



**Stories of Human Rights**  
**Grade 5: Module 1:**  
**Student Workbook**



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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

<b>I Notice</b> (things I see)	<b>I Wonder</b> (questions I have)

Exit Ticket: Connection to *Esperanza Rising*

RI.5.1, RL.5.1

.....  
**Name:**

.....  
**Date:**

Esperanza’s papa was killed because ...

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**Affix List\***
**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Prefixes** (before the root)

Prefix	Definition	Examples	Origin
<b>de</b>	reduce down away from	defeat, deform, decrease	Latin
<b>mis</b>	bad or badly wrong or wrongly	misbehave, misread, misspell	Latin
<b>over</b>	too much, above	overdone, overhead	Anglo-Saxon
<b>under</b>	too little, below	underfed, underground	Anglo-Saxon
<b>uni</b>	one, single	unicorn, unicycle, uniform	Latin
<b>bi</b>	two	bicycle, binocular	Latin
<b>tri</b>	three	tricycle, triangle	Latin/Greek
<b>non</b>	not	nonfat, nonsense	Latin
<b>oct</b>	eight	octagon, octopus	Latin/Greek
<b>quad</b>	four	quadrilateral, quadrant	Latin
<b>deci</b>	ten	decathlon, decade, decimal, decimeter	Latin/Greek
<b>deca</b>	ten	decathlon, decade, decimal, decimeter	Latin/Greek
<b>centi</b>	100	centimeter, centipede	Latin
<b>milli</b>	1,000	millennium, millimeter	Latin
<b>kilo</b>	1,000	kilogram, kilowatt	Greek
<b>mille</b>	1,000	millennium, millimeter	Latin
<b>en</b>	to cause to be, to put into or onto, to go into or onto	encounter, enable, encircle	Latin
<b>em</b>	to cause to be, to put into or onto, to go into or onto	employ, embark	Latin
<b>sub</b>	under, beneath, below, secondary	subway, subsoil, substitute	Latin
<b>fore</b>	before, earlier	forearm, foreword	Anglo-Saxon
<b>anti</b>	opposite, against	antibiotic, antifreeze	Greek
<b>auto</b>	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](http://www.cheneysd.org/cms/lib04/WA01000473/Centricity/domain/61/ela/Prefix_Suffix_Root_list_chart_R1.pdf)>

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

**Roots**

Root	Definition	Examples	Origin
<b>rupt</b>	break, burst	bankrupt, rapture, disruptive	Latin
<b>terra</b>	land	terrain, territory, terrarium	Latin
<b>geo</b>	earth, ground, soil	geography, geology, geometry	Greek
<b>photo</b>	light	photograph, telephoto, photos	Greek
<b>tract</b>	pull, draw (drag)	tractor, attract, subtract, traction	Latin
<b>meter</b>	measure	speedometer, geometry, metric, metronome, thermometer, perimeter, diameter, centimeter	Greek
<b>spire</b>	breath, breath of life	inspiration	Latin
<b>ject</b>	to throw	inject, objection, project, eject	Latin
<b>struct</b>	to build	construct, instructor	Latin
<b>vid</b>	to see	evidence, provide, providence	Latin
<b>vis</b>	to see	vision, visible	Latin
<b>visum</b>	to see	vision, evidence, provide, providence	Latin
<b>jur</b>	judge, oath, law	jury, jurisdiction, juror	Latin
<b>log</b>	word or study	prologue, apology, dialogue, eulogy, monologue, logic	Greek
<b>path</b>	feeling, suffering	apathetic, pathology, pathetic, sympathy	Greek
<b>ast</b>	star	astronaut, astronomy, disaster, asterisk, aster, asteroid	Greek
<b>mit</b>	to send	emit, transmit, admit, remit, commit	Latin
<b>miss</b>	to send	missile, mission, admission, dismissed	Latin
<b>aud</b>	hear, listen	audience, auditorium, audiovisual, auditor, audition	Latin
<b>dict</b>	to say, tell, speak	diction, dictator, dictate, predict, verdict, contradict	Latin
<b>port</b>	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](http://www.cheneysd.org/cms/lib04/WA01000473/Centricity/domain/61/ela/Prefix_Suffix_Root_list_chart_R1.pdf)>

