

## Lesson 6: Determining the Main Ideas and Summarizing Article 23 of the UDHR



### 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.5.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.



### Daily Learning Targets

- I can determine the main ideas and summarize Article 23 of the Universal Declaration of Human Rights. (RI.5.1, RI.5.2, RI.5.9)
- I can describe how pages 39–57 of *Esperanza Rising* contribute to the overall structure of the story. (RL.5.1, RL.5.5)

### Ongoing Assessment

- Main Ideas and Summary: Article 23 of the UDHR (RI.5.1, RI.5.2, RI.5.9)

### Agenda

#### 1. Opening

- A. Engaging the Reader: Reviewing Homework Questions (5 minutes)
- B. Reviewing Learning Targets (5 minutes)

#### 2. Work Time

- A. Determining the Main Ideas: Article 23 of the UDHR (10 minutes)
- B. Mini Lesson: Writing a Summary (20 minutes)

#### 3. Closing and Assessment

- A. Read Aloud: “Los Higos” of *Esperanza Rising* (20 minutes)

#### 4. Homework

- A. Reread “Los Higos” on pages 39–57 and complete *Esperanza Rising*: Questions about “Los Higos” 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:

- By reviewing homework questions in this lesson, students are held accountable for their homework and reminded of what happened in that chapter of the novel. This helps to provide a purpose for continuing to study Article 23 of the UDHR (RL.5.1).
- In this lesson, students determine the main ideas of Article 23 and write a summary after a mini lesson about summary writing in which they analyze a model (RI.5.2).
- Writing instruction has been carefully designed across the module. In this unit, the focus is on writing a short summary paragraph. In unit two, the focus shifts to writing a full essay—an introduction paragraph, two proof paragraphs, and a conclusion paragraph. These basic structures are introduced to students in this module and built upon throughout the school year.
- Lessons 3–5 featured built-out instruction for Goal 1 Conversation Cues to promote productive and equitable conversation. Moving forward, continue using Goal 1 Conversation Cues in this way, considering suggestions within lessons. Refer to the Lesson 3 Teaching Notes and the Module 1 Appendix for additional information on Conversation Cues.
- Students practice their fluency in this lesson by following along and reading silently in their heads as the teacher reads “Los Higo” aloud during Closing and Assessment 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 closely read Article 23 of the UDHR to gain a deeper understanding of it.

### Areas in which students may need additional support:

- Students may need additional support with writing a summary. Consider placing those who will need additional support in one group to receive teacher support.

### Assessment guidance:

- Review student summaries after the lesson to check whether they are on the right track. Use common issues as teaching points for the whole group in the next lesson.
- Collect homework from Lesson 5: *Esperanza Rising*: Questions about “Las Papayas.”

### Down the road:

- In the next lesson, students will make connections between “Los Higos” and the UDHR, and they will closely read Article 17 to determine the main ideas and to summarize.
- The Criteria for an Effective Summary anchor chart introduced in this lesson will be referred to throughout the module and the school year.

**In advance:**

- Strategically pair students for work during this lesson, with at least one strong reader per pair.
- Prepare the Criteria for an Effective Summary anchor chart (see supporting materials).
- Review the Red Light, Green Light protocol (see Classroom Protocols).
- Post: Learning targets, Strategies to Answer Selected Response Questions anchor chart, Spanish/English Dictionary anchor chart, and Working to Become Ethical People anchor chart.

## Technology &amp; Multimedia

- Work Times A and B: Students complete their note-catchers in a word-processing document—for example, a Google Doc—using Speech to Text facilities activated on devices or using an app or software such as Dictation.io (<https://dictation.io/speech>).
- Work Time B: For students who will benefit from hearing the texts read aloud multiple times, consider using a text-to-speech tool like Natural Reader ([www.naturalreaders.com](http://www.naturalreaders.com)), SpeakIt! for Google Chrome (<https://chrome.google.com/webstore/detail/speakit/pgeolalil-ifpodheeocdmbhehgnkbbak?hl=en-US>), or the Safari reader. Note that to use a web-based text-to-speech tool like SpeakIt! or Safari reader, you will need to create an online doc, such as a Google Doc, containing the text.
- Work Time B: Students annotate the model summary using the comments feature in word-processing software—for example, a Google Doc.

