

Lesson 3: Establishing Reading Routines: *Esperanza Rising* "Las Uvas"



CCS Standards

- **RL.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.5.5:** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.7:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **W.5.7:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.



Daily Learning Targets

- I can describe how pages 4–22 of *Esperanza Rising* contribute to the overall structure of the story. (RL.5.1, RL.5.5)
- I can describe the historical setting of *Esperanza Rising*. (RI.5.1, RI.5.7, W.5.7)

Ongoing Assessment

- Structure of *Esperanza Rising* anchor chart (RL.5.1, RL.5.5)
- Building Background Knowledge about Mexico anchor chart (RI.5.1, RI.5.7, W.5.7)
- Exit Ticket: A Connection to *Esperanza Rising* (RL.5.1, RI.5.1)

Agenda

1. Opening

- A. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Engaging the Reader: Reading “Las Uvas” of *Esperanza Rising* (20 minutes)
- B. Expert Groups: Understanding the Historical Setting (30 minutes)

3. Closing and Assessment

- A. Exit Ticket (5 minutes)

4. Homework

- A. Reread “Las Uvas” on pages 4–22 and complete *Esperanza Rising*: Questions about “Las Uvas” in your Unit 1 Homework.
- B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students read pages 4–22, “Las Uvas,” in *Esperanza Rising* and as a whole group identify how the structure of the chapter contributes to the overall story (RL.5.1, RL.5.5).
- In triads, students then research one of three topics to build background knowledge about the historical setting of *Esperanza Rising*. Working in expert groups allows small groups to engage in an effective, time-efficient comprehension of a broader topic because students become an expert in one topic and hear oral summaries of the others to gain an understanding of the broader topic.
- This lesson is the first in a series of three that include built-out instruction for the use of Goal 1 Conversation Cues. Conversation Cues are questions teachers can ask students to promote productive and equitable conversation (adapted from Michaels, Sarah and O’Connor, Cathy. *Talk Science Primer*. Cambridge, MA: TERC, 2012. http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf. Based on Chapin, S., O’Connor, C., and Anderson, N. [2009]. *Classroom Discussions: Using Math Talk to Help Students Learn, Grades K–6*. Second Edition. Sausalito, CA: Math Solutions Publications). Goal 1 Conversation Cues encourage all students to talk and be understood. As the modules progress, Goal 2, 3, and 4 Conversation Cues are gradually introduced. Refer to the Module 1 Appendix for the complete set of cues. Consider providing students with a thinking journal or scrap paper. Examples of the Goal 1 Conversation Cues you will see in the next two units are (with expected responses):
 - After any question that requires thoughtful consideration:
 - “I’ll give you time to think and write or sketch.”
 - “I’ll give you time to discuss this with a partner.”
 - To help students share, expand, and clarify thoughts:
 - “Can you say more about that?”
 - “Sure. I think that ____.”
 - “Can you give an example?”
 - “OK. One example is ____.”
 - “So, do you mean ____?”
 - “You’ve got it./No, sorry, that’s not what I mean. I mean ____.”
- Note that Goal 1 Conversation Cues (and expected student responses) were built into the Discussion Norms anchor chart in Lesson 1. Conversation Cues and discussion norms are similar in that they seek to foster productive and collaborative conversation. Furthermore, Conversation Cues aim to ensure equitable conversation by gradually building student capacity to become productive, collaborative participants. Goal 1 Conversation Cues focus on the fundamentals of encouraging students to talk and be understood. Goals 2–4 take students to deeper levels of conversation, from listening to others, to deepening their thinking, to thinking with others.
- Students practice their fluency in this lesson by following along and reading silently in their heads as the teacher reads pages 4–22 of *Esperanza Rising* aloud during Opening A.

