

Lesson 8: Writing a Character Reaction Paragraph: *Esperanza Rising*: "Los Duraznos"



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.5.3:** 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).
- **W.5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.
- **W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.5.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **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]").



Daily Learning Targets

- I can write a paragraph about Esperanza's reaction to Miguel losing his job in "Los Duraznos." (RL.5.1, RL.5.3, W.5.2, W.5.4, W.5.5, W.5.9, W.5.9a)
- I can critique my partner's character reaction paragraph and provide kind, helpful, and specific feedback. (W.5.2, W.5.5)

Ongoing Assessment

- Character Reaction Paragraph: Esperanza (RL.5.1, RL.5.3, W.5.2, W.5.4, W.5.5, W.5.9, W.5.9a)

Agenda

1. Opening

- A. Engaging the Reader: Recounting “Los Duraznos” (5 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Independent Writing: Esperanza’s Reaction to Miguel Losing His Job (25 minutes)
- B. Peer Critique: Character Reaction Paragraph (20 minutes)

3. Closing and Assessment

- A. Connecting “Los Duraznos” to Article 2 of the UDHR (5 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 independently write a paragraph about Esperanza’s reaction to Miguel losing his job (RL.5.1, RL.5.3, W.5.2, W.5.4).
- Students then participate in their first peer critique during Work Time B. Consider any additional guidelines to establish for this routine, as it will be returned to throughout the year. Following this peer critique, students revise their literary essays based on peer feedback (W.5.5). Peer feedback is focused on the criteria on the Character Reaction Paragraph anchor chart.
- If time permits, consider allowing more time for peer review focused on common issues students may need more support with.
- Because the content of “Los Duraznos” is centered around discrimination, students revisit Article 2 of the UDHR at the end of the lesson.
- In this lesson, the habit of character focus is on working to become an ethical person. The characteristics that students are reminded of specifically are respect, empathy, and compassion as they critique one another’s work and share stories/reflections about discrimination.
- 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 Duraznos” and analyzed the character reactions of Esperanza and Miguel to the event of him losing his job. As a group, students wrote a paragraph about Miguel’s reaction, so in this lesson they write a paragraph about Esperanza’s reaction independently.
- Continue to use Goal 1 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- Students may need additional support writing their paragraphs. Consider grouping students who will need additional support with this in one group to receive teacher support.

Assessment guidance:

- Review student paragraphs to determine any common issues that will need to be reviewed whole group before the assessment in Lesson 10.
- Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during the peer critique in Work Time B (see Module 1 Appendix).
- Collect homework from Lesson 6: Character Reaction Paragraph: Esperanza or Character Reaction Paragraph: Josefina, and *Esperanza Rising*: Questions about “Los Espárragos.” See Character Reaction Paragraph: Esperanza (example, for teacher reference) or Character Reaction Paragraph: Josefina (example, for teacher reference), and *Esperanza Rising*: Questions about “Los Espárragos” (example, for teacher reference).

Down the road:

- In the next lesson, students will read the final chapter of *Esperanza Rising*, “Las Uvas,” and interpret the metaphors in the chapter.

In advance:

- Strategically pair students for work during this lesson, with at least one strong reader per pair.
- Prepare the Peer Critique anchor chart by filling in the “Criteria” and “What does this mean?” columns (see supporting materials).
- Review:
 - Esperanza Character Reaction Paragraph (example, for teacher reference) to know what students will be working toward.
 - Thumb-O-Meter and Peer Critique protocols. See Classroom Protocols.
- Post: Learning targets and applicable anchor charts.

- Work Time A: Students write their paragraphs 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>). This will enable them to copy and paste the paragraphs they write into their literary essay in Lesson 14.
- Work Time B: Students peer critique using the highlighting and comments feature in a word-processing document—for example, a Google Doc.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.A.4, 5.I.B.6, 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 ELL's with opportunities to retell a familiar chapter from *Esperanza Rising* and continue to discuss characters' reactions to events in the chapter. Students apply what they learned in previous lessons to write a character reaction paragraph independently and give and receive peer feedback. This prepares them for the work they will do in the Mid-Unit 2 Assessment in Lesson 10.
- ELLs may find it challenging to write a character reaction paragraph independently. Remind them that they have contributed to group character reaction paragraphs in previous lessons and to use that learning to write their own paragraph. In addition, ELLs may find it challenging to give a peer feedback on their writing. Model the process for students and reassure them that they will have other opportunities to practice this skill in the future. See "Levels of support," below, and the Meeting Students' Needs column for additional suggestions.

