record and display student responses next to or underneath the target language for visual reference.
 - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Invite students to add new vocabulary to their **vocabulary log**.

- Invite students to put their finger by the sentence from the third paragraph of Miguel’s Monologue: **I ran to her, and she confirmed that she had seen Abuelita in the burning house.**
- Invite students to chorally read the sentence aloud with you.
- Ask students to turn to an elbow partner and take turns reading the sentence aloud.
- Ask:
 - * “What is the gist of this sentence? What, in the sentence, makes you think so?” (Responses will vary.)
 - * “Do the events happen in the present, past or future? How do you know?” (They happened in the past. Miguel is telling the story after it happened, and the monologue is written in the past tense.)
- After inviting responses, write and display student ideas.
- Invite students to think about the events that the sentence describes. Invite students to discuss with an elbow partner and sketch the order of the events described in the sentence in their note-catchers.

- If necessary, follow a process similar to the one below for each key word in the sentence that is unfamiliar to students.
- Tell students that you will give them time to use their dictionary, and write or sketch on their note-catcher. Say: “There is one word in this sentence you might not know: *confirmed*.”
 - * “Place your finger on the word *confirmed*. What is the translation of *confirmed* in our home languages? What is the meaning of *confirmed*? What, in the sentence, makes you think so?”
- After providing time, call on student volunteers to share. Ask other students to choose one translation to quietly repeat. Invite them to say their chosen translation aloud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. (*potvrzena* in Czech; it means to tell someone that something he or she feared has for sure happened or will happen; in this sentence, *confirmed* has the *-ed* ending, so it is in the past tense and means Señora Ortega told Miguel something had happened recently.)

- Display the following chunk: **I ran to her**
- Place your finger on *I ran to her* and invite students to do the same.
- Ask:
 - * “Who is speaking? How do you know?” (Miguel. He is the narrator in this monologue.)
 - * “Who is *her* in this chunk? How do you know?” (Señora Ortega. The sentence before this one tell us that Miguel sees her.)
 - * “Look at the verb *ran*. Is it in the past simple tense, or is it in the past perfect tense? How do you know?” (Past simple; It is an action that happened in the past. *Ran* is the past simple tense of *run*.)
 - * “How could we change the verb so that it is in the past perfect tense?” (had + past participle of run = had run)
- Invite students to discuss with an elbow partner and change the verb in their note-catchers.
 - * “How would changing the verb to past perfect change the meaning of the sentence?” (It would mean that Miguel ran and continued to run, and then stopped. It might mean that the running happened before the other events in the sentence.)
 - * “Would that meaning make sense?” (No. Miguel saw Abuelita before he ran to Señora Ortega.)

- Display the following chunk: **and she confirmed**
- Place your finger on *she* and invite students to do the same.
- Ask:
 - * “Who is *she* in this chunk? How do you know?” (Señora Ortega; I know because that is who Miguel ran to.)
- Place your finger on *confirmed* and invite students to do the same.
 - * “When did the action in this chunk happen? How do you know?” (In the past, because *confirmed* is the past tense of *confirm*.)
 - * “How could we change the verb so that it is in the past perfect tense?” (had + past participle of confirm = had confirmed)
- Invite students to discuss with an elbow partner and change the verb in their note-catchers.
 - * “How would changing the verb to past perfect change the meaning of the sentence?” (It would mean that Señora Ortega and Miguel continued to speak and that they stopped speaking. It might mean that the conversation happened before the other events in the sentence.)
 - * “Would that meaning make sense?” (No. Señora Ortega saw Abuelita before she spoke to Miguel.)

- Display the following chunk: **that she had seen Abuelita in the burning house.**
- Ask:
 - * “What does this chunk tell us?” (that Señora Ortega had seen Abuelita)
 - * “Who is *she* in this chunk? How do you know?” (*She* in this chunk is still Señora Ortega, because that is who Miguel ran to.)
 - * “Place your finger on the words *had seen*. What verb tense is this?” (past perfect)
 - * “What does this tell us about when Señora Ortega had seen Abuelita?” (It tells us that she saw Abuelita for a moment in the house before she came outside and confirmed that she had seen her.)
 - * “How could we change the verb so that it is in the past simple tense?” (*saw*)
- Invite students to discuss with an elbow partner and change the verb in their note-catchers.
 - * “How would changing the verb to past simple change the meaning of the sentence?” (We would not know for sure that this action was completed, so it might mean that Señora Ortega was still looking at Abuelita. It might mean that she saw Abuelita for a shorter period of time.)
 - * “Would that meaning make sense?” (No. Señora Ortega could not still see Abuelita. She was telling Miguel that she saw her for a few moments, but could not see her anymore.)
- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully:
 - * “Who can repeat what your classmate said?” (Responses will vary.)
- In groups, invite one student to narrate the sentence as others in each group act out the sequence of events. Invite students to add the events to the timeline on their note-catchers. Remind students that *had seen* is written in the past perfect tense, and shows that the action began, continued for a moment, and was completed in the past before another action.

- Point to and read the entire sentence on display: **I ran to her, and she confirmed that she had seen Abuelita in the burning house.** Tell students you will give them time to think and write or sketch. Ask:
 - * “What questions do you have about this sentence?” (Responses will vary.)
- Ask:
 - * “What does this sentence tell us about writing narratives?” (Responses will vary, but may include: When we write, we can use the past perfect verb tense to show that something happened, continued for a moment, and was completed before another action in the story.)
- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully:
 - * “Who can repeat what your classmate said?” (Responses will vary.)
- Ask:
 - * “What is the formula for the past perfect verb tense?” (had + past participle)
- Write the sentences:
 - * “Esperanza felt angry when she remembered that her uncles _____ down her house.” (burn)
 - * “Esperanza’s mother did not want to accept the offer that her uncle _____.” (make)
 - * “We played tag after we _____ lunch.” (eat)
- Say:
 - * “Complete these frames by discussing them with your partner. Change the verb in the parentheses to the past perfect tense to show the order in which the actions happened. Then draw a timeline to illustrate the sequence of events.”
- After providing time and inviting responses, write and display student responses and invite students do the same on their note-catchers.

For ELLs: Language Dive Note-catcher, Part I: Miguel's Monologue

Language Dive

I ran to her, and she confirmed that she had seen Abuelita in the burning house.

Sketch the events that happened in the sentence in order.

1.

2.

3.

Past perfect tense = _____ + _____

Change the following chunks to the past simple or the past perfect tense:

Past simple → Past perfect

I ran to her → I had _____ to her

and she confirmed that → and she _____ that

she _____ Abuelita in the burning house. →

Complete the following sentences with the past perfect tense:

Esperanza felt angry when she remembered that her uncles _____
down her house. (burn)

Esperanza's mother did not want to accept the offer that her uncle _____
_____. (make)

We played tag after we _____ lunch. (eat)

For ELLs: Sentence Strip Chunks, Part I:
Miguel's Monologue

Directions: Create sentence strip chunks as shown below. Follow the instructions in the Language Dive Guide.

I ran to her,

and she confirmed

**that she had seen Abuelita
in the burning house.**

Language Dive Guide, Part II: Miguel’s Monologue (For Teacher Reference)

Rationale: This sentence was chosen for its use of the simple past tense and past perfect tense, and to reinforce the instruction on forming and using perfect verb tenses in Lesson 2. For ELLs, this is the second of a series of two Language Dive conversations. Students can apply their understanding of the content and structure as they plan and write monologues in the past tense in the first half of this unit, and as they complete future writing and speaking tasks.

- Throughout the Language Dive:
 - Encourage rich conversation among students about the meaning of each of the **sentence strip chunks**, what the academic phrases within each chunk mean, and how they relate to the sentence and the text overall. Monitor and guide conversation with total participation techniques and Conversation Cues.
 - After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group.
 - Record and display student responses next to or underneath the target language for visual reference.
 - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Invite students to add new vocabulary to their **vocabulary log**.

- Invite students to put their finger by the sentence from the third paragraph of Miguel’s Monologue: **I ran to her, and she confirmed that she had seen Abuelita in the burning house.**
- Invite students to chorally read the sentence aloud with you.
- Ask students to turn to an elbow partner and take turns reading the sentence aloud.
- Ask:
 - * “What is the gist of this sentence? What, in the sentence, makes you think so?” (Responses will vary.)
- After inviting responses, write and display student ideas.

- If necessary, follow a process similar to the one below for each key word in the sentence that is unfamiliar to students.
- Tell students that you will give them time to use their dictionary, and write or sketch on their note-catcher. Say: “There is one word in this sentence you might not know: *confirmed*.”
 - * “Place your finger on the word *confirmed*. What is the translation of *confirmed* in our home languages? What is the meaning of *confirmed*? What, in the sentence, makes you think so?”
- After providing time, call on student volunteers to share. Ask other students to choose one translation to quietly repeat. Invite students to say their chosen translation aloud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. (*potvrzena* in Czech; it means to tell someone that something they feared has for sure happened or will happen; in this sentence, *confirmed* has the -*ed* ending, so it is in the past tense and means Señora Ortega told Miguel something had happened recently.)

- Display the following chunk: **I ran to her**
- Place your finger on *I ran to her* and invite students to do the same.
- Ask:
 - * “Who is speaking? How do you know?” (Miguel. He is the narrator in this monologue.)
 - * “Who is *her* in this chunk? How do you know?” (Señora Ortega. The sentence before this one tell us that Miguel sees her.)
 - * “When did the action in this chunk happen? How do you know?” (It happened in the past. The verb *ran* is the past tense of *run*.)

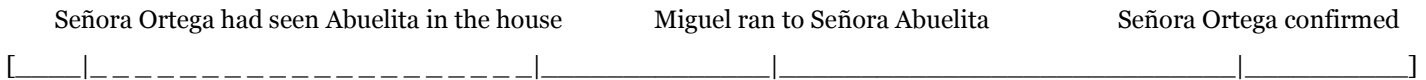
- Display the following chunk: **and she confirmed**
- Place your finger on *she* and invite students to do the same.
- Ask:
 - * “Who is *she* in this chunk? How do you know? (Señora Ortega; I know because that is who Miguel ran to.)
- Place your finger on *confirmed* and invite students to do the same.
 - * “When did the action in this chunk happen? How do you know?” (In the past, because *confirmed* is the past tense of *confirm*.)

