



Knowledge Building



Teacher Guide

Grade 5
Module 1



Knowledge Building Teacher Guide
Grade 5 Module 1



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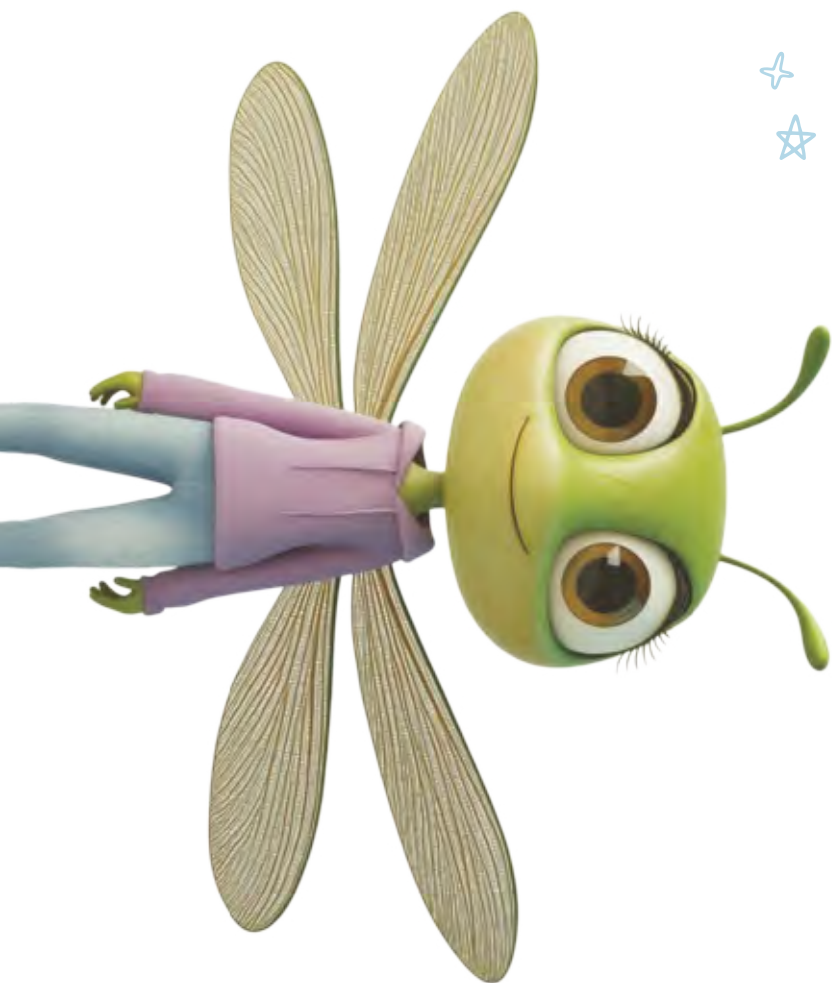
Knowledge Building Teacher Guide

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Welcome to Dragonfly



Grounded in the Science of Reading, knowledge-rich content, and immersive storytelling, Dragonfly turns K-5 classrooms into launchpads of imagination and exploration. It **supports every teacher** with a friendly, engaging framework that finally makes the knowledge-building literacy model approachable and intuitive-to-use. It **ignites student curiosity** with compelling texts and playful media—balancing rigor with whole-child learning to inspire deep thinking and a love of literacy, and it **transforms learning** by fostering collaboration, confidence, and joy—equipping every student with the literacy and life skills to thrive beyond the classroom.





Lift Off with Literacy

Support Every Teacher.

With an intuitive-to-use, knowledge-rich framework, Dragonfly supports every teacher in the mission-critical work of developing foundational literacy skills and building deep comprehension.

Ignite Curiosity.

Dragonfly nurtures every student's innate curiosity through immersive storytelling, expressive writing, and engaging media—balancing rigor with whole-child learning to inspire deep thinking and a love of literacy.

Transform Learning.

Built for lifelong literacy, Dragonfly transforms learning by turning the focus from isolated skill-building to growing knowledge and fostering collaboration and confidence—equipping every student with the literacy and life skills to thrive beyond the classroom.





Knowledge-Rich Literacy Grounded in the Science of Reading

Where Knowledge and Skills Come Together for Lasting Literacy

Dragonfly puts the Science of Reading into action—combining content-rich **knowledge-building instruction** with explicit foundational skills to support every aspect of skilled reading.

Language Comprehension

At the heart of Dragonfly is the understanding that comprehension begins with knowledge. Each unit immerses students in high-interest topics across science, social studies, and literature. As they read, write, and discuss, students strengthen the cognitive tools needed for deep understanding.

Dragonfly strengthens language comprehension by developing:

Background knowledge
through science- and content-aligned units

Vocabulary
in context through rich, complex texts

Language structures
through frequent speaking and writing

Verbal reasoning
through text-based discussions

Literacy knowledge
through exposure to a variety of genres and text types

Word Recognition

Dragonfly supports explicit, systematic skill instruction. Daily foundational lessons provide clear, research-aligned instruction in the mechanics of reading.

Students build mastery in:

Phonological Awareness: Engaging media and manipulatives helps students develop the ability to hear and work with sounds in spoken words.

Decoding (and Spelling): Students learn to read and spell words through explicit phonics and fluency practice using custom-made decodables.

Sight Recognition: Students build automatic word recognition to read with ease and understanding.

Why Dragonfly Works

- Fully aligned to the **Science of Reading**
- Connects **knowledge-building** with skills practice—not skills in isolation
- Integrates **vocabulary and comprehension** from day one
- Emphasizes **fluency, decoding, and background knowledge** equally
- Provides meaningful **reading, writing, and discussion** opportunities



Increasingly Strategic

Skilled Reading

Increasingly Automatic

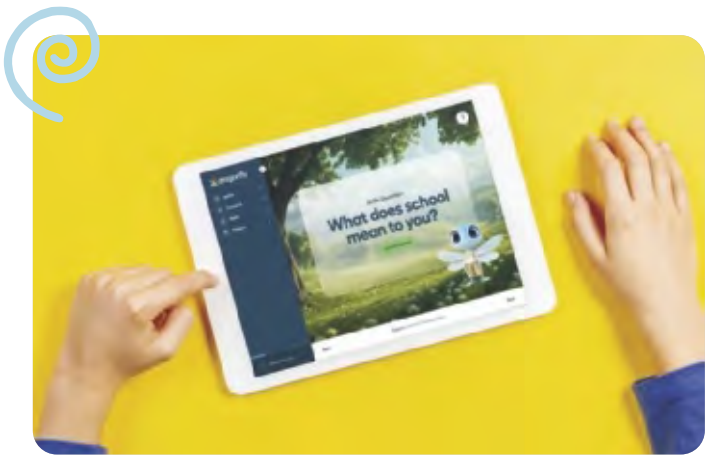
Dragonfly ensures students aren't just learning how to read—they're learning how to think, communicate, and understand the world through reading.

Knowledge Building Program Components

Student Components

Student Companion

The Student Companion is an all-in-one resource that provides learners with the opportunity to complete activities in a meaningful way as they work as a whole group, in small groups, or independently.



Student Digital Course

The Student Digital Course includes a variety of digital resources and dynamic media aligned to the course scope and sequence. All are fully designed to support whole-class or small-group instruction, or individual exploration of content.

Student Trade Books

A diverse array of engaging and complex trade books, including both fiction and nonfiction, across various genres and text types support module learning and cultivate curiosity and engaged readers.





Teacher Components

Teacher Edition

Provides explicit and systematic instruction for reading and writing, including integrated point of use supports for multilingual learners, differentiation, cross curricular connections, and more!

- 4 modules for every grade
- 3 units per module
- 3–4 weeks of instruction per module

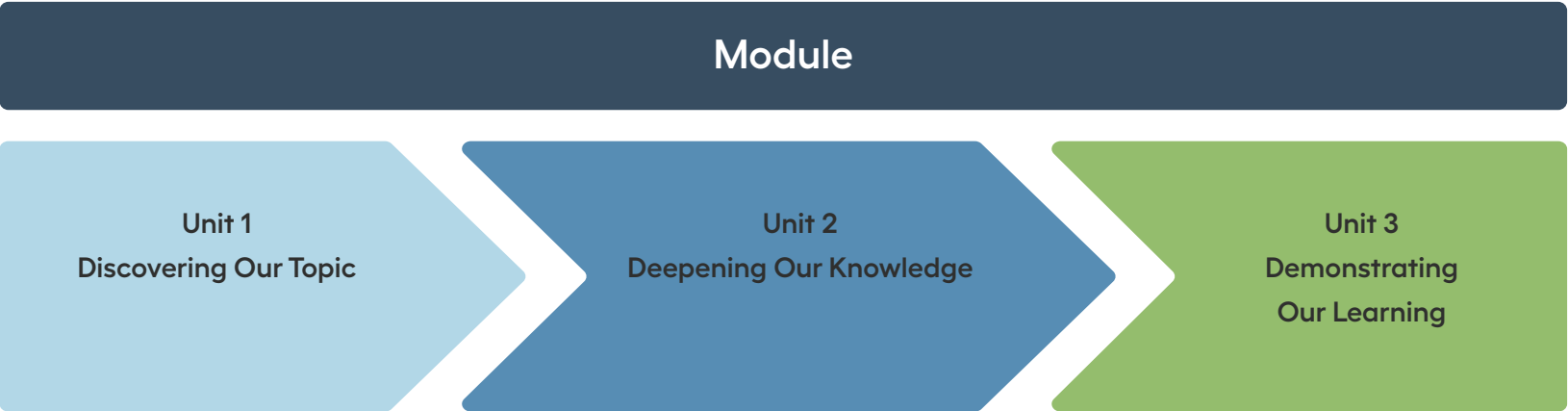


Teacher Digital Course

Resources to support the Student Digital Course. Includes all Teacher Resources, including assessments and data tools.



Overall Curriculum Structure



Unit 1 Discovering Our Topic

Students build a strong foundation in the module’s topic while developing key character habits such as empathy, integrity, and respect. Engaging texts and interactive lessons deepen content knowledge and connect learning to core values. This unit sparks a love of learning, encourages collaboration, and lays the groundwork for future exploration.

Unit 2 Deepening Our Knowledge

Students deepen their understanding through close reading, research, and curiosity-driven lessons. They develop key habits like initiative, responsibility, and perseverance while gaining confidence in discussion and writing. The unit fosters collaboration and sharpens literacy skills, preparing students for the challenges of Unit 3.

Unit 3 Demonstrating Our Learning

Students showcase their mastery, drawing on the habits of character they’ve developed. They synthesize their knowledge, apply their understanding, and complete a performance task that reflects their learning through a real-world product.



Unit	# of Lessons
Unit 1: Discovering Our Topic	12-15
Unit 2: Deepening Our Knowledge	12-15
Unit 3: Demonstrating Our Learning	12
Performance Task (Vary by Module)	~ 3

Knowledge Building Program Modules

Dragonfly takes a content-focused approach, building literacy through deep exploration of topics. Students read, write, and discuss diverse texts, gaining knowledge, vocabulary, and comprehension in context.

Modules Topic Include:

K
Grade

- Module 1: Toys and Play
- Module 2: Weather Wonders
- Module 3: Trees are Alive
- Module 4: Enjoying and Appreciating Trees

1
Grade

- Module 1: Tools and Work
- Module 2: A Study of the Sun, Moon, and Stars
- Module 3: Birds’ Amazing Bodies
- Module 4: Caring for Birds

2
Grade

- Module 1: Schools and Community
- Module 2: Fossils Tell of Earth’s Changes
- Module 3: The Secret World of Pollination
- Module 4: Providing for Pollinators

3
Grade

- Module 1: Overcoming Learning Challenges Near and Far
- Module 2: Adaptations and the Wide World of Frogs
- Module 3: The Art of Storytelling
- Module 4: Water Around the World

4
Grade

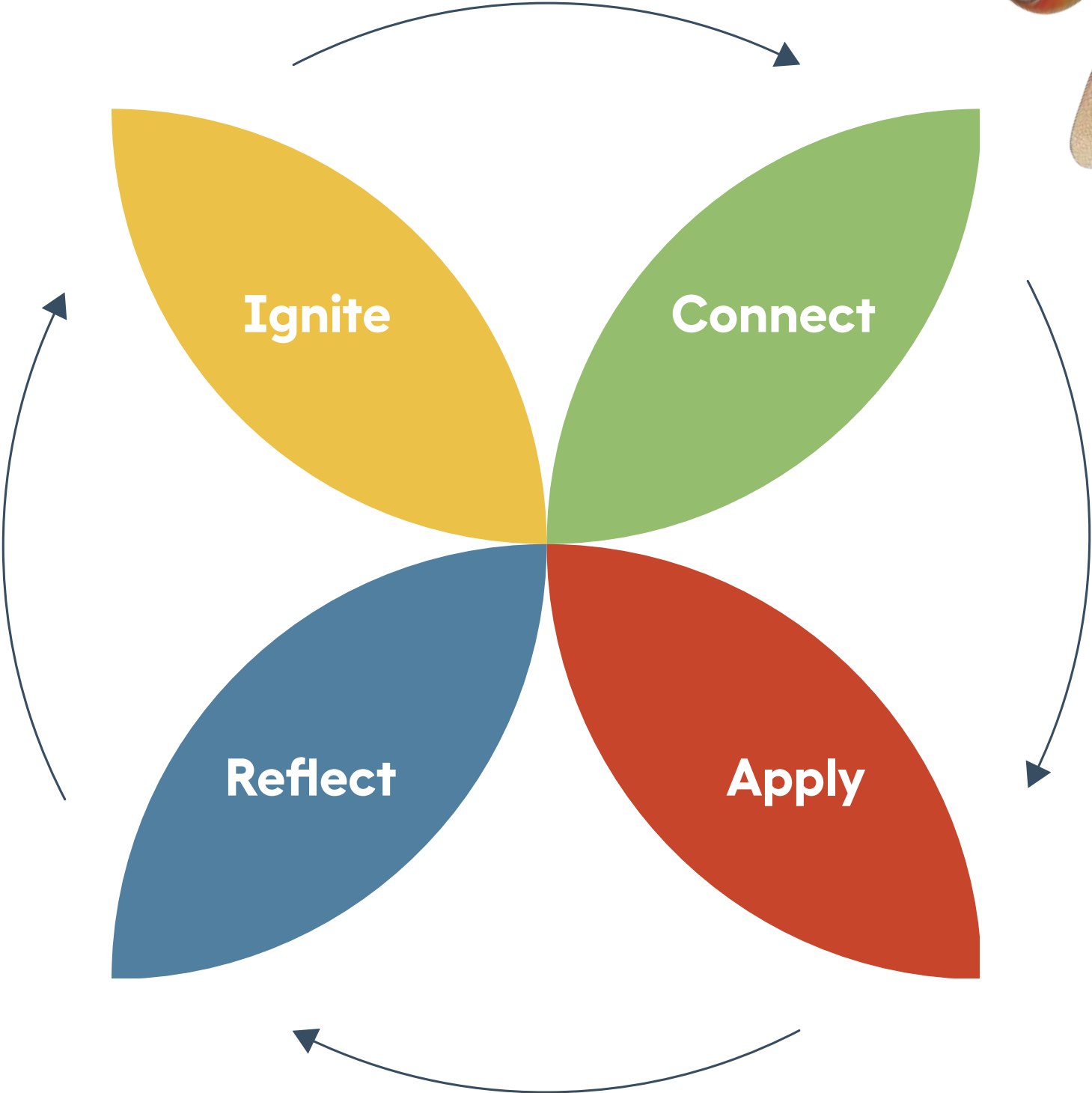
- Module 1: Poetry, Poets, and Becoming Writers
- Module 2: Animal Defense Mechanisms
- Module 3: The American Revolution
- Module 4: Hope in Action: Moving Toward Change

5
Grade

- Module 1: Stories of Human Rights
- Module 2: Biodiversity in the Rain Forest
- Module 3: Athlete Leaders of Social Change
- Module 4: The Impact of Natural Disasters

Lesson Instructional Model

Every Dragonfly lesson is a mini adventure—carefully designed to lift curiosity, build skills, and grow character. The consistent, easy-to-follow lesson model keeps students engaged while giving teachers a clear, supportive structure. Whether they’re igniting ideas, connecting through collaboration, applying what they’ve learned, or pausing to reflect, students stay active and curious—and teachers feel confident and in control. With Dragonfly, every lesson is a smooth takeoff toward deeper learning!



Ignite

In the Ignite section, students will activate their minds and connect prior knowledge to achieve a deeper understanding of the lesson content. Teachers will set the course with clear learning targets and a Habit of Character focus, fueling both growth and discovery in every lesson.

Estimated Time: 5–10 minutes

Connect

Connect brings learning to life through instruction, practice, and collaboration. It adapts to student growth, reinforces key habits, and supports deeper engagement and knowledge transfer.

Time: 10–35 minutes

Apply

Apply empowers students to show learning independently, connecting daily lessons to assessments. Quick exit tickets provide formative data, guiding instruction and boosting familiarity with assessment formats.

Time: 10–35 minutes

Reflect

Reflect becomes a vital part of learning, helping students build metacognition through discussion, self-monitoring, and shared strategies. It deepens understanding, reinforces skills, and nurtures character.

Time: 5–10 minutes





Stories of Human Rights

Module 1

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Module 1

Stories of Human Rights



Guiding Questions

- What are human rights, and how can they be threatened?
- How can we use writing to raise awareness of human rights?

Module Description

In this module, students explore the concepts of justice, dignity, and resilience by asking: “What are human rights, and how can they be threatened?” and “How can we use writing to raise awareness of human rights?” Across three units, students build knowledge and skills to understand and respond to these questions through close reading, discussion, and writing. In Unit 1, students discover the topic by reading *Esperanza Rising* by Pam Muñoz Ryan and select articles from the Universal Declaration of Human Rights (UDHR). They examine how characters experience threats to their rights, analyze how chapters contribute to the novel’s structure, and begin making connections between the text and human rights principles. In Unit 2, students deepen their knowledge by finishing the novel and analyzing how characters respond to human rights challenges. They compare character reactions, interpret metaphors, and gather evidence across lessons to support a constructed response. In Unit 3, students synthesize and demonstrate their learning by writing and performing original monologues from a character’s point of view, grounded in textual and research-based evidence. The module’s performance task invites students to use writing and performance as tools to raise awareness of human rights themes and to show their understanding of the module’s central ideas.

Performance Task Overview

Performance Task: Voices in Action: Monologue Performance and Program

Summary: In this performance task, students collaborate in small groups to prepare and present a culminating performance that showcases their understanding of human rights through characters’ perspectives. Throughout Unit 3, students write and revise an original monologue based on a character’s response to a human rights—related event in *Esperanza Rising*. Working collaboratively, each group selects an excerpt from the novel to read aloud to provide context, presents individual monologues, and designs a comprehensive program to accompany their performance. The program includes a creative title, cast list, monologue order, character and setting descriptions, and context for the human rights issue explored. This task synthesizes literary analysis, collaborative planning, and public speaking, allowing students to communicate their understanding of character, theme, and human rights in a meaningful, real-world format.

Standards: RI.5.1, RI.5.2, RI.5.7, RF.5.4.A, RF.5.4.B, W.5.4, W.5.5, W.5.6, W.5.8, SL.5.4

Required Texts

Title	Author	ISBN	Quantity
<i>Esperanza Rising</i>	Pam Muñoz Ryan	9780439120425	30 per classroom

Module-at-a-Glance

Unit 1

Discovering Our Topic: Exploring Human Rights Across Texts

Big Ideas

- 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.

Instructional Focus

- Launch independent reading and collaborative discussion routines.
- Closely read *Esperanza Rising* to analyze the story structure.
- Engage in guided close reading to deepen comprehension.
- Determine the main ideas and write summaries of complex texts.
- Quote accurately from texts to support inferences and explanations.
- Closely read articles from the UDHR to identify and connect key ideas.
- Make connections between human rights threats in *Esperanza Rising* and the UDHR.
- Participate in a text-based discussion using textual evidence.

Priority Standards: RL.5.1, RL.5.5, RI.5.1, RI.5.2, RI.5.4, L.5.4.A, L.5.4.B, L.5.4.C, L.5.5.B

Unit 2

Deepening Our Knowledge: Analyzing Character Reactions in *Esperanza Rising*

Big Ideas

- 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.

Instructional Focus

- Closely read *Esperanza Rising* to analyze the story structure.
- Make connections between human rights threats in *Esperanza Rising* and the UDHR.
- Interpret metaphors and use them to determine themes.
- Analyze character reactions through evidence-based discussion and writing.
- Compare and contrast how multiple characters respond to the same event.
- Write clear, organized character reaction paragraphs using textual evidence.
- Write a constructed response that compares character reactions using precise language.
- Critique and revise writing based on peer feedback.
- Finish the full text of *Esperanza Rising* to support end-of-unit analysis and writing.

Priority Standards: RL.5.2, RL.5.3, RL.5.4, W.5.2.A, W.5.2.C, W.5.2.D, L.5.2.D, L.5.5.A, L.5.6

Unit 3

Demonstrating Our Learning: Using Writing to Raise Awareness of Human Rights

Big Ideas

- 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.

Instructional Focus

- Analyze model monologues to understand narrative structure, voice, and technique.
- Research real-world human rights issues and connect them to *Esperanza Rising*.
- Plan, draft, and revise monologues with a clear structure and authentic character perspective.
- Apply perfect verb tenses and transitional words to convey sequence with precision.
- Revise for concrete language, sensory detail, and appropriate narrative voice.
- Design and publish a group performance program that highlights human rights themes.
- Rehearse and perform monologues with fluency and expression.
- Reflect on the power of writing and performance to raise awareness of human rights.

Priority Standards: RF.5.4.A, RF.5.4.B, RF.5.4.C, W.5.3.A, W.5.3.B, W.5.3.C, W.5.3.D, W.5.3.E, W.5.4, L.5.1.B

Discovering Our Topic

Exploring Human Rights Across Texts

Unit Introduction

In this unit, students discover the topic and guiding question, “What are human rights, and how can they be threatened?” by reading *Esperanza Rising* and the Universal Declaration of Human Rights (UDHR). In the first half of the unit, students launch independent reading routines, practice discussion norms, and analyze how early chapters of *Esperanza Rising* contribute to the novel’s structure and reveal threats to human rights. In the second half, students closely read and summarize selected UDHR articles, determine main ideas, and connect those rights to events in the novel. The unit culminates in a structured, text-based discussion and concludes with an assessment that focuses on literary analysis and the summarizing of a new UDHR article.



Unit Task

In this unit, students will engage in a structured, evidence-based discussion about threats to human rights in *Esperanza Rising*. They will use prepared textual evidence and follow discussion norms to clearly explain and support their ideas using connections to the Universal Declaration of Human Rights.



Texts

- *Esperanza Rising* by Pam Muñoz Ryan
- Universal Declaration of Human Rights by the United Nations
- Simplified Universal Declaration of Human Rights
- “Government and Revolution”
- “Growing Inequality”
- “Neighbor to the North”
- Voyages: “Article 1 of the UDHR”
- Voyages: “Article 3 of the UDHR”
- Voyages: “Article 7 of the UDHR”
- Voyages: “Article 13 of the UDHR”
- Voyages: “Article 17 of the UDHR”
- Voyages: “Article 23 of the UDHR”



Priority Standards

RL.5.1, RL.5.5, RI.5.1, RI.5.2, RI.5.4, L.5.4.A, L.5.4.B, L.5.4.C, L.5.5.B

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Unit-at-a-Glance

LESSON

1

Discovering Our Topic: Human Rights

p. 8

Daily Learning Targets

- I can infer the topic of this module from the provided resources.
- I can understand and apply discussion norms to participate in an effective discussion.



Instructional Standards: RL.5.1, RI.5.1, W.5.8, SL.5.1.B, SL.5.1.C

LESSON

2

Establishing Reading Routines: Pages 1–3 of *Esperanza Rising*

p. 21

Daily Learning Targets

- I can explain the meaning of proverbs in *Esperanza Rising*.
- I can determine the gist of pages 1–3 of *Esperanza Rising*.
- I can explain how pages 1–3 of *Esperanza Rising* contribute to the overall structure of the story.



Instructional Standards: RL.5.1, RL.5.5, RL.5.10, L.5.4.A, L.5.5.B

LESSON

3

Establishing Reading Routines: *Esperanza Rising* “Las Uvas”

p. 35

Daily Learning Targets

- I can explain how pages 4–22 of *Esperanza Rising* contribute to the overall structure of the story.
- I can describe the historical setting of *Esperanza Rising* based on research sources.



Instructional Standards: RL.5.5, RL.5.10, RI.5.1, RI.5.7, W.5.7, W.5.8

LESSON

4

Establishing Independent Research Reading Routines

p. 47

Daily Learning Targets

- I can select an independent research reading book.
- I can quote accurately from the text when explaining what the text says explicitly and when drawing inferences.



Instructional Standards: RL.5.1, RL.5.10, RI.5.1, RI.5.10

Introducing the Universal Declaration of Human Rights

p. 60

Daily Learning Targets

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



Instructional Standards: RL.5.1, RI.5.1, RI.5.4, RI.5.5, RI.5.7, RI.5.9, RI.5.10, L.5.4.B

LESSON

5

Close Reading: *Esperanza Rising* “Las Papayas” and Article 23 of the UDHR

p. 74

Daily Learning Targets

- I can explain how pages 23–38 of *Esperanza Rising* contribute to the overall structure of the story.
- I can answer questions about Article 23 of the UDHR using evidence from the text and strategies for understanding unknown words.



Instructional Standards: RL.5.5, RL.5.10, RI.5.1, RI.5.4, RI.5.10, L.5.4.B, L.5.4.C

LESSON

6

Determining the Main Ideas and Summarizing Article 23 of the UDHR

p. 90

Daily Learning Targets

- I can determine the main ideas and summarize Article 23 of the UDHR.



Instructional Standards: RI.5.1, RI.5.2

LESSON

7

Mid-Unit Check

p. 101

Daily Learning Targets

- I can explain how pages 39–57 of *Esperanza Rising* contribute to the overall structure of the story.
- I can answer questions about a text and summarize it to demonstrate what I’ve learned in this unit.



Instructional Standards: RL.5.5, RI.5.1, RI.5.2, RI.5.4, L.5.4.A, L.5.4.B, L.5.4.C

LESSON

8

Each lesson is designed for 60 minutes of instruction. This unit includes **two flex days** to use at your discretion to meet the needs of your students.

LESSON

9

Close Reading: Article 17 of the UDHR

p. 109

Daily Learning Targets

- I can make connections between *Esperanza Rising* and the UDHR.
- I can answer questions about Article 17 of the UDHR using evidence from the text and strategies for understanding unknown words.
- I can determine the main ideas and summarize Article 17 of the UDHR.



Instructional Standards: RL.5.1, RI.5.1, RI.5.2, RI.5.4, RI.5.7, RI.5.9, L.5.4.A, L.5.4.C

LESSON

10

Close Reading: *Esperanza Rising* “Las Guayabas” and Article 2 of the UDHR

p. 124

Daily Learning Targets

- I can explain how pages 58–80 of *Esperanza Rising* contribute to the overall structure of the story.
- I can answer questions about Article 2 of the UDHR using evidence from the text and strategies for understanding unknown words.
- I can determine the main ideas and summarize Article 2 of the UDHR.



Instructional Standards: RL.5.1, RL.5.5, RL.5.10, RI.5.1, RI.5.2, RI.5.4, L.5.4.A, L.5.4.B, L.5.4.C

LESSON

11

Preparing for a Text-Based Discussion: Human Rights in *Esperanza Rising*

p. 136

Daily Learning Targets

- I can explain how pages 81–99 of *Esperanza Rising* contribute to the overall structure of the story.
- I can quote accurately from the text to make connections between *Esperanza Rising* and the UDHR.
- I can prepare evidence for an effective text-based discussion about threats to human rights in *Esperanza Rising*.



Instructional Standards: RL.5.1, RL.5.5, RL.5.10, RI.5.1, RI.5.7, RI.5.9

LESSON

12

Text-Based Discussion: Human Rights in *Esperanza Rising*

p. 150

Daily Learning Targets

- I can explain how pages 100–121 of *Esperanza Rising* contribute to the overall structure of the story.
- I can follow discussion norms to engage in an effective text-based discussion, using prepared evidence to explain ideas about threats to human rights in *Esperanza Rising*.



Instructional Standards: RL.5.5, RL.5.10, SL.5.1.A, SL.5.1.B, SL.5.C, SL.5.1.D

End-of-Unit Assessment

p. 161

Daily Learning Targets



- I can interpret the meaning of a proverb in a fiction passage and explain how the events in the passage contribute to its overall structure to demonstrate what I've learned in this unit.
- I can identify the main idea and supporting details of Article 25 of the Universal Declaration of Human Rights (UDHR) and summarize it effectively to demonstrate what I've learned in this unit.

Instructional Standards: RL.5.10, RI.5.10, RL.5.1, RL.5.5, RI.5.1, RI.5.2, L.5.4.A, L.5.5.B

NOTES

Each lesson is designed for 60 minutes of instruction. This unit includes **two flex days** to use at your discretion to meet the needs of your students.

Discovering Our Topic: Human Rights



Purpose

In this lesson, students learn about the module's topic of human rights, practice making inferences, and understand and apply discussion norms for effective discussions.

By the end of the lesson, students should be able to do the following:

- Make inferences about the module topic by engaging with excerpts of module texts.
- Demonstrate their understanding of norms for effective discussion.



Learning Targets

- I can infer the topic of this module from the provided resources.
- I can understand and apply discussion norms to participate in an effective discussion.



Prepare in Advance

Teacher

- Grade 5 Module 1 Infer the Topic resource (digital PDF) to be printed and posted around the room before the lesson begins.

You may wish to create physical copies of the following materials to display in the classroom:

- Discussion Norms
- Module 1 Guiding Questions
- Module 1 Performance Task

Student

- Student companion

All other necessary materials are included within the digital lesson.



Media

- "Voyages: We Are All Born Free and Equal"
- "Class Clues: Think-Pair-Share"
- "Class Clues: Infer the Topic"
- Grade 5 Module 1 "Discovery Point: Human Rights"



Agenda

Ignite (10 minutes)

- Topic Introduction
- Protocol Introduction
- Learning Targets

Connect (30 minutes)

- Protocol Introduction
- Participate in the Protocol
- Discussion Norms Introduction
- Discussion Norms Practice

Apply (10 minutes)

- Your Turn

Reflect (10 minutes)

- Share and Reflect
- Progress Reflection

Homework

- Task Overview



Total Lesson Time

60 minutes



Standards

Instruction

RL.5.1, RL.5.10, RI.5.1, RI.5.10, W.5.8, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.1.D, SL.5.6

Application

RL.5.1, RL.5.10, RI.5.1, RI.5.10, W.5.8, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.1.D, SL.5.6

Topic Introduction

Introduce Topic Video

1. Build excitement for this module by informing students that they will watch the “Voyages: We Are All Born Free and Equal” video which will provide clues about the topic they’ll be diving into and learning about.
SAY When we watch a video, examine a picture, or read a book, we often notice details or individual facts or features that stand out. As you watch, pay attention to the details that catch your eye.
SAY Details are the individual facts or features that make up something bigger. They help us understand more about a picture, story, or topic.
2. Play “Voyages: We Are All Born Free and Equal.”



Differentiation

Approaching

- Explain the meaning of a word by using it in a sentence to provide increased context for students.
- Invite students to connect to their own experiences.

Beyond

- Challenge students to link the new topic to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Introduce key vocabulary related to the topic with gestures, cognates (*school* in English and *escuela* in Spanish), and home-language connections.

Approaching/MLL

- Pause the video at key points and ask students to share what happened in that portion of the video.

Instruction RI.5.10

Protocol Introduction

Introduce the Protocol

1. Introduce the purpose of the think-pair-share protocol.
SAY Today, we will work with our partners to use the think-pair-share protocol. This activity helps everyone have fair and meaningful conversations. It gives all students enough time to think, share their ideas, and listen to what others have to say.
2. Direct students’ attention to the video.
SAY Let’s preview this protocol by watching “Class Clues.”
3. Invite students to share what they noticed or questions about the video and the protocol.
ASK What do you notice? (*Answers will vary.*)
ASK What do you wonder? (*Answers will vary.*)



4. Read aloud the think-pair-share protocol steps from the anchor chart as you model with a student volunteer.
 - SAY** First, my partner and I will think about the question: What details did you notice in the Voyages video?
 - SAY** Next, my partner and I will decide who will go first to share an idea about the focus topic. I will share first.
 - SAY** Now I will share my idea. I noticed words like equal, respect, and rights being repeated throughout the video.
 - SAY** Finally, I will listen to what my partner shares.
5. Allow time for the student volunteer to respond.
6. Refocus the group and ask students what they observed or noticed during the modeling of the protocol.
 - ASK** What did you notice during our think-pair-share? *(Answers will vary but may include noticing partners facing each other, taking turns, or speaking in full sentences.)*
7. Move students into pairs and tell them to label themselves Partner A and Partner B.
8. Pose the question, and give students time to think independently and silently about their answer to the question.
 - ASK** Your question to consider is: What details did you notice in the Voyages video? *(Answers will vary.)*
9. Invite students to begin the think-pair-share protocol.
10. Circulate to ensure that students are asking the question, providing wait time for their partners, and responding.
11. Ask students to share their responses with the whole group.