Levels of support

For lighter support:

- Before providing additional support throughout the lesson, observe student interaction and allow students to grapple. Provide supportive materials and modeling only after students have grappled with the task and with the language. Observe the areas in which they have trouble to target appropriate support in future lessons.
- Encourage students to create a paragraph frame that students who need heavier support could use to write character reaction paragraphs. Example:

Character Reaction Paragraph Frame

In the chapter "Los Duraznos" in *Esperanza Rising*, Miguel _____. When this happens, Esperanza feels _____. We can see her feelings on page ____ when she says, "_____." Another place in the chapter we see this is on page ____ when Esperanza _____. It says, "_____."

For heavier support:

- Invite students to use the character reaction paragraph frame created by intermediate students to write their character reaction paragraph in Work Time A.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Throughout this unit, students will have to incorporate what they are reading into their writing. Consider ways to facilitate increased comprehension by repeatedly offering opportunities for students to access prior knowledge and review previous material. Additionally, use a color-coding system to help students make connections between the model paragraphs and the Character Reaction Paragraph anchor chart. This way, students can see how to apply these writing strategies to their own work.

- **Multiple Means of Action and Expression (MMAE):** Throughout this unit, students will build skills to be able to independently generate a character reaction paragraph. However, they will need scaffolded practice along the way. When writing a character reaction paragraph as a class, allow all students opportunities to participate even if they cannot generate an original sentence at this point. Rather, have students who may need additional support explain why their classmate's sentence fits the criteria on the anchor chart.
- **Multiple Means of Engagement (MME):** Throughout this unit, students are asked to reflect on the progress using the color codes red, yellow, and green. It is very important for students to be able to monitor their progress and monitor their own learning. However, some students 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.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- critique (L)

Materials

- ✓ *Esperanza Rising* (from Unit 1, Lesson 2; one per student)
- ✓ Close Readers Do These Things anchor chart (begun in Unit 1, Lesson 2)
- ✓ Vocabulary logs (from Unit 1, Lesson 4; one per student)
- ✓ Academic Word Wall (begun in Unit 1, Lesson 1)
- ✓ Character Reaction Paragraph: Miguel (from Lesson 7; one to display)
- ✓ Character Reaction Note-catcher: "Los Duraznos" (from Lesson 7; one per student and one to display)
- ✓ Character Reaction Paragraph anchor chart (begun in Lesson 1)
- ✓ Quoting Accurately from the Text handout (from Unit 1, Lesson 5; one per student and one to display)
- ✓ Paper (lined; one piece per student)
- ✓ Domain-Specific Word Wall (begun in Unit 1, Lesson 3)
- ✓ Character Reaction Paragraph: Esperanza (example, for teacher reference)
- ✓ Working to Become Ethical People anchor chart (begun in Unit 1, Lesson 2)
- ✓ Peer Critique Protocol anchor chart (new; co-created with students during Work Time B; see supporting materials)
- ✓ Peer Critique Protocol anchor chart (example, for teacher reference)
- ✓ Sticky notes (several per student)

- ✓ Directions for Peer Critique (one per student and one to display)
- ✓ Article 2 of the UDHR (from Unit 1, Lesson 5; see Close Reading Note-catcher: Article 2 of the UDHR)
- ✓ Experiences with Threats against Human Rights anchor chart (begun in Unit 1, Lesson 3)

Opening

A. Engaging the Reader: Recounting “Los Duraznos” (5 minutes)

- Move students into pairs and invite them to label themselves A and B.
- Invite students to retrieve their copies of *Esperanza Rising*.
- Tell them that they are going to recount (relate what happens in the narrative) what happened in “Los Duraznos” in four sentences. Partner A will start and will say the first sentence, then B will build on what A said in the next sentence. Then A will continue to build on that by saying the third sentence, and then B will finish recounting the chapter in the fourth sentence.
- Invite students to begin.
- Circulate to listen to students in recounting the chapter and identify a pair to say it aloud for the whole group.
- After 3 minutes, refocus whole group and invite the selected pair to demonstrate a good example to the whole group.