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

**Affix List\***  
 (continued)

**Suffixes (after the root)**

<b>Suffix</b>	<b>Definition</b>	<b>Examples</b>	<b>Origin</b>
<b>er</b>	one who, that which	baker, boxer, conductor, survivor	Latin
<b>en</b>	made of, to make	wooden, dampen, tighten	Anglo-Saxon
<b>ion</b>	act of, state of, result of	restriction, attention	Anglo-Saxon
<b>tion</b>	act of, state of, result of		Anglo-Saxon
<b>ation</b>	act of, state of, result of	invitation	Anglo-Saxon
<b>ition</b>	act of, state of, result of	ignition	Anglo-Saxon
<b>al or ial</b>	related to, characterized by	colonial, biennial, dental, betrayal	Latin
<b>or</b>	one who, that which	baker, boxer, conductor, survivor	Latin
<b>ment</b>	act, process	enjoyment, replacement	Latin
<b>ness</b>	condition, state of	darkness, fairness	Anglo-Saxon
<b>an</b>	one having a certain skill, relating to, belonging to	electrician, magician, American, suburban	Latin
<b>ian</b>	one having a certain skill, relating to, belonging to	electrician, magician, American, suburban	Latin
<b>able</b>	can be done	enjoyable, sensible, likable	Latin
<b>ible</b>	can be done	enjoyable, sensible, likable	Latin
<b>ive</b>	inclined, tending toward an action	festive, talkative, active, sensitive	Latin
<b>tive</b>	inclined, tending toward an action	sensitive	Latin
<b>ative</b>	inclined, tending toward an action	talkative	Latin
<b>ence</b>	act or condition of	persistence, excellence, assistance, importance	Latin
<b>ance</b>	act or condition of	persistence, excellence, assistance, importance	Latin
<b>logy</b>	science of, study of, one who studies	biology, chronology, anthropologist	Greek
<b>ology</b>	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](http://www.cheneysd.org/cms/lib04/WA01000473/Centricity/domain/61/ela/Prefix_Suffix_Root_list_chart_R1.pdf)>

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



**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](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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"Universal Declaration of Human Rights Abridged for Youth." *Youth for Human Rights*. n.p. n.d Web. 22 June 2016.

## 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](http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf)>

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)

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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)

	<b>Prefix</b>	<b>Root</b>	<b>Suffix</b>
<b>Meaning</b>			

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?

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

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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?

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**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)

<b>Main ideas</b>	1.	2.
<b>Supporting details</b> (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:

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**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.



**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 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)

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

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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)

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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><b>Main ideas</b></p>	<p>1.</p>	<p>2.</p>
<p><b>Supporting details</b> (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.

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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**

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

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

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- 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)

	<b>Root</b>	<b>Suffix</b>
<b>Meaning</b>		

- 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 of Article 2 in your own words? (RI.5.4)

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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)

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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)

<b>Main ideas</b>	1.	2.
<b>Supporting details</b> (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.

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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 \_\_\_\_\_.

**Tracking Progress: Reading, Understanding, and Explaining New Texts**


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**Name:**


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**Date:**


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**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.

<b>Standard</b>	<b>Criteria for reading, understanding, and explaining a new text</b>	<b>4 Advanced</b>	<b>3 Proficient</b>	<b>2 Developing</b>	<b>1 Beginning</b>
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"> <li>• Use context.</li> <li>• Use affixes and roots.</li> <li>• Use reference materials.</li> </ul>				
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?

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Teacher Response:

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3. How can I improve next time?

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Teacher Response:

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**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.

Entrance Ticket: Story Structure  
RL.5.5.....  
**Name:**.....  
**Date:**  
.....

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

**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?

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.

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

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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?



**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.

<b>Standard</b>	<b>Characteristics of an Effective Collaborative Discussion</b>	<b>4 Advanced</b>	<b>3 Proficient</b>	<b>2 Developing</b>	<b>1 Beginning</b>
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?

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Teacher Response:

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3. How can I improve next time?

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Teacher Response:

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**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.

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

.....  
**Name:**

.....  
**Date:**

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

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

**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.

## Metaphor Questions: “Las Almendras”

RL.5.1, L.5.5a

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**Name:**

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**Date:**

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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.

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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.

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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*?

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

**Metaphors Note-catcher: Abuelita’s Blanket**

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

.....  
**Name:**  
 .....

.....  
**Date:**  
 .....

<b>Excerpt of text</b>	<b>Metaphor</b>	<b>What does it mean?</b>
<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.

Making Connections between “Los Aguacates” and the UDHR

RL.5.1, RI.5.1

.....  
**Name:**  
.....

.....  
**Date:**  
.....

**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)

.....  
.....  
.....  
.....

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

.....  
**Name:**  
.....

.....  
**Date:**  
.....