Differentiation

Approaching

- This lesson requires students to use their expressive language skills for multiple purposes. Some students may need additional support as they develop these skills. Sentence frames are useful tools to help them organize and formulate their ideas in a way that effectively contributes to the conversation.
- Be transparent about why you are asking students to notice and wonder. This is a helpful way to understand and explore a new topic or text.

Beyond

- Challenge students to link the new topic to other subjects or real-world applications, fostering interdisciplinary thinking.
- Challenge students to generate questions about the topic.

MLL

- During think-pair-share protocols, use a sentence frame to boost confidence and encourage participation. (Example: "One detail I noticed in the video was _____.")

Approaching/MLL

- Consider pairing students with a partner who has more advanced language proficiency. The partner with greater language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames, for example.

Instruction SL.5.1.B, SL.5.1.C, SL.5.6

Application SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6

Learning Targets

Introduce the Learning Targets

- Explain the purpose of learning targets.

Learning Targets

1. I can infer the topic of this module from the provided resources.
2. I can understand and apply discussion norms to participate in an effective discussion.

SAY Learning targets are our goals for each lesson. They help each of us understand what we need to accomplish or learn during our lesson. We will review our learning targets each day at the start of the lesson and reflect on them at the end of each lesson.

- Direct students' attention to the learning targets and read the learning targets aloud.
 - **Learning Target #1:** I can infer the topic of this module from the provided resources
 - **Learning Target #2:** I can understand and apply discussion norms to participate in an effective discussion



Differentiation

Approaching

- Ask students to break down the learning target into smaller parts.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to explain the learning target.
- Restate the learning target and connect it to something familiar.
 - Example: Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.

Instruction RL.5.1, RI.5.1, W.5.8, SL.5.1.B, SL.5.1.C

Connect

30

Suggested Pacing: 30 minutes

Protocol Introduction

Introduce the Protocol

1. Explain to students that, today, they will learn a new protocol called infer the topic.
2. Tell students that they will use the Grade 5 Module 1 infer the topic resources posted around the room as clues that will help them determine the module topic.

SAY When we infer, we use what we already know and what a text says or a picture shows to figure out something that isn't directly said. Today, we will infer what our module's topic is by exploring quotations from the texts we will read along with related images. We will do this by following the steps for the infer the topic protocol.

3. Direct students' attention to the video.

SAY Let's preview this protocol by watching "Class Clues."



4. Invite students to share what they noticed or questions about the video and the protocol.

ASK What do you notice? *(Answers will vary.)*

ASK What do you wonder? *(Answers will vary.)*

5. Read aloud the infer the topic protocol steps.



Differentiation

Beyond

- Provide differentiated mentors by purposefully preselecting student partnerships. Consider meeting with the mentors in advance to encourage them to share their thought process with their partner

MLL

- This lesson requires students to use their expressive language skills for multiple purposes. Some students may need additional support as they develop these skills. Sentence frames are useful tools to help them organize and formulate their ideas in a way that effectively contributes to the conversation.
- Consider pairing students with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames, for example.

Approaching/MLL

- MLLs may find the infer the topic resources challenging because of the volume of potentially unfamiliar new language. Encourage them to focus on the gist of select resources and language that is familiar. Invite them to pat themselves on the back for what they do understand.
- Display, repeat, and rephrase all questions.

Instruction RL.5.1, RL.5.10, RI.5.1, RI.5.10, SL.5.1.B, SL.5.1.C, SL.5.6

Application SL.5.1.C, SL.5.6

Participate in the Protocol

Facilitate the Protocol

1. Direct students' attention to their Infer the Topic Note Catcher, which also appears in their student companion.
2. Review its components and directions.
3. Direct students' attention to the infer the topic protocol resources posted around the room, and have students move to their first resource with their note catcher.
4. Remind students that they will have two minutes to quietly review, read, and take notes on this resource. Have them take note of which resource they are using, considering they'll need to find someone from a different resource next.
5. After two minutes, have students find a partner from another resource. Prompt them to take turns sharing their notes first, then their inferences.

Infer the Topic Note Catcher

Resource Number	I Notice	I Wonder

6. After two minutes of talking, prompt pairs to find another pair to form groups of four. They can have overlapping resources, but they should try to have as much variety as possible.
SAY Now each member in your group will take turns sharing their biggest takeaways and inferences gained from observing the resources.
7. After two minutes, repeat steps 2–5 on the anchor chart as needed.
8. After 10 minutes, refocus the whole group.



Differentiation

Approaching

- Because this lesson is the students' introduction to the entire unit, it is important to engage them in the upcoming content and products. As you introduce the content through inference, convey the purpose of this activity and how it will contribute to their learning and preparation for the unit itself. Also, when you share the learning outcomes at the end of the lesson, provide some student examples to build excitement about what they will accomplish by the end of this unit.

Beyond

- Provide differentiated mentors by purposefully preselecting student partnerships. Consider meeting with the mentors in advance to encourage them to share their thought process with their partner.

MLL

- Consider pairing students with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames, for example.
- This lesson requires students to use their expressive language skills for multiple purposes. Some students may need additional support as they develop these skills. Sentence frames are useful tools to help them organize and formulate their ideas in a way that effectively contributes to the conversation. Review the Meeting Students' Needs column for specific examples.
- Explain that the words *notice* and *wonder* are often used with the word *about* as a phrase and can be learned as a phrase (collocation).

Examples:

- What I notice about _____ is _____.
- What I wonder about _____ is _____.
- I wonder about _____.

Approaching/MLL

- MLLs may find it challenging to infer the topic resources because of the volume of potentially unfamiliar new language. Encourage them to focus on the gist of select resources and language that is familiar. Invite them to pat themselves on the back for what they do understand.
- Mixed-proficiency pairs can choose the resources they want to observe and begin by discussing what the text means. Encourage students to agree or disagree with one another about what the text means using sentence frames.

Examples:

- I agree because _____.
- I disagree because _____.

Pairs can then begin discussing and recording their observations and questions.

Instruction RL.5.1, RL.5.10, RI.5.1, RI.5.10, SL.5.1.B, SL.5.1.C, SL.5.6

Application RL.5.1, RL.5.10, RI.5.1, RI.5.10, W.5.8, SL.5.1.B, SL.5.1.C, SL.5.6

Discussion Norms Introduction

Introduce and Discuss

1. Set a clear objective for students.

SAY Remember our learning target: “I can understand and apply discussion norms to participate in an effective discussion.” Today, we will work together to understand our discussion norms and then practice applying them in a collaborative conversation.

2. Introduce the concept.

SAY Discussion norms are guidelines that we follow in a collaborative conversation to keep it productive and focused. When we engage in these conversations, we add our own ideas to those of others. This helps us gain a deeper understanding of a topic from various perspectives.

3. Introduce the Discussion Norms chart and Guiding Questions with students.

SAY We will practice using these norms today and every day as we have conversations in pairs, small groups, and even as a whole class.

ASK Why are these norms important? *(Answers may include that discussion norms help us have respectful conversations and include all of our peers.)*

SAY By following these norms, we can make sure that everyone has a chance to share their thoughts, feel heard, and build on each other’s ideas. Now, let’s put them into practice as we engage in our next discussion.

Discussion Norms

- Listen carefully and wait your turn
- Ask questions and respond
- Contribute and stay on topic
- Link ideas
- Speak clearly
- Assume positive intent

Differentiation

Approaching

- Consider creating nonverbal hand signals that represent common phrases on the Discussion Norms anchor chart. Represent the symbols on the anchor chart.

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Invite students to discuss the task, topic, or text with a partner in their home languages.
- Provide sentence starters to help MLLs organize their thoughts and express ideas.

Approaching/MLL

- Display, repeat, and rephrase the questions. Restate responses, especially any confusing responses, to confirm meaning and make them comprehensible.
- Allow extra time for processing and responding to questions

Instruction SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.1.D

Application SL.5.1.B, SL.5.1.C, SL.5.6

Discussion Norms Practice

Guided Practice

1. Focus students on the Guiding Questions for Discussion Norms.
SAY To practice applying our discussion norms, we will reflect on the infer the topic activity discussions and consider how we want future discussions to work. The guiding questions will help us think about what makes a conversation effective and how we can support each other in discussions. As you discuss and share, I will record your ideas so we can add to our list of discussion norms.
2. Read questions 1 and 2 from the Guiding Questions for Discussion Norms list aloud, and guide students through a think-pair-share.
3. Call on students to share their responses with the whole group.
4. As students share, capture their responses in a visible location such as a whiteboard or poster paper.
5. Repeat this process with each question from the Guiding Questions for Discussion Norms list.

Guiding Questions for Discussion Norms

1. What did you do well when discussing your inferences with a partner? What did you do well in the small group?
2. What should we be mindful of whenever we participate in group discussions? Why?
3. How could you have improved the discussion?
4. What questions did you ask when you didn't understand what someone was saying?
5. How did you find out more about the ideas of others? What questions can you ask when you want to find out more?



Differentiation

Approaching

- Consider creating nonverbal hand signals that represent common phrases on the Discussion Norms chart. Represent the symbols on the chart.

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Invite students to discuss the task, topic, or text with a partner in their home languages.
- Provide sentence starters to help MLLs organize their thoughts and express ideas.

Approaching/MLL

- Display, repeat, and rephrase the questions. Restate responses, especially any confusing responses, to confirm meaning and make them comprehensible.
- Allow extra time for processing and responding to questions.

Instruction SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.1.D

Application SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.1.D, SL.5.6

Your Turn

Collaborative Practice

- Recap the lesson.
SAY Today, we practiced making inferences about our module topic and generated discussion norms to use in collaborative conversations.
- Explain the task.
SAY You will now engage in another think-pair-share protocol with a partner, keeping our discussion norms in mind.
SAY To do this, you will answer a set of questions about the module topic. You may refer to your Infer the Topic Note Catcher as needed. Make sure the questions are answered completely.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.
- Refocus the group and ask for student volunteers to share their inferences with the class.

Infer the Module Topic

Question	My Response
What can you infer about the topic of this module based on what you learned today?	
What evidence do you have to support your inference?	

Differentiation

Approaching

- Offer step-by-step guidance and model tasks before asking students to work independently.

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Invite students to discuss the task, topic, or text with a partner in their home languages.
- Provide sentence starters to help MLLs organize their thoughts and express ideas.

Approaching/MLL

- Display, repeat, and rephrase the questions. Restate responses, especially any confusing responses, to confirm meaning and make them comprehensible.
- Use tools such as graphic organizers, sentence starters, or manipulatives to help students organize their thoughts and stay focused on the learning targets.

Application RL.5.1, RI.5.1, W.5.8, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.1.D, SL.5.6

Share and Reflect

Introduce Performance Task

1. Direct students' attention to the Module 1 Performance Task.
2. Tell them that the performance task is something they will do at the end of the module.
3. Read the performance task prompt aloud.
4. Guide students through the steps of the think-pair-share protocol.
 - ASK** What do you notice? (*We will write and present a monologue to an audience with visuals.*)
 - ASK** What do you wonder? (*Answers will vary but may include: "I wonder what I will write a monologue about."*)
 - ASK** Now that you have analyzed the performance task, has your inference of what this module might be about changed? (*Answers will vary.*)
5. Call on students to share.

Module 1 Performance Task

Throughout the unit, you will work in a small group to write original monologues about a character's response to an event or situation from *Esperanza Rising*. For the Module 1 Performance Task, you will use your monologues as the foundation for creating a dynamic presentation. Your group will design a detailed program that helps the audience understand the focus of your monologue. Finally, you will present your monologue and an excerpt from *Esperanza Rising* to an audience.

Differentiation

Approaching

- Ask students to analyze how new learning connects to prior knowledge.

MLL

- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.

Approaching/MLL

- As students may be overwhelmed by the performance task, assure them that you will continue to explore the meaning of the task in subsequent lessons and units.
- Consider displaying a model performance task from a former student. Ask students to make connections between the model and the performance task.

Application RL.5.1, RI.5.1, SL.5.1.B, SL.5.1.C, SL.5.6

Share and Reflect

Introduce Module 1 Guiding Questions and Discovery Point Video

1. Direct students' attention to the Module 1 Guiding Questions.
2. Tell students that these are the questions they will be thinking about as they work through the module. They will help focus your thinking and guide inquiry throughout the module. By the end of the module, you should have a deeper understanding of both questions.
3. Share the "Discovery Point: Human Rights" video.
4. Invite students to share things they noticed or questions about the module guiding questions, the video, or both.
 - ASK** What do you notice? *(We will be thinking about human rights.)*
 - ASK** What do you wonder? *(Answers will vary but may include students wondering how human rights have been threatened.)*
 - ASK** Now that you have analyzed the Module 1 Guiding Questions and watched "Discovery Point: Human Rights," has your inference of what this module might be about changed? *(Answers will vary.)*
5. Highlight the words *human rights* in the first guiding question. Clarify that this module will be about human rights.
 - SAY** Rights are something we are all entitled to. Rights are things that everyone is allowed to do or have because it's fair or just.
 - SAY** Human rights are the basic freedoms and protections that every person is entitled to just because they are human. You will learn more about what these human rights include throughout this module.
 - SAY** Across time and all over the world, human rights have been and still are being threatened, so knowing our rights means we are able to recognize when human rights are being threatened and can take action, either for ourselves or for others.



Differentiation

Approaching

- Pause the video at key points and ask students to share what happened in that portion of the video.

Beyond

- Challenge students to link the new topic to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Introduce key vocabulary related to the topic with gestures, cognates (*school* in English and *escuela* in Spanish), and home-language connections.
- Invite students to connect the topic to their home language and culture.

Approaching/MLL

- When discussing the meaning of rights, talk through how there are multiple meanings for the word *right*.
- Establish transparency of purpose.

ASK Why do we have guiding questions for each module? *(Answers will vary but may include to help focus our learning and to help us think about the performance task.)*

Application RL.5.1, RI.5.1, SL.5.1.B, SL.5.1.C, SL.5.6

Progress Reflection

Learning Target #1

- Explain to students that they will reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target 1

I can infer the topic of this module from the provided resources.

Differentiation

Approaching

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application RL.5.1, RI.5.1, W.5.8

Progress Reflection

Learning Target #2

- Explain to students that they will reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target 2

I can understand and apply discussion norms to participate in an effective discussion.

Differentiation

Approaching

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.1.D, SL.5.6

Homework

Task Overview

Introduce the Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.5.1, RI.5.1, W.5.10, SL.5.6

Module 1 Guiding Question Reflections

Module 1 Guiding Question	Details
What are human rights, and how can they be threatened?	
How can we use writing to raise awareness of human rights?	

Establishing Reading Routines: Pages 1–3 of *Esperanza Rising*



Purpose

In this lesson, students learn the meaning of proverbs and analyze story structure to explain how pages 1–3 of *Esperanza Rising* contribute to the overall structure of the story.

By the end of the lesson, students should be able to do the following:

- Explain the meaning of proverbs in *Esperanza Rising*.
- Determine the gist of pages 1–3 of *Esperanza Rising*.
- Explain how pages 1–3 of *Esperanza Rising* contribute to the overall structure of the story.



Learning Targets

- I can explain the meaning of proverbs in *Esperanza Rising*.
- I can determine the gist of pages 1–3 of *Esperanza Rising*.
- I can explain how pages 1–3 of *Esperanza Rising* contribute to the overall structure of the story.



Prepare in Advance

Teacher

- *Esperanza Rising* by Pam Muñoz Ryan

You may wish to create physical copies of the following materials to display in the classroom:

- Spanish/English Dictionary
- Close Readers

Student

- *Esperanza Rising* by Pam Muñoz Ryan
- Student companion

All other necessary materials are included within the digital lesson.



Media

- “Hands On!: Story Structure”

Agenda

- Ignite (5 minutes)**
 - Activate Prior Knowledge
 - Learning Targets
- Connect (40 minutes)**
 - Introduce *Esperanza Rising*
 - Concept Introduction
 - Read Aloud: *Esperanza Rising*
 - Read Aloud for Gist: Introduction
 - Concept Introduction
 - Concept Model
- Apply (10 minutes)**
 - Your Turn
- Reflect (5 minutes)**
 - Share and Reflect
 - Progress Reflection



Total Lesson Time

60 minutes

Standards

Instruction

RL.5.1, RL.5.5, RL.5.10, L.5.4.A, L.5.5.B

Application

RL.5.1, RL.5.5, RL.5.10, RF.5.4.A, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.1.D, SL.5.6, L.5.4.A, L.5.5.B



Activate Prior Knowledge

Review Module Guiding Questions

- Remind students that in the previous lesson, they were introduced to the guiding questions for the module.
- Reread the module guiding questions aloud.
- Remind students what human rights are.
 - SAY** Human rights are the basic freedoms and protections that every person is entitled to just because they are human.
- Emphasize the importance of respect and understanding when discussing human rights, ensuring a supportive and welcoming environment for all.
- Remind students that for homework, they were asked to reflect on what those guiding questions mean to them and how they feel about them.
- Invite students to share their reflections with the whole group if they wish. This must be voluntary; if no one wants to share, that is okay. Explain to the rest of the group that they need to be respectful as they listen to other students sharing. Explain that part of being respectful is treating others with care.
- Invite students to turn and talk to their partner:
 - ASK** What does respect mean in your own words? (*appreciating what I and others are good at and treating everyone with care*)
- Allow students time to share.

Module Guiding Questions

What are human rights, and how can they be threatened?

How can we use writing to raise awareness of human rights?

Differentiation

Approaching

- Invite students to connect to their own experiences.

Beyond

- Invite students to reflect on additional examples.

MLL

- Say and spell *respect* aloud. Tell students that the words *show* and *respect* are often used together (collocation) and can be learned as a phrase, such as, “I show respect.” Invite students to investigate additional collocations with show and respect (“clearly show respect” or “lose respect”).

Approaching/MLL

- Consider providing some visual examples of showing respect. These can be images, short videos, or role-play simulations.

Application SL.5.1.A, SL. 5.1.B, SL.5.1.C, SL.5.6

Learning Targets

Introduce the Learning Targets

- Direct students’ attention to the learning targets and read the learning targets aloud.
 - **Learning Target #1:** I can explain the meaning of proverbs in *Esperanza Rising*.
 - **Learning Target #2:** I can determine the gist of pages 1–3 of *Esperanza Rising*.

Learning Targets

1. I can explain the meaning of proverbs in *Esperanza Rising*.
2. I can determine the gist of pages 1–3 of *Esperanza Rising*.
3. I can explain how pages 1–3 of *Esperanza Rising* contribute to the overall structure of the story.

- **Learning Target #3:** I can explain how pages 1–3 of *Esperanza Rising* contribute to the overall structure of the story.
- Tell students that, today, they will begin a novel, focusing on determining the gist and how the events we read about contribute to the overall story.



Differentiation

Approaching

- Ask students to break down the learning target into smaller parts.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to explain the learning target.
- Restate the learning target and connect it to something familiar.
 - Example: Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.

Instruction RL.5.1, RL.5.5, RL.5.10, L.5.5.B

40

Connect

Suggested Pacing: 40 minutes

Introduce *Esperanza Rising*

Introduce and Discuss

1. Distribute copies of *Esperanza Rising* to students.
2. Focus students' attention on the text by sharing the title and author.
 - SAY** You will have two minutes to review *Esperanza Rising* with a partner. Focus on the front and back cover, chapter titles, any language used in the book, and any other things that stand out to you. As you explore the book, take turns sharing observations and questions about what you notice and wonder.
3. Remind students to follow the discussion norms created in the previous lesson to ensure respectful and meaningful conversations.
4. Direct students' attention to the I Notice/I Wonder: *Esperanza Rising* graphic organizer and have them begin the activity.
5. Invite volunteers to share what they notice and wonder.
6. Record responses on the chart, encouraging a variety of ideas.
7. Guide students to recognize any patterns in their observations and questions.
8. Encourage them to think about how these details might connect to the story's themes, characters, or setting or to the module topic.

FICTION

Esperanza Rising





Differentiation

Approaching

- Be transparent about why students are noticing and wondering (because it is a helpful way to understand and explore a new topic or text).

Beyond

- Provide advanced sentence frames that encourage deeper analysis and connections.

MLL

- **SAY** The words *notice* and *wonder* are often used with the word *about* as a phrase and can be learned as a phrase (collocation).

Examples:

- What I notice about _____ is _____.
- What I wonder about _____ is _____.
- I wonder about _____.

Approaching/MLL

- Provide immediate and specific feedback to guide students through challenges and reinforce their progress.
- Offer sentence starters to scaffold responses and build confidence in expressing ideas.

Instruction RL.5.1

Application RL.5.1, SL.5.1.B, SL.5.1.C, SL.5.1.D, SL.5.6

Concept Introduction

Define and Review Proverbs

1. Set a clear objective for students:

SAY Remember our learning target: I can explain the meaning of proverbs in *Esperanza Rising*. Today, we will learn to recognize and explain proverbs.

2. Introduce the concept:

SAY Idioms, adages, and proverbs are figures of speech, or expressions or sayings, that use creative language to share messages or lessons that don't mean exactly what the words say. As a reader, when you're able to recognize and explain idioms, adages, and proverbs, you're able to better understand stories and appreciate the author's message.

3. Review the Idioms, Adages, and Proverbs anchor chart with students.

SAY Today, we will focus on proverbs, as they play an important role in our text. We will explore idioms and adages in more detail later this year.

4. Direct students to turn to the page opposite page 1.

5. Focus students on the first proverb at the top of the page, and invite them to follow along as you read it aloud.

ASK What do you think this proverb means? (*Answers may vary.*)

6. Tell students that the proverb gives the advice that even when challenges or difficult things happen, things can improve and get better in the future.

Idioms, Adages, and Proverbs

Figure of Speech	Definition	Examples
Proverb	a short, well-known saying that offers wisdom or advice	"A stitch in time saves nine." "Honesty is the best policy."

7. Invite students to work with a partner to read and consider the meaning of the second proverb using the think-pair-share protocol.

ASK What do you think this proverb means? (*Answers will vary but may include that richness isn't about money but about what you learn and how you face challenges.*)



Differentiation

Approaching

- Provide visual examples related to the topic, such as images, short videos, or role-play simulations.
- Display and repeat your questions.
- Use a sentence frame during a think-pair-share to boost confidence and encourage participation.

Beyond

- Invite students to investigate why the author uses Spanish in *Esperanza Rising*. (Examples may include celebrating bilingualism; reflecting Esperanza's home language; showing that people speak and write in different languages; and making the story more interesting and meaningful).
- Challenge students to generate questions about the proverb in *Esperanza Rising* before asking the prepared questions.

MLL

- Pair students with a partner who has more advanced English-language proficiency.
- Provide differentiated mentors by purposefully preselecting student partnerships.

Approaching/MLL

- Consider pairing students with a partner who has more advanced language proficiency. The partner with greater language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames, for example.

Instruction L.5.5.B

Application SL.5.1.B, SL.5.1.C, SL.5.6, L.5.5.B

Read Aloud: *Esperanza Rising*

Introduce the Spanish/English Dictionary

1. Focus students on page 1 and read the title aloud.
2. Ask students to turn and talk with their partner, and then select students to share.

ASK What do we know about this part of the book? (*The setting is Aguascalientes, Mexico, in 1924—nearly 100 years ago.*)

3. Tell students that the name, Aguascalientes, comes from two Spanish words: *aguas*, which means “waters” and *calientes*, which means “hot.”
4. Tell students that Aguascalientes is both a state and a city in Mexico. The city of Aguascalientes is the capital of the state and is known for its hot springs, cultural festivals, and colonial history.
5. Introduce the Spanish/English Dictionary and add this term to it. (Note to teacher: The Spanish/English Dictionary appears digitally in this and the following lessons, but you may want to create physical copies to hang in the classroom.)

SAY This book uses many Spanish words. As we encounter them in the text, we will update this chart to capture the words and their English meanings as well as their translations into other languages we know.

Spanish/English Dictionary

Spanish Word	English Word	Other Home Languages



Differentiation

Approaching

- Offer sentence starters to scaffold responses and build confidence in expressing ideas.

Beyond

- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.
- Provide advanced sentence starters that encourage deeper analysis and connections.
- Invite students to investigate why the author uses Spanish in *Esperanza Rising*. (Examples may include celebrating bilingualism; reflecting Esperanza's home language; showing that people speak and write in different languages; and making the story more interesting and meaningful).

MLL

- Provide sentence starters to help MLLs organize their thoughts and express ideas.

Approaching/MLL

- Allow extra time for processing and responding to questions.

Instruction L.5.4.A

Application SL.5.1A, SL.5.1C, SL.5.6, L.5.4.A

Read Aloud for Gist: Introduction

Introduce Routines

Introduce Close Readers

1. Direct students' attention to the anchor chart. (Note to teacher: The Close Readers anchor chart appears digitally in this and the following lessons, but you may want to create physical copies to hang in the classroom.)

SAY This chart has different strategies we can use as we read to help us better understand. Throughout the year, we will use this anchor chart to access different strategies we can use for approaching new texts to help improve our comprehension.

Introduce Reading for Gist

1. Introduce the concept.

SAY Today, we will work on finding the gist as we read. Finding the gist means figuring out what a chunk of the text is mostly about.

SAY When we are reading for the gist, we try to keep track of who the text is about, where and when the text takes place, what is happening, and why. We may not fully understand the text the first time we read it, but thinking about the gist as we read and sharing the gist supports our comprehension—even when the text feels hard to understand at first.

2. Read pages 1–3 of *Esperanza Rising* aloud. Have students chorally read along with you for 1-2 paragraphs of your choosing.

Reading for Gist

Who is the text about?

When and where does the text take place?

What is the text mostly about?

Why and how are these things happening or being shared?

3. Prompt students to think about the gist.

ASK What is the gist of these pages? What is this section of the text mostly about? *(Answers will vary but may include that there is a character named Esperanza, a six-year-old girl, who walks with her father through the valley where they grow grapes. Her father teaches her to hear the heartbeat of the land.)*
4. Refocus students on Papa's dialogue on page 2, which is written in Spanish.
5. Invite them to turn and talk to their partner.

ASK What do you notice about the Spanish text? *(It is written in a different font.)*

ASK What does it mean? How do you know? *("Wait a little while, and the fruit will fall into your hand." The text says it underneath.)*

ASK What do you call this? *(a proverb)*

ASK What do you think this proverb means? *(Be patient and you will get what you want.)*
6. Invite students to share their answers with the whole class.
7. Correct misconceptions as needed.
8. Tell students that it is okay if they don't fully understand everything that was read on the first read. They will continue gaining meaning from the text as they read and reread.



Differentiation

Approaching

- Offer sentence starters to scaffold responses and build confidence in expressing ideas.
- During the reading for gist, stop often to check for comprehension.

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.
- Invite a student to paraphrase the events of *Esperanza Rising* in more comprehensible language for those who need additional support.

MLL

- Invite students to discuss the task, topic, or text with a partner in their home languages.
- Pair MLLs with peers who have proficient or exemplary oral language skills during discussions and activities to encourage language development and idea sharing in a safe environment.

Approaching/MLL

- Allow extra time for processing and responding to questions.
- MLLs may find it challenging to determine the gist of pages 1–3 of *Esperanza Rising* because of the volume of potentially unfamiliar new language. Remind them of the strategies for approaching unfamiliar texts. Invite them to pat themselves on the back for what they do understand.
- Dictate sentences for students to recite so they practice using verbal language. Encourage them to act out and sketch key sentences.
- Encourage students to read aloud at a volume they are comfortable with, including whisper reading.

Instruction RL.5.1, RL.5.10

Application RL.5.1, RL.5.10, RF.5.4.A, SL.5.1.B, SL.5.1.C, SL.5.6, L.5.5.B

Concept Introduction

Define Story Structure

1. Set a clear objective for students.

SAY Remember our learning target: I can explain how pages 1–3 of *Esperanza Rising* contribute to the overall structure of the story. Today, we will learn about story structure.

2. Introduce the concept.

SAY Story structure is how a story is organized in paragraphs, sections, or chapters that fit together from the beginning, to the middle, to the end. Every story has a main problem or conflict that the author builds the events around. The conflict or problem is usually introduced at the beginning and gets solved by the end. The story then builds up to an exciting moment called the climax, and the ending concludes the action. Different parts or chapters of the story build on each other. Noticing how the story is organized helps us better understand the events, characters, and themes.

3. Direct students' attention to the "Hands On!" video and play it.
4. Review all terms and thinking jobs on the anchor chart with students.



Differentiation

Approaching

- Offer sentence starters to scaffold responses and build confidence in expressing ideas.

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Provide sentence starters to help MLLs organize their thoughts and express ideas.
- Using the Story Structure anchor chart to discuss *Esperanza Rising* can be cognitively and linguistically demanding. Consider easing the linguistic demands by inviting students to first discuss in home-language groups. Students who do not have a home language in common can be given additional time to think or write in their home language. Given the initial time to reflect and discuss in their home language, which may also help create a sense of equity, students can then discuss in English.

Approaching/MLL

- Allow extra time for processing and responding to questions.
- To ensure that the general purpose of understanding structure is clear, tell students that there are different types of narrative structures, but *Esperanza Rising* follows the one in the anchor chart. Cue students to problem solve: "Can you figure out why we want to understand structure?" Tell students you will give them time to think and discuss with their partner. *(Answers will vary but may include knowing what to expect as the story progresses.)*

Instruction RL.5.5

Concept Model

Model Explaining Story Structure

1. Explain that you will be modeling how to apply the concept to the text.

Connect the instruction back to the learning target.

SAY Now that we understand what story structure is, let's apply it to *Esperanza Rising* by focusing on the first few pages. Our goal is to explain how pages 1–3 contribute to the overall structure of the story. That means we'll think about how this section helps us understand the characters, setting, or events that build the plot. Today, we'll begin using a graphic organizer that helps us track that thinking across the novel.

2. Direct students' attention to the Story Structure: *Esperanza Rising* graphic organizer, which also appears in the Student Resources section of the student companion, as it is used across multiple lessons.

SAY This organizer is like a map. It helps us see how each part of the story contributes to the whole. We'll use it to record what we notice about the structure—like the exposition, rising action, climax, and more—as we read each chapter.

3. Model how to identify and track the structural elements in the text.

SAY To understand how these pages fit into the story's structure, I need to determine what part of the story I am reading. Because this is the beginning of the story, I know I just read the exposition: the part of the story that introduces key details like characters, setting, and important background information.

4. Model how to take note of characters, the setting, and any key situational details from the exposition. Add these details to the graphic organizer.

SAY I'll start by asking myself, "What characters were introduced? Where and when does the story take place? What important details does the author give me?"

SAY Earlier we discussed that pages 1–3 introduce a six-year-old girl named Esperanza and her father, who grow grapes in the valley. We also learned the story begins in Aguascalientes, Mexico, in 1924.

SAY I will record this information on the Story Structure: *Esperanza Rising* graphic organizer.

5. Model filling in this information on the graphic organizer, and invite students to do the same on their own.
6. Model how to connect the parts to the whole.

SAY Now that we've identified key details from the exposition, we want to think about how this connects to the rest of the story. As we continue reading, we will identify how the author introduces the main conflict and how the events build toward the climax. We will analyze how each chapter fits into the overall story structure.

7. Provide students with the rationale for this skill.

SAY Understanding how a story is structured helps us follow the plot, understand characters better, think critically about what we read, and even improve the structure of our own writing. As we continue reading, we will track how different parts of the story build on each other so we can explain how the events connect and develop over time.

Story Structure: *Esperanza Rising*

Chapter Title and Page Numbers	How does the chapter fit into the overall structure of the story? How do you know?



Differentiation

Approaching

- Offer sentence starters to scaffold responses and build confidence in expressing ideas.
- Allow extra time for processing and responding to questions.

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.
- Invite a student to paraphrase the events of *Esperanza Rising* in more comprehensible language for those who need additional support.

MLL

- Provide sentence starters to help MLLs organize their thoughts and express ideas.
- Introduce key vocabulary and concepts before the lesson through visuals, real-life connections, or bilingual glossaries to build background knowledge.
- Using the Story Structure anchor chart to discuss *Esperanza Rising* can be cognitively and linguistically demanding. Consider easing the linguistic demands by inviting students to first discuss in home-language groups. Students who do not have a home language in common can be given additional time to think or write in their home language. Given the initial time to reflect and discuss in their home language, which may also help create a sense of equity, students can then discuss in English.

