

## Lesson 10: Mid-Unit 2 Assessment: Interpreting Metaphors and Analyzing Character Reactions



### 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.5.2:** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RL.5.3:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- **RL.5.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
- **W.5.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
  - b. Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
- **L.5.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a. Interpret figurative language, including similes and metaphors, in context.
  - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
  - c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.



### Daily Learning Targets

- I can interpret metaphors in *Esperanza Rising*. (RL.5.1, L.5.5a)
- I can identify themes in *Esperanza Rising*. (RL.5.1, RL.5.2)
- I can analyze the reactions of characters to Isabel not being Queen of the May in *Esperanza Rising*. (RL.5.1, RL.5.2, RL.5.3, RL.5.10, W.5.9, W.5.9a, L.5.5, L.5.5a)

### Ongoing Assessment

- Mid-Unit 2 Assessment: Interpreting Metaphors and Analyzing Character Reactions (RL.5.1, RL.5.2, RL.5.3, RL.5.10, W.5.9, W.5.9a, L.5.5, L.5.5a)

### Agenda

#### 1. Opening

- A. Returning End of Unit 1 Assessments (5 minutes)
- B. Reviewing Learning Targets (5 minutes)

#### 2. Work Time

- A. Mid-Unit 2 Assessment: Interpreting Metaphors and Analyzing Character Reactions (35 minutes)

#### 3. Closing and Assessment

- A. Making Connections between *Esperanza Rising* and the Author's Note (20 minutes)

#### 4. Homework

- A. 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 complete the mid-unit assessment, in which they analyze Esperanza's and Isabel's reaction to her not being crowned Queen of the May, and they also analyze the metaphor of the heartbeat of the land and identify the theme that it represents (RL.5.1, RL.5.2, RL.5.3, W.5.9, W.5.9a, L.5.5, L.5.5a).
- In Opening A, students' End of Unit 1 Assessments are returned with feedback. The purpose of this is for students to have the opportunity to see how they performed in order to improve in their next assessment, and to ask questions if they don't understand the feedback.
- The lesson ends with students reading the Author's Note and making connections between what the author describes and the content of the story. Time is provided for silent reflection, but be aware that some students may be upset to know that some of the novel is based on real experiences.
- Although the lesson is written for the Author's Note to be a teacher read-aloud, this can be organized in different ways to meet the needs of your students. For example, students could read this in pairs or triads, taking turns to read, with a teacher-led smaller group of students who need additional support.
- In this lesson, the habit of character focus is on working to become an ethical person. The characteristic that students practice is integrity, as they work independently on assessments.
- Students practice their fluency in this lesson by following along and reading silently in their heads as the teacher reads aloud the Author's Note of *Esperanza Rising* during Closing and Assessment A.
- 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 lessons leading up to this one, students practiced analyzing character reactions and interpreting metaphors in *Esperanza Rising*. They do the same thing in this assessment.

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

- If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.
- Some students may require longer than the time allocated to complete the assessment.

**Assessment guidance:**

- Assessment materials (student copy, answer key, student exemplar) are included in the Assessment Overview and Resources.

**Down the road:**

- In the second half of the unit, students write an essay comparing and contrasting two character reactions to an event/situation in *Esperanza Rising*. They also write a two-voice poem to analyze the two perspectives more deeply.

**In advance:**

- Prepare:
  - End of Unit 1 Assessments with feedback from Unit 1, Lesson 12.
  - Mid-Unit 2 Assessment (see Assessment Overview and Resources).
- Post: Learning targets and applicable anchor charts.

## Technology &amp; Multimedia

- Work Time A: Students complete assessments online on a Google Form, for example.
- Work Time A: Students complete assessments 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.C.10, 5.I.C.11, and 5.I.C.12