Meeting Students’ Needs

- For ELLs: As partners interact, jot down some verb tense errors that are impeding communication. Briefly review the verb tense for the whole class. Encourage the group to identify the verb that communicates the message clearly and accurately.
- 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)

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 write a paragraph about Esperanza’s reaction to Miguel losing his job in ‘Los Duraznos.’”*
 - *“I can critique my partner’s character reaction paragraph and provide kind, helpful, and specific feedback.”*
- Remind students that they have seen the first learning target throughout this unit so far.
- Underline the word *critique* in the second learning target. Invite students in pairs to use the vocabulary strategies listed on the **Close Readers Do These Things anchor chart** to identify the meaning of the word.

- Using a total participation technique, select students to share the definition in their own words with the whole group. (evaluate against a set of criteria to provide feedback)
- Invite students to record the word in their **vocabulary logs**. Add it to the **academic word wall** and invite students to add translations in native languages.

Meeting Students' Needs

- For ELLs: Check for comprehension by asking students to summarize and then to personalize the learning targets. Ask:
“Can you put the second learning target in your own words?” (I can review my partner’s paragraph and give ideas for how to make it better.)
“How do you feel about that target?” (I think it will be helpful to get feedback from my partner.)
- Help students generalize skills across lessons by asking the students to share out one strategy they learned about reaching the first learning target from the previous lessons. (MMR)

Work Time

A. Independent Writing: Esperanza’s Reaction to Miguel Losing His Job (25 minutes)

- Display the **Character Reaction Paragraph: Miguel**. Invite students to follow along, reading silently in their heads as you read it aloud.
- Focus students on the row for Esperanza of the **Character Reaction Note-catcher: “Los Duraznos”** that they completed in the previous lesson and invite them to read with their partners what they recorded for how Esperanza reacted.
- Focus students on the **Character Reaction Paragraph anchor chart**. Read the criteria to remind students of what their character reaction paragraph needs to include.
- Tell students that they are going to use all of these resources to help them write their own paragraphs about Esperanza’s reaction to Miguel losing his job.
- Remind them to quote accurately from the text and invite them to refer to their **Quoting Accurately from the Text** handout.
- Before writing, give students 2 minutes to think about what they are going to write.
- Refocus whole group and invite partner A to say their paragraphs orally to Partner B. Repeat this process with partner B.
- Distribute **paper** and remind students to leave space between each line of writing. Remind students to refer to the **domain-specific word wall** as they write.
- Invite students to begin writing, and encourage them to work quietly to honor the needs of those students who need quiet time to focus.
- Circulate to support students in their writing. Refer to **Character Reaction Paragraph: Esperanza (example, for teacher reference)** to guide students.
- Tell students they are now going to use the Thumb-O-Meter protocol to reflect on their progress toward the first learning target. Remind them that they used this protocol in Lesson 7 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.

- Guide students through the Thumb-O-Meter protocol using the first learning target. Scan student responses and make a note of students who may need more support with this moving forward.

Meeting Students' Needs

- For ELLs: Invite students to identify how the Character Reaction Paragraph: Miguel meets each criterion on the Character Reaction Paragraph anchor chart. Annotate Miguel's paragraph to identify where each criterion is evident.
- For ELLs: Review that the paragraph students will write about Esperanza is based on the same event in the same chapter as the paragraph about Miguel. Ask:
“How might you use the information in Miguel’s reaction paragraph to help you write your paragraph about Esperanza’s reaction?” (We can use the same introduction of the chapter and description of the event.)
- For students who may need additional support with building writing stamina: Before they begin writing, consider creating a writing goal that is appropriate for the individual student (e.g., two pages). Place a star or a sticker at the goal point so that they can self-monitor their progress as they write. (MME)
- For students who may need additional support with building writing stamina: Consider offering built-in breaks, where students can choose an activity such as getting water or stretching. Reduce the number of these breaks over time as students increase their stamina. (MME)
- If you used a color-coding scheme to teach the Character Reaction Paragraph, provide students with a corresponding checklist of the criteria so that they can monitor their own learning. Provide colored pencils that students can use to underline each the sentence that they wrote in their paragraph that corresponds to the criteria. (MMR, MMAE)