Approaching/MLL

- Allow extra time for processing and responding to questions.
- To ensure that the general purpose of understanding structure is clear, tell students that there are different types of narrative structures, but *Esperanza Rising* follows the one in the anchor chart. Cue students to problem solve: “Can you figure out why we want to understand structure?” Tell students you will give them time to think and discuss with their partner. *(Answers will vary but may include knowing what to expect as the story progresses.)*

Instruction RL.5.5, RL.5.10

Application RL.5.5, RL.5.10

Apply

Suggested Pacing: 10 minutes

10

Your Turn

Independent Practice

- Recap the lesson.
SAY Today, we learned about proverbs, gist, and story structure. We read pages 1–3 of *Esperanza Rising* and began analyzing the story structure to explain how these pages contribute to the overall structure.
- Explain the task.
SAY You will now answer two questions about the text based on what we read and discussed today.

**Close Reading
Questions: Pages
1–3**

SAY To do this, you will revisit pages 1–3 of the text and pay close attention to details about the setting and characters introduced to support you in answering the questions. In question 1, you will fill in the blanks to write a summary of what we learned in the first three pages. In question 2, you will need to select the correct response to answer the question.

- Check for clarifying questions.
- Release students to begin the task and circulate to support.



Differentiation

Approaching

- Display anchor charts, shared graphic organizers, and/or other visuals from the unit to help students recall prior knowledge.
- Offer sentence starters to scaffold responses and build confidence in expressing ideas.

Beyond

- Provide an extension activity or application for students who complete the task early.

MLL

- Provide sentence starters to help MLLs organize their thoughts and express ideas.

Approaching/MLL

- Allow extra time for processing and responding to questions.
- Provide ample wait time and then prompt students with an appropriate cue when they get stuck.

Application RL.5.1, RL.5.5

5

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Activity Share

1. Tell students they will now reflect on their analysis of the story structure.
2. Invite students to turn and talk with a partner to answer the following question:
ASK Now that you've analyzed the exposition, what do you predict might happen next in *Esperanza Rising*? *(Answers will vary but may include that the exposition gives us clues about Esperanza's life. I think something will happen to change her world—maybe something that challenges her family, where she lives, or her way of life.)*
3. After students talk with their partners, allow a few students to share.
4. Engage with student responses by adding positive feedback and clearing any misconceptions.

Activity Share

Now that you've analyzed the exposition, what do you predict might happen next in *Esperanza Rising*?



Differentiation

Approaching

- Provide options for expression and communication by prompting students to first respond to the question in think-pair-share before having them respond to the question as a whole group.

Beyond

- Challenge students to apply what they learned to real-world scenarios or cross-subject connections.

MLL

- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.
- Encourage students to discuss what they learned with a partner using their home language.

Approaching/MLL

- Provide sentence starters.
 - I predict _____.
 - The exposition gives me clues about Esperanza's life. This makes me think that _____.

Application RL.5.5, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6

Progress Reflection

Learning Target #1

- Explain to students that they will reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target 3

I can explain the meaning of proverbs in Esperanza Rising.



Differentiation

Approaching

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application L.5.5.B

Progress Reflection

Learning Target #2

- Explain to students that they will reflect on their progress toward the next learning targets for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target 3

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



Differentiation

Approaching

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application RL.5.1, RL.5.10

Progress Reflection

Learning Target #3

- Explain to students that they will reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #3.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #3.

Learning Target 3

I can explain how pages 1–3 of *Esperanza Rising* contribute to the overall structure of the story.



Differentiation

Approaching

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application RL.5.5, RL.5.10

Establishing Reading Routines: *Esperanza Rising* “Las Uvas”



Purpose

In this lesson, students explain how “Las Uvas” contributes to the overall structure and build background knowledge to describe the historical setting that influences the story by reading a variety of research sources.

By the end of the lesson, students should be able to do the following:

- Explain how pages 4–22 of *Esperanza Rising* contribute to the overall structure of the story.
- Describe the historical setting of *Esperanza Rising* by reading a variety of research sources.



Learning Targets

- I can explain how pages 4–22 of *Esperanza Rising* contribute to the overall structure of the story.
- I can describe the historical setting of *Esperanza Rising* based on research sources.



Prepare in Advance

Teacher

- *Esperanza Rising* by Pam Muñoz Ryan

You may wish to create physical copies of the following material to hang in the classroom:

- Spanish/English Dictionary

Student

- *Esperanza Rising* by Pam Muñoz Ryan
- Student companion

All other necessary materials are included within the digital lesson.

Agenda

- **Ignite (5 minutes)**
 - Activate Prior Knowledge
 - Learning Targets
- **Connect (30 minutes)**
 - Read Aloud for Gist: “Las Uvas”
 - Concept Review
 - Historical Setting Introduction
 - Research Reading
- **Apply (20 minutes)**
 - Your Turn: Research
 - Your Turn: Jigsaw
- **Reflect (5 minutes)**
 - Share and Reflect
 - Progress Reflection

60 Total Lesson Time
60 minutes

Standards

Instruction

RL.5.5, RL.5.10, RI.5.1, RI.5.7, W.5.7, W.5.8

Application

RL.5.1, RL.5.5, RL.5.10, RI.5.1, RI.5.7, RF.5.4.A, W.5.7, W.5.8, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.1.D, SL.5.2, SL.5.4, SL.5.6, L.5.4.A, L.5.4.C



Activate Prior Knowledge

Sentence Starter Connection

- Remind students that they have been learning how to analyze and understand the structure of their new text, *Esperanza Rising*.
- Inform students that they will be completing a sentence starter with a partner.
- Read the sentence starter aloud:
SAY Understanding how a story is structured can help us as readers by . . .
(Answers will vary but may include understanding the characters better or understanding how the events build toward the climax.)
- Have students turn to a partner to complete the sentence starter.
- After allowing students time to talk with their partners, encourage a few students to share.
- Explain that today's lesson will deepen their understanding of *Esperanza Rising* by reading another chapter and identifying the historical setting as they build upon what they already know.

Sentence Starter Connection

Understanding how a story is structured can help us as readers by . . .

Differentiation

Approaching

- Provide visual examples related to the topic, such as images, short videos, or role-play simulations.

Beyond

- Invite students to reflect on additional examples.

MLL

- Pair students with a partner who has more advanced English-language proficiency.

Approaching/MLL

- Provide differentiated mentors by purposefully preselecting student partnerships.

Application SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- Learning Target #1:** I can explain how pages 4–22 of *Esperanza Rising* contribute to the overall structure of the story.
- Learning Target #2:** I can describe the historical setting of *Esperanza Rising* based on research sources.

Learning Targets

- I can explain how pages 4–22 of *Esperanza Rising* contribute to the overall structure of the story.
- I can describe the historical setting of *Esperanza Rising* based on research sources.



Differentiation

Approaching

- Ask students to break down the learning target into smaller parts.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to explain the learning target.
- Restate the learning target and connect it to something familiar.
 - Example: Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.

Instruction RL.5.5, RL.5.10, RI.5.1, RI.5.7, W.5.7

Connect

30

Suggested Pacing: 30 minutes

Read Aloud for Gist: “Las Uvas”

Read, Determine the Meaning of Words, and Discuss

1. Invite students to retrieve their copies of *Esperanza Rising* and turn to page 4, “Las Uvas.”
2. Begin by pointing out the title of this chapter and select volunteers to share:

ASK What does *Las uvas* mean in English? How do you know? (*Las uvas* means “grapes” in English and we know this because it says it underneath “Las Uvas” in the text.)
3. Add *grapes* to the Spanish/English Dictionary.
4. Define historical setting.

SAY The learning target says that you will describe the historical setting of *Esperanza Rising*. The setting is the time and place. *Historical* means a thing of the past, so the historical setting is a place in the past. Remember this as we begin reading, because the setting will help us understand many things about the story.
5. Invite students to follow along, reading silently in their heads as you read aloud pages 4–22, adding words to the Spanish/English Dictionary as they come up.
6. After reading, invite students to turn and talk to a partner about the gist of the chapter.

ASK What is the gist of this chapter? (*Esperanza and her family wait for her father to come back, but he does not return alive.*)
7. Refocus the class and invite students to share.

FICTION

Esperanza Rising





Differentiation

Approaching

- Invite students to choose reading strategies to help them approach unfamiliar text.
Examples:
 - Chunk the text into manageable amounts (phrases, sentences, or paragraphs).
 - Read aloud.
- Offer sentence starters to scaffold responses and build confidence in expressing ideas.
- Allow extra time for processing and responding to questions.

Beyond

- Invite a student to paraphrase the key events of the chapter in more comprehensible language for those who need additional support.
- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- During the reading of *Esperanza Rising*, stop often to check for comprehension. Dictate key sentences for students to recite so they practice using verbal language.
- Stop at strategic points and do a think-aloud to make your thought process explicit.

Approaching/MLL

- Preselect important sentences or chunks from this section of the text and prepare scaffolded questions to help support comprehension.
- Model the process of reading for gist and annotating the text.

Application RL.5.1, RL.5.10, SL.5.1.B, SL.5.1.C, SL.5.6, L.5.4.A

Concept Review

Review and Discuss

1. Direct students' attention to the Story Structure: *Esperanza Rising* graphic organizer, which also appears in their student companion, and review the key terms.
2. Invite them to turn and talk to their partner, and then volunteer students to share.

ASK Based on the story structure terms, where do you think this part of the story fits into the overall structure? How do you know? *(This part of the story is the exposition. We are still learning about all of the characters and the setting; something big has happened, and we know that the lives of Esperanza and her family will change as a result.)*
3. Add this information to the story structure graphic organizer, and have students update their own organizers accordingly.

Story Structure

Story Structure Terms

- **Exposition:** introduces the setting and situation before the action begins
- **Rising Action:** conflicts and events that build toward the climax
- **Conflict:** the overarching problem in the story
- **Climax:** the turning point that changes the story's direction
- **Falling Action:** events after the climax leading to the resolution
- **Resolution:** the part of the story where the problem is resolved



Differentiation

Approaching

- Because each lesson builds on comprehension established in previous lessons, provide opportunities for students who need additional support with memory to engage with the text in multiple ways. Consider having students summarize the reading from the previous lesson with a partner. Also consider preparing scaffolded questions to review the story structure already discussed in the text.

Beyond

- Invite a student to paraphrase the key events of the chapter in more comprehensible language for those who need additional support.

MLL

- Provide a translation of the story structure terms in students' home languages.
- Invite students to discuss the task, topic, or text with a partner in their home languages.
- Pair MLLs with peers who have proficient or exemplary oral language skills during discussions and activities to encourage language development and idea sharing in a safe environment.

Approaching/MLL

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

ASK What is the series of conflicts and crises in this chapter leading toward climax? What do you think will happen next? (*Answers will vary based on chapter.*)

Instruction RL.5.5, RL.5.10

Application RL.5.5, RL.5.10, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6

Historical Setting Introduction

Introduce Research Topics

1. Invite students to turn to page 11 and chorally read aloud pages 11–12, beginning with the very last paragraph on page 11 and ending with the break on page 12.

2. After reading, prompt students to discuss the following question with a partner, using evidence from the text to support their response.

ASK In this chapter, Esperanza's father is killed. Why do the bandits target him? (*They are angry that some people are wealthy landowners while others are forced to live in poverty.*)

3. Refocus the class and have student volunteers share their answers.
4. Remind students that the story takes place in the 1920s and 1930s, a time of major change in Mexico. While *Esperanza Rising* is a fictional story, it is based on real events and experiences of people in both Mexico and the United States during that time.

SAY To better understand the challenges Esperanza and the other characters face, we are going to explore what life was like in Mexico in the 1920s and 1930s during the time of *Esperanza Rising*. You will investigate the economic struggles, political changes, and social hardships that many people in Mexico were experiencing at that time.

SAY You will be working in small groups to research different aspects of life in Mexico during this time. Each group will focus on a different topic and become an expert in that area. Then, you will share what you learned so we can all build our understanding together.

Research Topics

1. The Mexican government and revolution
2. Relationship with the United States
3. Resources for the people

5. Direct students' attention to the research topics and read each one aloud.
6. Focus students on the words *government* and *revolution*.
 - SAY** The government is a group of people who govern a country or nation—in other words, the people who make decisions about how the country or nation is run.
 - SAY** A revolution is when a government is forcibly overthrown or replaced.
7. Assign groups and tell students which groups will study each of the three topics.



Differentiation

Approaching

- Allow extra time for processing and responding to questions.
- Support students' understanding of historical setting by providing authentic examples of other familiar texts that take place during a specific time period.

Beyond

- Provide opportunities for independent or group projects that go deeper into the topic, encouraging critical thinking and creativity.
- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

MLL

- Pair MLLs with peers who have proficient or exemplary oral language skills during discussions and activities to encourage language development and idea sharing in a safe environment.

Approaching/MLL

- Offer sentence starters to scaffold responses and build confidence in expressing ideas.
- Explain or provide a simpler synonym for *bandit*.

Instruction RI.5.1, RI.5.7, W.5.7

Application RI.5.1, RI.5.7, RF.5.4.A, W.5.7, SL.5.1.B, SL.5.1.C, SL.5.6

Research Reading

Introduce, Discuss, and Model

1. Direct students' attention to the Building Background Knowledge About Mexico graphic organizer, which also appears in their student companion.
2. Clarify the purpose of the graphic organizer for the research activity.
 - SAY** As you read, you will use this graphic organizer to track key details that help you understand the historical setting of *Esperanza Rising*. Completing this organizer will help you connect what you learn about history to the challenges Esperanza and the other characters face in the story.
3. Focus students on the prompt at the top of the graphic organizer and read it aloud.
 - SAY** Fill in the graphic organizer with the title of the research text and key details that help you understand the historical setting.
 - SAY** Key details are the most important points from the text that answer the research question. They will help you understand the time, place, and circumstances that shaped people's lives.

NONFICTION

Government and Revolution



4. Direct students' attention to the research text titled "Government and Revolution," and read the first two sentences aloud. (Note: All three research texts appear in student companions.)

ASK What is the beginning of this text about? *(Answers will vary but may include that it's about the dictator Porfirio Díaz and how he helped and hurt the country.)*

ASK Which topic do you think this text is about? *(the Mexican government and revolution)*

5. Model how to record the source title in the second column, including quotation marks around the title.
6. Model annotating key details from the sentences read aloud.
7. Think aloud to model to students how to paraphrase the details before adding them to the graphic organizer.

SAY These first two sentences help me understand that the people of Mexico rebelled against the rich and their leader.

ASK Why is it important to understand the historical setting before we continue reading *Esperanza Rising*? *(Answers will vary but may include that it helps us understand Esperanza's life changes, why people made certain choices, and what was happening in the world at the time.)*

8. Reinforce student understanding before moving on to the student application task.

SAY Next, you'll examine your research topics and begin gathering key details to deepen your understanding of this time period.

NONFICTION

Growing Inequality



NONFICTION

Neighbor to the North



Differentiation



Approaching

- Allow extra time for processing and responding to questions.
- Show a series of brief videos or photographs to set the stage for the research texts.
 - Example: Display photos of Porfirio Díaz and the rural workers, and discuss the events in simple sentences.

Beyond

- Provide opportunities for independent or group projects that go deeper into the topic, encouraging critical thinking and creativity.
- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

MLL

- Provide sentence starters to help MLLs organize their thoughts and express ideas.

Approaching/MLL

- Offer sentence starters to scaffold responses and build confidence in expressing ideas.

Instruction RI.5.1, RI.5.7, W.5.7, W.5.8

Application RI.5.1, RI.5.7, SL.5.1.B, SL.5.1.C, SL.5.6

Your Turn: Research

Collaborative Practice: Research Reading

- Recap the lesson.

SAY Today, we have learned more about the story structure and historical setting of our text, *Esperanza Rising*, to deepen our understanding of how the setting influences the events in the story.
- Explain the task.

SAY You will now begin working with your groups to research your assigned expert topic.

SAY You will work for 15 minutes, recording your findings on the graphic organizer. After that time has passed, I will refocus everyone to do a jigsaw protocol to share what you've learned.

SAY As you work, I will be circulating and listening in on your conversations to identify items or patterns to bring up during our whole-group debrief.
- Point out the glossary provided with each text, and explain that it contains the meaning of important terms in the text.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

NONFICTION

Government and Revolution



NONFICTION

Growing Inequality



NONFICTION

Neighbor to the North



Differentiation

Approaching

- Activate background knowledge by inviting students to describe and model how to complete each step of the task before beginning.
- Allow extra time for processing and responding to questions.
- Offer a choice with the graphic organizer by providing a template that includes lines within the boxes to support fine motor skills.

Beyond

- Circulate and listen as students share with their group. Ask additional questions to deepen thinking.
- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

MLL

- Provide differentiated mentors by purposefully preselecting student groups in which students with developing language skills can have peer support.
- Pair students with a partner who has more advanced English-language proficiency. The partner with greater English language proficiency can serve as a model in the pair, initiating discussions and guiding the note-taking.

Approaching/MLL

- Circulate and listen as students share with their group. To support individual students in generating ideas, ask additional questions to focus their thinking.
- Offer sentence starters to scaffold responses and build confidence in expressing ideas.

Application RI.5.1, RI.5.7, W.5.7, W.5.8, SL.5.1.B, SL.5.1.C, SL.5.1.D, SL.5.2, SL.5.6, L.5.4.C

Your Turn: Jigsaw

Jigsaw: Research Reading

- Refocus the class, and direct students' attention to the jigsaw protocol steps.
 - SAY** You have already done step 1 by reading and recording important information. You will now find a new triad and complete step 2. Use your fingers to show the number of the topic you researched: 1, 2, or 3. Then, move to form a triad with two classmates who have different numbers. Each group of three should have people who read different texts
 - SAY** With your new triad, share the source title and key details from your research text. Go in order by topic. While others are sharing, you should be recording what they've learned in your own graphic organizer. Each person will have just one or two minutes to share. Afterwards, we will move on to step 3 and reflect on what we've learned through our research.
- Release students to form triads.
- Circulate to support students as they present their information.

Jigsaw

1. Read: Identify important information.
2. Share: Summarize your section's key ideas.
3. Reflect: Write or think about what you've learned.

Differentiation

Approaching

- Activate background knowledge by inviting students to describe and model how to complete each step of the task before beginning.
- Allow extra time for processing and responding to questions.
- Offer a choice with the graphic organizer by providing a template that includes lines within the boxes to support fine motor skills.

Beyond

- Circulate and listen as students share with their group. Ask additional questions to deepen thinking.
- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

MLL

- Provide differentiated mentors by purposefully preselecting student groups in which students with developing language skills can have peer support.

- Pair students with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model in the pair, initiating discussions and guiding the note-taking.

Approaching/MLL

- Circulate and listen as students share with their group. To support individual students in generating ideas, ask additional questions to focus their thinking.
- Offer sentence starters to scaffold responses and build confidence in expressing ideas.

Application RI.5.1, RI.5.7, W.5.7, W.5.8, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.3, SL.5.4, SL.5.6

5

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Reflection Question

1. Read aloud the following question:

ASK

 How does the research you did today help you better understand the events that happened in “Las Uvas”?
2. Invite students to finish the sentence, in writing, based on what they learned from the expert group texts in this lesson.
3. Have students share their sentences with a partner.
4. Refocus the group and have volunteers share their answers, clarifying misconceptions as needed.

Connecting Research to Our Novel

How does the research you did today help you better understand the events that happened in “Las Uvas”?

Differentiation

Approaching

- Prompt students to reflect on what they learned with scaffolded support.
 - Example: Tell me one thing you learned in your research, and I’ll ask a question to help you add more. Then, we’ll check if it matches the events that happened in “Las Uvas.”

Beyond

- Challenge students to apply what they learned to real-world scenarios or cross-subject connections.

MLL

- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.
- Encourage students to discuss what they learned with a partner using their home language.
- Rephrase the learning target in comprehensible terms, and encourage students to express their understanding in their own words or home language.

Approaching/MLL

- For MLLs and students who may need additional support with writing: Tell students you will give them time to think and discuss with a partner before they write their response.

Application RI.5.7, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6

Progress Reflection

Learning Target #1

- Explain to students that they will reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can explain how pages 4–22 of *Esperanza Rising* contribute to the overall structure of the story.

Differentiation

Approaching

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application RL.5.5, RL.5.10

Progress Reflection

Learning Target #2

- Explain to students that they will reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can describe the historical setting of *Esperanza Rising* based on research sources.

Differentiation

Approaching

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application RI.5.1, RI.5.7, W.5.7, W.5.8

Establishing Independent Research Reading Routines



Purpose

In this lesson, students select independent research reading books and learn to quote accurately from the text.

By the end of the lesson, students should be able to do the following:

- Select an independent research reading book.
- Quote accurately from the text when explaining what the text says explicitly and when drawing inferences.



Learning Targets

- I can select an independent research reading book.
- I can quote accurately from the text when explaining what the text says explicitly and when drawing inferences.



Prepare in Advance

Teacher

- Independent reading books for students to explore and choose from

You may wish to create physical copies of the following materials to display in the classroom:

- Selecting an Independent Reading Book chart
- Accountable Reading Prompts
- Quoting Accurately from the Text chart

Student

- Student companion

All other necessary materials are included within the digital lesson.

Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (40 minutes)

- Independent Reading Introduction
- Independent Reading Journal Introduction
- Concept Introduction
- Concept Model (Part 1)
- Concept Model (Part 2)
- Guided Practice

Apply (10 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection

Homework

- Task Overview

60 **Total Lesson Time**
60 minutes

Standards

Instruction

RL.5.1, RL.5.10, RI.5.1, RI.5.10

Application

RL.5.1, RL.5.10, RI.5.1, RI.5.10, W.5.10, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6



Activate Prior Knowledge

Prior Learning Connection

- Remind students that they have learned how the historical setting of *Esperanza Rising* was important to the events of the story.
ASK Based on what we learned in the previous lesson, what were some of the major events and issues happening in Mexico from the middle of the 1800s to the beginning of the 1900s? *(Answers will vary but may include that there was a war with America in the 1800s, that there was a revolution in Mexico in the early 1900s, or that the poor people in Mexico were suffering even after the revolution.)*
- Allow a few students to share.
- Expand on each student's comment by adding clarity or clearing up any misconceptions.
- Tell students that, today, they will continue to explore how the Mexican-American War left major impacts on the people of Mexico.

Prior Learning Connection

Based on what we learned in the previous lesson, what were some of the major events and issues happening in Mexico from the middle of the 1800s to the beginning of the 1900s?

Differentiation

Approaching

- Provide visual examples related to the topic, such as images, short videos, or role-play simulations.

Beyond

- Invite students to reflect on additional examples.

MLL

- Display and repeat your questions.

Approaching/MLL

- Provide visual examples related to the topic, such as images, short videos, or role-play simulations.

Application SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6

Learning Targets

Introduce the Learning Targets

- Direct students' attention to the learning targets and read the learning targets aloud.
 - Learning Target #1:** I can select an independent research reading book.
 - Learning Target #2:** I can quote accurately from the text when explaining what the text says explicitly and when drawing inferences.
- Tell students that later on today, they will use the knowledge gained from the lesson in their expert groups to help them quote from the text when explaining answers and inferences.

Learning Targets

- I can select an independent research reading book.
- I can quote accurately from the text when explaining what the text says explicitly and when drawing inferences.

Differentiation

Approaching

- Ask students to break down the learning target into smaller parts.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to explain the learning target.
- Restate the learning target and connect it to something familiar.
 - Example: Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.

Instruction RL.5.1, RL.5.10, RI.5.1, RI.5.10

40

Connect

Suggested Pacing: 40 minutes

Independent Reading Introduction

Introduce and Guide Book Selection

1. Display various texts for students to peruse.
2. Consider conducting brief teacher book talks on any titles related to the module.
3. Give students time to browse the texts.
4. Encourage students to select a few titles and “test-drive” them.
 - SAY** Test-driving involves reading the first few pages of each book to determine which one you would like to continue reading.
 - SAY** A good choice for an independent reading book should be one that you can read with good fluency and understanding.
5. Once students have chosen their texts, invite them to start reading silently.
6. Circulate to discuss texts with students, focusing on student interests and guiding students when choosing books that seem to be too easy or too challenging.

Selecting an Independent Reading Book

1. Browse the books.
2. Pick a few titles that interest you.
3. Read a few pages from each.
4. Ask yourself:
 - a. Do I understand what I am reading?
 - b. Can I read this to myself without much trouble?
 - c. Do I enjoy this?
5. Choose a book and begin reading.

Differentiation

Beyond

- Ask students to connect the activity to the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Provide differentiated mentors by purposefully preselecting student partnerships in which students with developing language skills can have peer support.

Approaching/MLL

- Offer step-by-step guidance and model tasks before asking students to work independently.
- Invite student volunteers to model how to browse and select books as you review the process with the class.

Instruction RL.5.10, RI.5.10

Application RL.5.10, RI.5.10

Independent Reading Journal Introduction

Introduce and Model

1. At the end of five minutes, direct students to the independent reading journal section at the back of the student companions.

SAY As part of our Accountable Reading routine, you will use your Independent Reading Journal to track your reading and reflect on what you've learned. This journal will help you stay engaged with your book and think critically about your reading.
2. Display the independent reading pages in the student companion, and guide students through the example on the page.

SAY Each time you read independently, you will log your reading and respond to a prompt to show your thinking. Keeping track of your reading helps you stay organized and reflect on important ideas.
3. Model how to log accountable reading prompts in the independent reading journal.

SAY You will record details about what you read, including the date, title, author, and pages read. Then, you will answer a prompt to help you think about the text in a meaningful way. These prompts will help you connect to the text, analyze key ideas, and deepen your understanding. You will complete these reading responses for homework to keep you accountable for your independent reading.
4. Show students where to find the prompts in both the digital and print versions of their student companion.

SAY If you are using your student companion, you can find the prompts and journal entries near the back of the book. Find the section called Independent Reading Journal that has dark blue lines on the side of the page. If you are using the Dragonfly website, you can find the assignment in the homework section of this lesson. Make sure to follow the instructions for completing and submitting your responses.
5. Clarify expectations and answer any questions.

Accountable Reading Prompts and Task

Differentiation

Approaching

- If students have trouble writing sentences, they can begin by writing words. Consider providing a sentence starter or inviting students who need support to provide sentence starters.

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Provide sentence starters to help MMLs organize their thoughts and express ideas.



- For students who may need additional support with writing: Model doing quick sketches on sticky notes as placeholders for information.

SAY You can sketch first so you don't forget the information you want to share.

Approaching/MLL

- For all homework assignments in this unit, read the prompts aloud and rephrase them. Students can discuss and respond to prompts orally, either with you, a partner, a family member, a student from Grade 4 or 6, or record an audio response.

Instruction RL.5.1, RL.5.10, RI.5.1, RI.5.10, W.5.10

Concept Introduction

Define Textual Evidence and Quoting Accurately

1. Remind students of the learning that took place in their triad groups in the previous lesson. Tell students that they will use the same texts to guide their learning today.
2. Set a clear objective for students:
SAY Today, we will learn to quote accurately and answer questions about a text by noticing key details and using evidence from the text to support our thinking.
3. Introduce the concept of using textual evidence.
SAY Asking and answering questions about a text means finding and talking or writing about important parts of what you've read, called key details. To show that you understand the text, you need to use specific details and examples to explain your answers. Sometimes, you will explain what the text says explicitly, which means what is directly stated. Other times, you will make inferences, which means figuring out what the text suggests but doesn't say directly. Using evidence from the text helps you show that your answers are based on what you have read.
4. Review the Textual Evidence chart with students, which also appears in their student companions.
5. Introduce the concept of quoting accurately.
SAY Sometimes, using textual evidence means directly quoting from the text. Quoting accurately means selecting exact words from the text to support your answer.
6. Review the Quoting Accurately from the Text chart with students, which also appears in their student companions.
SAY Quoting accurately and using strong textual evidence helps you explain your ideas clearly, support your thinking, and show that your answers are based on what the text actually says. As we work today, focus on selecting the best evidence and quoting carefully to support your ideas.

Textual Evidence

The details from a text that readers use to support their ideas and opinions

Textual Evidence Thinking Jobs

- Read carefully
- Find important parts
- Make inferences
- Answer questions
- Share your answer using evidence from the text and your own explanations

Differentiation

Approaching

- Remind students frequently of the meanings of new key words.

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Provide visual aids, sentence frames, and/or word banks to help MLLs connect new concepts to familiar language.

Approaching/MLL

- Remind students frequently of the meanings of new key words..

Instruction RI.5.1

Concept Model (Part 1)**Model Identifying Textual Evidence**

1. Model how to apply the concept to the text.

SAY To show your understanding of a text using key details, we need to know how to do several things: identify important information, ask thoughtful questions, and use evidence to support our thinking. Today, we will practice these skills using the text “Neighbor to the North.” As I read “Neighbor to the North,” I will pay close attention to key details that help explain what happened between the United States and Mexico. I will also ask myself, “What parts of the text seem most important?”

2. Read the text aloud as students follow along.

3. Model identifying key details in the text.

SAY As I read, I am searching for important facts and words that help explain major events. I am annotating words like *treaty*, *borders*, *war*, and *territory* because these words signal key ideas about how the United States and Mexico interacted.

ASK What details do you notice in the text that use these words? (*Answers will vary but may include the Adams-Onís Treaty of 1819, the Mexican-American War, or the territories Mexico had to give up.*)

SAY These details matter because they explain how borders between the two countries were formed and how this affected the relationship between the countries.

NONFICTION

Neighbor to the North**Differentiation****Beyond**

- Offer open-ended questions or advanced problems to explore connections beyond the learning target, promoting higher-level thinking.

MLL

- Provide sentence starters to help MLLs organize their thoughts and express ideas.
- Provide a translation of important vocabulary or sentence frames in students' home languages.
- Provide visual aids, sentence frames, and/or word banks to help MLLs connect new concepts to familiar language.

Approaching/MLL

- Model the process of reading for gist and annotating the text.
- Stop at strategic points and do a think-aloud to make your thought process explicit.
- Preselect important sentences or chunks from this section of the text and prepare scaffolded questions to help support comprehension.

Instruction RI.5.1

Application SL.5.1.B, SL.5.1.C, SL.5.6

Concept Model (Part 2)

Model Making Inferences and Using Textual Evidence

1. Direct students' attention to the "Neighbor to the North" Note Catcher, which also appears in their student companion.

SAY This note catcher will help us organize our thinking. Each row has a question about the text. In the second column, we will make an inference—something we can figure out even though the text doesn't state it directly. In the third column, we will find and record textual evidence using a direct quote. Finally, in the last column, we will explain how our quote supports our inference.

2. Model asking and answering questions about the text.

SAY Now let's review the first question: "How did the Adams-Onís Treaty in 1819 impact the United States and Mexico?" I need to think about the key details from the text that can help me answer this. The text mostly talks about the Mexican-American War and how Mexico lost a lot of land, but it starts by explaining this treaty. The text doesn't state exactly why this treaty was important, but I can infer that it helped establish clear borders between the two countries. This agreement decided which land belonged to Mexico and which land belonged to the United States.

3. Write this in the second column of the note catcher. Invite students to do the same.

4. Model how to find and quote textual evidence.

SAY Now, I'll find a sentence in the text that supports this inference. Here's a key detail: "In this treaty, Texas, California, New Mexico, Nevada, Utah, and Arizona were within the borders of Mexico." I am going to write that word for word, putting the whole thing in quotation marks. I'll write this on the third column of my note-catcher, then you write it on yours.

5. Model how to explain the evidence.

SAY Now I'll explain what this quote means and why it matters. When I explain, I'm showing how the quote answers the question. This quote helps answer the question because it shows which land belonged to Mexico before later conflicts changed the borders.

6. Write this information in the final column. Invite students to record the information on their note catcher.

ASK Did I explain my answer clearly? Have I quoted accurately? *(Answers will vary.)*

7. Provide students with the rationale for this skill.

SAY When we answer questions about a text, we need to use evidence directly from the text. This helps us support our answers and understand the material better.

NONFICTION

Neighbor to the North



Differentiation

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning target, promoting higher-level thinking.

MLL

- Provide sentence starters to help MLLs organize their thoughts and express ideas.
- Provide a translation of important vocabulary or sentence frames in students' home languages.
- Provide visual aids, sentence frames, and/or word banks to help MLLs connect new concepts to familiar language.

Approaching/MLL

- Stop at strategic points and do a think-aloud to make your thought process explicit.
- Preselect important sentences or chunks from this section of the text and prepare scaffolded questions to help support comprehension..

Instruction RI.5.1

Application RI.5.1, SL.5.1.B, SL.5.1.C, SL.5.6

Guided Practice

Guided Practice: Quote Textual Evidence

1. Explain to students that you are now going to practice the concept by answering another question.
2. Read the question in the second row aloud.