#### Important points in the lesson itself

- The basic design of this lesson supports ELLs by inviting them to complete assessment tasks that are similar to the classroom tasks completed in Lessons 1–9.
- The Mid-Unit 2 Assessment may be challenging for ELLs as it is a big leap from the heavily scaffolded classroom interaction. ELLs will be asked to not only independently apply cognitive skills developed in Lessons 1–9, but also to independently apply new linguistic knowledge introduced. Encourage students to do their best, and assure them that you will continue learning together after the assessment.
- Allow students to review language they’ve written on the Word Wall or in their vocabulary logs.
- Make sure that ELLs understand the assessment directions. Answer their questions, refraining from supplying answers to the assessment questions themselves. See additional support in the lesson.
- After the assessment, ask students to discuss which part of the assessment was easiest and which was most difficult, and why. In future lessons and for homework, focus on the language skills that will help students address these assessment challenges.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** For students to be successful on the mid-unit assessment, they need to generalize skills from previous lessons. Before administering the assessment, activate their prior knowledge by recalling the learning targets from the previous sessions and the narrative writing that they have already completed. Additionally, make sure that you are presenting the directions for the assessment both visually and verbally. Facilitate comprehension by displaying a map of the assessment parts.
- **Multiple Means of Action & Expression (MMAE):** Because this is an assessment, all students need to interpret metaphors and analyze character reactions. However, consider flexible technologies to support multiple means of communication. Examples: Allow students to use high-tech (e.g., a word processor to type their narrative text or a dictation device) or low-tech options (e.g., pencil grips or slanted desks to help with fine motor needs).
- **Multiple Means of Engagement (MME):** Some students may require support with limiting distractions during the assessment (e.g., using sound-canceling headphones or dividers between workspaces). Similarly, some students may require variations in time for the assessment. Consider breaking the assessment into more manageable parts and offering breaks at certain times. During the assessment, provide scaffolds that support executive function skills, self-regulation, and students’ abilities to monitor progress before and after the assessment (e.g., visual prompts, reminders checklists, rubrics, etc.).

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- Do not preview vocabulary for this assessment lesson.

## Materials

- ✓ End of Unit 1 Assessments with Feedback (one per student; completed in Unit 1, Lesson 12)
- ✓ Working to Become Ethical People anchor chart (begun in Unit 2, Lesson 2)
- ✓ Mid-Unit 2 Assessment: Interpreting Metaphors and Analyzing Character Reactions (one per student; see Assessment Overview and Resources)
- ✓ *Esperanza Rising* (from Unit 1, Lesson 2; one per student)
- ✓ Strategies to Answer Selected Response Questions anchor chart (begun in Unit 1, Lesson 5)
- ✓ Character Reaction Paragraph anchor chart (begun in Lesson 1)
- ✓ Metaphors in *Esperanza Rising* anchor chart (begun in Lesson 2; added to during Work Time A; see supporting materials)
- ✓ Metaphors in *Esperanza Rising* anchor chart (example, for teacher reference)
- ✓ Experiences with Threats against Human Rights anchor chart (begun in Unit 1, Lesson 3; added to during the Closing)

## Opening

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### A. Returning Mid-Unit 2 Assessment (5 minutes)

- Return students' **End of Unit 1 Assessments with Feedback**.
- Invite students to spend a few minutes reading the feedback. If they require teacher support to understand the feedback, encourage them to write their names on the board so you can visit with them in this lesson.

## Meeting Students' Needs

- For ELLs and students who need support with reading: Reassure them that if they don't understand or cannot read the feedback, they will have an opportunity to review it with you during the lesson. (MME)
- Build an accepting and supportive by reminding students that everyone is working toward individual goals and that learning is about continued growth and development. (MME)

## Opening

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

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:
  - *“I can interpret metaphors in Esperanza Rising.”*
  - *“I can identify themes in Esperanza Rising.”*
  - *“I can analyze the reactions of characters to Isabel not being Queen of the May in Esperanza Rising.”*
- Remind students that they have seen these targets before. Tell students that today they will practice these learning targets in an assessment.

### Meeting Students' Needs

- For ELLs: Ask students to recall and describe one way that they worked toward similar learning targets in previous lessons.
- For ELLs: Invite students to turn to an elbow partner and to summarize the part of *Esperanza Rising* in which Isabel does not get Queen of the May.