- In this lesson, the habit of character focus is on working to become an ethical person. The characteristic that students practice is respect, as volunteers share out personal reflections on what happened in *Esperanza Rising*.
- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to human rights. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

How it builds on previous work:

- In the previous lesson, students were introduced to the novel *Esperanza Rising* and read pages 1–3 to determine how the structure of those pages fit into the overall structure.

Areas in which students may need additional support:

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

Assessment guidance:

- Monitor what students are recording on their note-catchers to ensure that they understand the key points. See the Building Background Knowledge about Mexico anchor charts (example, for teacher reference).
- Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during students' expert group work in Work Time B. See Module 1 Appendix.

Down the road:

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

In advance:

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

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

Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.B.6, 5.I.B.8, and 5.II.A.1

Important points in the lesson itself

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

Levels of support

For lighter support:

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

the structure of the story. Ask them how they might incorporate the research texts from this lesson. Invite them to explain this graphic organizer to students who need heavier support.

For heavier support:

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

Universal Design for Learning

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

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

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

Materials

- ✓ *Esperanza Rising* (from Lesson 2; one per student)
- ✓ Spanish/English Dictionary anchor chart (begun in Lesson 2)
- ✓ Working to Become Ethical People anchor chart (begun in Lesson 2)
- ✓ Experiences with Threats against Human Rights anchor chart (new; co-created with students during Work Time A)
- ✓ Structure of *Esperanza Rising* anchor chart (begun in Lesson 2)
- ✓ Structure of *Esperanza Rising* anchor chart (example, for teacher reference)
- ✓ Red, yellow, and green objects (one of each per student)
- ✓ Domain-Specific Word Wall (new; teacher-created; see Teaching Notes)
- ✓ Building Background Knowledge about Mexico Example anchor charts: 1, 2, and 3 (new; teacher-created; see supporting materials)
- ✓ Building Background Knowledge about Mexico anchor charts (example, for teacher reference)
- ✓ Research texts:
 - Research Text: Government and Revolution (one per student researching this topic)
 - Research Text: Neighbor to the North (one per student researching this topic)
 - Research Text: Rich versus Poor (one per student researching this topic)
- ✓ Markers (one per triad)
- ✓ Discussion Norms anchor chart (begun in Lesson 2)
- ✓ Exit Ticket: Connection to *Esperanza Rising* (one per student and one to display)

Opening

A. Reviewing Learning Targets (5 minutes)

- Move students into triads and invite them to label themselves A, B, and C.
- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:

- “I can describe how pages 4–22 of *Esperanza Rising* contribute to the overall structure of the story.”
- “I can describe the historical setting of *Esperanza Rising*.”
- Remind students that they saw the first learning target in the previous lesson, but for different pages of the text.
- Underline the words *historical setting* in the second target.
- Select volunteers to respond:
 - “What is the setting?” (usually the place)**
 - “What does historical mean?” (about things in the past)**
 - “So what is the historical setting?” (the place in the past)**
- Invite students to turn and talk, and then select volunteers to share out:
 - “So what do you think you will be doing in this lesson?” (reading new pages of *Esperanza Rising* and learning about the historical setting of the book)**

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Ask:
 - “Can you guess the historical setting of *Esperanza Rising* based on what you have read so far? Do you think the historical setting is a war in Mexico or no food in Canada? What, in the text, makes you think so?” (MMR, MME)**
- To activate student’s prior knowledge by selecting familiar books with historic settings, use these texts as models and ask students to describe their historical setting and the details that the author provided to help them figure it out. (MMR)

Work Time

A. Engaging the Reader: Reading “Las Uvas” of *Esperanza Rising* (20 minutes)

- Invite students to retrieve their copies of *Esperanza Rising* and to turn to page 4, “Las Uvas.”
- Begin by pointing out the title of this chapter.
- Invite volunteers to share:
 - “What does ‘Las Uvas’ mean in English? How do you know?” (grapes; it says so underneath “Las Uvas”)**
- Add Las Uvas to the **Spanish/English Dictionary anchor chart**.
- Remind students that in the previous lesson they read pages 1–3.
- Invite students to follow along, reading silently in their heads as you read aloud pages 4–22, adding words to the Spanish/English Dictionary anchor chart as they come up. Invite Spanish speakers to provide the translation and to record the Spanish on the anchor chart.
- After reading, invite students to reflect on the following question by thinking, writing, or drawing. Students must be silent when they do this:
 - “What did this part of the story make you think about?”**