**Supporting English Language Learners**

Supports guided in part by CA ELD Standards 5.I.B.6, 5.I.B.7, 5.I.B.8, 5.II.A.1, 5.II.B.3, and 5.II.C.6

**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 are given an opportunity to build on their understanding of the language of Article 23 of the UDHR by discussing main ideas and summarizing.
- ELLs may find it challenging to summarize Article 23 orally and in writing in the amount of time allotted. Consider focusing students on sharing and improving their oral summaries with each other, as this process can be more effective for language development. They can sketch or write notes and complete their written summaries later (see “Levels of support” below and Meeting Students’ Needs column).

### Levels of support

*For lighter support:*

- Encourage students to analyze the Model Summary: Article 23 of the UDHR and create a paragraph frame that those who need heavier support could use to write summaries of any UDHR article. Invite them to add a phrase bank for additional support. (Students will be expected to write a summary of Article 13 on the Mid-Unit 1 Assessment.) Example:
  - Summary Paragraph Frame
  - *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 \_\_\_\_\_.*
  - Article 26 Summary Phrase Bank
  - *“Marriage and Family,” free to marry, if they agree*
- 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 add to the graphic organizer they began in Lesson 2 to chart (and illustrate) the main events in pages 39–57 of *Esperanza Rising* against the structure of the story. Ask them how they might incorporate Article 23 from this lesson. Invite them to explain this graphic organizer to students who need heavier support.

*For heavier support:*

- In Opening A, model and think aloud referring to the homework while participating in the homework review with an enthusiastic ELL. Prepare cue cards or display prompts, including sentence starters, to support student interaction. (Example for Homework Question 1: *can’t believe it; “... in someone else’s body ...”*) Consider practicing with students beforehand.
- In Work Time A, consider providing students with the supporting details and inviting them to match each to the appropriate main idea. Include a red herring if students are ready.
- In Work Time B, 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.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** This lesson introduces criteria for writing an effective summary. This is an important skill throughout this unit that will also support students in text-based discussion in the end of unit assessment. To facilitate comprehension, consider multiple ways of drawing connections between the model summary and the criteria for effective summary chart by using short form symbols or initials that draw connections between the model and the criteria (see the Meeting Students’ Needs column).

- **Multiple Means of Action and Expression (MMAE):** Some students who may need additional support with reading may find it difficult to synthesize the text to find the main idea. Consider decreasing the complexity of the task by providing multiple choice options for the main idea and have students identify the correct one. Have them justify their choice with evidence from the text. When writing their summary, provide students who may need additional support with an individual checklist containing the criteria from the Criteria for an Effective Summary anchor 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 also provide colored pencils or highlighters for students to mark in their writing.
- **Multiple Means of Engagement (MME):** 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.

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- main ideas, summarize, subject, predicate (L)

## Materials

- ✓ *Esperanza Rising* (from Lesson 2; one per student)
- ✓ Homework: *Esperanza Rising*: Questions about “Las Papayas” (one per student)
- ✓ Homework: *Esperanza Rising*: Questions about “Las Papayas” (example, for teacher reference)
- ✓ Affix List (from Lesson 4; one per student)
- ✓ Close Readers Do These Things anchor chart (begun in Lesson 2)
- ✓ Equity sticks (class set; one per student)
- ✓ Vocabulary logs (from Lesson 4; one per student)
- ✓ Article 23 of the UDHR (from Lesson 5; one per student)
- ✓ Close Reading Note-catcher: Article 23 of the UDHR (from Lesson 5; one per student)
- ✓ Main Ideas and Summary: Article 23 of the UDHR (one per student)
- ✓ Main Ideas and Summary: Article 23 of the UDHR (example, for teacher reference)
- ✓ Strategies to Answer Selected Response Questions anchor chart (begun in Lesson 5)
- ✓ Quoting Accurately from the Text handout (from Lesson 5; one per student and one to display)
- ✓ Model Summary: Article 16 of the UDHR (one per student and one to display)
- ✓ Criteria for an Effective Summary anchor chart (new; co-created with students during Work Time B; see supporting materials)
- ✓ Criteria for an Effective Summary anchor chart (example, for teacher reference)
- ✓ Simplified version of the UDHR (from Lesson 4; one per student)