## Work Time

### A. Mid-Unit 2 Assessment: Interpreting Metaphors and Analyzing Character Reactions (30 minutes)

- Focus students on the **Working to Become Ethical People anchor chart** and specifically on integrity. Tell them that because they will be working independently in an assessment, it is important that they practice integrity.
- Distribute the **Mid-Unit 2 Assessment: Interpreting Metaphors and Analyzing Character Reactions**.
- Invite students to follow along, reading silently in their heads while you read the directions aloud for each part of the assessment. Answer clarifying questions.
- Remind students of the following resources that they have been using in the lessons in this half of the unit and encourage them to refer to these as necessary during the assessment:
  - *Esperanza Rising*
  - **Strategies to Answer Selected Response Questions anchor chart**
  - **Character Reaction Paragraph anchor chart**
- Invite students to begin working on the assessment.
- Circulate to support students and answer questions.
- After 30 minutes, refocus students' attention on the **Metaphors in Esperanza Rising anchor chart**.
- Invite volunteers to help you update the anchor chart with the metaphor they interpreted in the assessment. Refer to **Metaphors in Esperanza Rising anchor chart (example, for teacher reference)** as necessary.



## Meeting Students' Needs

- For ELLs: Remind students to use the strategies for reading unfamiliar texts introduced in Lesson 2.
- For ELLs: Read the assessment directions, questions, AND answer options aloud. Rephrase directions for them. Ensure that ELLs clearly understand all assessment directions. Monitor during the assessment to see that students are completing the assessment correctly. Stop students who are on the wrong track and make sure they understand the directions.
- For ELLs: As you read the assessment, display a "map." Example—
  1. Reread pages 225–227 of *Esperanza Rising*.
  2. Complete the chart. Describe the situation and how Isabel and Esperanza responded.
  3. Use the information in the chart to write a character reaction paragraph for Esperanza or Isabel. Use at least one quote from the text in your paragraph.
  4. Complete selected response about how Esperanza's reaction contributes to a theme in *Esperanza Rising*.
  5. Complete selected response about how Esperanza's and Isabel's reactions are similar.
  6. Complete selected response about how Esperanza's and Isabel's reactions are different.
  7. Reread pages 2, 91, and 249. Describe how the "heartbeat of the land" metaphor conveys a theme in the book.
- In order to minimize distractions during the assessment, vary the level of sensory stimulation as appropriate for individual students (e.g., offering sound-canceling headphones or dividing workspaces). Some students may also need flexibility with the pace of work and length of work sessions. Consider offering time-outs or breaking up the two sections of the assessment into separate days or times of day. (MME)

## Closing and Assessment

### A. Making Connections between *Esperanza Rising* and the Author's Note (20 minutes)

- Invite students to turn to page 255 of *Esperanza Rising*. Invite them to follow along, reading silently in their heads as you read aloud the Author's Note and "About the Author" in the Afterword.
- After reading, invite students to reflect on the following question by thinking, writing, or drawing. Students must be silent when they do this, though:
- Ask:
 

***"What did this make you think about?"***
- After 3 minutes, refocus whole group.
- Focus students again on the Working to Become Ethical People anchor chart and remind them of the habit of character recorded: respect.

- Invite volunteers to share out. Do not force anyone to share ideas with the group, but provide those who desire it with the chance to voice their reflections.
- As students share out, capture any threats against human rights that students share on the **Experiences with Threats against Human Rights anchor chart**.
- Invite students to turn and talk to an elbow partner and select volunteers to share out:  
*“What connections have you made between the story of Esperanza Rising and what the author said about her family?” (The story of Esperanza Rising was inspired by her grandmother, and many of the events are based on what happened to her grandmother.)*  
*“How does it change what you think of the story?” (Responses will vary, but may include: It makes them feel sad when they think of how the characters’ human rights were threatened throughout the story, because it actually happened to real people.)*
- Focus students on the page at the front of the book that says “To the memory of...” to remind students that the book was dedicated to the author’s grandmother.
- Invite students to give a thumbs-up, thumbs-down, or thumbs-sideways to indicate how well they showed integrity in this lesson.

### Meeting Students' Needs

- For ELLs: Before reading, invite students to summarize the Author’s Note in 30 seconds or less (with feedback) and then again in 15 seconds or less with a partner.
- For the turn and talk, provide differentiated mentors by purposefully pre-selecting student partnerships. Consider meeting with students in advance to coach them to share their thought process with their partner. (MMAE)

## Homework

**A. 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 1. (MMAE, MMR)