ASK Now that we've read the text, what important details can help us answer this question, "How did the United States benefit from the Mexican-American War?" *(Answers will vary but may include that the United States gained land or didn't have to pay much for the land.)*
3. Make inferences with students.

SAY Now, we need to ask ourselves, "What can we figure out about the text that it doesn't say directly?" For example, we know that after Mexico lost so much land, the United States gained a lot of territory, but the text doesn't directly tell us all the specific benefits the United States gained from this land.

ASK Based on what the text says, what inferences can we make about how the United States benefited from gaining so much land? *(We can infer that the United States had more resources, more territory to settle, and more opportunities to grow.)*

SAY So, even though the text doesn't say it directly, we can figure out that the United States likely became stronger in terms of power, economy, and resources because of the new land it gained.
4. Fill in the second row of the graphic organizer together with the answer students discussed. Invite students to do the same.
5. Prompt students to find the evidence in the text that supports the shared answer.

SAY Now, turn and talk with a partner to find a quote from the text that supports this idea. Record it in the third column of your note catcher. *(Answers should include, "Mexico lost nearly half its territory to the United States.")*
6. As students finish writing their evidence, allow volunteers to share their textual evidence and correct any misconceptions.
7. Have students discuss and complete the final column of the graphic organizer.

SAY Turn and talk to your partner to explain how your evidence shows how Mexico's loss of land benefited the United States.

SAY Now that you have shared your ideas, write down your explanation in the last column. *(Answers should include this shows that the United States gained a lot of land without having to pay much for it. This land was valuable because it gave the United States more resources.)*
8. Have student volunteers share their answers and correct any misconceptions. Encourage students to update their graphic organizers as needed.

NONFICTION

Neighbor to the North



9. Review with students the process they just went through.

ASK Have we explained our answers clearly using the text? How can you tell? *(Answers will vary but may include using a direct quote from the text and explaining how the United States benefited. We also made sure to explain why the land was important—because it gave the United States more resources and power.)*



Differentiation

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning target, promoting higher-level thinking.

MLL

- Provide sentence starters to help MLLs organize their thoughts and express ideas.
- Provide a translation of important vocabulary or sentence frames in students' home languages.
- Provide visual aids, sentence frames, and/or word banks to help MLLs connect new concepts to familiar language.

Approaching/MLL

- Stop at strategic points and do a think-aloud to make your thought process explicit.
- Preselect important sentences or chunks from this section of the text, and prepare scaffolded questions to help support comprehension.

Instruction RI.5.1

Application RI.5.1, SL.5.1.B, SL.5.1.C, SL.5.6

Apply

10

Suggested Pacing: 10 minutes

Your Turn

Independent Practice

- Recap the lesson.
 - SAY** Today, we practiced how to use evidence from a text to answer questions and support our understanding. We found key details in the text and used them to support our answers.
- Explain the task.
 - SAY** You will now answer the last question on your note catcher: “Why did Mexico lose so much land in the Mexican-American War?” To do this, you will reread the text “Neighbor to the North” and then complete the final row in the chart. You will make an inference based on the text, find and quote a key detail that supports your answer, and explain why the quote helps answer the question.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

NONFICTION

Neighbor to the North





Differentiation

Approaching

- Pre-highlight key details in the text for students who struggle with identifying important information.
- Use graphic organizers with guiding questions to scaffold thinking.

Beyond

- Encourage deeper analysis by having students explain how today's task will help extend their thinking about what they have been learning.
- Offer open-ended questions or advanced problems to explore connections beyond the learning target, promoting higher-level thinking.

MLL

- Provide sentence starters to help MLLs frame their inferences and explanations and express ideas.
- Provide a translation of important vocabulary or sentence frames in students' home languages.
- Provide visual aids, sentence frames, and/or word banks to help MLLs connect new concepts to familiar language.

Approaching/MLL

- Stop often to check for comprehension. Dictate key sentences for students to recite so they practice using verbal language. Encourage them to act out and sketch key sentences.
- Preselect important sentences or chunks from this section of the text and prepare scaffolded questions to help support comprehension.

Application RI.5.1, SL.5.1.B, SL.5.1.C, SL.5.6

Your Turn

Independent Practice

- If completing the task on devices, students may use the pinning tool to pin the response page to the right side of their screens while navigating the resources on the left side of their screens.
- Model to support students in setting this up.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

"Neighbor to the North" Note Catcher

Question	My Inference	Textual Evidence	Explain the Textual Evidence
How did the Mexican-American War impact the relationship between the two countries?			



Differentiation

Approaching

- Pre-highlight key details in the text for students who struggle with identifying important information.
- Use graphic organizers with guiding questions to scaffold thinking.

Beyond

- Encourage deeper analysis by having students explain how today's task will help extend their thinking about what they have been learning.
- Offer open-ended questions or advanced problems to explore connections beyond the learning target, promoting higher-level thinking.

MLL

- Provide sentence starters to help MLLs frame their inferences and explanations and express ideas.
- Provide a translation of important vocabulary or sentence frames in students' home languages.
- Provide visual aids, sentence frames, and/or word banks to help MLLs connect new concepts to familiar language.

Approaching/MLL

- Stop often to check for comprehension. Dictate key sentences for students to recite so they practice using verbal language. Encourage them to act out and sketch key sentences.
- Preselect important sentences or chunks from this section of the text and prepare scaffolded questions to help support comprehension.

Application RI.5.1, SL.5.1.B, SL.5.1.C, SL.5.6

5

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Reflection Question

- Share that, today, students learned how to use evidence from a text to answer questions and support our understanding.
SAY We practiced finding key details in the text and used them to craft clear, evidence-based answers to specific questions. We also worked on how to include quotes and explain how they help us answer those questions.
- Have students turn and talk with their partner to answer the following question:
ASK Why is it important to quote evidence from the text when answering questions? *(Answers will vary but may include noting that it's important to use evidence because it helps us make sure our answers are supported by what the author actually says, or that without evidence, we're just guessing. With evidence, we have a solid foundation for our understanding.)*
- Allow students to share and respond to the responses of other pairs.
- Clarify any misconceptions.

Reflection Question

Why is it important to use evidence from the text when answering questions?

Differentiation

Approaching

- Provide options for expression and communication by prompting students to first respond to the question in think-pair-share before having them respond to the question as a whole group.

Beyond

- Encourage students to evaluate their strategies and consider ways to deepen their understanding.

MLL

- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.
- Encourage students to discuss what they learned with a partner using their home language.
- Rephrase the learning target in comprehensible terms, and encourage students to express their understanding in their own words or home language.

Approaching/MLL

- Provide options for expression and communication by prompting students to first respond to the question in think-pair-share before having them respond to the question as a whole group.

Application SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6

Progress Reflection

Learning Target #1

- Explain to students that they will reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can select an independent research reading book.

Differentiation**Approaching**

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application RL.5.10, RI.5.10

Progress Reflection

Learning Target #2

- Explain to students that they will reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can quote accurately from the text when explaining what the text says explicitly and when drawing inferences.



Differentiation

Approaching

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application RI.5.1

Homework

Task Overview

Review Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.5.1, RL.5.10, RI.5.1, RI.5.10, W.5.10

**Accountable
Reading Prompts
and Task**

Introducing the Universal Declaration of Human Rights



Purpose

In this lesson, students learn how to determine the gist and meaning of unfamiliar words and phrases in the informational text, the Universal Declaration of Human Rights (UDHR), and make connections between *Esperanza Rising* and the UDHR.

- By the end of the lesson, students should be able to do the following:**
- Determine the gist and the meaning of unfamiliar words and phrases in Article 3 of the UDHR.
 - Make connections between specific events in *Esperanza Rising* and the UDHR.



Learning Targets

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



Prepare in Advance

- Teacher**
- *Esperanza Rising* by Pam Muñoz Ryan
- Student**
- *Esperanza Rising* by Pam Muñoz Ryan
 - Student companion

All other necessary materials are included within the digital lesson.



Media

- “Voyages: The Right to Life”
- “Voyages: We Are All Born Free and Equal”
- WingsTV



Agenda

- Ignite (5 minutes)**
 - Topic Introduction
 - Learning Targets
- Connect (40 minutes)**
 - Concept Introduction
 - Voyages
 - Read Aloud for Gist: Article 3 of the UDHR
 - Voyages
 - Text Introduction
 - Analyze Connections to Human Rights
 - WingsTV
- Apply (10 minutes)**
 - Your Turn
- Reflect (5 minutes)**
 - Share and Reflect
 - Progress Reflection
- Homework**
 - Task Overview

60 Total Lesson Time
60 minutes



Standards

Instruction
RL.5.1, RI.5.1, RI.5.4, RI.5.5, RI.5.7, RI.5.9, RI.5.10, L.5.4.B

Application
RL.5.1, RI.5.1, RI.5.4, RI.5.5, RI.5.7, RI.5.9, RI.5.10, RF.5.4.A, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.2, SL.5.6, L.5.4.B

Topic Introduction

Word Relation

- Remind students that in this module, they are learning about human rights and why they matter.
- Tell students that you are going to display a word and they will be given 30 seconds to answer this question:
ASK What other words come to your mind when you hear and read the phrase *human rights*? (*Answers will vary but may include freedom, rules, and government.*)
- Display or write the phrase *human rights* on the board. If needed, provide students with a brief definition. Human rights are things that all humans are entitled to.
- Give students 30 seconds to think, then invite them to enter their other related words.
- Discuss word cloud observations with students.
- Tell students to keep their ideas in mind and refer back to them throughout the lesson as they begin discovering more about human rights.

What other words come to your mind when you hear and read the phrase *human rights*?

Word Relation

First Choice

Second Choice

Third Choice

Differentiation

Beyond

- Challenge students to generate questions about the topic.

MLL

- Invite students to use the online or paper version of a home-language translation dictionary if necessary to help explore the meaning of new vocabulary.

Approaching/MLL

- Explain the meaning of a word by using it in a sentence to provide increased context for students.
- Display and repeat your questions.

Application SL.5.1.B, SL.5.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- Learning Target #1:** I can determine the gist and the meaning of unfamiliar words and phrases in Article 3 of the UDHR
- Learning Target #2:** I can make connections between *Esperanza Rising* and the UDHR.

Learning Targets

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



Differentiation

Approaching

- Ask students to break down the learning target into smaller parts.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to explain the learning target.
- Restate the learning target and connect it to something familiar.
 - Example: Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.

Instruction RL.5.1, RI.5.1, RI.5.4, RI.5.7, RI.5.9, RI.5.10, L.5.4.B

Connect

Suggested Pacing: 40 minutes

40

Concept Introduction

Define and Model

1. Set a clear objective for students:

SAY Remember our learning target: "I can determine the gist and the meaning of unfamiliar words and phrases in Article 3 of the Universal Declaration of Human Rights." Today, we will learn how to determine the meaning of words using Greek and Latin affixes and roots.

2. Introduce the concept:

SAY Greek and Latin are old languages that have helped shape many English words. Many complicated words are made up of smaller parts of language that we can break apart. Root words are the main part of a word and carry a lot of meaning. Affixes are word parts that you can add to root words to change their meaning. Affixes are added to the beginning or end of a word. By learning Greek and Latin affixes and roots, you can figure out the meaning of many new words quickly because you'll understand the smaller parts of the word, even if you've never heard the word before.

3. Review the Greek and Latin Affixes and Roots chart with students.

4. Direct students' attention to the learning target and highlight the word *universal*.

SAY This word is made up of a prefix *uni-* that means "one," the root *vers*, and the suffix *-al*. Knowing the meaning of that prefix helps me know that the meaning of *universal* is "done by everyone or applies to everyone."

5. Direct students' attention to the Affix and Root List in the Student Resources section of their student companion.

6. Focus students on the word *declaration*.

7. Refer to the affix and root list, which includes common prefixes, roots, and suffixes.

Greek and Latin Affixes and Roots

- **Root:** The base or core part of a word that carries the basic meaning. It cannot be broken down further and serves as the foundation for building words.
- **Affix:** A word part added to a root to modify its meaning or create a new word. There are two types:
 - **Prefixes:** added to the beginning of a word, like *tele-* in "telescope" meaning "far"
 - **Suffixes:** added to the end of a word, like *-able* in "readable"

8. Direct students to review the suffixes in their Affix and Root List to identify the suffix in the word *declaration* and determine its meaning.
9. Add the suffix and its meaning to the Making Meaning from Morphology chart.
10. Point out the word left after removing the suffix: *declar*.
SAY When we remove the suffix, we have *declar*, which is the base word. That can be broken down further into the prefix *de-*, which means “away from” or “reduce down,” and the root *clar*, which means “clear.”
11. Write *de-* and *clar* in the chart.
12. Ask pairs to discuss the meaning of the word *declaration* by combining the prefix, root, and suffix meanings and share their ideas.
13. Confirm that a declaration is the act of declaring something, meaning a clear and formal statement or announcement.
14. Provide students with the rationale for this skill.
SAY Studying and becoming familiar with common roots and affixes expands our reading vocabulary. When you recognize a root or affix, it can help you figure out the meaning of new words you haven’t learned before. Understanding how roots and affixes work helps you build your vocabulary and make meaning out of what you are reading. We will use these skills more later in the lesson.



Differentiation

Approaching

- Use visual aids such as anchor charts, pictures, or diagrams to explain the concept.

Beyond

- Ask students to restate the concept in their own words and explain why it is important.

MLL

- Invite students to use their translation dictionary to further investigate the meanings of *universal* and *declaration*. Students can discuss the parts of speech of each word.
- Consider asking students to share and compare examples of affixes from their home language.

Approaching/MLL

- Provide an example of using the strategies to figure out unknown vocabulary by modeling with a think-aloud for the word *universal*.

Instruction RI.5.4, L.5.4.B

Application RI.5.4, SL.5.1.B, SL.5.6, L.5.4.B

Voyages

View and Discuss the Media

1. Play “Voyages: The Right to Life.”
2. Invite students to turn and talk with their partner, and then select volunteers to share:
ASK What is the message of this video? (*Everyone has the right to life.*)
SAY The right to life is one of the articles of the Universal Declaration of Human Rights.





Differentiation

Approaching

- Pause the video at key points and ask students to share what happened in that portion of the video.
- Provide sentence starters to support oral expression of students' observations and questions.

Examples:

- I noticed in the video _____.
- I wonder _____.

Beyond

- Invite students to predict what some of the 30 articles of the UDHR might be.
- Challenge students to link the new topic to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Introduce key vocabulary related to the topic with gestures, cognates (*school* in English and *escuela* in Spanish), and home-language connections.
- Invite students to connect the topic to their home language and culture.

Approaching/MLL

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

ASK How do the visuals in the videos help us understand the language? Tell students you will give them time to think and discuss with their partner.

Application RI.5.1, RI.5.10, SL.5.1.B, SL.5.1.C, SL.5.2, SL.5.6

Read Aloud for Gist: Article 3 of the UDHR

Read and Determine the Meaning of Words

1. Direct students' attention to Article 3 of the UDHR, which also appears in their student companion.
2. Read the text aloud fluently. Then, reread the text inviting students to choral or echo read.
3. Give students time to discuss with a partner to determine the gist.
ASK What is the gist of this article? (*the right to life and the right to be safe*)
4. Focus students on the words/phrases *liberty* and *security of person* in Article 3.
5. Encourage students to use the root and suffix sections of the Affix and Root List in their companions to help them determine the meaning of these words.
 - a. *liber* is listed under the roots section.
 - b. *-ty* is listed under the suffixes section.
6. Direct students' attention to the poll. Read the question aloud and give students a moment to select an answer.
7. Once responses are in, acknowledge their thinking and clarify the correct answer.
SAY The term *liberty* means to be free.
SAY *Security of person* means that everyone has the right to feel safe and be protected from harm.
SAY Article 3 is one part of a longer text that lists 30 human rights. It is called the Universal Declaration of Human Rights. Now, you're going to learn more about who wrote this document and why it was created.

NONFICTION

Article 3 of the Universal Declaration of Human Rights



Differentiation

Approaching

- Allow extra time for processing and responding to questions.

Beyond

- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

MLL

- Invite students to reference the translation of Article 3 of the UDHR in their home languages.

Approaching/MLL

- Use choral or echo reading to build fluency.
- Encourage students to read aloud at a volume they are comfortable with, including whisper reading.

Instruction RI.5.1, RI.5.4, RI.5.10, L.5.4.B

Application RI.5.1, RI.5.4, RI.5.10, RF.5.4.A, SL.5.1.B, SL.5.1.C, SL.5.6, L.5.4.B

Voyages

View and Discuss the Media

1. Tell students they will watch another video that will help them learn more about human rights. After the video, they will have an opportunity to discuss what they learned.
2. Play “Voyages: We Are All Born Free and Equal.”
3. Invite students to turn and talk with their partner.

ASK What is the UDHR? *(a list of rights, written by the United Nations, that all humans are entitled to)*

ASK Why was it written? *(It was written because terrible things happened to people that no one wanted to have happen again.)*

ASK Why do these rights matter? Why are we reading about them? *(They matter because they help us to remember how people should be treated. They tell us what we are all entitled to. We are reading about them so we know how to recognize when our human rights, or those of others, are being threatened, so we can take action.)*

4. Select volunteers to share.



Differentiation

Approaching

- Pause the video at key points, and ask students to share what happened in that portion of the video.
- Provide sentence starters to support oral expression of students' observations and questions.

Examples:

- I noticed in the video _____.
- I wonder _____.

Beyond

- Challenge students to link the new topic to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Introduce key vocabulary related to the topic with gestures, cognates (*school* in English and *escuela* in Spanish), and home-language connections.
- Invite students to connect the topic to their home language and culture.

Approaching/MLL

ASK How do the visuals in the videos help us understand the language? Tell students you will give them time to think and discuss with their partner.

Instruction RI.5.1, RI.5.10

Application RI.5.1, RI.5.10, RI.5.1, RI.5.4, RI.5.10, SL.5.1.B, SL.5.1.C, SL.5.2, SL.5.6

Text Introduction

Introduce the Text

1. Direct students' attention to the Simplified UDHR, which also appears in their student companion.

SAY You will dig into the actual articles of the UDHR throughout this unit, but this version is a quick reference, written in simplified language, to refer to as you read *Esperanza Rising*.

2. Point out that each number represents a different article of the UDHR and remind students that they already reviewed Article 3.
3. Invite students to compare the actual Article 3 to the Simplified UDHR.
4. Ask students to turn and talk with their partner.

ASK How are they the same? (*They mean the same thing.*)

ASK How are they different? (*The choice of words is different; for example, it says "safety" on the simplified version, rather than "security of person."*)

5. Call on students to share with the whole group.

NONFICTION

Simplified Universal Declaration of Human Rights (UDHR)

**Differentiation****Beyond**

- Encourage students to apply what they learned in innovative ways, such as creating presentations and multimedia projects, designing experiments, or writing reflections or stories that extend beyond the task.

MLL

- Invite students to notice and highlight language patterns in the simplified version. (Example: "We all _____. Nobody can _____. We are all _____.")

ASK Is this language you use in everyday conversation? How is this language special to this document? (usually not; this language is declarative, suitable for a formal document like the simplified UDHR)

- Invite students to reference the translation of the Simplified UDHR in their home languages.

Approaching/MLL

- Invite students to choose reading strategies to help them approach unfamiliar text.
Examples:
 - Chunk the text into manageable amounts (phrases, sentences, or paragraphs).
 - Read aloud.
 - Summarize what you read for someone else, perhaps using your home language first.
- Suggest that students who need support paraphrase the articles for those who need additional support, and allow students to compare the English version to the translated version in their home language on the website, if possible.

Instruction RI.5.5

Application RI.5.5, SL.5.1.B, SL.5.1.C, SL.5.6

Analyze Connections to Human Rights

Introduce Making Text Connections

1. Tell students that as they continue reading *Esperanza Rising*, they will make connections to the UDHR by identifying the ways the characters' human rights are threatened.

SAY *Threatened* means to cause someone or something to be at risk or in danger.

SAY As we do this, we'll learn how the challenges Esperanza and her loved ones face relate to the rights outlined in the UDHR.

SAY Let's take a moment to review the chapter "Las Uvas" from *Esperanza Rising* and talk about how it connects to the UDHR.

2. Direct students to retrieve their copy of *Esperanza Rising* and review "Las Uvas," and consider the most important events in this chapter.
3. Have students turn and talk with a partner to recap the most important events from "Las Uvas."

ASK What important events happened in "Las Uvas"? (*Answers may include harvest season beginning on the vineyard; Esperanza's family preparing for her birthday; Esperanza pricking her finger on a thorn and feeling she has bad luck; Abuelita teaching Esperanza how to crochet; Papa's stepbrothers waiting with the family while Papa was missing; and Papa being killed by bandits.*)

4. Call on students to share with the class.
5. Model for students how to make a connection between the two texts.

SAY Let's review our Simplified UDHR. I notice that Article 25 says, "We all have the right to a healthy standard of living. This includes access to food, clothing, housing, and medical care. All people that need care have the right to be cared for as needed." In this chapter, Mama mentions peasants are forced to eat cats, while wealthy ranches have cattle. This shows us the major difference in their living conditions, which is an example of a threat to the right to a good life and food and shelter for all.

SAY This example shows us how the rights outlined in the UDHR are not just ideas; they connect to real-life situations, even those experienced by fictional characters like Esperanza and her family. Understanding these connections will help us better analyze the story and the human rights issues being threatened.

FICTION

Esperanza Rising



NONFICTION

Simplified Universal Declaration of Human Rights (UDHR)





Differentiation

Approaching

- Allow extra time for processing and responding to questions.

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Invite students to discuss the task, topic, or text with a partner in their home languages.

Approaching/MLL

ASK What is the difference between the words *threatened*, *threaten*, and *threat*?

SAY *Threatened* is part of a passive verb. It's an action word, but we don't know who has done the threatening. It means "to be put in danger by someone or something." *Threaten* is a verb—an action word that means "to put in danger." *Threat* is a noun or a thing. It is the word for "the danger, pain, or injury someone wants to do."

Instruction RL.5.1, RI.5.1

Application RL.5.1, RI.5.1, RI.5.7, RI.5.9, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6

WingsTV

View and Discuss the Media

1. Direct students' attention to the video.

SAY WingsTV episodes show strong examples of collaboration and discussion. They are a model for us to follow. As you watch, focus on one discussion norm you want to improve. Do you listen to others' ideas? Do you respond to their comments before sharing your own? Keep your goal in mind and see how the WingsTV students follow our class norms.

SAY The students will be discussing the texts and the task that we are working on. This is a type of conversation you will have often throughout this unit with your partner or group.

2. Play the video.

3. Invite students to share what they noticed or questions they have about the video.

ASK What did you notice about the way the students in the video spoke to one another? *(Answers will vary, but may include that they took turns, built on one another's ideas, or used examples from the text to support their answers.)*

ASK What did the students in the video say about the text or about the prompt that we will be answering that stood out to you? What did they say that you were thinking too? What did they discuss that helped you think about things in a new way? *(Answers will vary but may include that students had similar ideas about the connections between the novel and the UDHR.)*

ASK What questions do you have after watching the video? *(Answers will vary.)*

4. Remind students to keep the video in mind as they move into their own discussions and writing aligned to the content of the video.



Differentiation

Beyond:

- Provide advanced sentence starters that encourage deeper analysis and connections.
- Invite students to challenge the ideas discussed by the student in the video.

Approaching/MLL:

- Pause the video at key points and ask students to share what happened in that portion of the video.
- Provide sentence starters to support oral expression of students' observations and questions.

Examples:

- I noticed in the video _____.
- I wonder _____.

Instruction RL.5.1, RI.5.1, RI.5.7, RI.5.9, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.1.D

Application SL.5.1.C, SL.5.2

Apply

10

Suggested Pacing: 10 minutes

Your Turn

Collaborative Practice

- Recap the lesson.
SAY Today, we learned how to determine the gist and the meaning of unfamiliar words in the UDHR using affixes and roots. We also learned why it is important to make connections between the UDHR and *Esperanza Rising*.
- Explain the task.
SAY You will now work with a partner to write a short-answer response to answer the question: Which human rights have been threatened in "Las Uvas"? To do this, you will fill in the blanks with the correlating information in the task criteria. Use your copy of *Esperanza Rising* and the Simplified UDHR to complete your response.
- Release students to begin the task and circulate to support.

Connect the UDHR and *Esperanza Rising*

In "Las Uvas" in *Esperanza Rising*, ____ threatens _____. This article says _____, but in the story _____. On page _____, it says, "_____." This shows how _____.

NONFICTION

Simplified Universal Declaration of Human Rights (UDHR)



Differentiation

Approaching

- Activate background knowledge by inviting students to describe and model how to complete each step of the task before beginning.

Beyond

- Ask students to connect the activity to the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Provide differentiated mentors by purposefully preselecting student partnerships in which students with developing language skills can have peer support.

Approaching/MLL

ASK What is the difference between the words *threatened*, *threaten*, and *threat*? (*Threatened* is part of a passive verb. It’s an action word, but we don’t know who has done the threatening. It means “to be put in danger by someone or something.” *Threaten* is a verb—an action word that means “to put in danger.” *Threat* is a noun or a thing. It is the word for “the danger, pain, or injury someone wants to do.”)

Application RL.5.1, RI.5.1, RI.5.7, RI.5.9, SL.5.1.A, SL.5.1.B, SL.5.6

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Activity Share

- Tell students they will now share their connections between the UDHR and “Las Uvas.”
- Invite students to turn and talk with another set of partners:
ASK Based on the events of this chapter, which human rights were threatened? How? (*Answers will vary but may include that some people do not have enough food or that Papa’s right to life was violated.*)
- After students talk with their partners, allow a few students to share with the whole group.
- As they share, capture their responses on the Human Rights in *Esperanza Rising* graphic organizer, which appears in the Student Resources section of the student companion, as it is used across multiple lessons.
- Focus students on how you have quoted text on the organizer, using quotation marks to show which part came directly from the text and making sure to use the exact words from the text.
- Emphasize that in this chapter, human rights were not only threatened but they were also violated, which means the threat was carried out and the right was ignored.
- Invite students to add this information to their own graphic organizers.

**Human Rights in
*Esperanza Rising***

Chapter of <i>Esperanza Rising</i>	Describe the event and those involved.	UDHR Article connected to the event	Explain the threat to human rights.



Differentiation

Approaching

- Throughout this unit, students make connections between *Esperanza Rising* and the UDHR. To support comprehension and make your expectations explicit, provide multiple representations of this connection. For instance, whenever a learning support requires making a connection between the two texts, provide a symbol, word, or phrase that shows the connection.
- Students who may need additional support with reading can benefit from engaging with the unfamiliar text in different ways. Consider pre-selecting important sentences or chunks from this section of the text and preparing scaffolded questions to help support comprehension. Also consider highlighting key portions of the text and asking students to identify how they are examples of threats to human rights. This relieves students from wading through large portions of text and allows them to more readily demonstrate their comprehension.

Beyond

- Ask students to analyze how new learning connects to prior knowledge.
- Provide advanced sentence starters that encourage deeper analysis and connections.
- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Making connections between the UDHR and *Esperanza Rising* may be challenging. Consider first narrowing the focus to one section of *Esperanza Rising* and one article from the Simplified UDHR, both of which the student should understand clearly on a general level.
- Provide visual aids, sentence frames, and/or word banks to help MLLs connect new concepts to familiar language.
- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.

Approaching/MLL

- Prompt students to reflect on what they learned with scaffolded support.
 - Example: "Tell me one thing you learned, and I'll ask a question to help you add more. Then, we'll check if it matches our learning goal."
- Turn the Human Rights in *Esperanza Rising* graphic organizer into a kinesthetic activity by copying the new additions onto separate cards or sticky notes. Have students place them in the correct section of their graphic organizer in their student companions.
- Consider marking key sections of the chapter and asking students why these sections illustrate threats to human rights.

Instruction RL.5.1, RI.5.1, RI.5.7, RI.5.9

Application RL.5.1, RI.5.1, RI.5.7, RI.5.9, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #1.

Learning Target

I can determine the gist and the meaning of unfamiliar words and phrases in Article 3 of the Universal Declaration of Human Rights.

Differentiation

Approaching

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application RI.5.1, RI.5.4, RI.5.10, L.5.4.B

Progress Reflection

Learning Target #2

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #2.

Learning Target

I can make connections between *Esperanza Rising* and the UDHR.

Differentiation

Approaching

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application RL.5.1, RI.5.1, RI.5.7, RI.5.9

Homework

Task Overview

Review Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.5.1, RL.5.10, RI.5.1, RI.5.10, W.5.10

**Accountable
Reading Prompts
and Task**

Close Reading: *Esperanza Rising* “Las Papayas” and Article 23 of the UDHR



Purpose

In this lesson, students explain how “Las Papayas” contributes to the overall structure, make connections to the Universal Declaration of Human Rights (UDHR), and answer questions about Article 23 of the UDHR.

By the end of the lesson, students should be able to do the following:

- Explain how pages 23–38 of *Esperanza Rising* contribute to the overall structure of the story.
- Make connections between “Las Papayas” and the UDHR.
- Answer questions about Article 23 of the UDHR, referring explicitly to the text.



Learning Targets

- I can explain how pages 23–38 of *Esperanza Rising* contribute to the overall structure of the story.
- I can answer questions about Article 23 of the UDHR using evidence from the text and strategies for understanding unknown words.



Prepare in Advance

Teacher

- *Esperanza Rising* by Pam Muñoz Ryan

You may wish to create physical copies of the following material to hang in the classroom:

- Spanish/English Dictionary

Student

- *Esperanza Rising* by Pam Muñoz Ryan
- Student companion
- Annotation tools (for example, highlighters)

All other necessary materials are included within the digital lesson.



Media

- “Voyages: Workers’ Rights”



Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (40 minutes)

- Read Aloud for Gist: “Las Papayas”
- Concept Review
- Analyze Connections to Human Rights
- Close Read: Article 23 of the UDHR (Part 1)
- Close Read: Article 23 of the UDHR (Part 2)
- Close Read: Article 23 of the UDHR (Part 3)
- Close Read: Article 23 of the UDHR (Part 4)
- Close Read: Article 23 of the UDHR (Part 5)

Apply (10 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection

Homework

- Task Overview



Total Lesson Time

60 minutes



Standards

Instruction

RL.5.5, RL.5.10, RI.5.1, RI.5.4, RI.5.10, L.5.4.A, L.5.4.B, L.5.4.C

Application

RL.5.1, RL.5.5, RL.5.10, RI.5.1, RI.5.2, RI.5.4, RI.5.7, RI.5.9, RI.5.10, RF.5.4.A, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6, L.5.4.A, L.5.4.B, L.5.4.C

Activate Prior Knowledge

Sentence Starter Connection

1. Remind students that they have been learning about the UDHR and how the articles connect to the events in *Esperanza Rising*.
2. Inform students that they will be completing a sentence starter with a partner.
3. Read the sentence starter aloud:
SAY The articles in the UDHR are important because . . . *(They help make sure that all people are treated fairly and with respect. They protect people from being harmed or treated unfairly and give everyone the right to things like education, freedom, and safety.)*
4. Have students turn to a partner to complete the sentence starter.
5. After allowing students time to talk with their partners, encourage a few students to share. Clarify any misconceptions.
6. Explain that today's lesson will deepen their understanding of how the events in *Esperanza Rising* and the articles of the UDHR are connected as they build upon what they already know.

Sentence Starter Connection

The articles in the UDHR are important because . . .

Differentiation

Beyond

- Challenge students to generate questions about the topic.

MLL

- Encourage students to connect new ideas to their home language and culture by using bilingual resources or allowing home-language responses when appropriate.

Approaching/MLL

- Explain the meaning of a word by using it in a sentence to provide increased context for students.
- Display and repeat your questions.

Application SL.5.1.A, SL.5.1.B, SL.5.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can explain how pages 23–38 of *Esperanza Rising* contribute to the overall structure of the story.
- **Learning Target #2:** I can answer questions about Article 23 of the UDHR using evidence from the text and strategies for understanding unknown words.

Learning Targets

1. I can explain how pages 23–38 of *Esperanza Rising* contribute to the overall structure of the story.
2. I can answer questions about Article 23 of the UDHR using evidence from the text and strategies for understanding unknown words.



Differentiation

Approaching

- Ask students to break down the learning target into smaller parts.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to explain the learning target.
- Restate the learning target and connect it to something familiar.
 - Example: Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.