- Invite the students to look at the first two chunks of the sentence together: **I ran to her, and she confirmed that**
 - Tell students that you will give them time to think and discuss with their partners. Say:
 - * “Which action from the first two chunks of the sentence happened first? How do you know?” (Miguel ran to Señora Ortega first. When he reached her, she told him something.)
 - After providing time and inviting responses, say:
 - * “Let’s write these events on a timeline to show the order in which they happened.”
- Miguel ran to Señora Abuelita Señora Ortega confirmed

_____ | _____ | _____
- Ask students to wait until they discuss the entire sentence to add a timeline to their note-catchers.

- Display the following chunk: **that she had seen Abuelita in the burning house.**
- Ask:
 - * “What does this chunk tell us?” (that Señora Ortega had seen Abuelita)
 - * “Who is *she* in this chunk? How do you know?” (*She* in this chunk is still Señora Ortega, because that is who Miguel ran to.)
 - * “When did the action in this chunk happen? How do you know?” (It happened in the past; we know or infer from Lesson 2 that *had seen* is the past perfect tense of *saw*.)
- Place your finger on the word *in* and invite students to do the same.
- Ask:
 - * “Where did Señora Ortega see Abuelita?” (in the burning house)
 - * “When was Señora Ortega in the burning house? How do you know?” (Before she talked to Miguel; the sentence before this one says she came out of the house and that is when Miguel ran to her.)
- Direct students’ attention to the timeline on display.

- Tell students that you will give them time to think and discuss with their partner. Ask:
 - * “On this timeline, had Señora Ortega seen Abuelita before, after, or between when Miguel ran and Señora Ortega confirmed? How do you know?” (Before, because she was in the burning house before Miguel ran to her. After he ran to her, she confirmed that she had seen Abuelita when she was in the house.)
- After providing time and inviting responses, write and display student ideas on the timeline.



- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully:
 - “Who can repeat what your classmate said?” (Responses will vary.)
- In groups, invite one student to narrate the sentence as others in each group act out the sequence of events. Invite students to add the events to the timeline on their note-catchers. Remind students that *had seen* is written in the past perfect tense, and shows that the action began, continued for a moment, and was completed in the past before another action.

- Point to and read the entire sentence on display: **I ran to her, and she confirmed that she had seen Abuelita in the burning house.** Tell students you will give them time to think and write or sketch. Ask:
 - * “What questions do you have about this sentence?” (Responses will vary.)
- Ask:
 - * “What does this sentence tell us about writing narratives?” (Responses will vary, but may include: When we write, we can use the past perfect verb tense to show that something happened, continued for a moment, and was completed before another action in the story.)
- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully:
 - * “Who can repeat what your classmate said?” (Responses will vary.)
- Ask:
 - * “What is the formula for the past perfect verb tense?” (had + past participle)
- Write the sentence frames:
 - * “Esperanza felt a deep sadness when she remembered what _____ to her father.” (happen)
 - * “Miguel came home and told them that he _____ his job.” (lose)
- Say:
 - * “Complete these frames by discussing them with your partner. Change the verb in the parentheses to the past perfect tense to show the order in which the actions happened. Then draw a timeline to illustrate the sequence of events.”
- After providing time and inviting responses, write student ideas on the board and invite students to do the same on their note-catchers.

Language Dive Note-catcher, Part II: Miguel's Monologue

Language Dive

I ran to her, and she confirmed that she had seen Abuelita in the burning house.

Draw a timeline. Next, write or sketch the events of the sentence in the order they happened.

Past perfect tense = _____ + _____

Complete the sentence frames below. Next, draw a timeline for each sentence to illustrate the order the events happened.

Esperanza felt a deep sadness when she remembered what _____
_____ to her father. (happen)

Miguel came home and told them that he _____ his job.
(lose)

Sentence Strip Chunks, Part II:
Miguel's Monologue

Directions: Create sentence strip chunks as shown below. Follow the instructions in the Language Dive Guide.

I ran to her,

and she confirmed that

**she had seen Abuelita in
the burning house.**

Directions for Peer Critique

1. Swap plans with your partner.
2. Read the plan once. If you need help reading it, ask your partner to read it aloud.
3. Review the following criteria on your Narrative Writing Checklist:
 - W.5.9: I use information from sources to craft the characters, setting, or events in my story.
 - W.5.3a: I use details and description to introduce the narrator and establish the situation.
 - W.5.3b: I use dialogue and description to show what characters are doing, thinking, and feeling and how they respond to situations.
 - W.5.4, L.5.3: I use a narrative voice that is appropriate to the story I'm telling and engages the reader.
4. Identify one star (one thing your partner did well).
5. Record your star on a sticky note.
 - For example: "I can see that you have used information from sources to craft the character."
6. Identify one step (one thing your partner could improve on).
7. Record your step on a different colored sticky note.
 - For example: "Could you use more dialogue to show what characters are doing, thinking, and feeling?"
8. Explain your feedback. Partner B first, then partner A.
9. Ask your partner clarifying questions if you don't understand.
10. Revise your work. You do not have to revise it if you don't agree with the feedback.

Tracking Progress: Narrative Writing

Name:

Date:

Learning Target: I can write a narrative text.

Standard I'm Tracking: W.5.3

1. How am I doing?

- For each criterion, self-assess by putting a check mark in the appropriate column.
- Write the number of each standard on a sticky note or flag. Then on your own writing, place each sticky note in an area that shows evidence you have met that criterion. Make sure you have evidence for each criterion.
- Strive to be honest with yourself. Remember, your ability grows with your effort, so it's fine if you aren't there yet!

You will receive feedback on different colored sticky notes/flags, and in a different colored pen on the checklist.

Standard	Characteristics of an Effective Narrative	4 Advanced	3 Proficient	2 Developing	1 Beginning
*W.5.9 RL.5.1	I effectively use information from sources to craft the characters, setting, or events in the story.				
W.5.3a	Events in the narrative are clear and connected.				
*W.5.3a	I use details and description to introduce the reader to the narrator, setting, and situation.				
W.5.3a	My narrative has a central problem.				
*W.5.3e	The narrative has a satisfying conclusion.				

*W.5.3a	I organize events in a sequence that unfolds naturally.				
W.5.3c	I use a variety of transitional words and phrases to show the sequence of events.				
*W.5.3b	I use dialogue and description to show what characters are doing, thinking, and feeling and how they respond to situations. I “slow down” important events by adding detail and “speed up” events that are not important.				
W.5.3d L.5.3 (partial)	I include sensory details and choose words carefully to help the reader imagine experiences or events.				
*W.5.4 L.5.3 (partial)	I use a narrative voice that is appropriate to the story I’m telling and engages the reader.				
L.5.1	My words and sentences follow the rules of writing.				
L.5.2	The spelling, capitalization, and punctuation are correct.				

2. How have I improved since I last worked on this skill?

Teacher Response:

3. How can I improve next time?

Teacher Response:

Anchor Standard: W.3

By the end of Grade 12, I will be able to: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Model Directors' Note

These monologues show the reaction of Esperanza; her mother, Ramona; her grandmother, Abuelita; and her servant Miguel to the loss of their home. In the middle of the night, they wake to find Las Ranchas de Rosas burning down. Esperanza's uncles have set the fire to destroy Ramona's house. They have left the family homeless and the servants with no place to work. The fire violated* the human rights of Esperanza and her family and reminds us of similar challenges many people still face today.

Setting fire to Esperanza's home is a violation of Part 2 of Article 17 of the UDHR, which says, "No one shall be arbitrarily deprived of his property." This means no one should take something, like another person's home, from them without a good reason. The uncles unfairly took away Esperanza's home and all that she owned. When Esperanza opened up a charred trunk after the fire, she realized that "there was nothing left inside, for someday." (p. 44) Without her home and property, her future became scary and uncertain.

Today, many people face similar challenges. Their homes and other property are not safe because of war, crime, or violence. Around the world, war has driven people out of their homes. Their property has been destroyed by bombings and fire. Like Esperanza's, their future is frightening and uncertain.

Esperanza Rising is a fictional story set long ago, but thinking about events like this one reminds us that people in the real world today still face the same human rights challenges.

Directors' Note Research Note-catcher

W.5.2, W.5.4, W.5.5, W.5.8

Name: _____

Date: _____

Focus Question: What human rights were threatened in *Esperanza Rising*, and how do these issues impact people today?

Focus Statement:

Sources:

Summary of Excerpt from *Esperanza Rising*:

Briefly describe the characters and situation from your group's excerpt.

What human right is threatened by the event described in the excerpt?

UDHR Connection

What article(s) from the UDHR corresponds to this event?

*How does this article correspond to the event from *Esperanza Rising*?*

- How is the human right violated or threatened in *Esperanza Rising*?

- Quote from the UDHR that supports your thinking:

- Quote from *Esperanza Rising* that supports your thinking:

Fluent Readers Do These Things Anchor Chart
(Example, for Teacher Reference)

RF.5.4

Directions: Students will help you generate the criteria for this anchor chart, but ensure that the following criteria are represented:

- Read smoothly.
- Correct yourself when you make mistakes.
- Read at an appropriate volume for everyone to hear you.
- Read at an appropriate pace for everyone to understand the words you are saying.
- Pause at commas and fully stop at periods.
- Read questions like questions and exclamations with excitement.
- Change voice and volume depending on meaning.
- Change the tone to match the message (sad, serious, funny, joyful, surprised).
- Read dialogue between quotation marks with expression to convey meaning.
- Change your facial and body language to convey meaning.

Directions for Peer Critique

1. Partner B reads his or her monologue aloud for Partner A, twice.
2. Partner A listens and refers to the criteria on the Fluent Readers Do These Things anchor chart.
3. Partner A identifies one star (one thing his or her partner did well).
4. Partner A records the star on a sticky note.
 - For example: “You read aloud at an appropriate volume—not too loud or too quiet.”
5. Partner A identifies one step (one thing his or her partner could improve on).
6. Partner A records the step on a different colored sticky note.
 - For example: “You read it a little fast at times. Could you slow down, particularly here _____?”
7. Partner A explains the feedback to partner B first.
8. Repeat with Partner A reading his or her monologue aloud to Partner B, twice, and continuing with the rest of the steps.