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

### Opening

#### A. Engaging the Reader: Reviewing Homework Questions (5 minutes)

- Invite students to retrieve their copies of *Esperanza Rising* and their **Homework: *Esperanza Rising*: Questions about “Las Papayas.”**
- Tell them they are going to share what they wrote with other students in the class.
- Play music. Tell students to take their homework with them as they move around the room as if they were Esperanza in the chapter “Las Papayas.” Invite them to think about what has happened to Esperanza and how she might feel about it, and how she might move as a result.
- Warn students that when you stop the music, they are going to turn to the person closest to them and share their answer to Question 1 of the homework.
- Stop the music and give students 1 minute to share. Circulate to listen as students share and refer to **Homework: *Esperanza Rising*: Questions about “Las Papayas” (example, for teacher reference)** as necessary to clarify any misconceptions.
- Repeat this process for each homework question. Each time you play the music, invite students to become a different character (e.g., Miguel).
- Refocus whole group. Invite students to turn and talk to an elbow partner, and then cold call students to share out:

*“What happened in this chapter, ‘Las Papayas?’” (Uncle Luis was given the land that the house is on, so he offered to either buy the house for a very low amount or to marry Esperanza’s mother. She refused.)*

- Ask students to turn and talk with their partner, and then select volunteers to share with the whole group:

*“How do you feel about what happened? Did you think it was right or wrong? Why?” (Responses will vary, but may include: It is wrong because Esperanza and her mother should be allowed to stay in the house that they have been living in for such a long time.)*

#### Meeting Students’ Needs

- For ELLs: Be aware that some students may connect with Esperanza’s experience personally or deeply. They may wish to express their thoughts and feelings in different ways. For example, whereas some may wish to move to the music, others may wish to reflect and sketch silently.



- In addition to verbally describing the directions for this activity, also create a chart with each step. Additionally, select a pair of students or model with another student how to effectively participate. (MMR)

## Opening

### B. Reviewing Learning Targets (5 minutes)

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

***"I can determine the main ideas and summarize Article 23 of the Universal Declaration of Human Rights."***

***"I can describe how pages 39–57 of Esperanza Rising contribute to the overall structure of the story."***

- Remind students that they have seen the final learning target a number of times now.
- Underline the words *main ideas*.
- Invite students to turn and talk to their partner, and then cold call students to share out:  
***"What are main ideas? How are main ideas different from the gist?" (Main ideas are the main points related to the real world the author wants you to understand and take away from reading, and the gist is what the text is mostly about.)***
- Underline the word *summarize*.
- Draw the following chart on the board:

Prefix	Root	Suffix

- Remind students that a prefix is letters at the beginning of a word that change the meaning, and a suffix is letters at the end of a word that change the meaning. The root is the remaining word once you remove the prefix and suffix, and that will usually give you a clue to the meaning of the word.
- Invite students to look at the suffixes in their **Affix List** to identify the suffix on the word *summarize* and what that suffix means. Add it to the chart.

Prefix	Root	Suffix
	<b>summar(y)</b> (a brief statement of the main points of something)	<b>-ize</b> (to make/to cause to become)

- Show students the word that is left without the suffix: *summar*. Tell students that this is the root and write it in the chart, as above.
- Invite students to use the **Close Readers Do These Things anchor chart** to determine a strategy for working out the meaning of *summar*.

- Tell students that this root often has a Y at the end—summary—and invite pairs to determine the meaning of the word using their chosen strategy and to say the definition to each other in their own words. (a brief statement of the main points of something)
- Use **equity sticks** to select students to share out and record their responses on the chart. See above.
- Confirm for students that summarizing is when you make a brief statement of the main points of something.
- Invite students to turn and talk with their partner, and then cold call students to share out:  
*“Is this an academic or domain-specific vocabulary word? How do you know?” (academic, because it could be applied to any topic)*
- Add *summarize* to the Academic Word Wall and invite students to add translations in home languages.
- Invite students to do the same on the academic vocabulary form in the front of their **vocabulary logs**.