Instruction RL.5.5, RL.5.10, RI.5.1, RI.5.4, L.5.4.B, L.5.4.C

Connect

Suggested Pacing: 40 minutes

40

Read Aloud for Gist: “Las Papayas”

Read, Determine the Meaning of Words, and Discuss

1. Invite students to retrieve their copies of *Esperanza Rising* and to turn to page 23, “Las Papayas.”
2. Begin by pointing out the title of this chapter and select volunteers to share:
 - ASK** What does *las papayas* mean in English? How do you know?
(*Las papayas* means “papayas” in English and we know this because it says it underneath “Las Papayas” in the text.)
3. Add *las papayas* to the Spanish/English Dictionary.
4. Invite students to follow along, reading silently in their heads as you read aloud pages 23–38, adding words to the Spanish/English Dictionary as they come up. Have students chorally read along with you for 1-2 paragraphs of your choosing.
5. Invite students to turn and talk to a partner about the gist of the chapter:
 - ASK** What is the gist of this chapter? (*After Papa’s death, Tío Luis pressures Mama to sell the house or marry him, threatening her when she refuses. Despite Miguel’s family planning to move to the United States, Esperanza is determined to stay in her home.*)
6. Refocus the class and invite students to share.

FICTION

Esperanza Rising



Differentiation

Approaching

- Because each lesson builds on comprehension established in previous lessons, provide opportunities for students who need additional support with memory to engage with the text in multiple ways. Consider having students summarize the reading from the previous lesson with a partner.
- Consider preparing scaffolded questions to review the events already discussed in the text.
- Invite students to choose reading strategies to help them approach unfamiliar text.

Examples:

- Chunk the text into manageable amounts (phrases, sentences, or paragraphs).
- Read aloud.

Beyond

- Invite a student to paraphrase the events of *Esperanza Rising* in more comprehensible language for those who need additional support.
- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- During the reading of *Esperanza Rising*, stop often to check for comprehension. Dictate key sentences for students to recite so they practice using verbal language.
- Stop at strategic points and do a think-aloud to make your thought process explicit.

Approaching/MLL

- Before reading, invite students to turn to a partner and summarize the previous chapters of *Esperanza Rising* in 30 seconds or less. Have them share.
- Preselect important sentences or chunks from this section of the text and prepare scaffolded questions to help support comprehension.
- Model the process of reading for gist and annotating the text.
- Encourage students to read aloud at a volume they are comfortable with, including whisper reading.

Application RL.5.1, RL.5.10, RF.5.4.A, SL.5.1.B, SL.5.1.C, SL.5.6, L.5.4.A

Concept Review

Review and Discuss

1. Direct students' attention to the Story Structure chart and the Story Structure: *Esperanza Rising* graphic organizer, which also appears in the Student Resources section of their student companions.
2. Invite them to turn and talk to their partner, and then volunteer students to share.

ASK Based on the story structure terms, where do you think this part of the story fits into the overall structure? How do you know? *(This part of the story fits with rising action. We know that more things are going to happen to Esperanza and her mother because of what her uncle wants.)*

3. Add this information to the story structure graphic organizer and have students update their own organizers accordingly.

Story Structure

How a story is organized with a beginning, middle, and end and into paragraphs, sections, or chapters.



Differentiation

Approaching

- Because each lesson builds on comprehension established in previous lessons, provide opportunities for students who need additional support with memory to engage with the text in multiple ways. Consider having students summarize the reading from the previous lesson with a partner.
- Consider preparing scaffolded questions to review the story structure already discussed in the text.

Beyond

- Invite a student to paraphrase the key events of the chapter in more comprehensible language for those who need additional support.
- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Provide a translation of the Story Structure Terms in students' home languages.
- Invite students to discuss the task, topic, or text with a partner in their home languages.
- Pair MLLs with peers who have proficient or exemplary oral language skills during discussions and activities to encourage language development and idea sharing in a safe environment.

Approaching/MLL

- Break down tasks into smaller, manageable parts with frequent check-ins to ensure understanding before moving on.
- Allow extra time for processing and responding to questions.

ASK What is the series of conflicts and crises in this chapter leading toward climax? What do you think will happen next? *(Answers will vary based on chapter.)*

Instruction RL.5.5, RL.5.10

Application RL.5.5, RL.5.10, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6

Analyze Connections to Human Rights

Discuss and Annotate

1. Direct students' attention to the Simplified UDHR, which also appears in their student companion.
2. Tell students they are going to have five minutes to work with their partner to answer the following question:

ASK Based on the events of this chapter, which human rights were threatened? How? *(Answers will vary but may include that the land the house is on is left to Luis rather than Mama because she is a woman, but Article 17 says that everyone has "the right to own things," or that Miguel describes how Esperanza's uncles would treat his family like animals if they stayed. Article 23 says that every grown-up has the right to do a job and to "earn a fair wage" for their work.)*

SAY With your partner, review the Simplified UDHR and the chapter "Las Papayas" in *Esperanza Rising*. Identify examples of threats to human rights in the chapter and annotate your findings in your book as you discuss.

NONFICTION

Simplified Universal Declaration of Human Rights (UDHR)



3. Invite students to begin working. Remind students to annotate their findings in their book as they discuss. (Consider having students use sticky notes for annotations.)
4. After five minutes, refocus the whole group.
5. Volunteer students to share portions of the text where they found examples of human rights violations.
6. As students share, record their responses on the Human Rights in *Esperanza Rising* graphic organizer, which also appears in the Student Resources section of their student companions.
7. Invite students to add this information to their own graphic organizers.



Differentiation

Approaching

- Throughout this unit, students make connections between *Esperanza Rising* and the UDHR. To support comprehension and make your expectations explicit, provide multiple representations of this connection. For instance, whenever a learning support requires making a connection between the two texts, provide a symbol, word, or phrase that shows the connection.
- Students who may need additional support with reading can benefit from engaging with the unfamiliar text in different ways. Consider preselecting important sentences or chunks from this section of the text and preparing scaffolded questions to help support comprehension. Also consider highlighting key portions of the text and asking students to identify how they are examples of threats to human rights. This relieves students from wading through large portions of text and allows them to more readily demonstrate their comprehension.

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.
- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Provide a translation of important vocabulary or sentence frames in students' home languages.
- Provide visual aids, sentence frames, and/or word banks to help MLLs connect new concepts to familiar language.
- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.

Approaching/MLL

- Turn the Human Rights in *Esperanza Rising* graphic organizer into a kinesthetic activity by copying the new additions onto separate cards or sticky notes. Have students place them in the correct section of their graphic organizer in their student companion.
- Consider marking key sections of the chapter and asking students why these sections illustrate threats to human rights.

Application RL.5.1, RI.5.1, RI.5.7, RI.5.9, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6

Close Read: Article 23 of the UDHR (Part 1)

Introduce the Text

1. Reread the paragraph on page 36 beginning with “My father and I have lost faith . . .”
2. Discuss what Miguel explains to Esperanza.

ASK Turn and talk to a partner about what Miguel is saying. Why does his family feel they must leave? *(They feel they must leave because the uncles will not treat their family fairly. They will never be able to be more than servants if they stay.)*

SAY In this part of the story, Miguel suggests that if they stay, Esperanza’s uncles would treat them like animals. This connects to the idea of human rights—the basic rights and freedoms that belong to all people. Some of these rights include being treated with fairness and respect. Miguel’s words suggest that his family’s rights wouldn’t be protected if they stayed, which threatens their human rights.

3. Play “Voyages: Workers’ Rights.”
4. Invite students to turn and talk to their partner and then allow students to share:

ASK From this video, what do you think Article 23 of the UDHR will be about? *(Answers will vary but may include being paid a fair amount for the work you do.)*



Differentiation

Approaching:

- Pause the video at key points and ask students to share what happened in that portion of the video.
- Provide sentence starters to support oral expression of students’ observations and questions.

Examples:

- I noticed in the video _____.
- I wonder _____.

Beyond

- Challenge students to link the new topic to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Introduce key vocabulary related to the topic with gestures, cognates (*school* in English and *escuela* in Spanish), and home-language connections.
- Invite students to connect the topic to their home language and culture.

Approaching/MLL

ASK How do the visuals in the video help us understand the language? Tell students you will give them time to think and discuss with their partner.

Instruction RI.5.1

Application RI.5.1, SL.5.1.B, SL.5.1.C, SL.5.6

Close Read: Article 23 of the UDHR (Part 2)

Read for Gist

1. Direct students' attention to Article 23 of the UDHR, which also appears in their student companion.
2. Tell students they will be guided through a close read of this article.
SAY During the close read, you will work in pairs to carefully analyze the text, using strategies like rereading, annotating, and discussing key ideas. You will answer questions and share your thoughts in discussions to deepen your understanding of the text.
3. Read the whole article aloud as students read along silently in their heads.
4. Point out the use of the word *he* rather than *she* and explain that on official documents like this, *he* is often used to mean "a person." So, although it says *he*, it is referring to all people.
5. Direct students' attention to the Close Reading Questions: Article 23 of the UDHR, which also appear in the student companion. Focus students on Question 1 and read it aloud.
6. Tell students they will discuss with a partner before writing an answer. Invite students to turn and talk with their partner, and then call students to share.
ASK What is the gist of this article? What is it mostly about? (*It's about the right to work.*)
7. Tell students to record the answer in a complete sentence in the second column.

NONFICTION

Article 23 of the Universal Declaration of Human Rights



Differentiation

Approaching

- Ask students about the meaning of chunks from a key sentence.
- Allow extra time for processing and responding to questions.

Beyond

- Invite a student to paraphrase the key points of Article 23 in more comprehensible language for those who need support.

MLL

- Use choral or echo reading to build fluency.
- Provide a basic example through a think-aloud demonstration if the vocabulary is new to students.

Approaching/MLL

- Invite students to choose reading strategies to help them approach unfamiliar text.
 Examples:
 - Chunk the text into manageable amounts (phrases, sentences, or paragraphs).
 - Read aloud.
 - Summarize what you read for someone else, perhaps using your home language first.

Instruction RI.5.1, RI.5.10

Application RI.5.1, RI.5.10, SL.5.1.B, SL.5.1.C, SL.5.6

Close Read: Article 23 of the UDHR (Part 3)

Read for Meaning and Discuss: Section 1

1. Focus students on section 1 of the article and reread it aloud.
2. Invite students to annotate unfamiliar vocabulary and to use strategies such as using context clues or common roots and affixes to find the meaning of the words they don't know.
3. Remind students to reference their Affix and Root List, which also appears in the Student Resources section of the student companion.
4. Focus students on the word *unemployment* at the end of this part of the article. Then, direct students' attention again to the Close Reading Questions: Article 23 of the UDHR.
5. Focus students on Questions 2 and 3 and read them aloud.
6. Give students three minutes to work in pairs to complete both questions. Call on a few students to share and review the correct answers.

ASK What other words begin with the prefix *un-*? (*Answers will vary but may include unhappy, unhelpful, and uneasy.*)
7. Focus students on the phrase "protection against unemployment."
8. Invite students to turn and talk with their partner and then call on students to share.

ASK You know what unemployment is, so what is protection against unemployment? (*job security—things in place to prevent you from becoming unemployed*)
9. Focus students on the words "free choice of employment."
10. Tell students that by analyzing the affixes and root of *unemployment*, they should understand that *employment* means "having paid work."
11. Invite students to turn and talk with their partner and then call on students to share.

ASK What does "free choice of employment" mean? (*People get to choose where they want to work.*)
12. Focus students on the words "to just and favorable conditions of work," and read this phrase aloud.
13. Explain to students that conditions are factors that influence how things are done. For example, school conditions, like classroom cleanliness, can impact the school environment and how we work.

SAY Focus on the word *favorable* and discuss its meaning with a partner.
14. Encourage them to use dictionaries or their Affix and Root List as needed, then share their responses with the group.

ASK What does *favorable* mean? (*good or suitable*)

ASK What are favorable conditions of work? (*the way things are at work being good or suitable*)

SAY Therefore, a clean classroom would be considered a favorable condition.
15. Focus students on the word *just*, and tell them that in this context, it means "fair and right."
16. Invite students to turn and talk to their partner and then call students to share.

ASK What are just and favorable conditions of work? (*the way things are at work being fair and suitable*)

ASK What examples might you give of work being fair and suitable? (*Answers will vary but may include safety and no favoritism.*)
17. Read Question 4 and the answer choices aloud, then give students time to consider which answer choice is correct.
18. Tell students to share their selected answer aloud with a partner, then record their selected answer.
19. Select volunteers to share with the whole class and correct misconceptions as needed.

NONFICTION

Article 23 of the Universal Declaration of Human Rights



Differentiation

Approaching

- Ask students about the meaning of chunks from a key sentence.
- Allow extra time for processing and responding to questions.

Beyond

- Invite a student to paraphrase the key points of Article 23 in more comprehensible language for those who need support.
- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Provide a basic example through a think-aloud demonstration if the vocabulary is new to students.
- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.

Approaching/MLL

- Use choral or echo reading to build fluency.
- Reinforce key concepts with additional examples, hands-on activities, and extra time to practice before moving on.
- Invite students to choose reading strategies to help them approach unfamiliar text.

Examples:

- Chunk the text into manageable amounts (phrases, sentences, or paragraphs).
- Read aloud.
- Summarize what you read for someone else, perhaps using your home language first.

Instruction RI.5.4, L.5.4.B, L.5.4.C

Application RI.5.2, RI.5.4, SL.5.1.B, SL.5.1.C, SL.5.6, L.5.4.A, L.5.4.B, L.5.4.C

Close Read: Article 23 of the UDHR (Part 4)

Read for Meaning and Discuss: Section 2

1. Focus students on section 2 of the article and reread it aloud.
 - SAY** Annotate the word *discrimination* and talk to a partner about the meaning.
 - ASK** What does *discrimination* mean? *(It means the unjust treatment of different categories of people or things, such as the unjust treatment of women like Mama not being allowed to have land in Esperanza Rising.)*
2. Call on students to share, with the whole group, both the definition of the word in their own words and the vocabulary strategy they used to determine the meaning.

NONFICTION

Article 23 of the Universal Declaration of Human Rights



3. Invite students to turn and talk to their partner and then call on students to share:
 - ASK** What does *equal* mean? (*the same*)
 - ASK** What is equal pay? (*the same pay*)
 - ASK** What is equal work? (*the same work*)
4. Ensure students understand that this means people who do the same job and the same amount of work should be paid the same.
5. Ask Question 5. Invite students to discuss with their partner before recording their selected answer.
6. Select volunteers to share with the whole group, clarifying misconceptions as needed.



Differentiation

Approaching

- Ask students about the meaning of chunks from a key sentence.
- Allow extra time for processing and responding to questions.

Beyond

- Invite a student to paraphrase the key points of Article 23 in more comprehensible language for those who need support.
- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Use choral or echo reading to build fluency.
- Provide a basic example through a think-aloud demonstration if the vocabulary is new to students.
- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.

Approaching/MLL

- Reinforce key concepts with additional examples, hands-on activities, and extra time to practice before moving on.
- Invite students to choose reading strategies to help them approach unfamiliar text.

Examples:

 - Chunk the text into manageable amounts (phrases, sentences, or paragraphs).
 - Read aloud.
 - Summarize what you read for someone else, perhaps using your home language first.

Instruction RI.5.4, L.5.4.B, L.5.4.C

Application RI.5.2, RI.5.4, SL.5.1.B, SL.5.1.C, SL.5.6, L.5.4.A, L.5.4.B, L.5.4.C

Close Read: Article 23 of the UDHR (Part 5)

Read for Meaning and Discuss: Sections 3 and 4

1. Focus students on section 3 of the article and reread it aloud.
2. Remind them of what *just* and *favorable* mean, and invite them to focus on the word *remuneration*.
3. Invite students to work in pairs to determine the meaning of this word.

SAY Work together to figure out the meaning of the word *remuneration*. Use vocabulary strategies like context clues and your Affix and Root List to help you.

ASK What is the meaning of *remuneration*? (*money paid for work or a service*)
4. Focus students on the phrase “an existence worthy of human dignity.”
5. Invite students to work in pairs to determine the meaning of the words *existence* and *dignity*.

SAY With your partner, use context clues, affixes, and roots to help you determine the meaning of each word.

ASK What is the meaning of *existence*? (*the art of living*)

ASK What is the meaning of *dignity*? (*being worthy of respect*)

SAY Annotate these words with their meanings. This will help you when you have to answer questions about this section later in this lesson.
6. Explain the complex language and concepts in the remainder of the section.

SAY The rest of this section means that, if necessary, the government or community can help supplement the pay to make sure people can live with dignity. For example, this might include programs like food stamps to help people buy food.
7. Reread section 4 aloud for the group, then define *trade unions*.

SAY A trade union is a group that protects workers. This part of the article says people should be free to form and join these groups to protect their rights at work.

NONFICTION

Article 23 of the Universal Declaration of Human Rights



Differentiation

Approaching

- Ask students about the meaning of chunks from a key sentence.
- Allow extra time for processing and responding to questions.

Beyond

- Invite a student to paraphrase the key points of Article 23 in more comprehensible language for those who need support.
- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Use choral or echo reading to build fluency.
- Provide a basic example through a think-aloud demonstration if the vocabulary is new to students.
- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.

Approaching/MLL

- Reinforce key concepts with additional examples, hands-on activities, and extra time to practice before moving on.
- Invite students to choose reading strategies to help them approach unfamiliar text.

Examples:

- Chunk the text into manageable amounts (phrases, sentences, or paragraphs).
- Read aloud.
- Summarize what you read for someone else, perhaps using your home language first.

Instruction RI.5.1, RI.5.4, L.5.4.B, L.5.4.C

Application RI.5.1, RI.5.4, SL.5.1.B, SL.5.1.C, SL.5.6, L.5.4.A, L.5.4.B, L.5.4.C

Apply

10

Suggested Pacing: 10 minutes

Your Turn**Collaborative Practice**

- Recap the lesson.
 - SAY** Today, we explained how “Las Papayas” contributes to the overall structure of the story, made connections to the UDHR, and answered questions about Article 23 of the UDHR.
- Explain the task.
 - SAY** You will now discuss and answer Questions 6 and 7 with a partner as a final check on your understanding of Article 23.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

NONFICTION

Article 23 of the Universal Declaration of Human Rights**Differentiation****Beyond**

- Circulate and listen as students share with their partner. Ask additional questions to deepen thinking.

MLL

- Provide differentiated mentors by purposefully preselecting student partnerships in which students with developing language skills can have peer support.

Approaching/MLL

- Activate background knowledge by inviting students to describe and model how to complete each step of the task before beginning.

Application RI.5.1, RI.5.2

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Reflection Question

1. Share that, today, students learned more about Article 23 of the UDHR. Remind students that the UDHR is also something we should follow in our behavior and actions toward one another, as we should all respect each other's human rights.
2. Have students turn and talk with their partner to answer the following question:
ASK From watching the video and reading Article 23, what have you learned about how people should be treated in the workplace? (*When working, everyone should be treated equally and is entitled to good working conditions.*)
3. Allow students to share and respond to other pairs' responses.

Reflection Question

From watching the video and reading Article 23, what have you learned about how to treat others?

Differentiation

Approaching

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect.
- Allow extra time for processing and responding to questions.

Beyond

- Challenge students to apply what they learned to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned with a partner using their home language.

Approaching/MLL

- Provide sentence starters.
 - From watching the video and reading Article 23, I learned _____ about how to treat others.

Application SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6

Progress Reflection

Learning Target #1

- Explain to students that they will reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can explain how pages 23–38 of *Esperanza Rising* contribute to the overall structure of the story.

Differentiation



Approaching

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application RL.5.5, RL.5.10

Progress Reflection

Learning Target #2

- Explain to students that they will reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can answer questions about Article 23 of the UDHR using evidence from the text and strategies for understanding unknown words.



Differentiation

Approaching

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application RI.5.1, RI.5.4, L.5.4.A, L.5.4.B, L.5.4.C

Homework

Task Overview

Review Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.5.1, RL.5.10, RI.5.1, RI.5.10, W.5.10

**Accountable
Reading Prompts
and Task**

Determining the Main Ideas and Summarizing Article 23 of the UDHR



Purpose

In this lesson, students learn to determine the main ideas and summarize Article 23 of the Universal Declaration of Human Rights.

By the end of the lesson, students should be able to do the following:

- Determine the main ideas of Article 23 of the UDHR.
- Explain how key details support the main ideas of Article 23 of the UDHR.
- Summarize Article 23 of the UDHR.



Learning Target

- I can determine the main ideas and summarize Article 23 of the UDHR.



Prepare in Advance

Teacher

You may wish to create physical copies of the following materials to hang in the classroom:

- Strategies to Answer Selected Response Questions
- Summarizing Thinking Jobs chart

Student

- Student companion

All other necessary materials are included within the digital lesson.

Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (40 minutes)

- Concept Introduction
- Guided Practice
- Analyze a Model Summary

Apply (10 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection

Homework

- Task Overview



Total Lesson Time

60 minutes



Standards

Instruction

RI.5.1, RI.5.2

Application

RI.5.1, RI.5.2, RI.5.10, RF.5.4.A, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.2, SL.5.6

Activate Prior Knowledge

Reflective Learning

- Remind students that they have been learning about the articles of the UDHR. In the last lesson, they completed a close read of Article 23 and answered a variety of selected response questions about the article.
- Have students reflect on the following question, then complete the evaluation/ranking activity.

ASK Which strategies did you use to help you answer the selected response questions in the previous lesson? *(Answers will vary.)*
- Allow students time to discuss and share their responses with a partner.
- Facilitate a whole-group discussion for students to share their responses.
- As students share, connect their responses to the Strategies to Answer Selected Response Questions chart.
- Inform students that they will continue to practice these strategies in future lessons and when taking assessments.

Which strategies did you use to help you answer the selected response questions in the previous lesson?

My Top Strategy	
My Least Used Strategy	

Differentiation

Beyond

- Invite students to reflect on additional examples.

MLL

- Pair students with a partner who has more advanced English-language proficiency.

Approaching/MLL

- Use a sentence frame during a think-pair-share to boost confidence and encourage participation.
- Display and repeat your questions.

Application SL.5.1.B, SL.5.1.C, SL.5.6

Learning Targets

Introduce Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- Learning Target #1:** I can determine the main ideas and summarize Article 23 of the UDHR.

Learning Targets

- I can determine the main ideas and summarize Article 23 of the UDHR.



Differentiation

Approaching

- Ask students to break down the learning target into smaller parts.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to explain the learning target.
- Restate the learning target and connect it to something familiar.

Instruction RI.5.1, RI.5.2

Connect

Suggested Pacing: 40 minutes

40

Concept Introduction

Define Main Idea and Summary

1. Set a clear objective for students.

SAY Remember our learning target: “I can determine the main ideas and summarize Article 23 of the UDHR.” There is often more than one main idea in a text, which is why the learning target says “main ideas” rather than just “main idea.” Today, we will learn to identify the main idea of a text, support it with key details, and use that information to write a summary.

2. Introduce the concept.

SAY The main idea of a text is the main point the author wants to share about a topic. It answers the question, “What is this all about?” To find the main idea, identify details in the text. These details show or explain something important about the topic. By thinking about what all the details have in common, you can determine the main idea the author is trying to share or explain. This skill helps us think critically and remember key information.

ASK How are main ideas different from the gist? (*Main ideas are the main points related to the real world that the author wants you to understand and take away from reading; the gist is what the text is mostly about.*)

3. Define the term *summarize*.

SAY Summarizing means sharing the most important parts of a text in your own words. When we summarize, we focus on the key ideas so we can understand, remember, and explain what we read more clearly. Summaries also give a brief idea of what a text is about so we can determine whether or not we want or need to read it. Being able to find the main ideas is an important skill for writing a summary, which you will practice later in the lesson.

4. Review the Main Idea chart with students.

Main Idea

The main idea includes the topic, or what the text is mostly about, and what the author wants us to understand about the topic.

Differentiation

Beyond

- Ask students to restate the concept in their own words and explain why it is important.

MLL

- To ensure that the general purpose of determining main ideas is transparent, cue students to problem solve.
ASK Can you figure out why we want to find the main ideas? Tell students you will give them time to think and discuss with their partner. *(Answers may vary but will include to come to a common understanding of the author's most important points; to be able to discuss those important points with others; and to agree, disagree, and add on.)*

Approaching/MLL

- Offer sentence frames to help structure their responses ("The main idea of this text is . . . because . . ."). Highlight key vocabulary words such as *main idea*, *summary*, and *details* with visuals or definitions. This scaffolding can guide students in using academic language when discussing the main idea and summary.
- Use visual aids such as anchor charts, pictures, or diagrams to explain the concept.

Instruction RI.5.2

Guided Practice

Guided Practice: Determine Main Ideas and Key Details

1. Direct students' attention to Article 23 of the UDHR, which also appears in their student companion.
2. Invite students to follow along, reading silently in their heads as you read Article 23 aloud.
SAY As we read, think about what the article is mostly about and how the details support that idea.
3. Invite students to turn and talk with their partner.
ASK What is the gist of this text? What is it mostly about? *(People have human rights regarding work.)*
4. Select volunteers to share with the class.
5. Direct students' attention to the Main Ideas and Summary: Article 23 of the UDHR Questions, which also appear in their student companion.
6. Focus students on Question 1. Read the question and answer options aloud.
SAY We know that the gist of this article is about work. Because main ideas support that larger concept, all the options should relate to work in some way. However, not all of them are correct. There can be more than one main idea, so we are going to find two.
ASK Which options are definitely incorrect? *(options B, D, and E)*
SAY That leaves options A and C. Now, let's think through why those are correct answers.
7. Prompt students to select options A and C for Question 1.
8. Focus students on Question 2 and instruct them to write the correct answers to Question 1 in the first column of Question 2.

NONFICTION

Article 23 of the Universal Declaration of Human Rights



9. Guide students through completing the first row of the organizer.

SAY Now I need to support this main idea with evidence from the text, so I am going to reread. This idea about people having a right to a job is in the first sentence of Article 23. I will write the text, word for word, in quotation marks. You fill in your organizer like mine.

10. Model filling in the first row with a direct quote. Direct students to do the same.

SAY Now it's your turn. The second main idea was that everyone has the right to be paid fairly for their work. Work with a partner to find at least one piece of evidence in the text that supports this idea. Remember to put the words from the article in quotation marks.

11. Release students to begin working, circulating to support.

12. Refocus the group and call on students to share their responses.

13. Explain the rationale again.

SAY Finding the main ideas helps us understand the most important point the author wants to share about the topic. It pulls together the details and tells us why the text is important. This skill helps us think critically and remember key information. We will use this information shortly to write a summary of this article.



Differentiation

Approaching

- Consider providing students with the key details and inviting them to match each to the appropriate main idea.

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Stop at strategic points and do a think-aloud to make your thought process explicit.
- Stop at strategic points in the text to give students a chance to think-pair-share about a complex idea. Have students share their responses.

Approaching/MLL

- Display and repeat the questions and answer options. Rephrase them. (Example: Answer B, "Everyone has the right to be paid whatever they want for the work they do." could be rephrased as, "People must get as much money as they want for their job.")
- Consider providing a multiple-choice list of several main ideas and having students identify the correct one. Then, have them defend their choice with evidence from the text.

Instruction RI.5.2

Application RI.5.1, RI.5.2, RI.5.10, SL.5.1.A, SL.5.1.B, SL.5.6

Analyze a Model Summary

Read and Discuss the Model Text

- Remind students that summarizing is retelling the most important parts of a text in a concise way, using key details to support understanding.
- Direct students' attention to the Summarizing Thinking Jobs chart.

SAY Good summaries include only the most important information. The Summarizing Thinking Jobs will help us identify what makes an effective summary and guide us when writing our own.

Summarizing

Summarizing is retelling the most important parts of a story or informational text in your own words in a short way, without all of the tiny details. A summary focuses on key details to help understand, remember, and explain what we read.

3. Introduce the model summary.

SAY We will analyze a model summary to understand how summaries are structured. Even though we haven't read this specific UDHR article, we can examine the summary to identify its key features and learn what makes an effective summary.

4. Direct students' attention to the Model Summary: Article 16 of the UDHR, which also appears in their student companion.

5. Invite students to chorally read along as you read the model summary aloud.

SAY As we read, think about how the writer introduces the text, states the main ideas, and supports them with details.

6. Guide students through annotating the summary using the Summarizing Thinking Jobs.

SAY Now we will annotate parts of the summary that match the criteria on the Summarizing Thinking Jobs chart. Notice how the model summary includes an introduction to the article and who wrote it in the first sentence. The main idea is included in the second sentence.

ASK What do you notice about how the writer included quotes from the text? *(Answers will vary but may include that the writer stated the main idea before quoting, that they used correct punctuation, or that they explained further after the quotation.)*

SAY Including direct quotes helps clarify key points. They should also be explained in the writer's own words. This is important in a summary because it helps readers understand the main points of the text without needing to read the entire piece. A summary's purpose is to provide a clear and concise overview of the key ideas.

7. Remind students that when writing paragraphs such as a summary, they should write in complete sentences, making sure their sentences have a subject and a predicate.

8. Review what the terms *subject* and *predicate* mean.

SAY A subject tells who or what the sentence is about. It is usually a noun or a noun phrase. For example, in the sentence, "The UDHR protects human rights," the subject is "The UDHR" because it is a noun that names what the sentence is about.

SAY A predicate tells what the subject is doing. It always includes a verb. In "The UDHR protects human rights," the predicate is "protects human rights." The verb *protects* shows the action that the subject is performing.

ASK Can anyone give an example of a complete sentence that could be included in a summary?
(Answers will vary.)

9. Encourage students to explain how their example meets the requirements of a complete sentence, highlighting the subject and predicate in their response.



Differentiation

Approaching

- Preselect important sentences or chunks from this section of the text and prepare scaffolded questions to help support comprehension.
- To facilitate comprehension, consider multiple ways of drawing connections between the model summary and the summary chart by using short-form symbols or initials that draw connections between the model and the criteria.
- To make summary writing relevant to students, ask explicit questions about the purpose of written summaries and how they will support their learning in this unit.

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning target, promoting higher-level thinking.
- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL Support

- To ensure that the general purpose of summarizing is transparent, cue students to problem solve.
ASK Can you figure out why we want to summarize? Tell students you will give them time to think and discuss with their partner. *(Answers will vary but may include to come to a common understanding of the article or to provide a short version of the article to remind ourselves and others what it is about.)*
- Invite students to reference the translation of the Model Summary: Article 16 of the UDHR in their home languages.

Approaching/MLL

- When pointing to each criterion on the Summarizing Thinking Jobs chart, invite students to point to the realization of each criterion in the model summary. Annotate the anchor chart and the summary with a corresponding code for each criterion, such as “FS” for “only a few sentences long.” After students write their summary, invite them to annotate it with the anchor chart codes. If students haven’t considered a particular criterion, invite them to mark a placeholder code and circle it as a reminder to revise later.
- Invite students to say examples of simple complete sentences. Remind them that it has to have a subject and a predicate. (Example: “We are reading Article 23.”)
- As they become comfortable, help them broaden their ability. (Examples: “How might you expand these sentences? What if I want to say where we are reading Article 23? What if I want to describe Article 23?”)
- Tell students you will give them time to think and discuss with their partner. (Example: “In school, we are reading Article 23 of the UDHR, which discusses workers’ rights.”)

Instruction RI.5.1, RI.5.2

Application RI.5.1, RI.5.2, RF.5.4.A, SL.5.1.B, SL.5.6

Apply

Suggested Pacing: 10 minutes

10

Your Turn**Collaborative Practice**

- Recap the lesson.
SAY Today, we practiced identifying main ideas and key details. We used these skills to determine what makes a strong summary.
- Explain the task.
SAY You will now work with a partner to write a summary of Article 23. Your goal is to include the main ideas and key details while keeping your summary clear and concise. Be sure to include the title of the text and use both your own words and quotations from the text to support your summary. You may refer to the Model Summary of Article 16 and the Summarizing Thinking Jobs chart to help guide you.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

NONFICTION

Article 23 of the Universal Declaration of Human Rights



Differentiation

Approaching

- Students may use this phrase bank and the simplified UDHR for additional support: “The simplified version of Article _____ describes it as _____. One of the main ideas of this article is that _____. Part _____ of the article says, ‘_____.’ Another main idea is that _____. Part _____ of the article says, ‘_____.’ Article _____ gives people the right to _____.”
- When writing their summary, provide students who may need additional support with an individual checklist containing the criteria from the Summarizing Thinking Jobs chart. Instruct students to check off each criterion as they incorporate it into their work. For increased visualization, color-code elements of the checklist and provide colored pencils or highlighters for students to mark up their writing.

Beyond

- Ask students to connect the activity to the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Provide differentiated mentors by purposefully preselecting student partnerships in which students with developing language skills can have peer support.

Approaching/MLL

- Give extra time during the one-minute thinking period to jot down key points or vocabulary related to the summary. Encourage students to work closely with their partner, providing sentence starters or questions to guide their oral summaries (“The main idea of the article is . . .”). This collaboration allows students to practice their verbal skills before writing the summary independently.
- To ensure that the general purpose of summarizing is transparent, cue students to problem solve.
ASK Can you figure out why we want to summarize? Tell students you will give them time to think and discuss with their partner. *(Answers will vary but may include to come to a common understanding of the article or to provide a short version of the article to remind ourselves and others what it is about.)*
- Invite students to give examples of simple complete sentences. Remind them that it has to have a subject and a predicate. (Example: “We are reading Article 23.”)