Informative Writing Checklist

Name: _____

Date: _____

Standard	Characteristics of Effective Informative Writing	Characteristics of ... (specific writing piece)	Yes? No?
W.5.9	My focus shows that I clearly understand the topic or text and is well supported with evidence from reliable sources.		
W.5.2a	I provide a general observation and focus and maintain the focus consistently throughout the piece.		
W.5.2a	I introduce the topic, giving readers the context they need to understand the piece.		
W.5.2a	Information is grouped logically, in a way that makes my thinking clear to the reader.		
W.5.2a	I use formatting, illustrations, and multimedia to help the reader understand information and ideas.		
W.5.2b	I use accurate and relevant facts, definitions, concrete details, quotations, or other information and examples to explain my thinking.		
W.5.2.c	I use linking words to show how ideas and information connect.		
W.5.2d L.5.6	I use precise language and domain-specific vocabulary.		
W.5.2e	I have a conclusion that is clearly related to the focus and the information presented.		
W.5.4 (partial)	My writing is appropriate for this task, purpose, and audience.		
W.5.8 (partial)	I list my sources.		
L.5.1 L.5.3a	My words and sentences follow the rules of writing.		
L.5.2	My spelling, capitalization, and punctuation are correct.		

Working to Contribute to a Better World Anchor Chart

Teacher Directions: Add the following in bold to the anchor chart, leaving space at the bottom to add to it throughout the unit.

Put learning to use to improve communities

Habit of character	What does it look like?	What does it sound like?
I apply my learning to help our school, the community, and the environment.	<ul style="list-style-type: none"> • Creating products like posters, leaflets, or videos for the school or community • Putting together presentations for the school or the community • Organizing an event to benefit the school, the community, or the environment 	<ul style="list-style-type: none"> • “Did you know that _____?”
I use my strengths to help others grow.	<ul style="list-style-type: none"> • Helping someone with something that I can do well (for example, helping someone read or spell something) • Sharing my work with someone to explain how it meets the criteria • Providing kind, specific, and helpful peer feedback 	<ul style="list-style-type: none"> • “I think I can help you with that.” • “Is there anything I can help you with?” • “I can see how your work meets this criterion, but have you thought about _____?”
I take care of and improve our shared spaces and the environment.		

Working to Contribute to a Better World Anchor Chart
(Example, for Teacher Reference)

Put learning to use to improve communities

Habit of character	What does it look like?	What does it sound like?
I apply my learning to help our school, the community, and the environment.	<ul style="list-style-type: none"> • Creating products like posters, leaflets, or videos for the school or community • Putting together presentations for the school or the community • Organizing an event to benefit the school, the community, or the environment 	<ul style="list-style-type: none"> • “Did you know that _____?”
I use my strengths to help others grow.	<ul style="list-style-type: none"> • Helping someone with something that I can do well (for example, helping someone read or spell something) • Sharing my work with someone to explain how it meets the criteria • Providing kind, specific, and helpful peer feedback 	<ul style="list-style-type: none"> • “I think I can help you with that.” • “Is there anything I can help you with?” • “I can see how your work meets this criterion, but have you thought about _____?”
I take care of and improve our shared spaces and the environment.	<ul style="list-style-type: none"> • Putting things away in the right place when I have finished with them • Being careful not to break things that don’t belong to me • Cleaning up after myself • Putting things back in the right place after moving them around • Recycling • Throwing litter in the trash 	<ul style="list-style-type: none"> • “Would you mind cleaning up your area/putting your chair under the table, please?” • “Would you mind throwing that in the trash rather than on the floor, please?” • “Is that something that you could recycle rather than throw in the trash?”

Steps for Publishing Our Programs Anchor Chart

W.5.6

Teacher Directions: Prepare a chart paper with the following directions for students.

Steps for Publishing Our Programs:

1. With your group, read your revised Directors' Note drafts and make corrections based on the End of Unit 3 Assessment.
2. Rewrite your draft to include the corrections and revisions in the appropriate spot on the Performance Task template.
3. Complete the cover, authors, and Setting sections of the Performance Task template.
4. Complete the Cast and Order of Monologues sections of the Performance Task template.
5. Complete the Sources section of the Performance Task template.
6. Print your work.

Tracking Progress: Reading Fluency

Name: _____

Date: _____

Learning Target: I can read aloud a new text fluently and accurately.

Standards I'm Tracking: RF.5.4

1. How am I doing?

- For each criterion, self-assess by putting a check mark in the appropriate column.
- Strive to be honest with yourself. Remember, your ability grows with your effort, so it's fine if you aren't there yet!

You will receive feedback in a different colored pen on the checklist.

Standard	Characteristics of Reading Fluently	4 Advanced	3 Proficient	2 Developing	1 Beginning
RF.4b,c	I can read all/almost all of the words correctly.				
RF.4c	I can correct myself and reread when what I read was wrong or didn't make sense.				
RF.4a,b	I can read at a speed that is appropriate for the piece.				
RF.4a,b	I can read smoothly, without many breaks.				
RF.4a,b	I can read groups of related words and phrases together.				
RF.4a,b	I can notice and read punctuation. <i>(Examples: Pauses after a comma and period, questions sound like questions, dialogue sounds like someone saying it, exclamations in an excited voice.)</i>				
RF.4b	I can use the appropriate tone to express the author's meaning.				

RF.4b	I can use facial expressions and body language to match the expression in my voice.				
RF.4b	I can use the appropriate volume and change volume naturally as if I am talking to a friend.				

2. How have I improved since I last worked on this skill?

Teacher Response:

3. How can I improve next time?

Teacher Response:



Grade 5: Module 1: Unit 3:
Homework Resources
(For Families)

Unit 3: Using Writing to Raise Awareness: Human Rights

Common Core State Standards addressed: RF.5.4, W.5.3, W.5.4, W.5.5, L.5.1b

Guiding Questions and Big Ideas:

- What are human rights, and how can they be threatened?
- How can we use writing to raise awareness of human rights issues?
- Human rights belong to everyone, but they can look different to different people in different places.
- We can better understand how humans can be threatened by reading about the experiences of fictional characters in stories.

What will your student be doing at school?

In Unit 3, students prepare for the performance task by writing original monologues based on events from *Esperanza Rising*, and writing a Directors' Note explaining what human right was threatened in the event described in their monologues, and how people are impacted by that challenge today. For the performance task, they publish their Directors' Note and present their monologue to an audience.

Working to contribute to a better world is the habit of character emphasized in this unit.

These are the specific skills students will focus on:

- I use my strengths to help others grow.
- I take care of and improve our shared spaces and the environment.
- I apply my learning to help our school, the community, and the environment.

The Language standard that students will be focusing on in this unit (L.5.1b) requires them to:

- Form and use the perfect verb tenses (e.g., *I had walked*; *I have walked*; *I will have walked*—see information on the next page).

Perfect Verb Tenses

L.5.1b

verb: a word that describes an action or state of being

We use different forms of a verb to show when an action happened. This is called *verb tense*. Verb tense shows if an action happened in the past, in the present, or will happen in the future. There are several verb tenses: the simple verb tenses, the progressive verb tenses, and the perfect verb tenses.

The perfect verb tenses are used to show action already completed and are formed by adding the auxiliary form of *have* to the past participle of the verb.

Present Perfect Tense: a form of a verb that shows something began in the past and continues into the present but just ended.

The present perfect tense uses the auxiliary “has” or “have.”

Simple Past Tense	Present Perfect Tense
I walked one mile.	I have walked one mile.
He told them we are his cousins.	“He has told them we are his cousins.” (p. 102, <i>Esperanza Rising</i>)

Past Perfect Tense: a form of a verb that shows something began, continued, and was completed in the past, before another action.

The present perfect tense uses the auxiliary “had.”

Simple Past Tense	Past Perfect Tense
I walked.	I had walked.
She saw people sweep.	“She had seen people sweep many times.” (p. 115–116, <i>Esperanza Rising</i>)

Future Perfect Tense: a form of a verb that shows an action that will begin, continue for a while, and then be completed at a specified time in the future.

The present perfect tense uses the auxiliary “will have.”

Simple Past Tense	Future Perfect Tense
Saturday I will walk.	By Saturday morning, I will have walked.

How can you support your student at home?

- Talk to your student about human rights and threats to human rights.
- Read informational texts in order to determine the main ideas from supporting details, and to summarize.
- Read articles of the Universal Declaration of Human Rights and discuss what they mean.
- Watch documentaries, and research on the internet with your student to find out more about human rights issues people face today and how they are impacted by these challenges.
- Watch monologues to find out more about the purpose of a monologue within a performance and what makes a monologue effective.
- Help your child practice reading aloud fluently and accurately.

Unit 3: Homework

In Lessons 1–6, homework focuses on research reading and forming and using the perfect verb tenses.

In Lessons 7–13, homework focuses on research reading and reading literary texts aloud for fluency.

Research reading: Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes **each day** and responding to a prompt of choice in the **front** of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

Choice reading: If your student would also like to independently read and respond to a book of free choice, he or she may use the **back** of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date *
1	Students are introduced to the performance task, and read and analyze model monologues to determine characteristics of the format.	1. Discuss the guiding questions with your family. How do they make you feel now? Why? What do they make you think about? You can sketch or write your reflections.	1. Lesson 2 2. Teacher will check independent reading journals strategically.	
2	Students select an event from <i>Esperanza Rising</i> where human rights are threatened to focus on for the remainder of the unit and plan the beginning of their monologues.	1. Perfect Verb Tenses I 2. Research reading and answering prompt	1. Lesson 6 2. Teacher will check independent reading journals strategically.	
3	Students plan the middle of their monologues.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
4	Students plan the ending of their monologues and participate in peer critique focused on the use of details and descriptions to develop their ideas.	1. Perfect Verb Tenses II 2. Research reading and answering prompt	1. Lesson 6 2. Teacher will check independent reading journals strategically.	
5	Students revise their monologue plans and then for the Mid-Unit 3 Assessment draft their monologues.	3. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

* Teacher note: Please complete the Anticipated Date column according to your schedule.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date *
6	Students revise their monologues to convey experiences precisely.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
7	Students revise their monologues for narrative voice and for use of the perfect verb tenses.	1. Reading a new literary text or excerpt of a literary text aloud for fluency 2. Research reading and answering prompt	1. Students will read aloud a new literary text for fluency in Lesson 11. 2. Teacher will check independent reading journals strategically.	
8	Students analyze model programs and Directors' Notes to understand characteristics of the format and begin to gather evidence for their group's Directors' Note.	1. Reading a new literary text or excerpt of a literary text aloud for fluency 2. Research reading and answering prompt	1. Students will read aloud a new literary text for fluency in Lesson 11. 2. Teacher will check independent reading journals strategically.	
9	Students read informational texts and continue to gather evidence for their group's Directors' Note.	1. Reading a new literary text or excerpt of a literary text aloud for fluency 2. Research reading and answering prompt	1. Students will read aloud a new literary text for fluency in Lesson 11. 2. Teacher will check independent reading journals strategically.	