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

<b>Chapter:</b>	<b>Event/Situation:</b>	<b>Pages:</b>
Los Espárragos	The immigration sweep	204–211
<b>Description:</b>		
<b>Character</b>	<b>What does the character think/feel?</b>	<b>How do you know? What are his/her actions? How does the character interact with others?</b>  (quote accurately from the text)
<b>Esperanza</b>  Read from the top of 205 to the bottom of 211		
<b>Josefina</b>  Read from the top of 206 to the bottom of 207		
<b>Marta</b>  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 Duraznos”  
 RL.5.1, RL.5.3

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

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

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

Description:

<b>Character</b>	<b>What does the character think/feel?</b>	<b>How do you know? What are his/her actions? How does the character interact with others?</b> (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.

## 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.

**Metaphors Note-catcher: The River**

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

.....  
**Name:**  
 .....

.....  
**Date:**  
 .....

<b>Excerpt of text</b>	<b>Metaphor</b>	<b>What does it mean?</b>
<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.

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
<b>Description:</b> 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"> <li>Concerned more about the safety of Esperanza’s family than his own</li> </ul>	<ul style="list-style-type: none"> <li>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.”</li> <li>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.”</li> </ul>	
Esperanza	<ul style="list-style-type: none"> <li>Confused, numb</li> </ul>	<ul style="list-style-type: none"> <li>Page 41: Confused: “Esperanza felt dizzy. Nothing seemed real. Was she still dreaming? Was this her own imagination gone wild?”</li> <li>Page 41: Numb: “Someone wrapped a blanket around her. Was she cold? She did not know.”</li> <li>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.”</li> </ul>	

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

.....  
**Name:**  
.....

.....  
**Date:**  
.....

<b>Event/Situation:</b>		
	<b>Both</b>	

	<b>Both</b>	

**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.

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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**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: \_\_\_\_\_

<b>Standard</b>	<b>Characteristics of Effective Informative Writing</b>	<b>Characteristics of Character Reaction Literary Analysis Essay</b>	<b>Yes? No?</b>
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 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.

.	.
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\_\_\_\_\_, while \_\_\_\_\_.  
[Character] [Character]

**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*, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Character Reaction Reflections Note-catcher**  
W.5.2e

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**Name:**

---

---

**Date:**

---

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

<b>Character 1:</b>	<b>Character 2:</b>

**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.

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

**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 Planning Graphic Organizer: Miguel’s Monologue

W.5.3, W.5.4, W.5.5

<p><b>Situation:</b></p>	<p><b>Narrator:</b></p>
<p><b>Beginning</b> <i>Establish a situation.</i></p> <p>Use concrete language and sensory details to describe the situation.</p> <ul style="list-style-type: none"> <li>• What is happening?</li> <li>• What is the setting (when and where the event takes place)?</li> </ul> <p><i>Introduce the characters.</i></p> <ul style="list-style-type: none"> <li>• What does the audience need to know about the narrator?</li> </ul>	<p><b>Middle</b> <i>Explain how the character responds to the event or situation.</i></p> <ul style="list-style-type: none"> <li>• What does the <b>narrator</b> do?</li> <li>• What does he or she say?</li> <li>• What does the <b>narrator</b> think?</li> <li>• What does the <b>narrator</b> feel?</li> </ul>
<p><b>End</b> <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: *Esperanza Rising*

W.5.3, W.5.4, W.5.5

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Situation:	Narrator:
<p><b>Beginning</b> <i>Establish a situation.</i></p> <p>Use concrete language and sensory details to describe the situation.</p> <ul style="list-style-type: none"> <li>• What is happening?</li> <li>• What is the setting (when and where the event takes place)?</li> </ul> <p><i>Introduce the characters.</i></p> <ul style="list-style-type: none"> <li>• What does the audience need to know about the narrator?</li> </ul>	<p><b>Middle</b> <i>Explain how the character responds to the event or situation.</i></p> <ul style="list-style-type: none"> <li>• What does the <b>narrator</b> do?</li> <li>• What does he/she say?</li> <li>• What does the <b>narrator</b> think?</li> <li>• What does the <b>narrator</b> feel?</li> </ul>
<p><b>End</b> <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
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Before her mother came home from the hospital, Esperanza \_\_\_\_\_ washed all the blankets.

had	will have
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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)

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)

**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**


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**Name:**


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**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.

<b>Standard</b>	<b>Characteristics of an Effective Narrative</b>	<b>4 Advanced</b>	<b>3 Proficient</b>	<b>2 Developing</b>	<b>1 Beginning</b>
*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?

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Teacher Response:

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3. How can I improve next time?

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Teacher Response:

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**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:



**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: \_\_\_\_\_

<b>Standard</b>	<b>Characteristics of Effective Informative Writing</b>	<b>Characteristics of ... (specific writing piece)</b>	<b>Yes? No?</b>
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.		