Application RI.5.1, RI.5.2, SL.5.1.A, SL.5.1.B, SL.5.2, SL.5.6

Your Turn

Collaborative Practice

- If completing the task on devices, students may use the pinning tool to pin the response page to the right side of their screens while navigating the resources on the left side of their screens.
- Model to support students in setting this up.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

Write a summary of Article 23 of the UDHR.



Differentiation

Approaching

- Students may use this phrase bank and the simplified UDHR for additional support: “The simplified version of Article _____ describes it as _____. One of the main ideas of this article is that _____. Part _____ of the article says, ‘_____.’ Another main idea is that _____. Part _____ of the article says, ‘_____.’ Article _____ gives people the right to _____.”
- When writing their summary, provide students who may need additional support with an individual checklist containing the criteria from the Summarizing Thinking Jobs chart. Instruct students to check off each criterion as they incorporate it into their work. For increased visualization, color-code elements of the checklist and provide colored pencils or highlighters for students to mark up their writing.

Beyond

- Ask students to connect the activity to the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Provide differentiated mentors by purposefully preselecting student partnerships in which students with developing language skills can have peer support.

Approaching/MLL

- Give extra time during the one-minute thinking period to jot down key points or vocabulary related to the summary. Encourage students to work closely with their partner, providing sentence starters or questions to guide their oral summaries (“The main idea of the article is . . .”). This collaboration allows students to practice their verbal skills before writing the summary independently.
- To ensure that the general purpose of summarizing is transparent, cue students to problem solve.
ASK Can you figure out why we want to summarize? Tell students you will give them time to think and discuss with their partner. *(Answers will vary but may include to come to a common understanding of the article or to provide a short version of the article to remind ourselves and others what it is about.)*
- Invite students to give examples of simple complete sentences. Remind them that it has to have a subject and a predicate. (Example: “We are reading Article 23.”)

Application RI.5.1, RI.5.2, SL.5.1.A, SL.5.1.B, SL.5.2, SL.5.6

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Reflection Question

1. Share that, today, students learned how to determine the main idea of a text and summarize it using key details.
2. Have students turn and talk with their partner to answer the following questions:

ASK What is most important to remember when writing a summary?
(Answers will vary but may include stating topics of the summary; eliminating unnecessary details; using your own words; explaining ideas that you quote from the text; and writing in complete sentences.)

ASK Why is it important to include details from the text to support the main idea when writing a summary?

(It is important to use details from the text to support the main idea in a summary because the details help explain and show what the main idea is about. When we use evidence, it shows we understand the text.)

3. Allow students to share and respond to other pairs' responses.

Reflection Question

What is most important to remember when writing a summary?

Why is it important to include details from the text to support the main idea when writing a summary?

Differentiation

Approaching

- Remind students they can use resources such as anchor charts to help them answer the discussion question.

Beyond

- Encourage students to evaluate their strategies and consider ways to deepen their understanding.

MLL

- Encourage students to discuss what they learned with a partner using their home language.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect.

Application SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6

Progress Reflection

Learning Target #1

- Explain to students that they will reflect on their progress toward the learning target for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in the student companion to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can determine the main ideas and summarize Article 23 of the UDHR.



Differentiation

Approaching

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application RI.5.1, RI.5.2

Homework

Task Overview

Review Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.5.1, RL.5.10, RI.5.1, RI.5.10, W.5.10

**Accountable
Reading Prompts
and Task**

Mid-Unit Check



Purpose

In this lesson, students explain how “Los Higos” contributes to the overall structure and will review key concepts from the unit and complete the mid-unit check.

By the end of the lesson, students should be able to do the following:

- Explain how pages 39–57 of *Esperanza Rising* contribute to the overall structure of the story.
- Ask and answer questions to demonstrate understanding of a text.
- Complete the mid-unit check.



Learning Targets

Instruction

- I can explain how pages 39–57 of *Esperanza Rising* contribute to the overall structure of the story.

Assessment

- I can answer questions about a text and summarize it to demonstrate what I’ve learned in this unit.



Prepare in Advance

Teacher

- *Esperanza Rising* by Pam Muñoz Ryan
- If administering the assessment on paper, print copies for students from the assessment PDF.
- If administering the assessment digitally, assign it to students from the Assess tab of your teacher account.

You may wish to create physical copies of the following material to hang in the classroom:

- Spanish/English Dictionary

Student

- *Esperanza Rising* by Pam Muñoz Ryan
- Student companion

All other necessary materials are included within the digital lesson.



Agenda

- Ignite (5 minutes)**
 - Activate Prior Knowledge
 - Learning Targets
- Connect (20 minutes)**
 - Read Aloud for Gist: “Los Higos”
 - Concept Review
- Apply (30 minutes)**
 - Your Turn: Assessment
- Reflect (5 minutes)**
 - Share and Reflect
 - Progress Reflection
- Homework**
 - Task Overview



Total Lesson Time

60 minutes



Standards

Instruction

RL.5.5

Application

RL.5.1, RL.5.5, RL.5.10, RI.5.1, RF.5.4.A, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6, L.5.4.A

Assessment

RI.5.1, RI.5.2, RI.5.4, L.5.4.A, L.5.4.B, L.5.4.C

Activate Prior Knowledge

Prior Learning Connection

- Direct students' attention to the Module 1 Guiding Questions and read them aloud.
- Remind students that, so far, they have learned about the Universal Declaration of Human Rights (UDHR) and how its articles explain the rights that all people should have, such as the right to safety, freedom, fairness, and equal treatment. They have also explored how these rights connect to real-world situations and characters in *Esperanza Rising*.
ASK Based on our learning in this unit so far, why are human rights important and what happens when they are not protected? *(Answers will vary.)*
- Allow a few students to share.
- Expand on each student's comment by adding clarity or addressing any misconceptions.
- Tell students that, today, they will have a chance to show what they've learned by completing the mid-unit check.

Module 1 Guiding Questions

What are human rights and how can they be threatened?

How can we use writing to raise awareness of human rights?

Differentiation

Beyond

- Challenge students to link what they learned to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Encourage students to connect to their own experiences with the content in their home language and culture by using bilingual resources or allowing responses in their home language when appropriate.

Approaching/MLL

- Offer sentence starters to scaffold responses and build confidence in expressing ideas.

Application SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read learning targets aloud.

- **Learning Target #1:** I can explain how pages 39–57 of *Esperanza Rising* contribute to the overall structure of the story.
- **Learning Target #2:** I can answer questions about a text and summarize it to demonstrate what I've learned in this unit.

Learning Targets

1. I can explain how pages 39–57 of *Esperanza Rising* contribute to the overall structure of the story.
2. I can answer questions about a text and summarize it to demonstrate what I've learned in this unit.



Differentiation

Approaching

- Ask students to restate the learning target in their own words to ensure clarity.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to explain the learning target.
- Restate the learning target in simpler language and connect it to something familiar.
 - Example: Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.

Instruction RL.5.5

Application RI.5.1, RI.5.2, RI.5.4, L.5.4.A, L.5.4.B, L.5.4.C

Connect

20

Suggested Pacing: 20 minutes

Read Aloud for Gist: “Los Higos”

Read, Determine the Meaning of Words, and Discuss

1. Invite students to retrieve their copies of *Esperanza Rising* and turn to page 39, “Los Higos.”
2. Begin by pointing out the title of this chapter and select volunteers to share.

ASK What does *los higos* mean in English? How do you know?
(Los higos means “figs” in English and we know this because it says it underneath “Los Higos” in the text.)
3. Add *los higos* to the Spanish/English Dictionary.
4. Invite students to follow along, reading silently in their heads as you fluently read aloud pages 39–57, adding words to the Spanish/English Dictionary as they come up. Have students chorally read along with you for 1-2 paragraphs of your choosing.
5. After reading, invite students to turn and talk to a partner about the gist of the chapter.

ASK What is the gist of this chapter? *(The uncles burn the house down, and Esperanza and her mother decide to go with Miguel and his family to the United States rather than attach themselves to Uncle Luis.)*
6. Refocus the class and invite students to share.

FICTION

Esperanza Rising





Differentiation

Approaching

- Because each lesson builds on comprehension established in previous lessons, provide opportunities for students who need additional support with memory to engage with the text in multiple ways. Consider having students summarize the reading from the previous lesson with a partner.
- Consider preparing scaffolded questions to review the events already discussed in the text.
- Invite students to choose reading strategies to help them approach unfamiliar text.

Examples:

- Chunk the text into manageable amounts (phrases, sentences, or paragraphs).
- Read aloud.

Beyond

- Invite a student to paraphrase the key events of the chapter in more comprehensible language for those who need support.
- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- During the reading of *Esperanza Rising*, stop often to check for comprehension. Dictate key sentences for students to recite so they practice using verbal language.
- Stop at strategic points and do a think-aloud to make your thought process explicit.

Approaching/MLL

- Before reading, invite students to turn to a partner and summarize the previous chapters of *Esperanza Rising* in 30 seconds or less. Have them share with the group.
- Preselect important sentences or chunks from this section of the text and prepare scaffolded questions to help support comprehension.
- Model the process of reading for gist and annotating the text.
- Encourage students to read aloud at a volume they are comfortable with, including whisper reading.

Application RL.5.1, RL.5.10, RF.5.4.A, SL.5.1.B, SL.5.1.C, SL.5.6, L.5.4.A

Concept Review

Review and Discuss

1. Direct students' attention to the Story Structure: *Esperanza Rising* graphic organizer, which also appears in the Student Resources section of the student companion.
2. Invite them to turn and talk to their partner, and then volunteer students to share.
ASK Based on the story structure terms, where do you think this part of the story fits into the overall structure? How do you know? *(This part of the story fits with rising action. The conflict escalates when their home is burned down. We know that more things are going to continue happening now that Esperanza and her mother are moving away and struggling with losing everything.)*
3. Add this information to the story structure graphic organizer and have students update their own organizers accordingly.

Story Structure

Story Structure Terms

- Exposition: introduces the setting and situation before the action begins
- Rising Action: conflicts and events that build toward the climax
- Conflict: the overarching problem in the story
- Climax: the turning point that changes the story's direction
- Falling Action: events after the climax leading to the resolution
- Resolution: the part of the story where the problem is resolved



Differentiation

Approaching

- Because each lesson builds on comprehension established in previous lessons, provide opportunities for students who need additional support with memory to engage with the text in multiple ways. Consider having students summarize the reading from the previous lesson with a partner.
- Consider preparing scaffolded questions to review the story structure already discussed in the text.

Beyond

- Invite a student to paraphrase the key events of the chapter in more comprehensible language for those who need support.
- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Provide a translation of the Story Structure Terms in students' home languages.
- Invite students to discuss the task, topic, or text with a partner in their home languages.
- Pair MLLs with peers who have proficient or exemplary oral language skills during discussions and activities to encourage language development and idea sharing in a safe environment.

Approaching/MLL

- Break down tasks into smaller, manageable parts with frequent check-ins to ensure understanding before moving on.
- Allow extra time for processing and responding to questions.

ASK What is the series of conflicts and crises in this chapter leading toward climax? What do you think will happen next? *(Answers will vary based on chapter.)*

Instruction RL.5.5, RL.5.10

Application RL.5.5, RL.5.10, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6

Your Turn

Assessment

- Recap the lesson.
SAY Throughout this unit so far, we have read a new novel and analyzed how the structure of each chapter contributes to the overall development of the story. We've also read informational texts and used different strategies to determine the meaning of unknown words, like using affixes and roots. We've also practiced finding main ideas, summarizing the text, and using quotations to support our responses.
- Explain the task.
SAY You will now show what you've learned by taking the mid-unit check. To do this, you will closely read a new article of the UDHR.
- Direct students who will be completing the digital assessment to its location.
SAY Navigate to the assessment tile in your assignments. Do not start the test until instructed. Give me a thumbs up when you have found the assessment in your assignments.
- Have students who will be taking the paper-and-pencil assessment write their names at the top.
SAY Make sure you are on the first page of the assessment and write your name at the top.
- Check for clarifying questions.
- Release students to begin the assessment and circulate to monitor.

Application RI.5.1, RI.5.2, RI.5.4, L.5.4.A, L.5.4.B, L.5.4.C

Now it's time to take your assessment.

Reflect

Share and Reflect

Assessment Reflection

- Share that, today, students took the mid-unit check to show what they have learned in this unit.
- Have students turn and talk with their partner to answer the following questions:
 - What was one thing you feel you did well? Why do you think that?
(Answers will vary.)
 - What is one thing you think you could do better next time?
(Answers will vary.)
- After students talk with their partners, allow a few students to share.

What was one thing you feel you did well? Why do you think that?

What is one thing you think you could do better next time?

Differentiation

Beyond

- Challenge students to connect their current reflections to prior ones, fostering self-reflection on areas of growth and areas of opportunity.

MLL

- Pair students with a partner who has more advanced English-language proficiency.
- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Allow students to refer to the assessment as a visual aid while they reflect on their progress.
- Provide options for expression and communication by prompting students to respond orally to the question in a think-pair-share before having them respond to the question as a whole group.
- Provide sentence starters.
 - I did well at _____. I know because _____.
 - Next time, I can improve on _____.

Application SL.5.1.B, SL.5.1.C, SL.5.6

Progress Reflection

Learning Target #1

- Explain to students that they will reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in the student companion to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can explain how pages 39–57 of *Esperanza Rising* contribute to the overall structure of the story.

Differentiation

Approaching

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application RL.5.5, RL.5.10

Progress Reflection

Learning Target #2

- Explain to students that they will reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in the student companion to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can answer questions about a text and summarize it to demonstrate what I've learned in this unit.

Differentiation

Approaching

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application RI.5.1, RI.5.2, RI.5.4, L.5.4.A, L.5.4.B, L.5.4.C

Homework

Task Overview

Review Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.5.1, RL.5.10, RI.5.1, RI.5.10, W.5.10

**Accountable
Reading Prompts
and Task**

Close Reading: Article 17 of the UDHR



Purpose

In this lesson, students make connections to the Universal Declaration of Human Rights (UDHR), closely read Article 17 of the UDHR, answer text-based questions, and write a summary using key details.

By the end of the lesson, students should be able to do the following:

- Make connections between “Los Higos” and the UDHR.
- Answer questions about Article 17 of the UDHR, referring explicitly to the text.
- Determine main ideas and summarize Article 17 using key details.



Learning Targets

- I can make connections between *Esperanza Rising* and the UDHR.
- I can answer questions about Article 17 of the UDHR using evidence from the text and strategies for understanding unknown words.
- I can determine the main ideas and summarize Article 17 of the UDHR.



Prepare in Advance

Teacher

- *Esperanza Rising* by Pam Muñoz Ryan

You may wish to create physical copies of the following materials to hang in the classroom:

- Close Readers chart
- Strategies to Answer Selected Response Questions

Student

- *Esperanza Rising* by Pam Muñoz Ryan
- Student companion

All other necessary materials are included within the digital lesson.



Media

- “Voyages: The Right to Ownership”

Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (35 minutes)

- Analyze Connections to Human Rights
- Close Read: Article 17 of the UDHR (Part 1)
- Close Read: Article 17 of the UDHR (Part 2)
- Close Read: Article 17 of the UDHR (Part 3)
- Sentence Studio Introduction
- Sentence Studio: Disassemble
- Sentence Studio: Reassemble

Apply (15 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection

Homework

- Task Overview



Total Lesson Time

60 minutes

Standards

Instruction

RL.5.1, RI.5.1, RI.5.2, RI.5.4, RI.5.9, RI.5.10, L.5.4.A, L.5.4.C

Application

RL.5.1, RI.5.1, RI.5.2, RI.5.4, RI.5.7, RI.5.9, RI.5.10, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6, L.5.4.A, L.5.4.C



Activate Prior Knowledge

Prior Learning Connection

- Remind students that they have learned how to identify main ideas and key ideas. They also used those skills to write a strong summary.
ASK Based on what we learned in the previous lesson, how does finding the main ideas of a text help us summarize it? *(Answers will vary but may include that finding the main idea helps identify the most important part of the text. This is useful when writing a summary because it allows us to focus only on the most important information in the text.)*
- Allow a few students to share.
- Expand on each student's comment by adding clarity or clearing any present misconceptions.
- Tell students that, today, they will continue to explore finding main ideas and summarizing Article 17 in the UDHR.

Prior Learning Connection

Based on what we learned in the previous lesson, how does finding the main ideas of a text help us summarize it?

Differentiation

Beyond

- Invite students to reflect on additional examples.

MLL

- Encourage students to connect new ideas to their home language and culture by using bilingual resources or allowing home-language responses when appropriate.

Approaching/MLL

- Display and repeat your questions.
- Use a sentence frame during a think-pair-share to boost confidence and encourage participation.

Application SL.5.1.B, SL.5.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- Learning Target #1:** I can make connections between *Esperanza Rising* and the UDHR.
- Learning Target #2:** I can answer questions about Article 17 of the UDHR using evidence from the text and strategies for understanding unknown words.
- Learning Target #3:** I can determine the main ideas and summarize Article 17 of the UDHR.

Learning Targets

1. I can make connections between *Esperanza Rising* and the UDHR.
2. I can answer questions about Article 17 of the UDHR using evidence from the text and strategies for understanding unknown words.
3. I can determine the main ideas and summarize Article 17 of the UDHR.



Differentiation

Approaching

- Ask students to break down the learning target into smaller parts.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to explain the learning target.
- Restate the learning target and connect it to something familiar.

Instruction RL.5.1, RI.5.1, RI.5.2, RI.5.4, RI.5.7, RI.5.9, L.5.4.A, L.5.4.C

35

Connect

Suggested Pacing: 35 minutes

Analyze Connections to Human Rights

Discuss and Annotate

1. Direct students' attention to the Simplified UDHR, which also appears in their student companion.
2. Tell students they are going to have five minutes to work with their partner to answer the following question.

ASK Based on the events of this chapter, which human rights were threatened? How? *(Answers will vary but may include that in "Los Higos," the human rights of Esperanza, Mama, and Abuelita were violated because the uncles burned the house down, which threatened their lives. Article 3 says, "We all have the right to live.")*

- SAY** With your partner, review the Simplified UDHR and the chapter "Los Higos" in *Esperanza Rising*. Identify examples of threats to human rights in the chapter and annotate your findings in your book as you discuss.
3. Invite students to begin working. Remind students to annotate their findings in their book as they discuss. (Consider having students use sticky notes for annotations.)
 4. After five minutes, refocus the whole group.
 5. Volunteer students to share portions of the text where they found examples of human rights violations.
 6. As students share, record their responses on the Human Rights in *Esperanza Rising* graphic organizer, which also appears in the Student Resources section of the student companion.
 7. Invite students to add this information to their own graphic organizers.

NONFICTION

Simplified Universal Declaration of Human Rights (UDHR)





Differentiation

Approaching

- Throughout this unit, students make connections between *Esperanza Rising* and the UDHR. To support comprehension and make your expectations explicit, provide multiple representations of this connection. For instance, whenever a learning support requires making a connection between the two texts, provide a symbol, word, or phrase that shows the connection.
- Students who may need additional support with reading can benefit from engaging with the unfamiliar text in different ways. Consider preselecting important sentences or chunks from this section of the text and preparing scaffolded questions to help support comprehension. Also consider highlighting key portions of the text and asking students to identify how they are examples of threats to human rights. This relieves students from wading through large portions of text and allows them to more readily demonstrate their comprehension.

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.
- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Provide a translation of important vocabulary or sentence frames in students' home languages.
- Provide visual aids, sentence frames, and/or word banks to help MLLs connect new concepts to familiar language.
- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.

Approaching/MLL

- Turn the Human Rights in *Esperanza Rising* graphic organizer into a kinesthetic activity by copying the new additions onto separate cards or sticky notes. Have students place them in the correct section of their graphic organizer in their student companion.
- Consider marking key sections of the chapter and asking students why these sections illustrate threats to human rights.

Application RL.5.1, RI.5.1, RI.5.7, RI.5.9, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6

Close Read: Article 17 of the UDHR (Part 1)

Introduce the Text

1. Read page 43 aloud from “Mama, Abuelita, and Esperanza . . .” to “. . . arranged the fire” while students read along silently in their heads.
SAY In this chapter, Esperanza’s house is purposely burned down, which threatens human rights and violates several articles of the UDHR.
2. Play “Voyages: The Right to Ownership.”



3. Invite students to turn and talk to their partner, then allow students to share with the whole class.
ASK Based on the content of this video, what do you think you will read about in this article of the UDHR?
(Answers will vary but may include having the right to own your own things.)
4. Direct students to complete the word cloud activity. As responses populate, encourage students to search for patterns and connections in their classmates' ideas. (Note: If using print materials only, have students write down their responses, then participate in a quick turn and talk to share ideas.)
ASK The video shows things people own. What are some things that you personally own?
(Answers will vary but may include clothing, pencils, or food.)



Differentiation

Approaching

- Pause the video at key points and ask students to share what happened in that portion of the video.
- Provide sentence starters to support oral expression of students' observations and questions.

Examples:

- I noticed in the video _____.
- I wonder _____.

Beyond

- Challenge students to link the new topic to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Introduce key vocabulary related to the topic with gestures, cognates (*school* in English and *escuela* in Spanish), and home-language connections.
- Invite students to connect the topic to their home language and culture.

Approaching/MLL

- ASK** How do the visuals in the videos help us understand the language? Tell students you will give them time to think and discuss with their partner.
- Cue students to expand the conversation about Article 2.
ASK Do you agree or disagree with this article? Is there anything you would change? *(Answers will vary.)*

Instruction RL.5.1, RI.5.1, RI.5.9

Application RL.5.1, RI.5.1, RI.5.9, SL.5.1.B, SL.5.1.C, SL.5.6

Close Read: Article 17 of the UDHR (Part 2)

Read for Gist

1. Direct students' attention to Article 17 of the UDHR and the Close Reading Questions: Article 17 of the UDHR, both located in the student companion.
2. Remind students of the expectations for close reading.
SAY During the close read, you will work in pairs to carefully analyze the text, using strategies like rereading, annotating, and discussing key ideas. You will answer questions and share your thoughts in discussions to deepen your understanding of the text.

NONFICTION

Article 17 of the Universal Declaration of Human Rights



3. Read all of Article 17 aloud as students read along silently.
4. Point out the use of the word *his* rather than *she*.
 - SAY** On official, or formal, documents like this, *he* is often used to mean “a person.” So, every time it says *he*, it is referring to all people.
5. Direct students’ attention to the questions.
6. Read aloud Question 1.
 - ASK** What is the gist? What is this article mostly about? (*It’s about the right to own property.*)
7. Invite students to turn and talk with a partner before sharing responses with the class.
8. Instruct students to record their answer for Question 1.



Differentiation

Approaching

- Ask students about the meaning of chunks from a key sentence.
- Allow extra time for processing and responding to questions.

Beyond

- Invite a student to paraphrase the key points of Article 23 in more comprehensible language for those who need support.

MLL

- Use choral or echo reading to build fluency.
- Provide a basic example through a think-aloud demonstration if the vocabulary is new to students.

Approaching/MLL

- Offer sentence starters to scaffold responses and build confidence in expressing ideas.
- Invite students to choose reading strategies to help them approach unfamiliar text.

Examples:

- Chunk the text into manageable amounts (phrases, sentences, or paragraphs).
- Read aloud.
- Summarize what you read for someone else, perhaps using your home language first.

Instruction RI.5.1, RI.5.10

Application RL.5.1, RI.5.1, RI.5.10, SL.5.1.B, SL.5.1.C, SL.5.6

Close Read: Article 17 of the UDHR (Part 3)

Determine the Meaning of Words

1. Direct students’ attention to the Close Readers chart and review strategies for determining the meaning of unfamiliar words.
 - SAY** When we read, we can use different strategies to figure out the meaning of words we don’t know. We can examine the words and sentences around the unfamiliar word for clues. We can also break the word into smaller parts—like prefixes, root words, and suffixes—to find meaning. If we’re still unsure, we can use a dictionary or another reference tool to help us.
2. Focus students on section 1 of the article.

NONFICTION

Article 17 of the Universal Declaration of Human Rights



3. Invite them to follow along as you reread it aloud, encouraging them to annotate unfamiliar vocabulary.
4. Clarify key vocabulary for students.

SAY In this context, *property* means things that belong to us.
5. Guide students in analyzing the phrase “as well as in association with.”

SAY Place your finger on the word *association*. Let’s read aloud the dictionary definitions together. (Note: You may wish to highlight that the definition includes syllabication guides and the part of speech, if applicable.)
6. Read aloud Question 2.

ASK Which of the two definitions best matches the meaning of the text? (*definition 1*)

ASK So what does “in association with” mean? (*along with, at the same time as*)
7. Invite students to share their answers aloud with a partner, then record their response for Question 2.



Differentiation

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.
- Invite a student to paraphrase the key points of Article 17 in more comprehensible language for those who need support.

MLL

- Pair MLLs with peers who have proficient or exemplary oral language skills during discussions and activities to encourage language development and idea sharing in a safe environment.
- Provide a translation of important vocabulary or sentence frames in students’ home languages.

Approaching/MLL

- Offer sentence starters to scaffold responses and build confidence in expressing ideas.
- Allow extra time for processing and responding to questions.
- Reinforce key concepts with additional examples, hands-on activities, and extra time to practice before moving on.

Instruction RI.5.4, L.5.4.A, L.5.4.C

Application RI.5.2, RI.5.4, SL.5.1.B, SL.5.1.C, SL.5.6, L.5.4.A, L.5.4.C

Sentence Studio Introduction

Introduce Sentence Studio

1. Welcome students to their first Sentence Studio. Explain to them that they will participate in several Sentence Studio routines throughout the year.

SAY During Sentence Studio, we have a conversation about a sentence from a complex text. Just like artists in their studios, we will investigate a sentence to understand how the phrases, the structures, and the details create the meaning of the entire sentence. We will discuss how the sentence helps paint a deeper understanding of the text and how we can use similar building blocks in our writing.

2. Tell students that today’s Sentence Studio will focus on understanding the main idea of a complex sentence from the UDHR.

SAY Today, we’ll go through a Sentence Studio to break down a sentence from the UDHR. First, we’ll disassemble the sentence by breaking it into smaller parts and figuring out what each part means. Then, we’ll reassemble the sentence and summarize how it connects to the big idea of the text.





Differentiation

Beyond

- Ask students to restate the concept in their own words and explain why it is important.
- Ask students to provide other examples to illustrate the concept for peers.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the concept with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to explain the concept.

Instruction RI.5.2, RI.5.4, L.5.4.A

Sentence Studio: Disassemble

Guided Practice

1. Tell students about the first step in the Sentence Studio routine.
SAY When we partake in Sentence Studio, we start by reading the sentence. We talk about what we think it means and how it helps us understand our focus question or sentence.
2. Direct students' attention to the focus sentence and read it aloud.
3. Explain that you will first disassemble the sentence for meaning.
SAY Next, we take the sentence apart, chunk by chunk. A chunk is a part of something. We figure out what each chunk means and why it's important. This will help us summarize what's happening and say it in our own words. Let's talk about the first chunk of this sentence.
4. Identify the word *everyone* in the sentence, and add it to the Sentence Studio: Disassemble Organizer. Tell students to do the same.
ASK Who is this sentence about? (*all people in the world*)
SAY Remember that a complete sentence has a subject and a predicate. This is the subject of this sentence.
5. Write and display student ideas in the graphic organizer.
6. Direct students' attention to the following chunk and read aloud "has the right." Add it to the organizer, and tell students to do the same on their note-catcher.
ASK Can you explain what this chunk means in your own words? (*"Has the right" means should be able to or should be allowed to*)
7. Write and display student ideas in the graphic organizer.
8. Direct students' attention to the following chunk and read aloud "to own property alone." Add it to the organizer, and invite students to do the same on their note-catcher.
ASK What right does everyone have? (*to have things alone*)
ASK What's another way to say "alone"? (*on your own, by yourself*)
9. Write and display student ideas in the graphic organizer.
10. Direct students' attention to the following chunk and read aloud "as well as." Add it to the organizer and invite students to do the same.
ASK What's another way to say "as well as"? (*and, also, plus, in addition*)

Sentence Studio: Disassemble

Sentence Chunk	Explanation

11. Write and display student ideas in the graphic organizer.
12. Direct students' attention to the following chunk and read aloud "in association with others." Add it to the organizer and invite students to do the same.
 - ASK** What are the two ways everyone has the right to own property? (*alone and with others*)
 - ASK** What property do you own with others? (*Answers will vary but may include a car with family or a shared game with siblings.*)
13. Write and display student ideas in the graphic organizer.
 - SAY** Now we've disassembled the predicate, which tells us something about the subject. Remember the subject of this sentence is the word *everyone*.



Differentiation

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Provide visual aids, sentence frames, and/or word banks to help MLLs connect new concepts to familiar language.
- Encourage students to connect new ideas to their home language and culture by using bilingual resources or allowing home-language responses when appropriate.

Approaching/MLL

- Remind students frequently of the meanings of new key words.
- Allow extra time for processing and responding to questions.

Instruction RI.5.4, L.5.4.A

Application RI.5.2, RI.5.4, SL.5.1.B, SL.5.1.C, SL.5.6, L.5.4.A

Sentence Studio: Reassemble

Discuss and Apply

1. Tell students they will now go from the Disassemble to the Reassemble stage.
2. **SAY** Now that you've learned the meaning of the chunks, let's put them all back together again. We will explore how disassembling the chunks adds to our understanding of the meaning of the sentence and then answer Question 4.
3. Read aloud the sentence one more time.
4. Allow students to turn and talk with a partner to summarize how the focus sentence connects to the idea of human rights and ways they might be threatened. Remind students to use complete sentences.
 - SAY** Now that we've explored the sentence, let's think about its importance.
 - ASK** How does this sentence relate to human rights and the ways they can be threatened? In other words, why is this human right important? (*Owning property is our right. It could be threatened if others take away property unfairly or prevent people from owning things.*)
5. Allow students time to share aloud. Then, have them answer the question.

Sentence Studio: Reassemble

How can you restate section 1 of the article in your own words? In what ways could this right be threatened?

Differentiation



Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Invite students to discuss the task, topic, or text with a partner in their home languages.
- Pair MLLs with peers who have proficient or exemplary oral language skills during discussions and activities to encourage language development and idea sharing in a safe environment.
- Provide sentence starters to help MLLs organize their thoughts and express ideas.

Approaching/MLL

- Offer sentence starters to scaffold responses and build confidence in expressing ideas.
- Allow extra time for processing and responding to questions.

Instruction RI.5.4, L.5.4.A

Application RI.5.2, RI.5.4, SL.5.1.B, SL.5.1.C, SL.5.6, L.5.4.A

Apply

15

Suggested Pacing: 15 minutes

Your Turn

Independent Practice

- Recap the lesson.
SAY Today, we broke down a complex sentence to understand its meaning and main point and summarized its connection to the UDHR.
- Explain the task.
SAY You will now work independently on the remaining Close Reading Questions: Article 17 of the UDHR. Your focus will be on identifying the main ideas and summarizing Article 17. Start by rereading the article carefully and reviewing each question before responding.
SAY Questions 5 and 6 focus on determining main ideas and supporting details. For Question 5, eliminate any choices you know are incorrect before selecting your answer.
SAY To complete Question 7, you will write a summary of Article 17 using three key resources: your Simplified UDHR, the actual text of Article 17, and your response to Question 6. A strong summary briefly states the main points of a text. Be sure to include the title of the text and its main idea. Use both your own words and quotations from the text to support your summary.

NONFICTION

Simplified Universal Declaration of Human Rights (UDHR)



Differentiation

Beyond

- Invite a student to paraphrase the key points of Article 17 in more comprehensible language for those who need support.
- Invite students to read one another's summary and evaluate how well their partner has used evidence to support the main idea. Encourage them to suggest stronger quotes where appropriate.

MLL

- Invite students to discuss the task, topic, or text with a partner in their home languages.
- Pair MLLs with peers who have proficient or exemplary oral language skills during discussions and activities to encourage language development and idea sharing in a safe environment.

Approaching/MLL

- Display anchor charts, shared graphic organizers, and/or other visuals from the unit to help students recall prior knowledge.
- Provide ample wait time and then prompt students with an appropriate cue when they get stuck.
- Prepare a cloze version of a model summary for students to complete. For additional support, provide a word bank consisting of the words and phrases you omitted from the cloze version.

Application RI.5.1, RI.5.2

Your Turn

Independent Practice

- If completing the task on devices, students may use the pinning tool to pin the response page to the right side of their screens while navigating the resources on the left side of their screens.
- Model to support students in setting this up.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

**Close Reading
Questions: Article
17 of the UDHR**

Differentiation

Beyond

- Invite a student to paraphrase the key points of Article 17 in more comprehensible language for those who need support.
- Invite students to read one another's summary and evaluate how well their partner has used evidence to support the main idea. Encourage them to suggest stronger quotes where appropriate.