### Meeting Students' Needs

- For ELLs: Invite students to notice the similarities between the language in the first learning target and this learning target from Lesson 4: “I can find the gist and determine the meaning of unfamiliar words and phrases in Article 3 of the Universal Declaration of Human Rights.” (Both use a collocation, or common grouping of words: “determine the \_\_\_\_ of.” That means “figure out something.”)
- To active prior knowledge and generalize learning across lessons, refer to the Venn Diagram chart from Lesson 5 (if you made one) to describe the difference between academic and domain-specific vocabulary. (MMR)

## Work Time

### A. Determining the Main Ideas: Article 23 of the UDHR (10 minutes)

- Invite students to retrieve their **Article 23 of the UDHR** texts and their **Close Reading Note-catcher: Article 23 of the UDHR**.
- Invite students to follow along, reading silently in their heads as you read Article 23 aloud.
- Invite students to turn and talk with their partner, and then select volunteers to share out:  
*“What is the gist of this text? What is it mostly about?” (People have human rights in regard to work, such as fair pay and fair treatment.)*
- Invite students to share any new words, adding any unfamiliar words to their vocabulary logs. Add any new words to the academic word wall and domain-specific word wall, and invite students to add translations in native languages.
- Remind students what the main ideas of a text are: the main points related to the real world that the author wants you to understand and to take away from reading the text. Tell students that there is often more than one idea in a text, which is why the learning target says main ideas rather than just main idea.



- Distribute and display the **Main Ideas and Summary: Article 23 of the UDHR**.
- Remind students of the strategies listed on the **Strategies to Answer Selected Response Questions anchor chart**.
- Focus students on Question 1 and tell them to cover the possible answers either with their hand or with a piece of paper. Emphasize that as they are looking for main ideas, students will underline more than one answer.
- Invite students to turn and talk:  
***“What are the main ideas of Article 23?”***
- Invite students to uncover the answers and to underline all of the correct ones. Remind them of the answers they discussed with their partner.
- Use equity sticks to select students to share out. Refer to **Main Ideas and Summary: Article 23 of the UDHR (example, for teacher reference)** as necessary.
- Focus students on Question 2 and invite them to work with their partner to choose at least one detail from the article to support each of the main ideas.
- Remind students to quote accurately from the text, using the **Quoting Accurately from the Text handout** as needed.
- Use equity sticks to select students to share out. Refer to the Main Ideas and Summary: Article 23 of the UDHR (example, for teacher reference) as necessary.
- Focus students on Question 3.
- Explain that they are going to look at a model summary to determine the criteria of an effective summary.

### Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: 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. (Responses will vary, but may 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 agree, disagree, and add on.) (MMR)***
- For ELLs and students who may need additional support with comprehension: Display and repeat the questions and answer options on the Main Ideas and Summary sheet. Rephrase them. (Example: b. Everyone has the right to be paid whatever they want for the work they do. > b. People must get as much money as they want for their job.) (MMR)
- For students who may need additional support with identifying the main idea of this text: Consider providing a multiple choice list of several main ideas and have students identify the correct one. Have them defend their choice with evidence from the text. (MMAE)