* Teacher note: Please complete the Anticipated Date column according to your schedule.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date *
10	Students work with their monologue group to draft a Directors' Note.	1. Reading a new literary text or excerpt of a literary text aloud for fluency 2. Research reading and answering prompt	1. Students will read aloud a new literary text for fluency in Lesson 11 . 2. Teacher will check independent reading journals strategically.	
11	Students answer selected response questions about forming and using the perfect verb tenses; revise their group's Directors' Note for task, purpose, and audience and the perfect verb tenses; and read aloud a literary text for fluency and accuracy for the End of Unit 3 Assessment.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
12	Students work in their monologue groups to publish their programs for the performance task.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

* Teacher note: Please complete the Anticipated Date column according to your schedule.

Directions: Remember to record responses to **research reading in the front** of your independent reading journal and responses to **choice reading in the back**. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol such as an asterisk (*).

Record:

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

Example:

Date: 04/08/2016

Book Title and Author: Universal Declaration of Human Rights, by the United Nations

Pages Read: Article 4

Prompt: What is the main idea of the text you read?

Response: People shall not be slaves or treated in that way.

Consider using the following independent reading prompts*:

- What is the main idea of the text? What are some of the key details, and how do they support the main idea?
- What do the illustrations (photographs, maps) tell you? How do they help you understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in previous lessons?
- How does the section or chapter fit into the overall structure of the novel?
- How does the main character change over the course of the novel?
- Choose one new word from your reading today and analyze it on a vocabulary square:

Definition in your own words	Synonyms (words that mean the same)
Words with the same affix or root	Sketch

*Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.

Directions:

In the classroom, you have been recording words from your texts in your vocabulary log. Throughout this unit, you have been research reading topic-related books at home to build your knowledge of human rights and recording words in your independent reading journal.

Choose a word from your research reading or from a text you've read in class and add the word to your vocabulary log. Try to choose a different word to add and to practice a different vocabulary strategy each time. For each word, be sure to add the following:

1. The definition, or meaning, of the word
2. The vocabulary strategy you used to figure out the meaning of the word
3. A sketch or diagram that helps you to better understand the meaning of the word

As a reminder, the vocabulary strategies we've been working on in class are:

Vocabulary Strategies

- Context: Read the sentence around the word.
- Look at the affixes for clues.
- Look at the root of the word for clues.
- Use a dictionary.
- Discuss the word with another person (after attempting some of the above strategies).

Excerpts from *Esperanza Rising* by Pam Muñoz Ryan

- pages 100–106: From “‘We’re here,’ said Isabel ...” to “... more miserable in her life?”
- pages 199–203: From “Marta was right.” to “... such low wages.”
- pages 204–210: From “Esperanza had grown ...” to “... nothing had happened.”
- pages 218–220: From “Miguel walked in ...” to “... a darkened trail.”
- pages 220–224: From “Esperanza’s eyes were on fire.” to “... you are a queen.”

Name:

Date:

1. Underline the verb in the present perfect verb tense in this sentence:

Esperanza and Isabel have washed all of the twins' diapers.

2. Underline the correct answer to this question:

What does the verb tense show in this sentence?

- The action is still happening.
- The action happened in the past.
- The action started in the past and was just completed.

3. Underline the verb in the past perfect verb tense in this sentence:

After she had swept the platform, Esperanza realized that she forgot the dustpan.

4. Underline the correct answer to this question:

What does the verb tense show in this sentence?

- The action happened in the past.
- The action happened in the past and was completed in the past.
- The action started in the past and was just completed.

5. Underline the verb in the future perfect verb tense in this sentence:

Esperanza will have cleaned the whole house by the time Mama returns home.

6. Underline the correct answer to this question:

What does the verb tense show in this sentence?

- The action will happen in the future.
- The action started in the past and was just completed.
- The action will begin and be completed in the future.

Name: _____

Date: _____

Directions: Complete the sentences:

1. Esperanza _____ used mashed-up avocados to make her hands softer.

had	have
-----	------

2. Before leaving to get Abuelita, Miguel _____ Esperanza's money orders from her trunk.

have taken	had taken
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3. "She _____ that if she and Mama were to get Abuelita here, they could not afford to strike." (page 146)

had decided	will have decided
-------------	-------------------

4. By the time the asparagus is ready, the strikers _____ organized and slowed down the workers.

will have	had
-----------	-----

4. When Abuelita came to California, Esperanza _____ crocheting the blanket.

had finished	has finished
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Education

Grade 5: Module 1: **Assessment Overview and Resources**

Final Performance Task	<p>Monologue Performance and Program</p> <p>This performance task gives students a chance to work in small groups to compile their monologues and create a program. Throughout Unit 3, students work with careful scaffolding to write and revise a monologue based on a character’s reaction to an event from <i>Esperanza Rising</i>. For the performance task, students work in groups to finalize the order of their monologues and create a program that includes the order of their monologues, the cast, and a Directors’ Note. In the Directors’ Note, students write about the human right challenged by the event described in their monologues, identify the corresponding article from the UDHR, and explain how people are impacted by this issue today. Finally, students perform their monologues for a live audience. This task centers on CCSS ELA RF.5.4, W.5.4, W.5.5, and W.5.8.</p>
Mid-Unit 1 Assessment	<p>Answering Questions about and Summarizing Article 13 of the UDHR</p> <p>This assessment centers on CCSS ELA RI.5.1, RI.5.2, RI.5.4, L.5.4b, and L.5.4c. Students read Article 13 of the Universal Declaration of Human Rights, determine the meaning of unfamiliar vocabulary, and determine the main idea, using supporting details from the text to write a summary of the article that includes quotes from the text.</p>
End of Unit 1 Assessment	<p>Text-Based Discussion—Threats to Human Rights in <i>Esperanza Rising</i></p> <p>This two-part assessment centers on CCSS RL.5.1, RL.5.5, RI.5.1, W.5.9a, and SL.5.1a-c. In Part I, students participate in a text-based discussion about threats to human rights in Chapters 4–6 of <i>Esperanza Rising</i>, and their reactions to these threats, quoting accurately from the text and the UDHR. In Part II, students quote accurately from the text to answer questions about Chapter 6 in <i>Esperanza Rising</i> and identify how the chapter fits into the overall structure of the story.</p>
Mid-Unit 2 Assessment	<p>Interpreting Metaphors and Analyzing Character Reactions</p> <p>This assessment centers on CCSS ELA RL.5.1, RL.5.2, RL.5.3, W.5.9a, and L.5.5a. Students reread a section of <i>Esperanza Rising</i> and complete a chart analyzing the reactions of two characters to the same event. They then write a paragraph describing one of the characters’ reactions, and answer selected response questions in order to show a deep understanding of characters and theme in this section of the text.</p>
End of Unit 2 Assessment	<p>Revising a Literary Essay</p> <p>This assessment centers on CCSS ELA W.5.2c, W.5.2d, W.5.5, W.5.6, L.5.2d, and L.5.6. Students revise the draft of their literary essays comparing and contrasting the reactions of two characters to an event or situation in <i>Esperanza Rising</i>, with a focus on linking words and phrases, specifically those that signal contrast and other logical relationships. Students use a word processor to type a final draft of their essay.</p>

Mid-Unit 3 Assessment	<p>Drafting a Monologue</p> <p>This assessment centers on CCSS ELA W.5.3, W.5.3a, W.5.3b, W.5.3e, and W.5.4. Students use their Monologue Planning Graphic Organizer: <i>Esperanza Rising</i> to draft a monologue from the point of view of a character in the story whose human rights have been threatened. Students demonstrate the ability to introduce a character, use description to show the response of the character to an event from the novel, and provide a sense of closure in narrative writing.</p>
End of Unit 3 Assessment	<p>Revising Writing and Reading Fluency</p> <p>This assessment centers on CCSS ELA W.5.4, W.5.5, L.5.1b, and RF.5.4 and has three parts. In Part I, students answer selected and short response questions about the perfect verb tense. In Part II, students apply what they have learned about revising to the Directors' Note they have written, with a focus on task, purpose, audience, and verb tense. In Part III, students read a section of <i>Esperanza Rising</i> aloud and are assessed on accuracy, appropriate rate, and expression. Then students orally summarize what they have read to assess understanding of the text.</p>

Student Checklists

Students are provided with checklists for their writing, which outline the key criteria required of the writing type by the CCSS. These checklists are closely aligned with the teacher rubrics used to grade student assessments. An empty column is provided on each student checklist for students to add criteria for the specific characteristics required by the writing prompt, and time, directions, and examples for this process are built into the relevant lessons.

Narrative Writing Checklist: Unit 3

Name: _____

Date: _____

Standard	Characteristics of Effective Narrative Writing	Characteristics of My Monologue	Yes? No?
W.5.9	I use information from sources to craft the characters, setting, or events in my story.		
W.5.3.a	The events in my narrative are clear and connected.		
W.5.3.a	I use details and description to introduce the narrator and establish the situation.		
W.5.3a	My narrative has a central problem.		
W.5.3a	I organize events in a sequence that unfolds naturally.		
W.5.3b	I use dialogue and description to show what characters are doing, thinking, and feeling and how they respond to situations.		
W.5.3b	I “slow down” important events by adding detail and use transitions to “speed up” events that are not important.		
W.5.3c	I use a variety of transitional words and phrases to show the sequence of events.		
W.5.3d L.5.3 (partial) L.5.6	I include sensory details and choose words carefully to help the reader imagine experiences or events.		
W.5.3e	My narrative has a satisfying conclusion.		
W.5.4 L.5.3 (partial)	I use a narrative voice that is appropriate to the story I’m telling and engages the reader.		
L.5.1	My words and sentences follow the rules of writing.		
L.5.2	The spelling, capitalization, and punctuation are correct.		

.....
Name:

.....
Date:

Standard	Characteristics of Effective Informative Writing	Characteristics of My Group's Directors' Notes	Yes? No?
W.5.9	My focus shows that I clearly understand the topic or text and is well supported with evidence from reliable sources.		
W.5.2a	I provide a general observation and focus and maintain the focus consistently throughout the piece.		
W.5.2a	I introduce the topic, giving readers the context they need to understand the piece.		
W.5.2a	Information is grouped logically, in a way that makes my thinking clear to the reader.		
W.5.2a	I use formatting, illustrations, and multimedia to help the reader understand information and ideas.		
W.5.2b	I use accurate and relevant facts, definitions, concrete details, quotations, or other information and examples to explain my thinking.		
W.5.2.c	I use linking words to show how ideas and information connect.		
W.5.2d L.5.6	I use precise language and domain-specific vocabulary.		
W.5.2e	I have a conclusion that is clearly related to the focus and the information presented.		
W.5.4 (partial)	My writing is appropriate for this task, purpose, and audience.		
W.5.8 (partial)	I list my sources.		
L.5.1 L.5.3a	My words and sentences follow the rules of writing.		
L.5.2	My spelling, capitalization, and punctuation are correct.		

