

## Lesson 8: Close Reading: "Las Guayabas" and Article 2 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.5.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- **RI.5.9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **L.5.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
  - a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
  - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.



### Daily Learning Targets

- I can describe how pages 58–80 of *Esperanza Rising* contribute to the overall structure of the story. (RI.5.1, RI.5.2, RI.5.9)
- I can determine the main ideas and summarize an article of the Universal Declaration of Human Rights. (RI.5.1, RI.5.2)

### Ongoing Assessment

- Connections between *Esperanza Rising* and articles of the UDHR on sticky notes
- Close Reading Note-catcher: Article 2 of the UDHR (RI.5.1, RI.5.2, RI.5.9)

### Agenda

#### 1. Opening

- A. Reviewing Learning Targets (5 minutes)
- B. Engaging the Reader: "Las Guayabas" of *Esperanza Rising* (20 minutes)

**2. Work Time**

- A. Making Connections between the UDHR and “Las Guayabas” (10 minutes)
- B. Triad Close Reading: Article 2 of the UDHR (20 minutes)

**3. Closing and Assessment**

- A. Whole Group Share (5 minutes)

**4. Homework**

- A. Reread “Las Guayabas” on pages 58–80 and complete *Esperanza Rising*: Questions about “Las Guayabas” in your Unit 1 Homework.
- B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.
- C. For ELLs: Complete Language Dive Practice II in your Unit 1 Homework.

## Teaching Notes

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**Purpose of lesson and alignment to standards:**

- In this lesson, students read the next chapter of *Esperanza Rising*, “Las Guayabas,” and analyze how the chapter fits into the overall structure of the text (RL.5.1, RL.5.5). They then make connections between this chapter and the UDHR, looking for evidence of threats to human rights, before digging into Article 2 of the UDHR through a close read (RI.5.1, RI.5.4, L.5.4).
- Rather than participating in a guided close read during Work Time B, students work in triads to closely read and answer questions about the article. This is gradual release in preparation for the mid-unit assessment in the next lesson. After closely reading Article 2 of the UDHR, students find the main ideas and write a summary (RI.5.1, RI.5.1, RI.5.9).
- The lesson is written for “Las Guayabas” to be a teacher read-aloud, but this can be organized in different ways to meet the needs of your students. For example, students could read the chapter in pairs or triads, taking turns to read, with a teacher-led smaller group of students who need additional support.
- Many articles of the UDHR could be applied to each chapter. Students may make suggestions other than those recorded on the How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart (example, for teacher reference).
- Continue to use Goal 1 Conversation Cues to promote productive and equitable conversation.
- 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*.
- Students practice their fluency in this lesson by following along and reading silently in their heads as the teacher reads “Las Guayabas” from *Esperanza Rising* during Opening B and Article 2 of the UDHR during Work Time B.

- 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 read “Los Higos” in *Esperanza Rising* and closely read Article 17 with teacher guidance to identify the main ideas and write a summary. In this lesson, they read the next chapter of *Esperanza Rising*, “Las Guayabas,” and closely read Article 2 in triads, without teacher guidance, to identify the main ideas and write a summary.

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

- Students may need additional support with writing a summary. Consider working in a small group with those who need additional support.

### Assessment guidance:

- Review student note-catchers after the lesson to check whether they are on the right track toward the assessment in the next lesson. If a lot of students are a long way from being able to write a summary similar to the sample response, consider adding a lesson of additional instruction before the assessment.
- Consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist as students read *Esperanza Rising* in Opening B. See Module 1 Appendix.
- Consider using the Reading: Foundational Skills Informal Assessment: Phonics and Word Recognition Checklist (Grade 5) as students read *Esperanza Rising* in Opening B. See Module 1 Appendix.
- Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during students’ triad close reading in Work Time B. See Module 1 Appendix.
- For ELLs: Collect Language Dive Practice I homework from Lesson 7 for assessment.

### Down the road:

- In the next lesson, students will complete the Mid-Unit 1 Assessment, during which they will closely read Article 13 of the UDHR to answer questions about vocabulary and main ideas and to write a summary.