## Work Time

### B. Mini Lesson: Writing a Summary (20 minutes)

- Remind students that summaries briefly give us the main points of a text so we can determine whether we want or need to read it.
- Distribute and display the **Model Summary: Article 16 of the UDHR**.
- Invite students to follow along, chorally reading as you read the model aloud.
- Invite students to Think-Pair-Share, leaving adequate time for each partner to think and annotate their text, to ask each other the question, and for each to share:  
*“What information has been included in this summary? Why?” (It introduces the article and who wrote it, the main idea, and supporting details.)*  
*“What information is useful to include in a summary? Why?” (an introduction to the text, the main ideas and supporting details, and a concluding sentence; these things give readers a good understanding of the text without them having to read it)*
- If productive, cue students to expand the conversation by giving an example:  
*“Can you give an example?” (Responses will vary.)*
- As students share out, capture their responses on the **Criteria for an Effective Summary anchor chart**. Refer to **Criteria for an Effective Summary anchor chart (example, for teacher reference)** and ensure that all criteria are represented on the class anchor chart.
- Remind students that when writing paragraphs such as a summary, they should write in complete sentences. Using equity sticks, invite responses from the group:  
*“What are the components of a complete sentence?” (a subject and a predicate)*
- As students share out, capture their responses on the Criteria for an Effective Summary. Refer to the Criteria for an Effective Summary anchor chart (example, for teacher reference) as necessary.
- Review what the terms *subject* and *predicate* mean (or teach them if students are unfamiliar with them).
- Remind students that a subject is the noun or noun phrase or pronoun or pronoun phrase that performs the action or that the sentence is about. (Example: Esperanza, the character from *Esperanza Rising*.)
- Remind students that a predicate is a verb or verb phrase that is the action or state of being that tells more about the subject. (Example: “Esperanza ran outside.” The predicate is “ran outside.”)
- Remind students that most complete, correct sentences in English must have a subject and a predicate.
- Tell students that they are now going to write a summary of Article 23. Give them 1 minute to think. Then invite partner B to orally summarize the article to partner A. Refocus whole group and have partners switch roles.
- Invite students to write their summaries to answer Question 3 on their Main Ideas and Summary: Article 23 of the UDHR. Remind them to use the **simplified version of the UDHR**, the model summary, and the Criteria for an Effective Summary anchor chart.
- Circulate to support students as they write.

- Distribute **red, yellow, and green objects**.
- Tell students they are now going to use the Red Light, Green Light protocol to reflect on their progress toward the first learning target. Remind them that they used this protocol in Lesson 5 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.
- Guide students through the protocol using the first learning target.
- Note students showing red or yellow objects so you can check in with them in the next lessons when this learning target is revisited.

### Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: 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. (Responses will vary, but may include: to come to a common understanding of the article, to provide a short version of the article to remind ourselves and others what it is about) (MMR, MME)***
- For ELLs and students who may need additional support with comprehension: When pointing to each criterion on the Criteria for an Effective Summary anchor 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, e.g., “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. (MMR)
- For ELLs and students who may need additional support with writing: 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. (In school, we are reading Article 23 of the UDHR, which discusses workers’ rights.) (MMR, MMAE)
- For ELLs and students who may need additional support with comprehension: Review the learning targets introduced in Opening A. Ask students to give specific examples of how they worked toward achieving them in Work Times A and B. Invite students to rephrase the learning targets now that they have more experience determining the main ideas and summarizing Article 23. (MMR, MMAE)
- For ELLs and students who may need additional support with comprehension: As students speak and write their summaries, jot down samples of effective subject-predicate use. Also jot down one or two common errors you see (e.g., missing subject, confusing predicate-subject word order). Share each of these with the class, allowing students to take pride in the effective communication and correct the errors. (It’s not necessary to identify who communicated well or who made errors. However, you might wish to pull the student aside to make it clear.) (MMR)

- For students who may feel uncomfortable sharing their progress on meeting the learning targets publicly: Minimize risk by providing students with a sheet of paper on which they can select a color for each learning target in private. This provides you with useful data for future instruction and helps students to monitor their own learning. (MME)

## Closing and Assessment

### A. Read Aloud: “Los Higos” of *Esperanza Rising* (20 minutes)

- Invite students to retrieve their copies of *Esperanza Rising* and turn to page 39, “Los Higos.”
- Begin by pointing out the title of this chapter and select volunteers to share:  
*“What does ‘Los Higos’ mean in English? How do you know?” (figs; it says so underneath “Los Higos”)*
- Add Los Higos to the **Spanish/English Dictionary anchor chart**.
- Invite students to follow along, reading silently in their heads as you read aloud pages 39–57, 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 partner, and then cold call students to share out:  
*“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.)*  
*“Looking at the key, where do you think this part of the story fits into the structure? Why?” (rising action; we know that more things are going to continue to happen now that Esperanza and her mother are moving away)*
- Add this to the anchor chart. Refer to **Structure of *Esperanza Rising* anchor chart (example, for teacher reference)** as necessary.
- Invite students to turn and talk to a partner, and then use equity sticks to select students to share out:  
*“How did the strategies on the Close Readers Do These Things anchor chart help you to better understand the text?” (Responses will vary.)*