Reading Fluency Self-Assessment Checklist: Unit 3

.....
Name:

.....
Date:

Reading Fluency Checklist

			4	3	2	1
	Characteristics of Fluent Reading	Symbol	Advanced	Proficient	Developing	Beginning
RF.4b,c	I can read all/almost all of the words correctly.					
RF.4c	I can correct myself and reread when what I read was wrong or didn't make sense.					
RF.4a,b	I can read at a speed that is appropriate for the piece.					
RF.4a,b	I can read smoothly without many breaks.					
RF.4a,b	I can read groups of related words and phrases together.					
RF.4a,b	I can notice and read punctuation. <i>(Examples: Pauses after a comma and period, questions sound like questions, dialogue sounds like someone saying it, exclamations in an excited voice.)</i>					
RF.4b	I can use the appropriate tone to express the author's meaning.					
RF.4b	I can use facial expressions and body language to match the expression in my voice.					
RF.4b	I can use the appropriate volume and change volume naturally as if I am talking to a friend.					

Mid-Unit 1 Assessment:
Answering Questions about and Summarizing Article 13 of the UDHR
(For Teacher Reference)

This assessment centers on CCSS ELA RI.5.1, RI.5.2, RI.5.4, L.5.4b, and L.5.4c. Students read Article 13 of the Universal Declaration of Human Rights, determine the meaning of unfamiliar vocabulary, and determine the main idea, using supporting details from the text to write a summary of the article that includes quotes from the text.

CCSS Addressed:

RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
L.5.4	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.
L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
L.5.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Mid-Unit 1 Assessment:
Answering Questions about and Summarizing Article 13 of the UDHR
(Answers, for Teacher Reference)

Directions: Read Article 13 from the Universal Declaration of Human Rights. Then answer the questions below and write a summary of the article to show your understanding. You may use your simplified version of the UDHR as a resource.

Article 13

1. Everyone has the right to freedom of movement and **residence** within the **borders** of each state.
2. Everyone has the right to leave any country, including his own, and to return to his country.

1. Break up the word **residence** into a root word and suffix on the chart below.

- 1a. Determine the meaning of each part of the word to complete the second row of the chart. You may use your **Affix List** and a dictionary as resources. (RI.5.4, L.5.4b, L.5.4c).

<i>residence</i>	Root: <i>reside</i>	Suffix: <i>ence</i>
Meaning	<i>live</i>	<i>the act or condition of</i>

2. Write a definition of **residence** in your own words. (RI.5.4) *Answers will vary. Sample response below.*

the act of living in a place, where someone lives

3. What does **border** mean in this article? Underline the best answer. (L.5.4a)

- a. A band or strip around the edge of something
- b. A narrow band of planted ground at the edge of a walkway
- c. *A line separating two political or geographical areas—for example, countries*
- d. Someone who gets on a vehicle—for example, a train or an airplane

4. What are the main ideas of Article 13 of the Universal Declaration of Human Rights? Underline all of the correct answers. (RI.5.2)

Everyone has the right to ...

- a. *Move and live where they want within their own country*
- b. Own property and residences in a country
- c. Do whatever they want within a country
- d. *Leave a country and go back to their own country*

5. Copy the main ideas you underlined in Question 4 on the first row of chart.

5a. Choose a supporting detail from the text to support each main idea and fill in Row 2. Be sure to quote accurately from the text. (RI.5.1, RI.5.2)

Answers will vary. Sample response below.

Main Ideas (from Question 4)	<i>Move and live where they want within their own country</i>	<i>Leave a country and go back to their own country</i>
Supporting Details (quote accurately from the text)	<i>“freedom of movement and residence within the borders”</i>	<i>“leave any country, including his own”</i>

6. Use what you saw in the video, the student version of the UDHR, and the text of Article 13 to write a summary of Article 13. Check your summary using the Criteria for an Effective Summary anchor chart. (RI.5.1, RI.5.2, RI.5.9a)

Answers will vary. Sample response below.

The Universal Declaration of Human Rights was written by the United Nations to protect all people everywhere. The student version describes Article 13 as the “Freedom to Move.” One main idea of the article is that everyone has the right to move around and live where they want to within their own country. Part 1 of Article 13 says people have the right to “freedom of movement and residence within the borders of each State.” Another main idea of Article 13 is that we have the freedom to travel. Part 2 of the Article says that every person has the right to “leave any country, including his own, and to return to his country.” Article 13 says that people have the right to move freely within their own country and between countries.

Evaluate responses using the **Summarizing an Informational Text Rubric**

Note: Responses are assessed on mastery of RI.5.1, RL.5.2, and W.5.9a, not on the quality of written expression.

Mid-Unit 1 Assessment:
Summarizing an Informational Text Rubric
(For Teacher Reference)

Summarizing an Informational Text Rubric			
Advanced	Proficient	Developing	Beginning
Clearly introduces the text and “wraps up” with a concluding statement that repeats the main idea(s) of the passage	Introduces the text with author and title and “wraps up” with a concluding statement	Missing an adequate introduction or concluding statement	Missing introductory and concluding statement
Accurately identifies and clearly and concisely explains main idea(s) in the text.	Accurately identifies and briefly explains main idea(s) in the text	Key ideas in the text are absent or unclear; little or no explanation provided	Main ideas are stated or explained in a way that indicates misunderstanding
Uses well-chosen details and quotes (if appropriate) to explain the main idea(s) of the text	Uses important details and quotes (if appropriate) to explain the main idea(s) of the text.	Details used may not clearly explain the main idea(s) of the text	Does not include details that explain the main idea(s) of the text
Concisely conveys only the most important ideas and details	Conveys only important ideas and details	Includes some unnecessary details	Includes many unnecessary details and explanations

Mid-Unit 1 Assessment:
Answering Questions about and Summarizing Article 13 of the UDHR

Name: _____

Date: _____

Directions: Read Article 13 from the Universal Declaration of Human Rights. Then answer the questions below and write a summary of the article to show your understanding. You may use your simplified version of the UDHR as a resource.

Article 13

1. Everyone has the right to freedom of movement and **residence** within the **borders** of each state.
2. Everyone has the right to leave any country, including his own, and to return to his country.

1. Break-up the word **residence** into a root word and suffix on the chart below.

1a. Determine the meaning of each part of the word to complete the second row of the chart. You may use your **Affix List** and a dictionary as resources. (RI.5.4, L.5.4b, L.5.4c).

residence	Root:	Suffix:
Meaning		

2. Write a definition of **residence** in your own words. (RI.5.4)

3. What does **border** mean in this article? Underline the best answer. (L.5.4a)

- a. A band or strip around the edge of something
- b. A narrow band of planted ground at the edge of a walkway
- c. A line separating two political or geographical areas—for example, countries
- d. Someone who gets on a vehicle—for example, a train or an airplane

4. What are the main ideas of Article 13 of the **Universal Declaration of Human Rights**? Underline all of the correct answers. (RI.5.2)

Everyone has the right to ...

- a. Move and live where they want to within their own country
- b. Own property
- c. Do whatever they want within a country
- d. Leave a country and to go back to their own country

5. Copy the main ideas you underlined in Question 4 on the first row of chart.

5a. Choose a supporting detail from the text to support each main idea and fill in Row 2. Be sure to quote accurately from the text. (RI.5.1, RI.5.2)

<p>Main Ideas (from Question 4)</p>		
<p>Supporting Details (quote accurately from the text)</p>		

End of Unit 1 Assessment:
Text-Based Discussion—Threats to Human Rights in *Esperanza Rising*
(For Teacher Reference)

This two-part assessment centers on CCSS RL.5.1, RL.5.5, RI.5.1, W.5.9a, and SL.5.1a-c. In Part I, students participate in a text-based discussion about threats to human rights in Chapters 4–6 of *Esperanza Rising*, and their reactions to these threats, quoting accurately from the text and the UDHR. In Part II, students quote accurately from the text to answer questions about Chapter 6 in *Esperanza Rising* and identify how the chapter fits into the overall structure of the story.

CCSS Addressed:

RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.9a	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
SL.5.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

End of Unit 1 Assessment, Part I:
Text-Based Discussion—Threats to Human Rights in *Esperanza Rising*
(For Teacher Reference)

Part I: Collaborative Discussion: Threats to Human Rights in *Esperanza Rising*

Throughout this unit, you have been making connections between *Esperanza Rising* and the **Universal Declaration of Human Rights**. For this assessment, you are going to reflect on how the rights of the characters in Chapters 4–6 were threatened. (RL.5.1, RI.5.1, W.5.9a, SL.5.1a-c.)

In this part of the assessment, you will meet with a small group to discuss the following question:

How were the human rights of the characters in Chapters 4–6 of *Esperanza Rising* threatened?

Remember to use details and examples from both texts to support and explain your thinking.

Throughout the discussion refer to:

- The **Discussion Norms anchor chart**
- The notes on your **Preparing for a Text-Based Discussion note-catcher**

Use the Collaborative Discussion Checklist on the following page to record your observations.

End of Unit 1 Assessment, Part I:
Collaborative Discussion Checklist
(For Teacher Reference)

Student Name	Prepares with evidence and draws on evidence during discussion (SL.5.1a)	Follows agreed-upon rules for discussions and carries out assigned roles (SL.5.1b)	Asks specific questions that contribute to the discussion (SL.5.1c)	Responds to and elaborates on others' ideas/questions (SL.5.1c)	Quotes accurately from the UDHR when explaining/drawing inferences (RL.5.1)	Quotes accurately from <i>Esperanza Rising</i> when explaining/drawing inferences (RL.5.1, W.5.9a)	Teacher comments

End of Unit 1 Assessment, Part II:
Short Response Questions: *Esperanza Rising*
(Answers, for Teacher Reference)

Part II: Short Response Questions: *Esperanza Rising*
Answers will vary. Sample response below.

