

Lesson 1: Preparing to Write: Determining Characteristics of the Format



CCS Standards

- **RL.5.4:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **W.5.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events.
- **W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- **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 generate norms for effective collaboration with my monologue group. (SL.5.1)
- I can determine the characteristics of a monologue by analyzing an example. (W.5.3, W.5.4, SL.5.1)

Ongoing Assessment

- Gist of Miguel's Monologue on sticky notes (RL.5.4, L.5.4)
- Participation in analyzing model monologues (W.5.3, W.5.4, SL.5.1)

Agenda

1. Opening

- A. Reviewing the Performance Task and Learning Targets (15 minutes)

2. Work Time

- A. Generating Group Norms (15 minutes)
- B. Reading Aloud and Finding the Gist: Miguel's Monologue (10 minutes)
- C. Understanding the Format: Monologues (15 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (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 form monologue groups and read Miguel's Monologue and Mama's Monologue. Only Miguel's is read for the gist, as this monologue will be used throughout the unit as a model of the monologue format. Mama's Monologue is included to show the idea that a monologue shows just one character's point of view of a situation. Students then compare the two monologues with the excerpt from *Esperanza Rising* they are based on and use the comparison to understand characteristics of the monologue format. This analysis will support students in writing their own monologues throughout the unit (RL.5.4, W.5.3, W.5.4, L.5.4).
- In Work Time A, students generate group norms for effective collaboration. They refer to these norms to ensure effective collaboration throughout the unit (SL.5.1).
- This lesson is the first in a series of three that include built-out instruction for the use of Goal 2 Conversation Cues. Conversation Cues are questions teachers can ask students to promote productive and equitable conversation (adapted from Michaels, Sarah and O'Connor, Cathy. *Talk Science Primer*. Cambridge, MA: TERC, 2012. http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf. Based on Chapin, S., O'Connor, C., and Anderson, N. [2009]. *Classroom Discussions: Using Math Talk to Help Students Learn, Grades K–6*. Second Edition. Sausalito, CA: Math Solutions Publications). Goal 2 Conversation Cues encourage students to listen carefully to one another and seek to understand. Continue drawing on Goal 1 Conversation Cues, introduced in Unit 1, Lesson 3, and add Goal 2 Conversation Cues to more strategically promote productive and equitable conversation. As the modules progress, Goal 3 and 4 Conversation Cues are also introduced. Refer to the Module 1 Appendix for

additional information on Conversation Cues. Consider providing students with a thinking journal or scrap paper. Examples of the Goal 2 Conversation Cues you will see in this unit and in Module 2, Unit 1 are (with expected responses):

— To help students listen carefully to one another and seek to understand:

“Who can repeat what your classmate said?”

“She said, ____.”

“Who can tell us what your classmate said in your own words?”

“He was saying that ____.”

- Note that the student version of Goal 2 Conversation Cues (and expected student responses) are built into the Discussion Norms anchor chart in this lesson. Conversation Cues and discussion norms are similar in that they seek to foster productive and collaborative conversation. Furthermore, Conversation Cues aim to ensure equitable conversation by gradually building student capacity to become productive, collaborative participants. Goal 1 Conversation Cues focus on the fundamentals of encouraging students to talk and be understood, whereas Goal 2 encourages students to listen carefully to one another and seek to understand. Goals 3 and 4 take students to deeper levels of conversation, from deepening their thinking to thinking with others. Although some of the Goal 1 cues added to the Discussion Norms anchor chart during Unit 1 may seem similar, the cue added in this lesson should be used to help students reach Goal 2.
- Students practice their fluency in this lesson by following along and reading silently as the teacher reads Miguel’s Monologue and Mama’s Monologue in Work Time B.
- In this unit, the habit of character focus is on working to contribute to a better world. Throughout the rest of this unit, students will “collect” characteristics of contributing to a better world on a Working to Contribute to a Better World anchor chart. The characteristic that students collect in this lesson is apply my learning, because they discuss how they will begin to apply what they have learned about human rights through reviewing the performance task.
- This lesson also focuses on the following habits of character: working to become ethical people and working to become effective learners. The characteristics that students are reminded of in this lesson are collaboration through generating monologue group norms and perseverance before reading Miguel’s Monologue.
- 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 Unit 1, students read and analyzed the excerpt from *Esperanza Rising* that Miguel’s Monologue and Mama’s Monologue are based on, discussing the human right that is challenged in that event.
- Students revisit the module guiding questions and performance task to help frame their understanding of where they are in the process of creating the final performance task.
- Throughout Unit 1, students were introduced to various total participation techniques (for example, cold calling, equity sticks, Think-Pair-Share, etc.). When following the directive to

“Use a total participation technique, invite responses from the group,” use one of these techniques or another familiar technique to encourage all students to participate.