### In advance:

- Strategically group students into triads for work during this lesson, with at least one strong reader per triad.
- Prepare the technology necessary to play the video “Don’t Discriminate” in Work Time B (see Technology and Multimedia).
- Preview the Close Reading Note-catcher: Article 2 of the UDHR to familiarize yourself with what will be required of students.
- Review the Red Light, Green Light protocol (see Classroom Protocols).
- Post: Learning targets and applicable anchor charts (see the materials list).

- Work Time B: “Don’t Discriminate.” Video. *Youth for Human Rights*. Youth for Human Rights, n.d. Web. 18 Apr. 2016. <<http://www.youthforhumanrights.org/what-are-human-rights/videos/do-not-discriminate.html>>.
- 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-ifpodheeocdmdbhehgnkbbak?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 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>).

### 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, and 5.II.C.6

#### Important points in the lesson itself

- The basic design of this lesson supports ELLs by providing them with the opportunity to put the entire reading routine together before demonstrating their skills on the Mid-Unit 1 Assessment in the next lesson. They reflect on the sensitive events in *Esperanza Rising*, read the simplified version of Article 2 of the UDHR, complete their first peer close reading to investigate the language of Article 2, and then make connections between the article and *Esperanza Rising*.
- ELLs may find it challenging to complete the complex close read in the amount of time allotted and without teacher guidance (see “Levels of support” and Meeting Students’ Needs column).
- In Work Time B, ELLs are invited to participate in the second of a series of two connected Language Dive conversations (optional). The conversation invites students to unpack complex syntax—or “academic phrases”—as a necessary component of building both literacy and habits of mind. This second conversation focuses on a similar sentence from Article 2 to reinforce the subject-predicate structure introduced and practiced in Lessons 6–7. Students may draw on their understanding of the content and structure of this sentence as they complete future writing and speaking tasks. A consistent Language Dive routine is critical in helping all students learn how to decipher complex sentences and write their own. In addition, Language Dive conversations may hasten overall English language development for ELLs. Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk (see supporting materials). Select from the questions and goals provided to best meet your students’ needs. Prepare the sentence strip chunks for

use during the Language Dive (see supporting materials). Consider providing students with a Language Dive log inside a folder to track Language Dive sentences and structures and collate Language Dive note-catchers.

### Levels of support

*For lighter support:*

- Invite a student to paraphrase the key points of pages 58–80 of *Esperanza Rising* and Article 2 in more comprehensible language for those who need heavier 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. (Example: There are a few main ideas in Article 2. One main idea is that everyone is entitled to these rights. You are entitled to them no matter what you look like or believe. One of the main ideas of this article is that no matter what you look like or what you believe, you are entitled to these rights.)
- Encourage students to add to the graphic organizer they began in Lesson 2 to track (and illustrate) the main events in pages 58–80 of *Esperanza Rising* against the structure of the story. Ask them how they might incorporate Article 2 from this lesson. Invite them to explain this graphic organizer to students who need heavier support.

*For heavier support:*

- Consider adding information to the Close Reading Note-catcher: Article 2 of the UDHR. Examples: Provide the relevant quote to help students respond to #2 or one of the supporting details for #8. (Students will complete a similar task on the Mid-Unit 1 Assessment.) Prepare a cloze version of the summary sample response for students to complete.
- During the reading of *Esperanza Rising*, stop often to check for comprehension. Dictate key sentences for students to recite so that they practice using verbal language. Encourage students to act out and sketch key sentences.
- Transform the investigation of the How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart into a kinesthetic activity. Copy the new cells of the anchor chart onto separate cards or sticky notes. Students can paste the cards into the correct location on the anchor chart.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** 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. For instance, have students summarize with a partner the reading from the previous lesson. Additionally, prepare scaffolded questions to review with students the rising action you have already covered in the text.

- **Multiple Means of Action and Expression (MMAE):** Students who may need additional supports 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 or preparing scaffolded questions to help support comprehension (see Meeting Students' Needs). Also consider highlighting key portions of the text and asking students to identify how they are examples of threats to human rights. This way, students will not get bogged down excavating the text as a hindrance to increased comprehension.
- **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 students may feel threatened by the public nature of this evaluation. Consider offering choice about how students report their progress, including a non-public method that is only for the teacher (see Meeting Students' Needs).