1. Explain how Chapter 6, “Las Cebollas,” fits into the overall structure of *Esperanza Rising*. Use the information above as a resource to complete the table. (RL.5.5)

Chapter	How does the chapter fit into the overall structure of the story? Why?
Las Cebollas Chapter 6 Page 100	<i>The chapter is part of the rising action. We know that more things are likely to happen to Esperanza and her mother because they have only just arrived in the United States and started their new life. There hasn't been a turning point yet.</i>

2. Reread pages 110–113. How does Isabel respond to having to stay home and not work while everyone else works? Cite specific details from the text that show how Isabel handles the situation. Include at least one quotation from the text to support your thinking. (RL.5.1)

Isabel takes on a lot of responsibility and seems to be mature for her age. She takes care of the babies, feeding them and keeping them clean (p. 110). She pays attention to their needs, reminding Esperanza, “We need to change the babies” (p. 113). Isabel also became friends with women who were older—like Irene, who had “long gray hair tied in a tail” (p.112). Isabel responded to staying home very responsibly, caring for the babies and becoming friends with the older women in the camp who also worked at home.

3. During “Las Cebollas,” Isabel must teach Esperanza many things even though she is younger and has had a less privileged life. How does Isabel react to having to teach Esperanza so many things? Cite specific examples from the text. Include at least one quotation from the text to support your thinking. (RL.5.1)

Isabel is surprised and worried that Esperanza doesn't know all the things she needs to do. For example, she was “puzzled” when Esperanza didn't know how to wash clothes (p.115). When Esperanza told her she had never done laundry before, “Isabel's eyes got bigger and she looked worried” (p. 115). But Isabel is kind to Esperanza. She patiently teaches her how to change diapers, feed the babies, locate things in the camp, and how to wash clothes.

End of Unit 1 Assessment:
Text-Based Discussion—Threats to Human Rights in *Esperanza Rising*

.....
Name:

.....
Date:

This assessment has two parts. Your teacher will tell you in which order to complete them. In Part I, you will participate in a small group discussion about threats to human rights in *Esperanza Rising*. In Part II, you will answer short response questions to show your understanding of the chapters. You will need your copy of *Esperanza Rising* and your Preparing for a Text-Based Discussion note-catcher for this assessment.

Part I: Collaborative Discussion: Threats to Human Rights in *Esperanza Rising*

Throughout this unit, you have been making connections between *Esperanza Rising* and the Universal Declaration of Human Rights. For this assessment, you are going to reflect on how the rights of the characters in Chapters 4–6 were threatened. (RL.5.1, RI.5.1, W.5.9a, SL.5.1a-c.)

In this part of the assessment, you will meet with a small group to discuss the following question:

How were the human rights of the characters in Chapters 4–6 of *Esperanza Rising* threatened?

Remember to use details and examples from both texts to support and explain your thinking.

Throughout the discussion refer to:

- The **Discussion Norms anchor chart**
- The notes on your **Preparing for a Text-Based Discussion note-catcher**

End of Unit 1 Assessment:
Short Response Questions: *Esperanza Rising*

.....
Name:

.....
Date:

Part II: Short Response Questions: *Esperanza Rising*

You will need a copy of *Esperanza Rising* to answer the questions below.

Structure of <i>Esperanza Rising</i> anchor chart (use with Question 1)	
Exposition	Beginning of the story describing how things are before the action begins
Rising Action	Series of conflicts and crises in the story that build toward the climax
Climax	The turning point, when something important happens that changes the direction of the story
Falling Action	The action that happens after the climax and starts to guide the story toward the resolution
Resolution	Tying everything together

1. Explain how Chapter 6, “Las Cebollas,” fits into the overall structure of *Esperanza Rising*. Use the information above as a resource to complete the table. (RL.5.5)

Chapter	How does the chapter fit into the overall structure of the story? Why?
Las Cebollas Chapter 6 Page 100	

Mid-Unit 2 Assessment:
Interpreting Metaphors and Analyzing Character Reactions
(For Teacher Reference)

This assessment centers on CCSS ELA RL.5.1, RL.5.2, RL.5.3, W.5.9a, and L.5.5a. Students reread a section of *Esperanza Rising* and complete a chart analyzing the reactions of two characters to the same event. They then write a paragraph describing one of the characters' reactions, and answer selected response questions in order to show a deep understanding of characters and theme in this section of the text.

CCSS Addressed:

RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.9a	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.5a	Interpret figurative language, including similes and metaphors, in context.

Mid-Unit 2 Assessment:
Interpreting Metaphors and Analyzing Character Reactions
(For Teacher Reference)

Reread the section of the book that starts on the bottom of page 225 (“Esperanza kept her mind off Miguel ...”) to the bottom of page 227 (“She is even getting dusty.”). Then answer the questions below.

1. What is happening in this section of text? Briefly describe the situation using the chart below. (RL.5.2)

1a. How does each of the characters respond to this situation? Fill in the chart to show what she does, thinks, and feels in response to this challenge to Isabel’s human rights. Include at least one quote to explain your thinking. (RL.5.1, RL.5.2, RL.5.3, and W.5.9a)

Answers will vary. Sample responses below.

Chapter:	Event/Situation:	Pages:
Los Duraznos	Isabel not chosen Queen of May	225–227
<i>Description: Isabel wanted, more than anything, to be chosen Queen of May at school. She worked really hard and got the best grades, but she was not chosen.</i>		
Character	What does the character think/feel?	How do you know? What are his/her actions? How does the character interact with others? (quote accurately from the text)
Isabel	<ul style="list-style-type: none"> • <i>Upset</i> • <i>Disappointed</i> • <i>It wasn’t fair</i> 	<ul style="list-style-type: none"> • <i>p226: cried, “Esperanza could see the tear streaks on her cheeks.” And “sobbing into the folders of her skirt.”</i> • <i>p226: wanted comfort, “Isabel threw her arms around Esperanza’s waist.”</i> • <i>p226: “I had the best grades, but the teacher said she chose on more than just grades.”</i>
Esperanza	<ul style="list-style-type: none"> • <i>Very sorry for Isabel</i> • <i>Wanted to make Isabel feel better; “Esperanza desperately wanted to make it up to her” (p226)</i> 	<ul style="list-style-type: none"> • <i>p226: comforts Isabel; “She picked her up and held her. I’m sorry, Isabel. I’m so sorry that they did not choose you.”</i> • <i>p227: gives Isabel the precious porcelain doll that Papa gave her for her birthday</i> • <i>“She lifted the doll from the valise and handed it to Isabel. “To keep as your own.”</i>

2. Choose Isabel or Esperanza. Use the information on your chart to write a paragraph describing how the character responded to this challenge to Isabel’s human rights. Use at least one quote from the text in your description. (RL.5.1, RL.5.2, W.5.9a)

Sample response for Isabel: In the chapter “Los Duraznos” in Esperanza Rising, Isabel wanted, more than anything, to be chosen Queen of May at school. She worked really hard and got the best grades, but she was not chosen. She was very upset and disappointed, and she cried when she saw Esperanza. Isabel knew that this was not fair. She told Esperanza on page 226, “I had the best grades, but the teacher said she chose on more than just grades.”

Sample response for Esperanza: In the chapter “Los Duraznos” in Esperanza Rising, Isabel wanted, more than anything, to be chosen Queen of May at school. She worked really hard and got the best grades, but she was not chosen. Esperanza feels very sorry for Isabel and wants to make her feel better. When she first sees her, she comforts her. Then she gives Isabel her precious porcelain doll from her father. On page 227 it says, “She lifted the doll from the valise and handed it to Isabel. “To keep as your own.”

3. How are Esperanza’s and Isabel’s reactions to this situation similar? Underline the best answer. (RL.5.3)

- a. They are both surprised that Isabel was not chosen Queen of May.
- b. *They are both very sad that Isabel was not chosen Queen of May.*
- c. They are both angry that Isabel was not chosen Queen of May.
- d. They are both embarrassed to tell anyone that Isabel was not chosen.

4. How are Esperanza’s and Isabel’s reactions to this situation different? Underline the best answer. (RL.5.3)

- a. Esperanza thinks it is unfair that Isabel didn’t win, but Isabel thinks she must have deserved to lose.
- b. Esperanza is surprised that Isabel did not win, but Isabel knew it would happen.
- c. *Isabel is too sad to take action, but Esperanza tries to make her friend feel better.*
- d. Isabel is angry that she was not chosen, but Esperanza thinks that winning does not matter.

5. Complete the final row of this chart to interpret the meaning of the metaphor: the heartbeat of the land. (L.5.5, L.5.5a)

Sample response. Student responses may vary.

Excerpt of text	Metaphor	What does it mean?
Aguacalientes, Mexico, 1924. Pages 1–3.	“Did you know that when you lie down on the land, you can feel it breathe? That you can feel its heart beating?”	Papa loves the land and feels very connected to it. This is the home of his family, and he is very appreciative and grateful for what the land provides for him and his family.
Los Melones: Pages 91–92 from “With her feet on solid ground ...” to “... had squeezed an overripe orange.”	“But there was no reassuring thump repeating itself. No sound of the earth’s heartbeat. Or Papa’s.”	Esperanza does not feel connected to this new place. It is a long way from home and from the life she lived with her family, from Papa and Abuelita. She isn’t connected to the land because her family is broken apart.
Las Uvas: Pages 248–249 from “She bent over and touched ...” to “... just like she had felt it that day with Papa.”	“Miguel, did you know that if you lie on the ground and stay very still, you can feel the earth’s heart beating?”	<i>Esperanza now feels very connected to the land and is grateful for what it is providing for her and her family. Now that the family is reunited, and the roses are blooming, she also feels more connected to Papa. She realizes that where her family is, is her home.</i>

The heartbeat of the land is woven throughout the story. What theme does this metaphor convey? Underline the best answers (RL.5.1, RL.5.2)

- Under the ground are channels of water that move like blood through a heart, which you can hear if you put your ear to the ground.
- Listen carefully to people because they may say something meaningful.
- It doesn’t matter whether you are rich or poor, or where you live; home is where your family is.*
- Touch the soil around you to feel connected to the land.

Mid-Unit 2 Assessment:
Interpreting Metaphors and Analyzing Character Reactions

Name:

Date:

Directions:

You will need your copy of *Esperanza Rising* for this assessment.

Throughout this unit, you have been analyzing how characters respond in challenging situations. Today you are going to reread a section of *Esperanza Rising* and analyze how Esperanza and Isabel respond when Isabel’s human rights are challenged.

Reread the section of the book that starts on the bottom of page 225 (“Esperanza kept her mind off Miguel ...”) and ends on page 227 (“She was even getting dusty.”) Then answer the questions below.