MLL

- Invite students to discuss the task, topic, or text with a partner in their home languages.
- Pair MLLs with peers who have proficient or exemplary oral language skills during discussions and activities to encourage language development and idea sharing in a safe environment.

Approaching/MLL

- Display anchor charts, shared graphic organizers, and/or other visuals from the unit to help students recall prior knowledge.
- Provide ample wait time and then prompt students with an appropriate cue when they get stuck.
- Prepare a cloze version of a model summary for students to complete. For additional support, provide a word bank consisting of the words and phrases you omitted from the cloze version.

Application RI.5.1, RI.5.2

Reflect

Suggested Pacing: 5 minutes

5

Share and Reflect

Reflection Question

- Share that, today, students learned that the UDHR is something we can follow in our behavior and actions toward one another, as we should all respect each other's human rights.
- Have students turn and talk with their partner to answer the following question:
ASK Based on the video and Article 17, what have you learned about how we should treat others? *(Answers will vary but may include that we should respect what belongs to others and not take or damage things that aren't ours.)*
- Allow students to share and respond to the responses of other pairs.

Reflection Question

Based on the video and Article 17, what have you learned about how we should treat others?

Differentiation

Beyond

- Challenge students to apply what they learned to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned with a partner using their home language.
- Rephrase the learning target in comprehensible terms and encourage students to express their understanding in their own words or home language.

Approaching/MLL

- Have students draw what they learned before explaining it in words.
- Provide options for expression and communication by prompting students to first respond to the question in think-pair-share before having them respond to the question as a whole group.

Application SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Tell students to complete their trackers in the student companion to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #1.

Learning Target

I can make connections between *Esperanza Rising* and the UDHR.



Differentiation

Approaching

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application RL.5.1, RI.5.1, RI.5.7, RI.5.9

Progress Reflection

Learning Target #2

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Tell students to complete their trackers in the student companion to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #2.

Learning Target

I can answer questions about Article 17 of the UDHR using evidence from the text and strategies for understanding unknown words.

Differentiation



Approaching

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application RI.5.1, RI.5.2, RI.5.4, L.5.4.A, L.5.4.C

Progress Reflection

Learning Target #3

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #3.
- Tell students to complete their trackers in the student companion to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #3.

Learning Target

I can determine the main ideas and summarize Article 17 of the UDHR.



Differentiation

Approaching

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application RI.5.1, RI.5.2

Homework

Task Overview

Review Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.5.1, RL.5.10, RI.5.1, RI.5.10, W.5.10

**Accountable
Reading Prompts
and Task**

Close Reading: *Esperanza Rising* “Las Guayabas” and Article 2 of the UDHR



Purpose

In this lesson, students explain how “Las Guayabas” contributes to the overall structure, closely read Article 2 of the Universal Declaration of Human Rights (UDHR), answer text-based questions, and write a summary using key details.

By the end of the lesson, students should be able to do the following:

- Explain how pages 58–80 of *Esperanza Rising* contribute to the overall structure of the story.
- Answer questions about Article 2 of the UDHR, referring explicitly to the text.
- Determine main ideas and summarize Article 2 using key details.



Learning Targets

- I can explain how pages 58–80 of *Esperanza Rising* contribute to the overall structure of the story.
- I can answer questions about Article 2 of the UDHR using evidence from the text and strategies for understanding unknown words.
- I can determine the main ideas and summarize Article 2 of the UDHR.



Prepare in Advance

Teacher

- *Esperanza Rising* by Pam Muñoz Ryan

You may wish to create physical copies of the following materials to display in the classroom:

- Spanish/English Dictionary
- Close Readers chart
- Strategies to Answer Selected Response Questions

Student

- *Esperanza Rising* by Pam Muñoz Ryan
- Student companion

All other necessary materials are included within the digital lesson.



Media

- “Voyages: Don’t Discriminate”



Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (30 minutes)

- Read Aloud for Gist: “Las Guayabas”
- Concept Review
- Analyze Connections to Human Rights
- Close Read: Article 2 of the UDHR

Apply (20 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection

Homework

- Task Overview



Total Lesson Time

60 minutes



Standards

Instruction

RL.5.5, RL.5.10

Application

RL.5.1, RL.5.5, RL.5.10, RI.5.1, RI.5.2, RI.5.4, RI.5.7, RI.5.9, RF.5.4.A, RF.5.4.B, RF.5.4.C, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6, L.5.4.A, L.5.4.B, L.5.4.C

Activate Prior Knowledge

Would You Rather?

- Remind students that they have been learning about the UDHR and how it connects to the ways characters' rights are violated in *Esperanza Rising*.
- Ask the provided Would You Rather? question related to the readings from the previous lesson.
- ASK** Would you rather live in a world where everyone was safe and free to live without fear, but no one could own anything? Or, live in a world where people can own property, but live in fear for their safety? (*Answers will vary.*)
- Have students choose an option and discuss their reasoning with a partner.
- Encourage students to share their choices aloud, explaining why they prefer one option over the other.
- Tell students that, today, they will continue to learn about human rights.
- Encourage students to monitor how their thinking may change as they learn more about the UDHR and key events in *Esperanza Rising*.

Would You Rather?

Which life would you rather have? Make your selection.

- A. I would rather live in a world where everyone was safe and free to live without fear, but no one could own anything.
- B. I would rather live in a world where people can own property but live in fear for their safety.

Differentiation

Approaching

- Invite students to connect to their own experiences.

Beyond

- Challenge students to generate questions about the topic.

MLL

- Pair students with a partner who has more advanced English-language proficiency.

Approaching/MLL

- Provide visual examples related to the topic, such as images, short videos, or role-play simulations.
- Display and repeat your questions.

Application SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- Learning Target #1:** I can explain how pages 58–80 of *Esperanza Rising* contribute to the overall structure of the story.
- Learning Target #2:** I can answer questions about Article 2 of the UDHR using evidence from the text and strategies for understanding unknown words.
- Learning Target #3:** I can determine the main ideas and summarize Article 2 of the UDHR.

Learning Targets

- I can explain how pages 58–80 of *Esperanza Rising* contribute to the overall structure of the story.
- I can answer questions about Article 2 of the UDHR using evidence from the text and strategies for understanding unknown words.
- I can determine the main ideas and summarize Article 2 of the UDHR.



Differentiation

Approaching

- Ask students to break down the learning target into smaller parts.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to explain the learning target.
- Restate the learning target and connect it to something familiar.

Instruction RL.5.1, RL.5.5, RL.5.10, RI.5.1, RI.5.2, RI.5.4, L.5.4.A, L.5.4.B, L.5.4.C

Connect

Suggested Pacing: 30 minutes

30

Read Aloud for Gist: “Las Guayabas”

Read, Determine the Meaning of Words, and Discuss

1. Invite students to retrieve their copies of *Esperanza Rising* and turn to page 58, “Las Guayabas.”
2. Begin by pointing out the title of this chapter and select volunteers to share.
ASK What does *las guayabas* mean in English? How do you know? (*Las guayabas means “guavas” in English and we know this because it says it underneath “Las Guayabas” in the text.*)
3. Add *las guayabas* to the Spanish/English Dictionary.
4. Invite students to follow along, reading silently in their heads as you fluently read aloud pages 58–80, adding words to the Spanish/English Dictionary as they come up. Have students chorally read along with you for 1-2 paragraphs of your choosing.
5. After reading, invite students to turn and talk to a partner about the gist of the chapter.
ASK What is the gist of this chapter? (*Esperanza and her mother secretly leave to go to the United States, first hiding in a wagon and then on a train.*)
6. Refocus the class and invite students to share.

FICTION

Esperanza Rising



Differentiation

Approaching

- Because each lesson builds on comprehension established in previous lessons, provide opportunities for students who need additional support with memory to engage with the text in multiple ways. Consider having students summarize the reading from the previous lesson with a partner.
- Consider preparing scaffolded questions to review the events already discussed in the text.
- Invite students to choose reading strategies to help them approach unfamiliar text.

Examples:

- Chunk the text into manageable amounts (phrases, sentences, or paragraphs).
- Read aloud.

Beyond

- Invite a student to paraphrase the key events of the chapter in more comprehensible language for those who need support.
- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- During the reading of *Esperanza Rising*, stop often to check for comprehension. Dictate key sentences for students to recite so they practice using verbal language.
- Stop at strategic points and do a think-aloud to make your thought process explicit.

Approaching/MLL

- Before reading, invite students to turn to a partner and summarize the previous chapters of *Esperanza Rising* in 30 seconds or less. Have them share with the group.
- Preselect important sentences or chunks from this section of the text and prepare scaffolded questions to help support comprehension.
- Model the process of reading for gist and annotating the text.
- Encourage students to read aloud at a volume they are comfortable with, including whisper reading.

Application RL.5.1, RL.5.10, RF.5.4.A, SL.5.1.B, SL.5.1.C, SL.5.6, L.5.4.A

Concept Review

Review and Discuss

1. Direct students' attention to the Story Structure: *Esperanza Rising* graphic organizer, which also appears in their student companion.
2. Invite them to turn and talk to their partner and then volunteer students to share.
ASK Based on the story structure terms, where do you think this part of the story fits into the overall structure? How do you know? (*This part of the story fits with rising action. We know that more things are going to happen to Esperanza and her mother because they have only just started on their journey to the United States.*)
3. Add this information to the story structure graphic organizer, and have students update their own organizers accordingly.

Story Structure

Story Structure Terms

- Exposition: introduces the setting and situation before the action begins
- Rising Action: conflicts and events that build toward the climax
- Conflict: the overarching problem in the story
- Climax: the turning point that changes the story's direction
- Falling Action: events after the climax leading to the resolution
- Resolution: the part of the story where the problem is resolved



Differentiation

Approaching

- Because each lesson builds on comprehension established in previous lessons, provide opportunities for students who need additional support with memory to engage with the text in multiple ways. Consider having students summarize the reading from the previous lesson with a partner.
- Consider preparing scaffolded questions to review the story structure already discussed in the text.

Beyond

- Invite a student to paraphrase the key events of the chapter in more comprehensible language for those who need support.
- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Provide a translation of the Story Structure Terms in students' home languages.
- Invite students to discuss the task, topic, or text with a partner in their home languages.
- Pair MLLs with peers who have proficient or exemplary oral language skills during discussions and activities to encourage language development and idea sharing in a safe environment.

Approaching/MLL

- Break down tasks into smaller, manageable parts with frequent check-ins to ensure understanding before moving on.
- Allow extra time for processing and responding to questions.

ASK What is the series of conflicts and crises in this chapter leading toward climax? What do you think will happen next? *(Answers will vary based on chapter.)*

Instruction RL.5.5, RL.5.10

Application RL.5.5, RL.5.10, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6

Analyze Connections to Human Rights

Discuss and Annotate

1. Direct students' attention to the Simplified UDHR, which also appears in their student companion.
2. Tell students they are going to have five minutes to work with their partner to answer the following question.

ASK Based on the events of this chapter, which human rights were threatened? How? *(Answers will vary but may include Article 2, which says that everyone shares the same rights and freedoms no matter who they are, such as when Miguel explains that people with Spanish blood have better living conditions than others.)*

SAY With your partner, review the Simplified UDHR and the chapter "Las Guayabas" in *Esperanza Rising*. Identify examples of threats to human rights in the chapter and annotate your findings in your book as you discuss.

3. Invite students to begin working. Remind them to annotate their findings in their book as they discuss. (Consider having students use sticky notes for annotations.)
4. After five minutes, refocus the whole group.

NONFICTION

Simplified Universal Declaration of Human Rights (UDHR)



5. Volunteer students to share portions of the text where they found examples of human rights violations.
6. As students share, record their responses on the Human Rights in *Esperanza Rising* graphic organizer, which also appears in their student companion.
7. Invite students to add this information to their own graphic organizers.



Differentiation

Approaching

- Throughout this unit, students make connections between *Esperanza Rising* and the UDHR. To support comprehension and make your expectations explicit, provide multiple representations of this connection. For instance, whenever a learning support requires making a connection between the two texts, provide a symbol, word, or phrase that shows the connection.
- Students who may need additional support with reading can benefit from engaging with the unfamiliar text in different ways. Consider preselecting important sentences or chunks from this section of the text and preparing scaffolded questions to help support comprehension. Also consider highlighting key portions of the text and asking students to identify how they are examples of threats to human rights. This relieves students from wading through large portions of text and allows them to more readily demonstrate their comprehension.

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.
- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Provide a translation of important vocabulary or sentence frames in students' home languages.
- Provide visual aids, sentence frames, and/or word banks to help MLLs connect new concepts to familiar language.
- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.

Approaching/MLL

- Turn the Human Rights in *Esperanza Rising* graphic organizer into a kinesthetic activity by copying the new additions onto separate cards or sticky notes. Have students place them in the correct section of their graphic organizer in their student companion.
- Consider marking key sections of the chapter and asking students why these sections illustrate threats to human rights.

Application RL.5.1, RI.5.1, RI.5.7, RI.5.9, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6

Close Read: Article 2 of the UDHR

Introduce the Text

1. Reread page 79 aloud from “Miguel looked at Esperanza . . .” to the end of the page while students follow along silently.
SAY In this chapter, when they notice the woman begging, Miguel explains that people are treated differently based on where they come from. He tells Esperanza that those from Spain, or with Spanish ancestry and fairer skin, are the wealthiest.
2. Play “Voyages: Don’t Discriminate.”
3. Invite students to turn and talk to discuss their thoughts, then allow students to share with the whole class.
ASK Based on this video, what do you think this article of the UDHR will be about? *(Answers will vary but may include the idea that people should not be treated differently based on their background or physical characteristics.)*



Differentiation

Approaching

- Pause the video at key points and ask students to share what happened in that portion of the video.
- Provide sentence starters to support oral expression of students’ observations and questions.

Examples:

- I noticed in the video _____.
- I wonder _____.

Beyond

- Challenge students to link the new topic to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Introduce key vocabulary related to the topic with gestures, cognates (*school* in English and *escuela* in Spanish), and home-language connections.
- Invite students to connect the topic to their home language and culture.

Approaching/MLL

- **ASK** How do the visuals in the videos help us understand the language? Tell students you will give them time to think and discuss with their partner.
- Cue students to expand the conversation about Article 2.
ASK Do you agree or disagree with this article? Is there anything you would change? *(Answers will vary.)*

Application RL.5.1, RI.5.1, RI.5.9, SL.5.1.B, SL.5.1.C, SL.5.6

Apply

Suggested Pacing: 20 minutes

Your Turn

Collaborative Practice

- Recap the lesson.
SAY Today, we read the chapter “Las Guayabas” from *Esperanza Rising* and analyzed how the events connect to the UDHR. We identified which rights were threatened and discussed examples from the text.
- Explain the task.
SAY You will now work in groups to closely read Article 2 of the UDHR aloud and complete the Close Reading Questions: Article 2 of the UDHR, which also appear in your student companion. In past lessons, we followed this same process with teacher guidance. Think back to how we examined the text together. We broke it into sections, analyzed key ideas, and discussed its meaning. You will now apply these same strategies in your groups with more independence.
SAY To do this, carefully read the article aloud together, discuss its meaning, and answer the questions using evidence from the text.
SAY Use the following resources to help you: the Affix and Root List, the Close Readers chart, and the Model Summary: Article 16 of the UDHR. Remember you can also find these in your student companion.
SAY Work collaboratively in your groups to support one another in understanding the text.

NONFICTION

Article 2 of the Universal Declaration of Human Rights



Differentiation

Beyond

- Invite a student to paraphrase the key points of Article 2 in more comprehensible language for those who need support.
- Invite students to read one another's summary and evaluate how well their partner has used evidence to support the main idea. Encourage them to suggest stronger quotes where appropriate.
- Encourage students to identify sentences with redundant information that could be condensed in their summaries.

MLL

- Provide differentiated mentors by purposefully preselecting student partnerships in which students with developing language skills can have peer support.

Approaching/MLL

- Activate background knowledge by inviting students to describe and model how to complete each step of the task before beginning.
- Circulate and listen as students share with their group. To support individual students in generating ideas, ask additional questions to focus their thinking.
- Have students read aloud chorally in their small group.

Application RI.5.1, RI.5.2, RI.5.4, RF.5.4.A, RF.5.4.B, RF.5.4.C, SL.5.1.B, SL.5.6, L.5.4.A, L.5.4.B, L.5.4.C

Your Turn

Collaborative Practice

- If completing the task on devices, students may use the pinning tool to pin the response page to the right side of their screens while navigating the resources on the left side of their screens.
- Model to support students in setting this up.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

Close Reading Questions: Article 2 of the UDHR



Differentiation

Beyond

- Invite a student to paraphrase the key points of Article 2 in more comprehensible language for those who need support.
- Invite students to read one another's summary and evaluate how well their partner has used evidence to support the main idea. Encourage them to suggest stronger quotes where appropriate.
- Encourage students to identify sentences with redundant information that could be condensed in their summaries.

MLL

- Provide differentiated mentors by purposefully preselecting student partnerships in which students with developing language skills can have peer support.

Approaching/MLL

- Activate background knowledge by inviting students to describe and model how to complete each step of the task before beginning.
- Circulate and listen as students share with their group. To support individual students in generating ideas, ask additional questions to focus their thinking.
- Have students read aloud chorally in their small group.

Application RI.5.1, RI.5.2, RI.5.4, SL.5.1.B, SL.5.6, L.5.4.A, L.5.4.B, L.5.4.C

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Activity Share

- Tell students they will now share their understanding of the key ideas of Article 2 with a new partner.
- Invite students to turn and talk with their partner:
 - ASK** How does Article 2 of the UDHR help us understand the importance of treating others fairly? *(Answers will vary but may include that everyone deserves equal rights, no matter where they are from or what they look like. Discrimination goes against human rights.)*
- After students talk with their partners, allow a few students to share.
- Engage with student responses by adding positive feedback and clearing any misconceptions.

Activity Share

How does Article 2 of the UDHR help us understand the importance of treating others fairly?

Differentiation

Beyond

- Challenge students to apply what they learned to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned with a partner using their home language.
- Rephrase the learning target in comprehensible terms and encourage students to express their understanding in their own words or home language.

Approaching/MLL

- Have students draw what they learned before explaining it in words.
- Provide options for expression and communication by prompting students to first respond to the question in think-pair-share before having them respond to the question as a whole group.

Application SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #1.

Learning Target

I can explain how pages 58–80 of Esperanza Rising contribute to the overall structure of the story.

Differentiation



Approaching

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application RL.5.5, RL.5.10

Progress Reflection

Learning Target #2

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #2.

Learning Target

I can answer questions about Article 2 of the UDHR using evidence from the text and strategies for understanding unknown words.



Differentiation

Approaching

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application RI.5.1, RI.5.2, RI.5.4, L.5.4.A, L.5.4.B, L.5.4.C

Progress Reflection

Learning Target #3

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #3.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #3.

Learning Target

I can determine the main ideas and summarize Article 2 of the UDHR.



Differentiation

Approaching

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application RI.5.1, RI.5.2

Homework

Task Overview

Review Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.5.1, RL.5.10, RI.5.1, RI.5.10, W.5.10

**Accountable
Reading Prompts
and Task**

Preparing for a Text-Based Discussion: Human Rights in *Esperanza Rising*



Purpose

In this lesson, students explain how “Los Melones” contributes to the overall structure and quote accurately from *Esperanza Rising* and the UDHR to prepare for a text-based discussion on threats to human rights.

By the end of the lesson, students should be able to do the following:

- Explain how pages 81–99 of *Esperanza Rising* contribute to the overall structure of the story.
- Quote accurately from the text to make connections between *Esperanza Rising* and the UDHR.
- Prepare evidence for an effective text-based discussion about threats to human rights in *Esperanza Rising*.



Learning Targets

- I can explain how pages 81–99 of *Esperanza Rising* contribute to the overall structure of the story.
- I can quote accurately from the text to make connections between *Esperanza Rising* and the UDHR.
- I can prepare evidence for an effective text-based discussion about threats to human rights in *Esperanza Rising*.



Prepare in Advance

Teacher

- *Esperanza Rising* by Pam Muñoz Ryan

You may wish to create physical copies of the following materials to hang in the classroom:

- Spanish/English Dictionary
- Textual Evidence Checklist
- Quoting Accurately from the Text chart
- Discussion Norms

Student

- *Esperanza Rising* by Pam Muñoz Ryan
- Student companion

All other necessary materials are included within the digital lesson.



Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (30 minutes)

- Read Aloud for Gist: “Los Melones”
- Concept Review
- Analyze Connections to Human Rights
- Task Introduction and Concept Review

Apply (20 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection

Homework

- Task Overview



Total Lesson Time

60 minutes



Standards

Instruction

RL.5.1, RL.5.5, RL.5.10, RI.5.1, RI.5.7, RI.5.9

Application

RL.5.1, RL.5.5, RL.5.10, RI.5.1, RI.5.7, RI.5.9, RF.5.4.A, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6, L.5.4.A

Activate Prior Knowledge

Sentence Starter Connection

- Remind students that they have been learning about story structure in *Esperanza Rising*.
- Inform students that they will be completing a sentence starter with a partner.
- Read the sentence starter aloud:
SAY One way that understanding how “Las Guayabas” fits into the overall structure of the story helps me is . . .” (*Answers will vary but may include that it shows how Esperanza’s journey introduces new challenges that help her grow as a character.*)
- Have students turn to a partner to complete the sentence starter.
- After allowing students time to talk with their partners, encourage a few students to share.
- Explain that today’s lesson will deepen their understanding of story structure in *Esperanza Rising* as they build upon what they already know.

Sentence Starter Connection

One way that understanding how “Las Guayabas” fits into the overall structure of the story helps me is . . .

Differentiation

Beyond

- Challenge students to generate questions about the topic.

MLL

- Invite students to use the online or paper version of a home-language translation dictionary if necessary to help explore the meaning of new vocabulary.

Approaching/MLL

- Explain the meaning of a word by using it in a sentence to provide increased context for students.
- Display and repeat your questions.

Application SL.5.1.A, SL.5.1.B, SL.5.6

Learning Targets

Introduce the Learning Targets

Direct students’ attention to the learning targets and read the learning targets aloud.

- Learning Target #1:** I can explain how pages 81–99 of *Esperanza Rising* contribute to the overall structure of the story.
- Learning Target #2:** I can quote accurately from the text to make connections between *Esperanza Rising* and the UDHR.
- Learning Target #3:** I can prepare evidence for an effective text-based discussion about threats to human rights in *Esperanza Rising*.

Learning Targets

- I can explain how pages 81–99 of *Esperanza Rising* contribute to the overall structure of the story.
- I can quote accurately from the text to make connections between *Esperanza Rising* and the UDHR.
- I can prepare evidence for an effective text-based discussion about threats to human rights in *Esperanza Rising*.



Differentiation

Approaching

- Ask students to break down the learning target into smaller parts.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to explain the learning target.
- Restate the learning target and connect it to something familiar.
 - Example: Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.

Instruction RL.5.1, RL.5.5, RL.5.10, RI.5.1, RI.5.7, RI.5.9

Connect

Suggested Pacing: 30 minutes

30

Read Aloud for Gist: “Los Melones”

Read, Determine the Meaning of Words, and Discuss

1. Invite students to retrieve their copies of *Esperanza Rising* and turn to page 81, “Los Melones.”
2. Begin by pointing out the title of this chapter and select volunteers to share.

ASK What does *los melones* mean in English? How do you know? (*Los melones means “cantaloupes” in English and we know this because it says it underneath “Los Melones” in the text.*)
3. Add *los melones* to the Spanish/English Dictionary.
4. Invite students to follow along, reading silently in their heads as you fluently read aloud pages 81–99, adding words to the Spanish/English Dictionary as they come up. Have students chorally read along with you for 1-2 paragraphs of your choosing.
5. After reading, invite students to turn and talk to a partner about the gist of the chapter.

ASK What is the gist of this chapter? (*Esperanza and her mother cross the border into the United States and meet Miguel’s family members, who take them to where they are going to live.*)
6. Refocus the class and invite students to share.

FICTION

Esperanza Rising



Differentiation

Approaching

- Because each lesson builds on comprehension established in previous lessons, provide opportunities for students who need additional support with memory to engage with the text in multiple ways. Consider having students summarize the reading from the previous lesson with a partner.
- Consider preparing scaffolded questions to review the events already discussed in the text.
- Invite students to choose reading strategies to help them approach unfamiliar text.

Examples:

- Chunk the text into manageable amounts (phrases, sentences, or paragraphs).
- Read aloud.

Beyond

- Invite a student to paraphrase the key events of the chapter in more comprehensible language for those who need support.
- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- During the reading of *Esperanza Rising*, stop often to check for comprehension. Dictate key sentences for students to recite so they practice using verbal language.
- Stop at strategic points and do a think-aloud to make your thought process explicit.

Approaching/MLL

- Before reading, invite students to turn to a partner and summarize the previous chapters of *Esperanza Rising* in 30 seconds or less. Have them share with the group.
- Preselect important sentences or chunks from this section of the text and prepare scaffolded questions to help support comprehension.
- Model the process of reading for gist and annotating the text.
- Encourage students to read aloud at a volume they are comfortable with, including whisper reading.

Application RL.5.1, RL.5.10, RF.5.4.A, SL.5.1.B, SL.5.1.C, SL.5.6, L.5.4.A

Concept Review

Review and Discuss

1. Direct students' attention to the Story Structure: *Esperanza Rising* graphic organizer, which also appears in the Student Resources section of their student companion.
2. Invite them to turn and talk to their partner, and then volunteer students to share.

ASK Based on the story structure terms, where do you think this part of the story fits into the overall structure? How do you know? (*This part of the story fits with rising action. Esperanza and her mother cross the border into the United States, where they meet Miguel's family members, who take them onward. We know that more things are likely to happen to Esperanza and her mother because they have only just arrived in the United States. There hasn't been a turning point yet.*)

Story Structure

Story Structure Terms

- Exposition: introduces the setting and situation before the action begins
- Rising Action: conflicts and events that build toward the climax
- Conflict: the overarching problem in the story
- Climax: the turning point that changes the story's direction
- Falling Action: events after the climax leading to the resolution
- Resolution: the part of the story where the problem is resolved

3. Add this information to the story structure graphic organizer and have students update their own organizers accordingly.



Differentiation

Approaching

- Because each lesson builds on comprehension established in previous lessons, provide opportunities for students who need additional support with memory to engage with the text in multiple ways. Consider having students summarize the reading from the previous lesson with a partner.
- Consider preparing scaffolded questions to review the story structure already discussed in the text.

Beyond

- Invite a student to paraphrase the key events of the chapter in more comprehensible language for those who need support.
- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Provide a translation of the Story Structure Terms in students' home languages.
- Invite students to discuss the task, topic, or text with a partner in their home languages.
- Pair MLLs with peers who have proficient or exemplary oral language skills during discussions and activities to encourage language development and idea sharing in a safe environment.

Approaching/MLL

- Break down tasks into smaller, manageable parts with frequent check-ins to ensure understanding before moving on.
- Allow extra time for processing and responding to questions.

ASK What is the series of conflicts and crises in this chapter leading toward climax? What do you think will happen next? *(Answers will vary based on chapter.)*

Instruction RL.5.5, RL.5.10

Application RL.5.5, RL.5.10, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6

Analyze Connections to Human Rights

Discuss and Annotate

1. Direct students' attention to the Simplified UDHR, which also appears in their student companion.
2. Tell students they are going to have five minutes to work with their partner to answer the following question:

ASK Based on the events of this chapter, which human rights were threatened? How? *(Answers will vary but may include that in "Los Melones," the human rights of the Mexican workers were violated because they did not have access to hot water, while the American workers did. This violation connects to the right to equal living conditions and basic needs. The lack of hot water affected the Mexican workers' dignity and well-being.)*

SAY With your partner, review the Simplified UDHR and the chapter "Los Melones" in *Esperanza Rising*. Identify examples of threats to human rights in the chapter and annotate your findings in your novel as you discuss.

NONFICTION

Simplified Universal Declaration of Human Rights (UDHR)



3. Invite students to begin working. Remind students to annotate their findings in their novel as they discuss. (Consider having students use sticky notes for annotations.)
4. After five minutes, refocus the whole group.
5. Volunteer students to share portions of the text where they found examples of human rights violations.
6. As students share, record their responses on the Human Rights in *Esperanza Rising* graphic organizer, which also appears in the Student Resources section of their student companion.
7. Invite students to add this information to their own graphic organizers.



Differentiation

Approaching

- Throughout this unit, students make connections between *Esperanza Rising* and the UDHR. To support comprehension and make your expectations explicit, provide multiple representations of this connection. For instance, whenever a learning support requires making a connection between the two texts, provide a symbol, word, or phrase that shows the connection.
- Students who may need additional support with reading can benefit from engaging with the unfamiliar text in different ways. Consider preselecting important sentences or chunks from this section of the text and preparing scaffolded questions to help support comprehension. Also consider highlighting key portions of the text and asking students to identify how they are examples of threats to human rights. This relieves students from wading through large portions of text and allows them to more readily demonstrate their comprehension.

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.
- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Provide a translation of important vocabulary or sentence frames in students' home languages.
- Provide visual aids, sentence frames, and/or word banks to help MLLs connect new concepts to familiar language.
- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.

Approaching/MLL

- Turn the Human Rights in *Esperanza Rising* graphic organizer into a kinesthetic activity by copying the new additions onto separate cards or sticky notes. Have students place them in the correct section of their graphic organizer in their student companion.
- Consider marking key sections of the chapter and asking students why these sections illustrate threats to human rights.

Application RL.5.1, RI.5.1, RI.5.7, RI.5.9, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6

Task Introduction and Concept Review

Introduce Text-Based Discussion

1. Introduce the text-based discussion.

SAY Throughout this unit, we have been analyzing the connections between *Esperanza Rising* and the UDHR by identifying and annotating examples of human rights violations. Today, you will use that learning to prepare for a text-based discussion about how the novel illustrates the importance of human rights. Engaging in discussions helps us deepen our understanding by considering different perspectives, supporting ideas with evidence, and making connections between key concepts.

2. Clarify discussion expectations.

SAY In a strong discussion, we listen actively, build on others' ideas, and use clear, well-supported reasoning. In the next lesson, you will participate in the discussion, where you will share your ideas, respond to classmates, and draw conclusions about the connections between *Esperanza Rising* and the UDHR.

Today's focus is on preparation—gathering strong, specific evidence to support your points so you can engage meaningfully in the conversation.

3. Direct students' attention to the Preparing for a Text-Based Discussion note-catcher, which also appears in their student companion.

SAY You will use this note-catcher today to organize your thoughts before the discussion. You will complete it using information from your copy of *Esperanza Rising* and your Simplified UDHR.

4. Introduce the discussion focus question, which also appears on the note-catcher.

SAY Our discussion will focus on this question: How do the events in Chapters 1–6 of *Esperanza Rising* show the importance of human rights? How do these events help us understand why protecting human rights is important?

SAY To answer this question, you will identify at least three key events from the novel that connect to human rights, find and record supporting evidence from both texts, and explain how these events help us understand why protecting human rights matters.

SAY As you complete your note-catcher in the next part of the lesson, be sure to choose events that clearly connect to a human rights issue, use specific evidence and examples from Chapters 1–6 and the UDHR, and quote accurately from the text using quotation marks. Accurately quoting the text is important because strong discussions are built on clear connections to the text. Your answers should always be rooted in what has happened in the story.

5. Review the Textual Evidence chart and the Quoting Accurately from the Text chart.

SAY Throughout this unit, you have been annotating examples of human rights violations in the novel. These annotations will help you as you prepare your evidence today. Be sure to quote accurately when citing your evidence.

6. Activate prior knowledge by referring to previous learning.

SAY Before you begin, let's review the human rights violations we have already identified in Chapters 1–6. Review your Human Rights in *Esperanza Rising* graphic organizer, which is also in your student companion, and find one example that stood out to you.

7. Allow students time to review their annotations.

ASK Turn and talk with a partner. What is one human rights violation you annotated? Explain how it connects to the UDHR. Then, listen to your partner's response and try to add onto their thinking. (*Answers will vary but may include that Esperanza and her mother lose their land, which connects to Article 17, among many other possible responses.*)

Preparing for a Text-Based Discussion

Describe an event from <i>Esperanza Rising</i> .	Name connected article of the UDHR.	Quote from <i>Esperanza Rising</i> or the UDHR to support.	Explain how this event helps us understand the importance of human rights.

8. After a few minutes, call on a few students to share their ideas.

SAY As we've discussed, the events in *Esperanza Rising* connect in powerful ways to the human rights outlined in the UDHR. Now it's your turn to examine these connections. In a moment, you will begin gathering your own evidence using your note-catcher. Remember, strong discussions start with strong preparation, so take your time and think carefully about your evidence.