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- entitled, set forth, jurisdictional, international status, trust, non-self-governing, limitation of sovereignty, distinction (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 (begun in Lesson 2; added to during Opening B)
- ✓ Structure of *Esperanza Rising* anchor chart (begun in Lesson 2; added to during Opening B; see supporting materials)
- ✓ Structure of *Esperanza Rising* anchor chart (example, for teacher reference)
- ✓ Red, yellow, and green objects (one of each per student)
- ✓ Simplified version of the UDHR (from Lesson 4; one per student)
- ✓ How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart (begun in Lesson 4; added to during Work Time A; see supporting materials)
- ✓ How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart (example, for teacher reference)
- ✓ Sticky notes (three per student)
- ✓ Quoting Accurately from the Text handout (from Lesson 5; one per student and one to display)
- ✓ "Don't Discriminate"(video; play in entirety; see Teaching Notes)



- ✓ Close Reading Note-catcher: Article 2 of the UDHR (one per student and one to display)
  - Affix List (from Lesson 4; one per student)
  - Close Readers Do These Things anchor chart (begun in Lesson 2)
  - Strategies to Answer Selected Response Questions anchor chart (begun in Lesson 5)
  - Criteria for an Effective Summary anchor chart (begun in Lesson 6)
  - Model Summary: Article 16 of the UDHR (from Lesson 6; one per student)
  - Close Reading Note-catcher: Article 2 of the UDHR (example, for teacher reference)
- ✓ Vocabulary logs (from Lesson 3; one per student)
- ✓ Academic Word Wall (begun in Lesson 1)
- ✓ Domain-Specific Word Wall (begun in Lesson 3)
- ✓ Language Dive Guide: Article 2 of the UDHR (optional; for ELLs; for teacher reference)
  - Sentence Strip Chunks: Article 2 of the UDHR (optional; for ELLs; one to display)
  - Blue and red markers (one of each per student)
  - Language Dive Note-catcher: Article 2 of the UDHR (optional; for ELLs; 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 58–80 of *Esperanza Rising* contribute to the overall structure of the story.”
  - “I can determine the main ideas and summarize an article of the Universal Declaration of Human Rights.”
- Tell students that in this lesson they will read “Las Guayabas,” a chapter of *Esperanza Rising*; analyze how the chapter fits into the overall structure of the story; and then make connections with the UDHR.

#### Meeting Students' Needs

- To activate students' prior knowledge, refer to the Structure of *Esperanza Rising* anchor chart. (MMR)
- To help students generalize across lessons, remind them how they have already worked on the skills of finding the main idea and summarizing in previous lessons. (MMR)

## Opening

### B. Engaging the Reader: “Las Guayabas” of *Esperanza Rising* (20 minutes)

- Invite students to retrieve their copies of *Esperanza Rising* and turn to page 58, “Las Guayabas.”
- Begin by pointing out the title of this chapter and select volunteers to share what “Las Guayabas” means in English and how they know. (guavas; it says so underneath “Las Guayabas”)
- Add Las Guayabas to the **Spanish/English Dictionary anchor chart**.
- Invite students to follow along, reading silently in their heads as you read aloud pages 58–80, 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**. Ask them to turn and talk to their triad, and then cold call students to share with the whole group:

*“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.)*

*“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 happen to Esperanza and her mother because they have only just started on their journey to the United States)*