1. What is happening in this section of text? Briefly describe the situation using the chart below. (RL.5.2)

1a. How does each of the characters respond to this situation? Fill in the chart to show what she does, thinks, and feels in response to this challenge to Isabel’s human rights. Include at least one quote to explain your thinking. (RL.5.1, RL.5.2, RL.5.3, and W.5.9a)

Chapter:	Event/Situation:	Pages:
Los Duraznos	Isabel not chosen Queen of May	225–227
Description:		
Character	What does the character think/feel?	How do you know? What are his/her actions? How does the character interact with others? <small>(quote accurately from the text)</small>
Isabel		
Esperanza		

2. Choose Isabella or Esperanza. Use the information on your chart to write a paragraph describing how the character responded to this challenge to Isabel's human rights. Use at least one quote from the text in your description. (RL.5.1, RL.5.2, W.5.9a)

3. How are Esperanza's and Isabel's reactions to this situation similar? Underline the best answer. (RI.5.3)

- a. They are both surprised that Isabel was not chosen Queen of May.
- b. They are both very sad that Isabel was not chosen Queen of May.
- c. They are both angry that Isabel was not chosen Queen of May.
- d. They are both embarrassed to tell anyone that Isabel was not chosen.

4. How are Esperanza's and Isabel's reactions to this situation different? Underline the best answer. (RI.5.3)

- a. Esperanza thinks it is unfair that Isabel didn't win, but Isabel thinks she must have deserved to lose.
- b. Esperanza is surprised that Isabel did not win, but Isabel knew it would happen.
- c. Isabel is too sad to take action, but Esperanza tries to make her friend feel better.
- d. Isabel is angry that she was not chosen, but Esperanza thinks that winning does not matter.

5. Complete the final row of this chart to interpret the meaning of the metaphor: the heartbeat of the land. (L.5.5, L.5.5a).

Excerpt of text	Metaphor	What does it mean?
Aguacalientes, Mexico, 1924. Pages 1–3.	“Did you know that when you lie down on the land, you can feel it breathe? That you can feel its heart beating?”	Papa loves the land and feels very connected to it. This is the home of his family, and he is very appreciative and grateful for what the land provides for him and his family.
Los Melones: Pages 91–92 from “With her feet on solid ground ...” to “... had squeezed an overripe orange.”	“But there was no reassuring thump repeating itself. No sound of the earth’s heartbeat. Or Papa’s.”	Esperanza does not feel connected to this new place. It is a long way from home and from the life she lived with her family, from Papa and Abuelita. She isn’t connected to the land because her family is broken apart.
Las Uvas: Pages 248–249 from “She bent over and touched ...” to “... just like she had felt it that day with Papa.”	“Miguel, did you know that if you lie on the ground and stay very still, you can feel the earth’s heart beating?”	

6. The heartbeat of the land is woven throughout the story. What theme does this metaphor convey? Underline the best answer. (RL.5.1, RL.5.2)

- a. Under the ground are channels of water that move like blood through a heart, which you can hear if you put your ear to the ground.
- b. Listen carefully to people because they may say something meaningful.
- c. It doesn’t matter whether you are rich or poor, or where you live; home is where your family is.
- d. Touch the soil around you to feel connected to the land.

End of Unit 2 Assessment:
Revising a Literary Essay
(For Teacher Reference)

This assessment centers on CCSS ELA W.5.2c, W.5.2d, W.5.5, W.5.6, L.5.2d, and L.5.6. Students revise the draft of their literary essays comparing and contrasting the reactions of two characters to an event or situation in *Esperanza Rising*, with a focus on linking words and phrases, specifically those that signal contrast and other logical relationships. Students use a word processor to type a final draft of their essay.

CCSS Addressed:

W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
W.5.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).

End of Unit 2 Assessment:
Revising a Literary Essay
(For Teacher Reference)

Note: Students should use a word processor for these revisions if available.

Use the rubric below and the changes highlighted on the draft to assess student progress.

Note: Because this is the students' first introduction to writing a full essay, they will not be required to create a final draft. If desired, students can recopy their essays, incorporating edits and revisions, at another time. For formative assessment, you may choose to evaluate these pieces using the Informative/Explanatory Writing Rubric: Grade 5.

Revising and Editing in Response to Feedback Rubric

	Advanced	Proficient	Developing	Beginning
Revises	Makes revisions suggested as well as additional revisions that improve the quality of the piece	Responds positively to feedback, making most revisions suggested	Responds to feedback, making some revisions suggested	Few or no changes made
Edits	Makes corrections suggested and identifies and corrects other errors in grammar, usage, or mechanics	Responds positively to feedback, making all corrections suggested	Responds to feedback, making most corrections suggested	Few or no changes made

End of Unit 2 Assessment:
Revising a Literary Essay

Name:

Date:

Directions: In this unit, you have written the first draft of an essay comparing the reactions of two characters in *Esperanza Rising* to the same event. In this assessment, you will revise and edit your piece using the peer feedback you have received. You will then type up your revised essay using word-processing software.

Manage your time carefully so that you can:

1. Read the draft of your essay.
2. Read the feedback given and consider how you can use this feedback to improve your work.
3. Revise your essay using a different colored pen or pencil:
 - Add linking words and phrases to connect the ideas in your piece, and underline the linking words you have already used. Use linking words and phrases that highlight to the reader the contrast between the two character reactions.
 - Correct any spelling, punctuation, or grammar mistakes.
4. Type up your final essay. Remember to *italicize* book titles and to cite your sources.

Mid-Unit 3 Assessment:
Drafting a Monologue
(For Teacher Reference)

Students use their Monologue Planning Graphic Organizer: *Esperanza Rising* to draft a monologue from the point of view of a character in the story whose human rights have been threatened. Students demonstrate the ability to introduce a character, use description to show the response of the character to an event from the novel, and provide a sense of closure in narrative writing.

CCSS Addressed:

W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.5.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W.5.3e	Provide a conclusion that follows from the narrated experiences or events.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Mid-Unit 3 Assessment:

Drafting a Monologue

(Sample Proficient Response: Scorepoint 3, for Teacher Reference)

Use rows A, B, C, D, F, and G on the Narrative Writing Rubric: Grade 5 rubric and the sample response below to assess student writing. The remaining rows on the rubric may be used for formative assessment, but are not formally assessed in this module. Save this assessment so that students can revise their pieces in the second half of Unit 3.

Note: Student response should center on the student’s group’s chosen event from Esperanza Rising and his or her character.

Mama: I hadn’t slept well since Sixto. I was thinking through our options for the thousandth time, trying to figure out what to do for the best for my little Esperanza, and for Abuelita. I caught a whiff of something burning, and then I heard a “thump.” My heart quickened, as it dawned on me that my worst fears were being realized. Those vultures were burning my beautiful house down.

Introduces the narrator, the setting, and the event or situation; orients the reader by giving details about the narrator

I flew out of bed and headed straight for Esperanza’s bedroom. The smoke was already thick in the hall. I shook her and screamed to wake her up, and she came to, groggily. My heart jumped into my mouth as I looked into my baby’s fearfully confused eyes. I pulled her out of bed and grabbed a damp cloth from the washbowl to cover her nose and mouth. With relief, I heard Alfonso calling our names, and I screamed back to guide him to the sound of our voices. I knew that he would do everything in his power to keep my family safe.

Explains how the character responds to the event by describing what she does and how she feels

Esperanza quickly sensed my urgency and together we ran down the hall to Abuelita’s room, knowing that we had very little time to get out. Desperately looking through the smoke, at the empty bed and into each corner of the room, I couldn’t see Abuelita anywhere, and a sense of dread came over me. “Where is she? Is she hurt? I have to find her” were the thoughts racing through my head. Conflicted, I wanted to find Abuelita, but I also knew that I had to get Esperanza to safety.

Organizes a short event sequence that unfolds naturally and uses details from *Esperanza Rising*

I screamed to Alfonso that I couldn't find Abuelita, and he directed me to head downstairs immediately. I instructed Esperanza to crouch down low with me, to get under the fog-like smoke, as we cautiously descended the stairs. The heat was searing our faces, and the house seemed to be screaming at us to hurry up because it couldn't hold itself up any longer. Alfonso was waiting for us at the bottom to guide us out through the kitchen. My eyes were streaming from the smoke, and I couldn't see a thing. As soon as we emerged into the courtyard, I looked around desperately searching for Abuelita, but there were people and horses everywhere. I heard myself cry out for her but couldn't see her anywhere.

Shows the narrator's thoughts, feelings, and actions in response to the situation

Like a knight on a white horse, Miguel came running to me asking about Abuelita, and as soon as he realized that she was still inside, he bravely disappeared back into the house, swallowed up by the flames. I stared at the doorway, waiting. Waiting. Waiting.

I had almost given up hope of ever seeing Abuelita or Miguel again when he emerged from the fire carrying Abuelita in his arms. He laid her down gently and I ran to her, cradling her in my arms. She was alive but very weak, and her ankle looked broken. Without Miguel she wouldn't be here. I owe so much to our precious friends.

Provides a conclusion that follows from the narrated events

Mid-Unit 3 Assessment:
Drafting a Monologue

Name:

Date:

Directions:

In this assessment, you are going to draft a monologue from the point of view of the character you chose from *Esperanza Rising*. The monologue should clearly show the response of your character to the situation where his or her human rights were challenged.

REMEMBER: A well-written, text-based narrative

- Has a beginning that establishes the situation and introduces the narrator
- Has a middle that describes the central problem or conflict and explains what the narrator thinks, feels, and does in response to the problem
- Has an ending that provides a sense of closure
- Follows rules of writing (spelling, punctuation, and grammar)

Now, begin work on your monologue. Manage your time carefully so that you can:

1. Reread your group's excerpt from *Esperanza Rising* to familiarize yourself with the situation.
2. Review your Monologue Planning Graphic Organizer: *Esperanza Rising*.
3. Draft your monologue.
4. Use the Narrative Writing Checklist to revise and edit your narrative to be sure it meets all the criteria.

End of Unit 3 Assessment:
Revising Writing and Reading Fluency
(For Teacher Reference)

This assessment centers on CCSS ELA W.5.4, W.5.5, L.5.1b, and RF.5.4 and has three parts. In Part I, students answer selected and short response questions about the perfect verb tense. In Part II, students apply what they have learned about revising to the Directors' Note they have written, with a focus on task, purpose, audience, and verb tense. In Part III, students read a section of *Esperanza Rising* aloud and are assessed on accuracy, appropriate rate, and expression. Then students orally summarize what they have read to assess understanding of the text.

CCSS Addressed:

W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1b	Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4a	Read grade-level text with purpose and understanding.
RF.5.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

End of Unit 3 Assessment, Part I:
Forming and Using the Perfect Verb Tenses
(Answers, for Teacher Reference)

Part I: (L.5.1b)

1. Underline the verb in the present perfect verb tense in this sentence:

Abuelita nodded, “Yes, it is me. I have come.” (p.243)

2. Underline the correct answer to this question:

What does the verb tense show in this sentence?