Differentiation

Approaching

- This lesson introduces text-based discussion. Establish explicit expectations and habits in this lesson, and provide multiple representations of your expectations during text-based discussion. For instance, model and think aloud a discussion group with a few proficient students. For visual representations, refer to the anchor charts, note-catchers, and discussion frames when modeling.

Beyond

- Consider having students create sentence frames that are appropriate for text-based discussions. Then, students who need more support can refer to these frames during the discussion.

MLL

- Consider inviting students to verbally "complete" the note-catcher in home-language groupings, focusing more on the discussion of events and connections to human rights, rather than on writing. They can then focus on writing notes in their home language or English, or making sketches as placeholders, and finally discussing in English.

Approaching/MLL

- Because this is the first lesson centered on text-based discussion, it is important to remind students that this is only the first of a series of lessons to help build their skills. Create a supportive and inclusive classroom environment by reminding students that everyone is working toward getting better at class discussions. Highlight and provide specific positive feedback on growth and development rather than relative performance.
- Invite intermediate students to create a discussion frame to bolster participation during the discussion.
 - Invite students who need support to use the frames.
 - Example: In _____ (name of chapter), _____ (description of *Esperanza Rising* event). On page _____, it says "_____" (quote from *Esperanza Rising* describing event). This threatens the "_____" (human right) in Article _____. _____ (*Esperanza Rising* event) shows us the right _____ is important because _____. (In "*Las Uvas*," *Papa is killed by bandits. On page 22, it says, "... Esperanza could see a body in back..." This threatens the "right to life" in Article 3. Papa's death shows us the right to life is important because without protection, people can be harmed unfairly, leaving families hurt.*)

Instruction RL.5.1, RI.5.1, RI.5.7, RI.5.9

Application RL.5.1, RI.5.1, RI.5.7, RI.5.9, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6

Apply

Suggested Pacing: 20 minutes

Your Turn

Independent Practice

- Recap the lesson.
SAY Today, we reviewed how human rights are threatened in *Esperanza Rising* and practiced connecting these threats to specific articles in the UDHR. We also discussed how to support our ideas with evidence from the novel and the UDHR to explain why human rights are important.
- Explain the task.
SAY You will now complete your Preparing for a Text-Based Discussion note-catcher by identifying at least three key events from Chapters 1–6 of *Esperanza Rising* where human rights were threatened.
SAY For each example, you will identify a clear threat to human rights, connect that event to a specific article in the UDHR, and explain why that event is important for understanding why human rights need to be protected. You will use evidence from both *Esperanza Rising* and the UDHR to support your ideas.
SAY As you select your examples, be sure you're quoting accurately from both the novel and the UDHR. Keep these three questions in mind as you work: Does the quote clearly show a human rights violation? Does it connect to a specific UDHR article? Can you explain why it is important in understanding human rights?

Human Rights in *Esperanza Rising*

Chapter of <i>Esperanza Rising</i>	Describe the event and those involved.	UDHR Article connected to the event.	Explain the threat to human rights.

NONFICTION

Simplified Universal Declaration of Human Rights (UDHR)



Differentiation

Approaching

- Because this is the first lesson centered on text-based discussion, it is important to remind students that this is only the first in a series of lessons to help build their skills. Create a supportive and inclusive classroom environment by reminding students that everyone is working toward getting better at class discussions. Highlight and provide specific positive feedback on growth and development rather than relative performance.
- Transform the investigation of the Preparing for a Text-Based Discussion note-catcher into a kinesthetic activity. Copy completed cells of the note-catcher onto separate cards or sticky notes. Students can paste the cards into the correct location on the note-catcher.

Beyond

- Students who may need additional support with expressive language can benefit from scaffolds that facilitate communication. Consider having intermediate students create sentence frames that are appropriate for text-based discussions. Then, students who need more support can refer to these frames during the discussion.

MLL

- Consider inviting students to verbally “complete” the note-catcher in home-language groupings, focusing more on the discussion of events and connections to human rights, rather than on writing. They can then focus on writing notes in their home language or English, or making sketches as placeholders, and finally discussing in English.

Approaching/MLL

- Invite intermediate students to create a discussion frame to bolster participation during the discussion.
- Invite students who need support to use the frames.

Example:

- In _____ (name of chapter), _____ (description of *Esperanza Rising* event). On page _____, it says “_____” (quote from *Esperanza Rising* describing event). This threatens the “_____” (human right) in Article _____. _____ (*Esperanza Rising* event) shows us the right _____ is important because _____. *(In “Las Uvas,” Papa is killed by bandits. On page 22, it says, “. . . Esperanza could see a body in back . . .” This threatens the “right to life” in Article 3. Papa’s death shows us the right to life is important because without protection, people can be harmed unfairly, leaving families hurt.)*

Application RL.5.1, RI.5.1, RI.5.7, RI.5.9

Your Turn

Independent Practice

- If completing the task on devices, students may use the pinning tool to pin the response page to the right side of their screens while navigating the resources on the left side of their screens.
- Model to support students in setting this up.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

Preparing for a Text-Based Discussion

Describe an event from <i>Esperanza Rising</i> .	Name connected article of the UDHR.	Quote from <i>Esperanza Rising</i> or the UDHR to support.	Explain how this event helps us understand the importance of human rights.

Differentiation

Approaching

- Because this is the first lesson centered on text-based discussion, it is important to remind students that this is only the first in a series of lessons to help build their skills. Create a supportive and inclusive classroom environment by reminding students that everyone is working toward getting better at class discussions. Highlight and provide specific positive feedback on growth and development rather than relative performance.
- Transform the investigation of the Preparing for a Text-Based Discussion note-catcher into a kinesthetic activity. Copy completed cells of the note-catcher onto separate cards or sticky notes. Students can paste the cards into the correct location on the note-catcher.

Beyond

- Students who may need additional support with expressive language can benefit from scaffolds that facilitate communication. Consider having intermediate students create sentence frames that are appropriate for text-based discussions. Then, students who need more support can refer to these frames during the discussion.

MLL

- Consider inviting students to verbally “complete” the note-catcher in home-language groupings, focusing more on the discussion of events and connections to human rights, rather than on writing. They can then focus on writing notes in their home language or English, or making sketches as placeholders, and finally discussing in English.

Approaching/MLL

- Invite intermediate students to create a discussion frame to bolster participation during the discussion.
 - Invite students who need support to use the frames.

Example:

- In _____ (name of chapter), _____ (description of *Esperanza Rising* event). On page _____, it says “_____” (quote from *Esperanza Rising* describing event). This threatens the “_____” (human right) in Article _____. _____ (*Esperanza Rising* event) shows us the right _____ is important because _____. *(In “Las Uvas,” Papa is killed by bandits. On page 22, it says, “. . . Esperanza could see a body in back . . .” This threatens the “right to life” in Article 3. Papa’s death shows us the right to life is important because without protection, people can be harmed unfairly, leaving families hurt.)*

Application RL.5.1, RI.5.1, RI.5.7, RI.5.9

Reflect

Suggested Pacing: 5 minutes

5

Share and Reflect

Reflection Question

- Share that, today, students applied what they learned about quoting accurately from text to find evidence to prepare for their text-based discussion.
- Have students turn and talk with their partner to answer the following question:
ASK What is one new idea you had about human rights while finding examples of threats to the characters’ rights in *Esperanza Rising*? How did this help you better understand why protecting human rights is important?
(Answers will vary.)
- Allow students to share and discuss the responses of other pairs.

Reflection Question

What is one new idea you had about human rights while finding examples of threats to the characters’ rights in *Esperanza Rising*? How did this help you better understand why protecting human rights is important?

Differentiation

Beyond

- Ask students to analyze how new learning connects to prior knowledge.

MLL

- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.

- Encourage students to discuss what they learned with a partner using their home language.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect.

Application SL.5.1.B, SL.5.1.C, SL.5.6

Progress Reflection

Learning Target #1

- Explain to students that they will reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can explain how pages 81–99 of *Esperanza Rising* contribute to the overall structure of the story.

Differentiation

Approaching

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application RL.5.5, RL.5.10

Progress Reflection

Learning Target #2

- Explain to students that they will reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can quote accurately from the text to make connections between *Esperanza Rising* and the UDHR.

Differentiation



Approaching

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application RL.5.1, RI.5.1, RI.5.7, RI.5.9

Progress Reflection

Learning Target #3

- Explain to students that they will reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #3.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #3.

Learning Target

I can prepare evidence for an effective text-based discussion about threats to human rights in *Esperanza Rising*.



Differentiation

Approaching

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application RL.5.1, RI.5.1, RI.5.7, RI.5.9

Homework

Task Overview

Review Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.5.1, RL.5.10, RI.5.1, RI.5.10, W.5.10

**Accountable
Reading Prompts
and Task**

Text-Based Discussion: Human Rights in *Esperanza Rising*



Purpose

In this lesson, students explain how “Las Cebollas” contributes to the overall structure and engage in a text-based discussion, using evidence from *Esperanza Rising* and the UDHR to make connections about threats to human rights.

By the end of the lesson, students should be able to do the following:

- Explain how pages 100–121 of *Esperanza Rising* contribute to the overall structure of the story.
- Follow discussion norms to engage in an effective text-based discussion.
- Use prepared evidence to explain and support ideas about threats to human rights in *Esperanza Rising*.



Learning Targets

- I can explain how pages 100–121 of *Esperanza Rising* contribute to the overall structure of the story.
- I can follow discussion norms to engage in an effective text-based discussion, using prepared evidence to explain ideas about threats to human rights in *Esperanza Rising*.



Prepare in Advance

Teacher

- *Esperanza Rising* by Pam Muñoz Ryan

You may wish to create physical copies of the following materials to hang in the classroom:

- Spanish/English Dictionary
- Discussion Norms chart
- Text-Based Discussion Stems and Prompts

Student

- *Esperanza Rising* by Pam Muñoz Ryan
- Student companion

All other necessary materials are included within the digital lesson.



Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (25 minutes)

- Read Aloud for Gist: “Las Cebollas”
- Concept Review
- Task Review

Apply (25 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection

Homework

- Task Overview



Total Lesson Time

60 minutes



Standards

Instruction

RL.5.5, RL.5.10, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.1.D

Application

RL.5.1, RL.5.5, RL.5.10, RI.5.1, RI.5.7, RI.5.9, RF.5.4.A, W.5.10, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.1.D, SL.5.6, L.5.4.A

Activate Prior Knowledge

Prior Learning Connection

- Remind students that they have learned how to quote accurately from the text when finding evidence to support their thinking.
ASK Why is it important to accurately quote from a text when explaining an idea? How does using direct evidence make your argument stronger?
(Answers will vary but may include that accurately quoting helps show exactly what the author said, makes our ideas more convincing, and allows others to understand where our thinking comes from. Using direct evidence makes my argument stronger because it supports my ideas with details from the book.)
- Allow a few students to share.
- Expand on each student's comment by adding clarity or clearing any present misconceptions.
- Tell students that, today, they will continue exploring threats to human rights in *Esperanza Rising* and will practice using evidence they quoted accurately to support their ideas during the text-based discussion.

Prior Learning Connection

Why is it important to accurately quote from a text when explaining an idea? How does using direct evidence make your argument stronger?

Differentiation

Beyond

- Invite students to reflect on additional examples.

MLL

- Pair students with a partner who has more advanced English-language proficiency.

Approaching/MLL

- Display and repeat your questions.
- Provide visual examples related to the topic, such as images, short videos, or role-play simulations.

Application SL.5.1.A, SL.5.1.B, SL.5.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- Learning Target #1:** I can explain how pages 100–121 of *Esperanza Rising* contribute to the overall structure of the story.
- Learning Target #2:** I can follow discussion norms to engage in an effective text-based discussion, using prepared evidence to explain ideas about threats to human rights in *Esperanza Rising*.

Learning Targets

- I can explain how pages 100–121 of *Esperanza Rising* contribute to the overall structure of the story.
- I can follow discussion norms to engage in an effective text-based discussion, using prepared evidence to explain ideas about threats to human rights in *Esperanza Rising*.



Differentiation

Approaching

- Ask students to break down the learning target into smaller parts.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to explain the learning target.
- Restate the learning target and connect it to something familiar.
 - Example: Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.

Instruction RL.5.5, RL.5.10, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.1.D

Connect

Suggested Pacing: 25 minutes

25

Read Aloud for Gist: “Las Cebollas”

Read, Determine the Meaning of Words, and Discuss

1. Invite students to retrieve their copies of *Esperanza Rising* and turn to page 100, “Las Cebollas.”
2. Begin by pointing out the title of this chapter and select volunteers to share.

ASK What does *las cebollas* mean in English? How do you know? (*Las cebollas* means “onions” in English and we know this because it says it underneath “Las Cebollas” in the text.)
3. Add *las cebollas* to the Spanish/English Dictionary.
4. Invite students to follow along as you fluently read aloud pages 100–121, adding words to the Spanish/English Dictionary as they come up. Have students chorally read along with you for 1-2 paragraphs of your choosing.
5. After reading, invite students to turn and talk to a partner about the gist of the chapter.

ASK What is the gist of this chapter? (*Esperanza and Mama arrive at the camp. Mama begins work while Esperanza stays at home to care for the babies, which involves learning new skills, such as doing laundry.*)
6. Refocus the class and invite students to share.

FICTION

Esperanza Rising



Differentiation

Approaching

- Because each lesson builds on comprehension established in previous lessons, provide opportunities for students who need additional support with memory to engage with the text in multiple ways. Consider having students summarize the reading from the previous lesson with a partner.
- Consider preparing scaffolded questions to review the events already discussed in the text.
- Invite students to choose reading strategies to help them approach unfamiliar text.

Examples:

- Chunk the text into manageable amounts (phrases, sentences, or paragraphs).
- Read aloud.

Beyond

- Invite a student to paraphrase the key events of the chapter in more comprehensible language for those who need support.
- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- During the reading of *Esperanza Rising*, stop often to check for comprehension. Dictate key sentences for students to recite so they practice using verbal language.
- Stop at strategic points and do a think-aloud to make your thought process explicit.

Approaching/MLL

- Before reading, invite students to turn to a partner and summarize the previous chapters of *Esperanza Rising* in 30 seconds or less. Have them share with the group.
- Preselect important sentences or chunks from this section of the text and prepare scaffolded questions to help support comprehension.
- Model the process of reading for gist and annotating the text.
- Encourage students to read aloud at a volume they are comfortable with including whisper reading.

Application RL.5.1, RL.5.10, RF.5.4.A, SL.5.1.B, SL.5.1.C, SL.5.6, L.5.4.A

Concept Review

Review and Discuss

1. Direct students' attention to the Story Structure: *Esperanza Rising* graphic organizer, which also appears in the Student Resources section of their student companion.
2. Invite them to turn and talk to their partner, and then volunteer students to share.

ASK Based on the story structure terms, where do you think this part of the story fits into the overall structure? How do you know? (*This part of the story fits with rising action. Esperanza and her Mama arrive in the camp. Mama begins work while Esperanza learns how to care for the babies. Things are continuing to get more and more challenging for Esperanza. We wonder when this will change.*)
3. Add this information to the story structure graphic organizer and have students update their own organizers accordingly.

Story Structure

Story Structure Terms

- Exposition: introduces the setting and situation before the action begins
- Rising Action: conflicts and events that build toward the climax
- Conflict: the overarching problem in the story
- Climax: the turning point that changes the story's direction
- Falling Action: events after the climax leading to the resolution
- Resolution: the part of the story where the problem is resolved



Differentiation

Approaching

- Because each lesson builds on comprehension established in previous lessons, provide opportunities for students who need additional support with memory to engage with the text in multiple ways. Consider having students summarize the reading from the previous lesson with a partner.
- Consider preparing scaffolded questions to review the story structure already discussed in the text.

Beyond

- Invite a student to paraphrase the key events of the chapter in more comprehensible language for those who need support.
- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Provide a translation of the Story Structure Terms in students' home languages.
- Invite students to discuss the task, topic, or text with a partner in their home languages.
- Pair MLLs with peers who have proficient or exemplary oral language skills during discussions and activities to encourage language development and idea sharing in a safe environment.

Approaching/MLL

- Break down tasks into smaller, manageable parts with frequent check-ins to ensure understanding before moving on.
- Allow extra time for processing and responding to questions.

ASK What is the series of conflicts and crises in this chapter leading toward climax? What do you think will happen next? *(Answers will vary based on chapter.)*

Instruction RL.5.5, RL.5.10

Application RL.5.5, RL.5.10, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6

Task Review

Prepare for Text-Based Discussion

1. Remind students of the preparation completed in the previous lesson for the text-based discussion.

SAY Recall that you prepared for today's discussion by gathering evidence from *Esperanza Rising* and the Universal Declaration of Human Rights (UDHR) about human rights violations in the novel.

2. Direct students' attention to the Discussion Norms chart and review its criteria.

SAY These norms will help you engage thoughtfully and respectfully in today's discussion.

ASK Why is it important to follow these norms during a discussion? *(Answers will vary but may include that it is important because we want to make sure everyone gets a chance to contribute to the discussion.)*

SAY In this discussion, it's essential to practice respect, active listening, and compassion so everyone feels heard.

Discussion Norms

- Listen carefully and wait your turn
- Ask questions and respond
- Contribute and stay on topic
- Link ideas
- Speak clearly
- Assume positive intent

3. Review the Text-Based Discussion Frames and Prompts, which also appear in the student companion.
 - SAY** Your goal is not just to share ideas but also to listen and build on others' thoughts. As you share, clearly explain how your evidence from the novel and the UDHR connects to the human rights issue you're discussing. This will help everyone understand your reasoning and the connections you're making.
 - SAY** These frames and prompts can help you express your thoughts clearly. If you need support with sharing your idea or expanding on a peer's idea, use a frame or prompt to guide you.
4. Model to students how they can use frames in their discussion.
 - SAY** If I want to build on someone's idea during the discussion, I can use a frame from that category. I can say, "I understand your point and I think Papa's death also shows us why protecting the right to life is crucial. For example, the family lost a lot after his death. These events would not have happened if his life had been protected."
 - SAY** Notice how I used the frame to connect my thinking with the previous speaker's idea and also added evidence to explain how this connects to the human right to life. Practicing these frames will make it easier to share and build on ideas.



Differentiation

Approaching

- To decrease anxiety that may come along with speaking in public, consider predetermining speaking order in the groups of five. Hand students notecards with numbers on them, indicating their turn to talk. This way, students can anticipate when they will speak in the discussion in order to minimize risk.

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Remind students to consult the charts, note-catchers, and sentence frames they have reviewed in this lesson and in previous lessons. Encourage all communication from MLLs as successful risk-taking and congratulate them on the progress they've made learning English. Point out some specific examples.

Approaching/MLL

- Model and think aloud a discussion group with a few proficient students. Refer to the charts, note-catchers, and sentence frames as you model.

Instruction SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.1.D

Application SL.5.1.B, SL.5.1.C, SL.5.6

Your Turn

Collaborative Practice

- Move students into groups of four to five, and invite them to sit in a circle or around a table with their group and their Preparing for a Text-Based Discussion note-catcher, which also appears in their student companion.
- Clarify discussion expectations.
 - SAY** It is important that everyone contributes to the conversation. Listen to your peers' ideas, share your own, and ask and answer relevant questions to deepen the discussion.
 - ASK** What can you do if you notice a peer has not shared their ideas? *(Answers will vary but may include directly asking a peer to add their ideas or posing a question to peers who are remaining quiet.)*
 - SAY** Now that you understand the discussion expectations and strategies, it's time to begin. The more thoughtful and collaborative your discussion is, the deeper your understanding of human rights in *Esperanza Rising* will become.
- Recap the lesson.
 - SAY** Today, we read "Las Cebollas" from *Esperanza Rising* and analyzed how this chapter fits into the overall story structure. We also prepared for today's text-based discussion by reviewing discussion norms, practicing sentence frames, and exploring ways to contribute respectfully and thoughtfully.
- Explain the task.
 - SAY** You will now participate in a text-based discussion with your group about the events and human rights threats you identified in Chapters 1–6 of *Esperanza Rising*. Your goal is to explain how these events highlight the importance of human rights and why their protection matters.
 - SAY** To do this, you will use your Preparing for a Text-Based Discussion note-catcher to make key points and support your ideas with specific notes and evidence. Remember to use the sentence frames we practiced to structure your responses and build on ideas respectfully.

Text-Based Discussion

How do the events in Chapters 1–6 of *Esperanza Rising* show the importance of human rights? How do these events help us understand why protecting human rights is important?

Differentiation

Approaching

- To decrease anxiety that may come along with speaking in public, consider predetermining speaking order in the groups of five. Hand students notecards with numbers on them, indicating their turn to talk. This way, students can anticipate when they will speak in the discussion in order to minimize risk.

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Remind students to consult the charts, note-catchers, and sentence frames they have reviewed in this lesson and in previous lessons. Encourage all communication from MLLs as successful risk-taking, and congratulate them on the progress they've made learning English. Point out some specific examples.
- As students interact, jot down samples of effective communication. Also jot down one or two common language errors you hear. If you record the discussion, invite students to listen and identify comprehensible communication and any errors. Share additional observations with the class. Allow students to take pride in their effective communication and correct the errors. For example, if students frequently omit subjects, display a sample and invite them to discuss what's missing. It's not necessary to identify who communicated well or who made errors. However, consider pulling the student aside to make it clear.

Approaching/MLL

- Model and think aloud a discussion group with a few proficient students. Refer to the charts, note-catchers, and sentence frames as you model.

Application RL.5.1, RI.5.1, RI.5.7, RI.5.9, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6

Your Turn

Collaborative Practice

- If completing the task on devices, students may use the pinning tool to pin the response page to the right side of their screens while navigating the resources on the left side of their screens.
- Model to support students in setting this up.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

Preparing for a Text-Based Discussion

Describe an event from <i>Esperanza Rising</i>	Name connected article of the UDHR.	Quote from <i>Esperanza Rising</i> or the UDHR to support.	Explain how this event helps us understand the importance of human rights.



Differentiation

Approaching

- To decrease anxiety that may come along with speaking in public, consider predetermining speaking order in the groups of five. Hand students notecards with numbers on them, indicating their turn to talk. This way, students can anticipate when they will speak in the discussion in order to minimize risk.

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Remind students to consult the charts, note-catchers, and sentence frames they have reviewed in this lesson and in previous lessons. Encourage all communication from MLLs as successful risk-taking, and congratulate them on the progress they've made learning English. Point out some specific examples.
- As students interact, jot down samples of effective communication. Also jot down one or two common language errors you hear. If you record the discussion, invite students to listen and identify comprehensible communication and any errors. Share additional observations with the class. Allow students to take pride in their effective communication and correct the errors. For example, if students frequently omit subjects, display a sample and invite them to discuss what's missing. It's not necessary to identify who communicated well or who made errors. However, consider pulling the student aside to make it clear.

Approaching/MLL

- Model and think aloud a discussion group with a few proficient students. Refer to the charts, note-catchers, and sentence frames as you model.

Application RL.5.1, RI.5.1, RI.5.7, RI.5.9, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.6

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

One and One Reflection

- Share that, today, students learned about and practiced how to have a text-based discussion.
- Ask students to think about and write one thing they did well during the text-based discussion and one area for improvement.
- Encourage students to keep it simple, focusing on their immediate thoughts.
- Give students time to share if they are comfortable.
- After allowing students time to finish, invite those who are comfortable to share.
- Let students know that their responses will tell you what they understand from the lesson and what they might need further clarification on.
- Review student responses to assess understanding and track questions they might have.

One and One Reflection

Sentence Starter	My Reflection
One thing I did well during the discussion is . . .	
One thing I want to do better in our next discussion is . . .	

Differentiation

Beyond

- Challenge students to apply what they learned to real-world scenarios or cross-subject connections.

MLL

- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect.
- Have students draw or act out what they learned before explaining it in words.

Application W.5.10

Progress Reflection

Learning Target #1

- Explain to students that they will reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can explain how pages 100–121 of *Esperanza Rising* contribute to the overall structure of the story.

Differentiation

Approaching

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application RL.5.5, RL.5.10

Progress Reflection

Learning Target #2

- Explain to students that they will reflect on their progress toward the next learning targets for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can follow discussion norms to engage in an effective text-based discussion, using prepared evidence to explain ideas about threats to human rights in *Esperanza Rising*.

Differentiation

Approaching

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application SL.5.1.A, SL.5.1.B, SL.5.C, SL.5.1.D

Homework

Task Overview

Review Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.5.1, RL.5.10, RI.5.1, RI.5.10, W.5.10

**Accountable
Reading Prompts
and Task**

End-of-Unit Assessment



Purpose

In this lesson, students will review key concepts from the unit and complete the end-of-unit assessment.

By the end of the lesson, students should be able to do the following:

- Complete the end-of-unit assessment.



Learning Targets

- I can interpret the meaning of a proverb in a fiction passage and explain how the events in the passage contribute to its overall structure to demonstrate what I've learned in this unit.
- I can identify the main idea and supporting details of Article 25 of the Universal Declaration of Human Rights (UDHR) and summarize it effectively to demonstrate what I've learned in this unit.



Prepare in Advance

Teacher

- If administering the assessment on paper, print copies for students from the assessment PDF.
- If administering the assessment digitally, assign it to students from the Assess tab of your teacher account.

You may wish to create physical copies of the following materials to hang in the classroom:

- Module Guiding Questions
- Strategies to Answer Selected Response Questions

Student

- Student companion

All other necessary materials are included within the digital lesson.

Agenda

- **Ignite (5 minutes)**
 - Activate Prior Knowledge
 - Learning Targets
- **Connect (10 minutes)**
 - Assessment Strategy Review
- **Apply (40 minutes)**
 - Your Turn: Assessment
- **Reflect (5 minutes)**
 - Share and Reflect
 - Progress Reflection
- **Homework**
 - Task Overview



Total Lesson Time

60 minutes

Standards

Instruction

RL.5.10, RI.5.10

Application

RL.5.1, RL.5.10, RI.5.1, RI.5.10, SL.5.1.A, SL.5.1.B, SL.5.6

Assessment

RL.5.1, RL.5.5, RI.5.1, RI.5.2, L.5.4.A, L.5.5.B



Activate Prior Knowledge

Prior Learning Connection

- Direct students' attention to the Module 1 Guiding Questions and read them aloud.
- Remind students that they have learned how human rights are threatened in *Esperanza Rising*. They have also explored how the UDHR is written to protect human rights.
- **ASK** Based on our learning in this unit, how do the challenges in *Esperanza Rising* show why we need the protections in the UDHR? (*Answers will vary.*)
- Allow a few students to share.
- Expand on each student's comment by adding clarity or addressing any misconceptions.
- Tell students that, today, they will have a chance to show what they've learned by taking the end-of-unit assessment.

Module 1 Guiding Questions

What are human rights and how can they be threatened?

How can we use writing to raise awareness of human rights?

Differentiation

Beyond

- Challenge students to link what they learned to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Encourage students to connect to their own experiences with the content in their home language and culture by using bilingual resources or allowing responses in their home language when appropriate.

Approaching/MLL

- Offer sentence starters to scaffold responses and build confidence in expressing ideas.

Application SL.5.1.A, SL.5.1.B, SL.5.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read learning targets aloud.

- **Learning Target #1:** I can interpret the meaning of a proverb in a fiction passage and explain how the events in the passage contribute to its overall structure to demonstrate what I've learned in this unit.
- **Learning Target #2:** I can identify the main idea and supporting details of Article 25 of the UDHR and summarize it effectively to demonstrate what I've learned in this unit.

Learning Targets

1. I can interpret the meaning of a proverb in a fiction passage and explain how the events in the passage contribute to its overall structure to demonstrate what I've learned in this unit.
2. I can identify the main idea and supporting details of Article 25 of the UDHR and summarize it effectively to demonstrate what I've learned in this unit.

Differentiation

Approaching

- Ask students to restate the learning target in their own words to ensure clarity.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL:

- Use visual aids such as anchor charts, pictures, or diagrams to explain the learning target.
- Restate the learning target in simpler language and connect it to something familiar.
 - Example: Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.

Instruction RL.5.10, RI.5.10

Application RL.5.1, RL.5.5, RI.5.1, RI.5.2, L.5.4.A, L.5.5.B

10

Connect

Suggested Pacing: 10 minutes

Assessment Strategy Review**Prepare and Review**

1. Explain the purpose of the end-of-unit assessment.
 - SAY** We've finished our unit and now it's time for you to show how much you've learned. This assessment will help you see how well you've mastered the reading and writing skills we've worked on. It's a great opportunity for you to demonstrate what you know and how much you've grown.
 - SAY** In preparation for the assessment, we will review helpful strategies you should actively use while taking your assessment today. These strategies will help you carefully think through each question and show what you know.
2. Read aloud the Strategies to Answer Selected Response Questions as students follow along.
3. Briefly discuss each strategy to ensure student understanding.
4. Review additional assessment-taking strategies with students.
 - SAY** In addition to strategies for answering selected response questions, let's review a couple more test-taking strategies that can be helpful.
 - SAY** Make sure to pace yourself. Take your time reading through the text and each question carefully to ensure you fully understand them. After you finish the assessment, take a few minutes to go back and review your answers. Make sure every question is answered and that your choices make sense.
 - SAY** Remember, this assessment is a chance to reflect on your progress and celebrate how much you've learned. Take your time, do your best, and trust in what you know.

Strategies to Answer Selected Response Questions

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

Differentiation

Beyond

- Ask students to provide other examples to illustrate the concept for peers.
- Invite students to explain how they decide which strategy to use first and how they combine strategies.

MLL

- Encourage students to connect ideas to their home language by allowing them to discuss the concept with a partner who speaks the same language or by providing key vocabulary translations.
- Use visual cues or icons next to each strategy to support meaning.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to explain the concept.

Instruction RL.5.10, RI.5.10

Apply

Suggested Pacing: 40 minutes

40

Your Turn: Assessment

Assessment

- Recap the lesson.
 - SAY** Throughout this unit, we have explored the events that shape the overall structure of *Esperanza Rising* and explored how language—such as proverbs—adds deeper meaning to the story. We have also analyzed articles from the UDHR, identified their main ideas, and summarized them with key details.
- Explain the task.
 - SAY** You will now show what you’ve learned by taking the end-of-unit assessment.
- Direct students who will be completing the digital assessment to its location.
 - SAY** Navigate to the assessment tile in your assignments. Do not start the test until instructed. Give me a thumbs up when you have found the assessment in your assignments.
- Have students who will be taking the paper-and-pencil assessment write their names at the top.
 - SAY** Make sure you are on the first page of the assessment and write your name at the top.
- Check for clarifying questions.
- Release students to begin the assessment and circulate to monitor.

Instruction RL.5.1, RL.5.5, RI.5.1, RI.5.2, L.5.4.A, L.5.5.B

**Now it's time to
take your
assessment.**

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Assessment Reflection

- Share that, today, students took the end-of-unit assessment to show what they have learned in this unit.
- Have students turn and talk with their partner to answer the following questions:
 - What was one thing you feel you did well? Why do you think that?
(Answers will vary.)
 - What is one thing you think you could do better next time?
(Answers will vary.)
- After students talk with their partners, allow a few students to share.

What was one thing you feel you did well? Why do you think that?

What is one thing you think you could do better next time?

Differentiation

Beyond

- Challenge students to connect their current reflections to prior ones, fostering self-reflection on areas of growth and areas of opportunity.

MLL

- Pair students with a partner who has more advanced English-language proficiency.
- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Allow students to refer to the assessment as a visual aid while they reflect on their progress.
- Provide options for expression and communication by prompting students to respond orally to the question in a think-pair-share before having them respond to the question as a whole group.
- Provide sentence frames.
 - I did well at _____. I know because _____.
 - Next time, I can improve on _____.

Application SL.5.1.B, SL.5.6

Progress Reflection

Learning Target #1

- Explain to students that they will reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can interpret the meaning of a proverb in a fiction passage and explain how the events in the passage contribute to its overall structure to demonstrate what I've learned in this unit.



Differentiation

Approaching

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application RL.5.1, RL.5.5, L.5.4.A, L.5.5.B

Progress Reflection

Learning Target #2

- Explain to students that they will reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can identify the main idea and supporting details of Article 25 of the UDHR and summarize it effectively to demonstrate what I've learned in this unit.



Differentiation

Approaching

- Break down the learning target(s) into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning targets.

Application RI.5.1, RI.5.2

Homework

Task Overview

Review Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.5.1, RL.5.10, RI.5.1, RI.5.10, W.5.10

**Accountable
Reading Prompts
and Task**



Facts That Fly!

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Did you know? ...

- Families sometimes must leave everything behind to find a better life.
- Fiction can teach us real lessons about history.
- Your voice and your choices can make a difference.



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