Work Time

B. Peer Critique: Character Reaction Paragraph (20 minutes)

- Tell students they are going to use the Peer Critique protocol to provide their partner with kind, specific, and helpful feedback regarding their character reaction paragraphs. Refer to the Classroom Protocols document for the full version of the protocol.
- Inform students that when they work together to review and critique work, this is called a *peer review* or a *peer critique*. Ensure that students understand that a peer is someone else in the class.
- Invite students to Think-Pair-Share, leaving adequate time for each partner to think, repeat the question, and share:

“What is the purpose of giving peer feedback? Why is it more effective than revising our own work alone?” (It helps someone else improve his or her work, and it is better than trying to do it on your own because sometimes you can’t see your own mistakes and someone can see them more clearly.)

- If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about feedback. Tell them you will give them additional time to think and write or sketch before you cold call:

“Can you give an example?” (Responses will vary.)

- Focus students on the **Working to Become Ethical People anchor chart** and remind them specifically of respect and compassion. Remind students the purpose of peer feedback is to help the other person improve his or her work, so when we provide feedback we have to be careful to ensure we are respectful and compassionate.
- Emphasize that peer critique is not about telling someone how bad his or her work is—it is about celebrating the good things about the work and helping the person to make it even better.
- Invite students to Think-Pair-Share, leaving adequate time for each partner to think, repeat the question, and share:

“How can we effectively give peer feedback? What things should we think about and be aware of? What strategies can we use?” See Peer Critique anchor chart (example, for teacher reference).

“What does this look like? What does this sound like?” See Peer Critique anchor chart (example, for teacher reference).

- If productive, cue students to clarify the conversation by confirming what they mean:
- “So, do you mean ____?” (Responses will vary.)
- As students share out, capture their responses on the **Peer Critique anchor chart**. Refer to **Peer Critique anchor chart (example, for teacher reference)** as necessary.
- Distribute **sticky notes**.
- Distribute and display the **Directions for Peer Critique**. Invite students to follow along, reading silently in their heads as you read them aloud. Invite students to suggest a symbol for each direction to help them remember what to do.
- Answer clarifying questions. Model and think aloud any steps for which students need clarification.
- Invite students to begin working through the peer critique with their partner and revising their work.
- Circulate to support students as they work through the protocol. Consider asking the following questions to guide them:

“What criteria can you see evidence of in the paragraph?”

“Are there any criteria missing in this paragraph?”

“What criteria could they do better? How?”

- Tell students they are now going to use the Thumb-O-Meter protocol to reflect on their progress toward the second learning target. 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 Thumb-O-Meter protocol using the second learning target. Scan student responses and make a note of students who may need more support with this moving forward.

Meeting Students' Needs

- For ELLs: For heavier support, consider providing students with pre-written sticky notes containing phrases with "stars" and "steps" that they can choose from when giving writing feedback to their partners. Examples: "Can you explain this more?" "Where do you see evidence for this?" "I like this example!" "You did a good job of explaining this clearly."
- 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)
- 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)
- Provide sentence frames for students to help them organize and articulate their ideas when working with their partner. (MMAE)

Closing and Assessment

A. Connecting "Los Durzanos" to Article 2 of the UDHR (5 minutes)

- Refocus whole group.
- Remind students that some of these issues are still relevant today, and that people today are still discriminated against for many reasons, including the color of their skin, where they are from, the language that they speak, the religion they practice, and/or if they have a disability.
- Display **Article 2 of the UDHR**. Invite students to follow along, chorally reading with you as you read it aloud and to make connections between the article and the events in "Los Durzanos."
- Invite students who would like to share personal stories/reflections about discrimination with the whole group. Focus students on the Working to Become Ethical People anchor chart and remind them of the habits of character recorded—respect, empathy, and compassion—before inviting volunteers to share their ideas aloud. 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**.
- Reinforce the message that the UDHR is a set of guidelines that help us treat one another respectfully and help all of us live safe and happy lives.
- Guide students through the Thumb-O-Meter protocol to self-assess against how well they showed respect, empathy, and compassion in this lesson.

Meeting Students' Needs

- For ELLs: Invite intermediate students to paraphrase Article 2 of the UDHR in more comprehensible language for students who need heavier support.
- To make the UDHR relevant to students, consider engaging in critical discussions about current events. (MME)

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)