- After 3 minutes, refocus whole group.
- Focus students on the **Working to Become Ethical People anchor chart** and remind them of the habit of character recorded: respect, as some students may be sharing out things that are very personal and meaningful to them.
- Invite volunteers to share out what this part of the story made them think about. Do not force anyone to share their ideas with the group.
- As students share out, capture any threats against human rights they share on the **Experiences with Threats against Human Rights anchor chart**.
- Focus students on the **Structure of *Esperanza Rising* anchor chart**. Invite them to turn and talk to their triad, and then cold call students to share out:
 - “What is the gist of this chapter?” (*Esperanza and her family wait for her father to come back, but he does not return alive.*)
 - “Looking at the key, where do you think this part of the story fits into the structure? Why?” (*rising action; something big happens, and we know that the lives of Esperanza and her family will change as a result*)
- Add this to the anchor chart. Refer to **Structure of *Esperanza Rising* anchor chart (example, for teacher reference)** as necessary.
- Distribute **red, yellow, and green** objects. Tell students they are now going to use the Red Light, Green Light protocol to reflect on their progress toward the first learning target.
- Explain what each color represents (red = stuck or not ready; yellow = needs support soon; green = ready to start).
- Direct students’ attention to the first learning target and read it aloud:
 - “I can describe how pages 4–22 of *Esperanza Rising* contribute to the overall structure of the story.”
- Invite students to place the color on their desks that best describes their comfort level or readiness with the target. Scan the responses and make a note of students who may need more support with this moving forward.

Meeting Students’ Needs

- For ELLs and students who may need additional support with memory: Before reading, invite students to turn to an elbow partner and summarize the first chapter of *Esperanza Rising* in 30 seconds or less. Have them share out and give them feedback on their language use and summarizing skill. Then, after reading, invite them to turn to their partner and summarize once again, this time in 15 seconds or less. Repeat the feedback process. (MMR, MMAE)
- For ELLs and students who may need additional support with reading: Mini Language Dive. Ask students about the meaning of chunks from a key sentence of this chapter of *Esperanza Rising*. Write and display student responses next to the chunks. (MMR) Examples:
 - “Place your finger on the sentence: Alfonso didn’t say a word, but the tears running down his round cheeks confirmed the worst.” Read the sentence aloud as students follow along.

- “What is the gist of this sentence?” (Responses will vary.)
 - “What does it sound like when you *don’t say a word*?” (Look for students to be silent.)
 - “Place your finger on the curly mark in *didn’t*. What is it? What is the purpose of the mark?” (It is an apostrophe. It replaces the letter O in *not*, joining *did* and *not* into one word. It makes the word quicker to say and write.) Display both *He did not say a word* and *He didn’t say a word* and consider practicing pronouncing them with students.
 - “I wonder why Alfonso didn’t say a word. What, in the sentence, makes you think so?” Tell students you will give them time to think and discuss with their partner. (He was too sad himself and too afraid of hurting the family. The sentence says tears ran down his face.)
 - “Can you show me your cheeks on your face? What shape are yours?” (Look for students to point to their cheeks and describe their shape.)
 - “Place your finger on *but*. I wonder why the author writes *but* here.” Tell students you will give them time to think and discuss with their partner. (*But* joins two independent clauses; it links two complete sentences into one more sophisticated one that shows a contrast.)
 - “What do you think *confirmed the worst* means? What, in the text, makes you think so?” (showed that the most terrible thing had happened; the book says “Esperanza could see a body in back, completely covered....”)
 - “Now what do you think is the gist of this sentence?” (The family knew Papa had been killed because Alfonso was crying.)
 - “Can you complete this sentence with something from your life? ‘I didn’t say a word, but ____.’” Tell students you will give them time to think and discuss with their partner. (Responses will vary, but may include: I didn’t say a word, but my auntie knew I hadn’t done my homework.)
 - “What connection can you make between your understanding of this sentence and your understanding of human rights?” (Papa’s most important human right was taken away—Article 3 from Lesson 1.)
- For ELLs and students who may need additional support with comprehension: Ask:
- “What are the series of conflicts and crises in this chapter leading toward climax? What do you think will happen next?” (Esperanza’s cut thumb; Papa’s disappearance; Papa’s belt buckle; Papa’s body) (MMR, MMAE)**