- 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. Remind them that they used this protocol in Lesson 6 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 memory: Before reading, invite students to summarize the first four chapters of *Esperanza Rising* in 1 minute or less (with feedback) and then again in 30 seconds or less with a triad. (MMR)
- 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, MMAE) Example:
  - "Place your finger on this sentence: Those with Spanish blood, who have the fairest complexions in the land, are the wealthiest. Read the sentence aloud as students follow along.
  - "What is the gist of this sentence?" (Responses will vary.)
  - "Place your finger on *fairest complexions*. What is the translation of *complexions* in our home languages? What might be the meaning of *fairest* complexion? Who has a fair complexion in *Esperanza Rising*?" (*la tez* in Spanish; lightest color skin; Esperanza)
  - "Place your finger on *Spanish blood*. What does Miguel mean? Do you know what your blood is?" (Miguel means people whose ancestors originally immigrated to Mexico from Spain.)
  - "Where does Miguel say that people with the fairest complexions originally immigrated from? What, in the sentence, makes you think so?" (Spain; the sentence talks about people with Spanish blood)
  - "Place your finger on the -est ending in *fairest*. Can you find another word in this sentence with an ending that matches *fairest*? I wonder why the author added -est to these words. Who do you think is the wealthiest person in the United States?" (wealthiest; -est means *most* and can be added to many one- or two-syllable words; Bill Gates)
  - "Why does Miguel think that the people with the lightest skin also have the most money? What do you think about this?" Tell students that you will give them time to think and write or sketch. Invite students to share out if they feel comfortable. (There was deliberate racism or institutionalized racism or both in Mexico, so people with the lightest skin either forcibly took wealth or were given better opportunities or both.)
  - "Can you complete this sentence with something from your life? 'Those with \_\_\_\_\_ are the kindest.'" Tell students you will give them time to think and discuss with their partner. (Responses will vary, but may include: the happiest lives.)
  - "Now what do you think is the gist of this sentence? What do you think about the ideas expressed here?" (If you have the lightest skin, you also have the most money.)
  - "What connection can you make between your understanding of this sentence and your understanding of human rights?" (Esperanza is discriminating against the beggar because the beggar has little money to buy food—Article 2 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?” (The families escape in the wagon; they transfer to the train; they encounter a beggar who brings Esperanza face-to-face with her own bias.) (MMR)*

## Work Time

### A. Making Connections between the UDHR and “Las Guayabas” (10 minutes)

- Invite students to retrieve their **simplified version of the UDHR**.
- Post the following question and tell students they are going to have 5 minutes to work with their triad to look over the simplified UDHR text and “Las Guayabas” in *Esperanza Rising* and answer the question:  
*“Which human rights have been threatened in ‘Los Higos’?”*
- Focus students on the **How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart**.
- Remind students what the word *threatened* means.
- Tell students that when they find an instance of this, they need to record the number of the article that it goes against on a sticky note and stick it in their book to remind them.
- Distribute **sticky notes**.
- After 5 minutes, refocus whole group. Invite students to retrieve their **Quoting Accurately from the Text handout** and quickly review it.
- Cold call students to share out. Encourage them to provide you with accurate quotes from the text. As students share out, capture their responses on the anchor chart. Refer to **How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart (example, for teacher reference)** as necessary.
- If productive, cue students to expand the conversation by saying more:  
*“Can you say more about that?” (Responses will vary.)*

### Meeting Students' Needs

- For ELLs and students who may need additional support with reading: To provide heavier support, when a learning target requires students to make connections between *Esperanza Rising* and the UDHR, display a note that symbolizes the learning target and say the learning target. Example:  
 — “Los Guayabas” <-> Article 2 (MMR, MMAE)
- For ELLs and students who may need additional support with comprehension: Consider marking key sections of the chapter and asking students why these sections illustrate threats to human rights. (MMAE)