- Tell students they are now going to use the Red Light, Green Light protocol to reflect on their progress toward the final learning target. Remind them that they used this protocol in Lesson 3 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.
- Guide students through the protocol using the final learning target.
- Note students showing red or yellow objects so you can check in with them in the next lessons when this learning target is revisited.
- Repeat, 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 comprehension and/or expressive language skills: Before reading, invite students to turn to an elbow partner and discuss how providing an informal oral summary of the first three chapters of *Esperanza Rising* should be different from the formal written summary of Article 23. Then, invite students to summarize the first three chapters of *Esperanza Rising* in 30 seconds or less. Have them share out and give them feedback on their language use and summarizing skill. (Example: The informal oral summary doesn't necessarily need quotations to support the main ideas. It can focus more on an outline of events.) (MMR), MMAE)
- For ELLs and students who may need additional support with comprehension: Mini Language Dive. Ask students about the meaning of chunks from a key sentence of this chapter of *Esperanza Rising*. Write and display student responses next to the chunks. (MMR) Example:
  - "Place your finger on this sentence: Sadness and anger tangled in Esperanza's stomach as she thought of all that she was leaving.... Read the sentence aloud as students follow along.
  - "What is the gist of this sentence?" (Responses will vary.)
  - "Place your finger on *tangled*. What is the translation of *tangled* in our home languages? What things of yours sometimes get tangled?" (*zamrsiti* in Bosnian; shoelaces, charging cords, schedules)
  - "What does it mean that *sadness and anger tangled*?" (Two somewhat different emotions arise together to create a complicated feeling for Esperanza.)
  - "What if we remove the word *tangled*? Does the sentence still make sense? Why?" Tell students you will give them time to think and discuss with their partner. (We have no verb, so we don't know what the sadness and anger did. It doesn't make sense; we need a verb.)
  - "Why was Esperanza's stomach tangled with sadness and anger? What, in the text, makes you think so?" (The text says Esperanza was leaving things she loves: friends, school, her old life, Abuelita, Papa.)
  - "I wonder why the author wrote the word *as*. What word can we replace *as* with in this sentence and keep the same meaning? How can we use *as* in our writing?" Tell students you will give them time to think and discuss with their partner. (*As* joins two independent clauses and signals that the author will say that the first clause/event is happening at the same time as the second clause/event. It links two complete sentences into one more sophisticated one that shows a reason.

*When.* We can use *as* to join two independent clauses and signal that two events happened simultaneously.)

- “Can you complete this sentence with something from your life? ‘Sadness and anger tangled in my stomach as \_\_\_\_.’” Tell students that you will give them time to think and write or sketch. Invite students to share whole group only if they wish to. (Responses will vary, but may include: Sadness and anger tangled in my stomach as my dog got sick and died.)
- “Now what do you think is the gist of this sentence? What do you think about the ideas expressed here?” (Esperanza felt mixed negative emotions as she prepared to migrate to the U.S.)
- “What connection can you make between your understanding of this sentence and your understanding of human rights?” (Their lives were threatened by arson—Article 1 from Lesson 4.)
- For ELLs and students who may need additional support with comprehension: Ask:  
*“What is the series of conflicts and crises in this chapter leading toward climax? What do you think will happen next?” (Tío Luis burns down the house; Abuelita is injured; Mama says “yes” to Tío Luis’ proposal; the family leaves their home for the U.S.)*

## Homework

**A. Reread “Los Higos” on pages 39–57 and complete *Esperanza Rising*: Questions about “Los Higos” 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 and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 2. (MMAE, MMR)
- For ELLs: To provide heavier support, consider providing students with the quotes that show Mama’s response to Tío Luis’ proposal. Invite them to explain the response and what it tells about Mama and her role in the family. Take a similar tack with the second question about Abuelita and Esperanza.