Work Time

B. Expert Groups: Understanding the Historical Setting (30 minutes)

- Invite students to turn to page 11 and chorally read aloud pages 11–12 beginning with “Mama, the neighbors warned him ...” and ending with “The people know that.”

- Ask students to turn and talk to their triad, looking back in the book if they need to, and then cold call students to share out:

“In this chapter, Esperanza’s father is killed by bandits. Why is he killed by bandits? What did they kill him for? What did they hope to achieve?” (They are angry that some people are wealthy landowners while others are forced to eat cats.)
- If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about Papa’s death:

“Can you say more about that?” (Responses will vary.)
- Tell students that to better understand the situation, they will spend a little time today building background knowledge about Mexico at the time of *Esperanza Rising* (remind students that the novel is set in the 1930s).
- Make it clear that while this is a fictional story, it is based on true events that were going on for people in Mexico at the time.
- Post the three research topics, numbered as follows, and read each one aloud:
 1. Government and Revolution
 2. Neighbor to the North
 3. Rich versus Poor
- Focus students on the words *government* and *revolution* and underline them.
- Select a volunteer to share out:

“What does government mean?” (the people who govern a country or nation, the people who make decisions about how the country or nation is run)

“What does revolution mean?” (when a government is forcibly overthrown)
- Add these words to the **Domain-Specific Word Wall** and invite students to add translations in home languages.
- Tell students that each triad is going to become expert on one of the topics to share their learning with others. Reveal which triads will study which topics.
- Display **Building Background Knowledge about Mexico Example anchor charts: 1** and focus students on the question at the top of the page and read it aloud:
 - “Why was Esperanza’s papa killed?”
- Tell students that they are going to answer this question using research in their particular topic area, and they are going to work together to fill in an anchor chart that looks like this example.
- Point to the two columns:
 - Key Points and Source.
- Invite students to turn and talk to their triad, and then cold call students to share with the whole group:

“What are the key points?” (They are the most important points that answer the research question.)
- Distribute **research texts**.
- Display the Research Text: Government and Revolution and read it aloud, inviting students to read along silently in their heads.