## Work Time

### B. Triad Close Reading: Article 2 of the UDHR (20 minutes)

- Reread page 79 from “Miguel looked at Esperanza” to the end of the page as students read along silently in their heads.
- Ensure students understand that in this chapter, when they see the woman begging, Miguel explains that people are treated differently according to where they come from. Those people who are from Spain or whose relatives are from Spain and have fairer skin are the wealthiest.
- Play the video “**Don’t Discriminate.**”
- Invite students to turn and talk to their triad, and then cold call students to share out:  
*“From this video, what do you think you will see in this article of the Universal Declaration of Human Rights? Why?” (Responses will vary, but may include: Don’t choose people based on their size or on the color of their skin, as the boy in the video is smaller than the others and has different-colored skin.)*
- Display and distribute **Close Reading Note-catcher: Article 2 of the UDHR**. Invite students to follow along, reading silently in their heads as you read aloud Article 2 of the UDHR. Tell students that in this lesson, rather than you guiding them to closely read, they will be working in triads to read the text closely themselves and complete their close reading note-catcher.
- Remind students to use the following resources as needed:
  - **Affix List**
  - **Close Readers Do These Things anchor chart**
  - **Strategies to Answer Selected Response Questions anchor chart**
  - **Criteria for an Effective Summary anchor chart**
  - **Model Summary: Article 16 of the UDHR**
  - **Quoting Accurately from the Text handout**
- Remind students that this is a complex text, but they are working in a group so they can help each other and they have a lot of resources to use.
- Circulate to support students as they closely read in triads. Refer to the **Close Reading Note-catcher: Article 2 of the UDHR (example, for teacher reference)** as necessary.
- 2 minutes before the end of the time, refocus students to remind them that the Universal Declaration of Human Rights is also something we should follow in our behavior and actions toward one another, as we should all respect each other’s human rights. Ask students to turn and talk, and then cold call students to share their responses with the whole group:  
*“From the video and reading this article, what have you learned about how to treat others?” (Responses may vary, but may include: treat everyone equally, regardless of what they look like in terms of things like size and color of skin, and also where they are from.)*
- If productive, cue students to expand the conversation by giving an example:  
*“Can you give an example?” (Responses will vary.)*
- Invite students to share any new or unfamiliar words and phrases and their definitions and to add them to their **vocabulary logs**, adding to the **academic word wall** and **domain-specific word wall** as appropriate. Invite students to add translations in native languages.
- Tell students they are now going to use the Red Light, Green Light protocol to reflect on their progress toward the second and third learning targets. Remind them that they used

this protocol earlier in the lesson and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.

- Guide students through the protocol using the second 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: During or after Work Time B, lead students through Language Dive: Article 2 of the UDHR. Refer to the **Language Dive Guide: Article 2 of the UDHR (for teacher reference)** for how to integrate the **sentence strip chunks, blue and red markers**, and **Language Dive Note-catcher: Article 2 of the UDHR**.
- For ELLs and students who may need additional support with memory: In preparation for the Mid-Unit 1 Assessment, remind students of the strategies for reading unfamiliar texts introduced in Lesson 1. Invite them to notice parallels between the strategies and the close reading process. Ask them to discuss which strategies are most helpful to them and why. (MMR)
- For ELLs and students who may need additional support with memory: In preparation for the Mid-Unit 1 Assessment, invite students to use the summary paragraph frame they worked with in Lesson 6 and add a phrase bank for Article 2. Remind them to recall the writing errors they discussed in Lesson 6 and avoid them here. (MMR)
- For ELLs and students who may need additional support with comprehension: To provide lighter support, cue students to expand the conversation about Article 2. Ask: ***“Do you agree or disagree with this article? Is there anything you would change?”*** (Responses will vary.) (MMR)
- For ELLs and students who may need additional support with comprehension: Review the final two 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 2. (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. Whole Group Share (5 minutes)

- Refocus whole group.
- Briefly go through each question with the whole group and cold call students to share their responses with the whole group. Refer to the Close Reading Note-catcher: Article 2 of the UDHR (example, for teacher reference) as necessary.

- Focus students on the Close Readers Do These Things anchor chart.
- Invite them to suggest other strategies they used in this lesson while close reading independently and connect their responses to the strategies on the anchor chart.
- Invite students to turn and talk to their 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 that in the next lesson they will closely read a new article of the UDHR independently as part of the mid-unit assessment.

### Meeting Students' Needs

- Before cold calling students, consider providing an opportunity for them to Think-Pair-Share with a partner to prepare their responses. (MMR, MMAE)

## Homework

- Reread “Las Guayabas” on pages 58–80 and complete *Esperanza Rising*: Questions about “Las Guayabas” in your Unit 1 Homework.
- Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.
- For ELLs: Complete Language Dive Practice II in your Unit 1 Homework.

### 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 and students who may need additional support with reading: To provide heavier support, consider providing students with the quotes that show how Esperanza traveled to the train station and how she felt about it. Invite them to explain or sketch Esperanza’s feeling. Take a similar tack with the second question. (MMAE)