- The action is still happening.
- The action happened in the past.
- The action started in the past and was just completed.

3. Complete the sentences:

Esperanza **will have** waited almost a year for Abuelita to arrive.

will have	have
-----------	------

Esperanza **had** almost given up hope that they would see each other again.

had	will have
-----	-----------

End of Unit 3 Assessment, Part II:
Revising Writing
(Answers, for Teacher Reference)

Use the rubric below and the changes highlighted on the draft to assess student progress.

Note: Because students will discuss with their groups any revisions/edits made for this assessment in Lesson 12, they will not be required to create a final draft for this assessment. For formative assessment, you may choose to evaluate these pieces using the Informative/Explanatory Writing Rubric: Grade 5.

Revising and Editing in Response to Feedback Rubric

	Advanced	Proficient	Developing	Beginning
Revises	Makes revisions suggested as well as additional revisions that improve the quality of the piece	Responds positively to feedback, making most revisions suggested	Responds to feedback, making some revisions suggested	Few or no changes made
Edits	Makes corrections suggested and identifies and corrects other errors in grammar, usage, or mechanics	Responds positively to feedback, making all corrections suggested	Responds to feedback, making most corrections suggested	Few or no changes made

End of Unit 3 Assessment, Part III:
Reading Literary Texts with Fluency and Understanding
(For Teacher Reference)

Note: Students should read aloud an excerpt from page 242 of *Esperanza Rising*, beginning with the line “There was no way to prepare Mama.” and ending after the line “Esperanza, is that you?” The passage is 104 words long and has a Lexile measure of 830. Consider marking the passage with sticky notes in advance for easy access.

Record your observations on the Reading Fluency Checklist on the next page. Give students the opportunity to reread silently before asking for a brief oral summary of the text. The summary should show a clear understanding of the major events in the text and may include the following details:

- Abuelita walked to where Mama was sleeping.
- Mama did not know Abuelita was coming.
- Abuelita touched Mama’s hair and called her name.
- Mama did not open her eyes and thought Abuelita was Esperanza.

Record your observations in the first row of the Reading Fluency Checklist. Place a check mark in the appropriate column of the first row using the following key:

- 1 = Beginning
- 2 = Developing
- 3 = Proficient
- 4 = Advanced

If certain students struggle with this task, consider asking prompting with questions about key details to support the summary.

For students reading significantly below grade level, you may choose to assign shorter excerpts of the text.

Reading Foundational Skills Informal Assessment:
Reading Fluency Checklist

To assess student progress, prepare one checklist for each student. Place a check mark in the appropriate column using the following key:

- 1 = Beginning
- 2 = Developing
- 3 = Proficient
- 4 = Advanced

Student Name:						Grade:
CCSS						Date:
	Criteria	4	3	2	1	Notes
Fluency						
RF.4a	Reads on-level text with purpose and understanding.					
RF.4b	Reads with 99–100% accuracy.					
RF.4c	Uses context to confirm or self-correct word recognition and understanding, rereading as necessary.					
RF.4b	Reads at a rate that is appropriate for the piece.					
RF.4b	Reading flows smoothly, without many breaks.					
RF.4b	Reads groups of related words and phrases together.					
RF.4b	Notices and reads punctuation (e.g., pauses after a comma; questions sound like questions).					

Student Name:					Grade:	
CCSS					Date:	
Criteria	4	3	2	1	Notes	
Fluency						
RF.4b	(For prose or poetry) Tone expresses the author's meaning (e.g., surprise, grief, anger, joy, etc.).					
RF.4b	(For prose or poetry) Facial expressions and body language match expression in voice.					

End of Unit 3 Assessment, Part I:
Forming and Using the Perfect Verb Tenses

.....
Name:

.....
Date:

Part I: (L.5.1b)

Directions: Read the following sentences and answer the questions below.

1. Underline the verb in the present perfect verb tense in this sentence:

Abuelita nodded, “Yes, it is me. I have come.” (p.243)

2. Underline the correct answer to this question:

What does the verb tense show in this sentence?

- The action is still happening.
- The action happened in the past.
- The action started in the past and was just completed.

3. Complete the sentences:

Esperanza _____ waited almost a year for Abuelita to arrive.

will have	have
-----------	------

Esperanza _____ almost given up hope that they would see each other again.

had	will have
-----	-----------

End of Unit 3 Assessment, Part II:
Revising Writing

Name:

Date:

Directions: In the second half of this unit you have been working in groups to research and write a Directors' Note about the human right(s) challenged by the event described in your group's monologues, the corresponding article from the UDHR, and ways people are impacted by this issue today. You have also been learning about how to write a text that is appropriate to the task, purpose, and audience, and forming and using verbs in the perfect verb tenses. You are going to apply what you have practiced in those lessons to revise and edit your group's Directors' Note draft.

REMEMBER: A well-written, informational piece:

- Clearly states a thesis and stays focused throughout the piece
- Use accurate and relevant examples, details and quotations to explain your thinking
- Groups information logically, in a way that makes your thinking clear to the reader
- Follows rules of writing (spelling, punctuation, and grammar)

Now, begin work on your revisions. Manage your time carefully so that you can:

1. Read the draft of your group's Directors' Note.
2. Read the teacher feedback and consider how you can use this feedback to improve your work.
3. Revise your group's Directors' Note.
4. Use the Informative Writing Checklist to revise and edit your group's Directors' Note to be sure it meets all the criteria.

Make your changes directly on your first draft. Highlight your changes in yellow. You do not need to recopy your group's Directors' Note for this assessment.

End of Unit 3 Assessment, Part III:
Reading Literary Texts with Fluency and Understanding.....
Name:
.....**Date:**
.....

Directions: Throughout the second half of this unit, you have been practicing reading literary texts aloud for fluency and accuracy. In this assessment, you are going to read aloud and summarize a section of *Esperanza Rising* that describes what happens after Abuelita gets off the bus in California. Turn to page 242 of *Esperanza Rising*. To prepare, read the excerpt once silently. Find the line that says, “There was no way to prepare Mama.” Stop reading after the line “Esperanza, is that you?”

1. Your teacher will tell you when you should begin reading aloud and remind you where to stop. Remember the criteria you recorded on the Fluent Readers Do These Things anchor chart as you read the text with accuracy and expression. (RF.5.4b, RF.5.4c)
2. Reread the section once again silently. Then briefly summarize the major events in the text to show basic understanding of what you have read. (RF.5.4a)

Education

Grade 5: Module 1: **Performance Task**

Summary of Task

Monologue Performance and Program

This performance task gives students a chance to work in small groups to compile their monologues and create a program. Throughout Unit 3, students work with careful scaffolding to write and revise a monologue based on a character's reaction to an event from *Esperanza Rising*. For the performance task, students work in groups to finalize the order of their monologues and create a program that includes the order of their monologues, the cast, and a Directors' Note. In the Directors' Note, students write about the human right challenged by the event described in their monologues, identify the corresponding article from the UDHR, and explain how people are impacted by this issue today. Finally, students perform their monologues for a live audience. This task centers on CCSS ELA RF.5.4, W.5.4, W.5.5, and W.5.8.

Format

Oral presentation with written program.

Standards Assessed through This Task

- RF.5.4: Read with sufficient accuracy and fluency to support comprehension.
- W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Student-Friendly Writing Invitation/Task Description

Now that you have written an original monologue about a character's response to an event or situation from *Esperanza Rising*, you are going to present your monologue with your group. Your group will also create a program that includes the order of your group's monologues, the cast, and a Directors' Note. In the Directors' Note, you will write about the human right challenged by the event described in your group's monologues, identify the corresponding article from the UDHR, and explain how people are impacted by this issue today.

Key Criteria for Success

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a criteria list by which their work will be critiqued and formally assessed. Each piece of work should be assessed as it is created, using the rubric in the resource section of the unit or other student-generated criteria.

Your presentation will include:

- A read-aloud of your group's excerpt from *Esperanza Rising* to give the audience context for your group's monologues
- A read-aloud of your original monologue
- Program, including a Directors' Note to help the audience better understand the human right challenged by the event described in your group's monologues:
 - What human right is challenged by the event described in your group's monologues?
 - What article(s) from the UDHR corresponds to this event?
 - How does this issue impact people today?

Options for Students

- Extension: Students may create a complete slideshow using presentation software, including visuals and verbal cues.
- Students will write their monologues individually. They will meet with their monologue groups throughout the planning and revision process.
- Student monologues could be various lengths, shorter for those for whom language is a barrier.
- Students will research and write the Directors' Notes and create their group's program as a group.
- Students could present their monologues to their own class as practice for presenting to others in the school community.
- Students could record their presentations rather than present them to a live audience, or deliver to a smaller, specifically selected audience.

Options for Teachers

- Students could present to an audience including their own class, other classes in the school, teachers, family members, or community members.
- Student use of technology will vary depending on access to technology. In situations where technology is not available, students can pass around images to audience members. In situations where technology is available, students can create and project visuals.

Performance Task Anchor Chart
RF.5.4, W.5.4, W.5.5, W.5.8

Now that you have written an original monologue about a character's response to an event or situation from *Esperanza Rising*, you are going to present your monologue with your group. Your group will also create a program that includes the order of your group's monologues, the cast, and a Directors' Note. In the Directors' Note, you will write about the human right challenged by the event described in your group's monologues, identify the corresponding article from the UDHR, and explain how people are impacted by this issue today.

Your presentation will include:

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 - What human right is challenged by the event described in your group's monologues?
 - What article(s) from the UDHR corresponds to this event?
 - How does this issue impact people today?

Delete and Insert Your Title

Esperanza Rising Monologues**based on the novel by Pam Muñoz Ryan****By** Delete this underlined text and insert your names here**Setting:** Type your text here—delete this line**DIRECTORS' NOTES**

Type your text here—delete this line

CAST

Type character's name here Type student's name here

Type character's name here Type student's name here

Type character's name here Type student's name here

Type character's name here Type student's name here

Type character's name here Type student's name here

Delete this line and any extra character lines

ORDER OF MONOLOGUES

Type monologue title here Type character's name here

Type monologue title here Type character's name here

Type monologue title here Type character's name here

Type monologue title here Type character's name here

Type monologue title here Type character's name here

Delete this line and any extra monologue lines

Sources

Type your sources here—delete this line

CAST

ORDER OF MONOLOGUES

Performance Task Template
(Version 2 for Handwritten Publication)**Sources**