- Ask students to turn and talk and use total participation techniques to invite students to share their responses with the whole group:
“What is the text about?” (Student responses may vary but could include it’s about the Mexican Revolution.)
- Reread the first two sentences and model underlining these key points:
 - “In 1910, the poor and working-class people of Mexico rebelled against the wealthy landowners and Porfirio Díaz”
 - “the rural workers and peasants suffered greatly because of land laws that took their land away from them”
- Model recording them on the Building Background Knowledge about Mexico Example anchor chart. Refer to **Building Background Knowledge about Mexico anchor charts (example, for teacher reference)** as necessary.
- Model how to record the source in the Source column. Refer to the Building Background Knowledge about Mexico anchor charts (example, for teacher reference) as necessary.
- Point out the bolded words and the meaning of those words in the glossary underneath.
- Distribute **markers** and Building Background Knowledge about Mexico anchor charts: 1, 2, and 3 according to what groups are researching.
- Remind students of the **Discussion Norms anchor chart** and to work together to read the research resources.
- Circulate to support students in reading their texts and making notes on their anchor charts. Refer to the Building Background Knowledge about Mexico anchor charts (example, for teacher reference) as necessary.
- After 15 minutes, refocus whole group.
- Tell students that they are now going to find a new triad by silently following these directions:
 1. Use their fingers to show the number of the topic they researched, 1–3
 2. Move to form a triad with two classmates showing different numbers
- Invite students to form new triads.
- Tell students that they will go to each of their anchor charts and each student in the triad will have 3 minutes to use the information recorded on their anchor chart to present what they found out from their expert text, beginning with 1. Government and Revolution.
- Set the timer and invite students to move to the first anchor chart.
- After 3 minutes, invite the student who researched 2. Neighbor to the North to present at that anchor chart.
- Repeat this process after another 3 minutes have passed.
- Circulate to support students as they present their information. Listen for patterns to bring up whole group during the debrief.

Meeting Students' Needs

- For ELLs and students who may need additional support with new vocabulary: Explain or provide a simpler synonym for *bandit*. (a criminal who is often in a gang in an area with no police; robber, murderer) (MMR)

- For ELLs and students who may need additional support with comprehension: Display and repeat the question “What did they hope to achieve?” Rephrase the question. (Example: “What did they want to do? What was their goal?”) (MMR)
- Offer choice with the graphic organizer by providing a template that includes lines within the boxes to support fine motor skills. (MMR, MME)
- For ELLs: Say: “Citing sources is an important academic and career skill in the United States. In the United States, you can note key points from the original text. However, you must tell your reader where the key points came from. Otherwise, you might get into serious trouble.”

Closing and Assessment

A. Exit Ticket (5 minutes)

- Distribute and display the **Exit Ticket: Connection to *Esperanza Rising***.
- Read aloud the sentence stem at the top of the exit ticket:
 - “I think Esperanza’s papa was killed because ____.”
- Invite students to finish the sentence (in writing) based on what they learned from the expert group texts in this lesson.
- If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about Papa’s death:

“Can you say more about that?” (Responses will vary.)
- Select volunteers to share out. Listen for and clarify that at that time in Mexico, many of the rural people had their land taken away and were forced to work for wealthy landowners who paid and treated them very badly. As a result, some of them rebelled.
- Preview the homework, *Esperanza Rising*: Questions about “Las Uvas.”
- Tell students they are going to use the Red Light, Green Light protocol to show how close they are to meeting the second learning target. Remind them that they used this protocol earlier in the lesson and review what each color represents (red = stuck or not ready; yellow = needs support soon; green = ready) as necessary.
- Guide students through the Red Light, Green Light protocol, using the second learning target. Scan student responses and make a note of students who may need more support with this moving forward.
- Repeat, inviting students to self-assess against how well they showed respect in this lesson.

Meeting Students’ Needs

- For ELLs and students who may need additional support with writing: Tell students you will give them time to think and discuss with a partner before they write their exit ticket response. (MMAE)
- For ELLs and students who may need additional support with comprehension: Ask:

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

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

Homework

A. Reread “Las Uvas” on pages 4–22 and complete *Esperanza Rising: Questions about “Las Uvas”* in your Unit 1 Homework.

B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs: To provide heavier support, consider providing students with the words and phrases that show Esperanza and Mama are worried and inviting students to explain how this language shows worry and why Esperanza and Mama are worried. Take a similar tack with the second question about advice.
- For ELLs and students who may need additional support with reading and writing: For all homework assignments in this unit, read the prompts aloud and rephrase them. Students can discuss and respond to prompts orally, either with you, a partner, family member, or student from Grades 4 or 6, or record an audio response. If students have trouble writing sentences, they can begin by writing words. Consider providing a sentence starter or inviting students who need lighter support to provide sentence starters. (MMAE, MMR)