**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.

<b>Standard</b>	<b>Characteristics of Reading Fluently</b>	<b>4 Advanced</b>	<b>3 Proficient</b>	<b>2 Developing</b>	<b>1 Beginning</b>
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?

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Teacher Response:

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3. How can I improve next time?

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Teacher Response:

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**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:

<b>Key:</b>	
<b>exposition</b>	beginning of the story describing how things are before the action begins
<b>rising action</b>	series of conflicts and crisis in the story that builds toward the climax
<b>climax</b>	the turning point, when something important happens that changes the direction of the story
<b>falling action</b>	the action that happens after the climax and starts to guide the story toward the resolution
<b>resolution</b>	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. <b>Lesson 2.</b> 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. <b>Lesson 4</b> 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. <b>Lesson 5</b> 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"> <li>1. <i>Esperanza Rising</i>: Questions about “Las Papayas”</li> <li>2. Research reading and answering prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Lesson 6</b></li> <li>2. Teacher will check independent reading journals strategically.</li> </ol>	
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"> <li>1. <i>Esperanza Rising</i>: Questions about “Los Higos”</li> <li>2. Research reading and answering prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Lesson 7</b></li> <li>2. Teacher will check independent reading journals strategically.</li> </ol>	
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"> <li>1. Research reading and answering prompt</li> <li>2. For ELLs: Language Dive Practice I: Article 17 of the UDHR</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher will check independent reading journals strategically.</li> <li>2. <b>Lesson 8</b></li> </ol>	

\* 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"> <li>1. <i>Esperanza Rising</i>: Questions about “Las Guayabas”</li> <li>2. Research reading and answering prompt</li> <li>3. For ELLs: Language Dive Practice II: Article 2 of the UDHR</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Lesson 9</b></li> <li>2. Teacher will check independent reading journals strategically.</li> <li>3. <b>Lesson 9</b></li> </ol>	
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"> <li>1. <i>Esperanza Rising</i>: Questions about “Los Melones”</li> <li>2. Research reading and answering prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Lesson 10</b></li> <li>2. Teacher will check independent reading journals strategically.</li> </ol>	
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"> <li>1. Research reading and answering prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher will check independent reading journals strategically.</li> </ol>	

\* 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:

<b>Definition in your own words</b>	<b>Synonyms</b> (words that mean the same)
<b>Words with the same affix or root</b>	<b>Sketch</b>
<b>Translation in home language</b> (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).

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**Name:**

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**Date:**

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**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.

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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.

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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.

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**Name:**

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**Date:**

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**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:

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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:

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**Name:**

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**Date:**

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**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?

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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?

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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?

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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

**Homework:**

Close Reading Language Dive Practice I:

Article 17 of the UDHR

(For Families)

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

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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.”

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

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6. In the sentences you wrote, label:

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

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**Name:**

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**Date:**

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**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.

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

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**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:

<b>Key:</b>	
<b>Exposition</b>	Beginning of the story describing how things are before the action begins
<b>Rising Action</b>	Series of conflicts and crisis in the story that build toward the climax
<b>Climax</b>	The turning point when something important happens that changes the direction of the story
<b>Falling Action</b>	The action that happens after the climax and starts to guide the story toward the resolution
<b>Resolution</b>	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. <b>Lesson 4</b> 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. <b>Lesson 5</b> 2. <b>Lesson 5</b> 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. <b>Lesson 6</b> 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. <b>Lesson 8</b> 2. <b>Lesson 8</b> 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. <b>Lesson 9</b> 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. <b>Lesson 13.</b>	
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.	

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\* 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:

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

\*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).



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**Name:**

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**Date:**

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**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?

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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.

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**Name:**

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**Date:**

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**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.

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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.

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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.

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*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.

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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.

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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.

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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.

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**Name:**

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**Date:**

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**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?

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

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

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**Name:**

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**Date:**

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**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:**  
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.”

<b>Simple Past Tense</b>	<b>Present Perfect Tense</b>
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.”

<b>Simple Past Tense</b>	<b>Past Perfect Tense</b>
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.”

<b>Simple Past Tense</b>	<b>Future Perfect Tense</b>
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. <b>Lesson 2</b> 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. <b>Lesson 6</b> 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. <b>Lesson 6</b> 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 <b>Lesson 11.</b> 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 <b>Lesson 11.</b> 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 <b>Lesson 11.</b> 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 <b>Lesson 11</b> . 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:

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

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**Name:**

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**Date:**

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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
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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
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4. By the time the asparagus is ready, the strikers \_\_\_\_\_ organized and slowed down the workers.

will have	had
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4. When Abuelita came to California, Esperanza \_\_\_\_\_ crocheting the blanket.

had finished	has finished
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