Areas in which students may need additional support:

- Because so much of this lesson is discussion-based, students who need additional support with oral language and/or auditory processing may require additional support. Consider providing sentence frames for students to refer to during discussions or a note-taking template for students to take notes during discussion.
- Throughout this unit, students work in monologue groups. Consider how to strategically group students so they can support one another well as they write their monologues and work on the module performance task.
- Some students may require additional support coming up with group norms. Consider preparing a list of norms from which students can choose.
- Students may be unfamiliar with what a monologue is when performed on stage. Consider showing students a monologue during Opening A to help frame their understanding of what one is. This can be done through partnering with a drama teacher and arranging for a live performance of a monologue, or through finding a monologue on the internet and preparing the technology to display a previously recorded monologue.

Assessment guidance:

- The analysis of the model monologues helps students understand the format of their writing. When students have a good understanding of the expected format, they will be able to ensure that their writing is appropriate to the task and purpose. As students analyze the model monologues, guide discussion toward this understanding.
- Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during students’ small group discussions in Work Times A and B (see Module 1 Appendix).

Down the road:

- When analyzing the model monologues, students should mention the elements of plot in narratives: characters, the situation or event described, setting, the narrator’s response, etc. Do not go into detail in explaining these elements; they are discussed more deeply later in the unit.

In advance:

- Strategically place students into groups of three or four for their monologue groups. Note that students will work in these groups for the remainder of the unit.
- Prepare the Working to Contribute to a Better World anchor chart (see supporting materials).
- Post: Learning targets and applicable anchor charts.

- Work Time B: For students who will benefit from hearing the text read aloud multiple times, consider using a text-to-speech tool like Natural Reader (www.naturalreaders.com), SpeakIt! for Google Chrome (<https://chrome.google.com/webstore/detail/speakit/pgeolalil-ifpodheeocdmbhehgnkkbak?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, such as a Google Doc, using speech-to-text facilities activated on devices or using an app or software like Dictation.io (<https://dictation.io/speech>).

Supporting English Language Learners

- Supports guided in part by CA ELD Standards: 5.I.A.1, 5.I.A.4, 5.I.B.6, 5.I.B.7, and 5.I.B.8

Important points in the lesson itself

- The basic design of this lesson supports ELLs by establishing norms within monologue groups, by reading and finding the gist of different sections of Miguel's Monologue, and by comparing the format of an excerpt of *Esperanza Rising* to two monologues in preparation for planning and writing their own monologues later in the unit.
- ELLs may find the volume of reading challenging in Work Time B. Support students by encouraging them to persevere during the reading for gist and to use strategies for figuring out unfamiliar words (see Meeting Students' Needs column).

Levels of support

For lighter support:

- During Work Time A, invite intermediate students to create sentence frames to bolster participation during the discussion. Examples:
 - “To do my best work, I need everyone else in my group to ____.”
 - “When the group disagrees, we can ____.”
 - “We will listen by ____.”
 - “We will include everyone's ideas by ____.”
- During the Mini Language Dive, challenge students to generate questions about the sentence before asking the prepared questions. Example: “What questions can we ask about this sentence? Let's see if we can answer them together.”

For heavier support:

- Show a brief video of a monologue to set the stage for the reading. Engage students in a discussion about the meaning, purpose, and format of the monologue.
- Invite students who need heavier support to use the sentence frames created by intermediate students during the group norms discussion in Work Time A.

- Throughout the reading for gist, stop often to check for comprehension. Ask students to summarize the events and ideas in the text. When necessary, invite a more proficient student to paraphrase the events in more comprehensible language.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** During this unit, students need to synthesize their prior knowledge from the module and apply it to new skills. Especially in the beginning of the unit, take time to make explicit connections to previous learning. This will help students generalize across lessons and units.
- **Multiple Means of Action and Expression (MMAE):** Miguel's Monologue serves as an anchor text throughout the unit. Students need a strong understanding of the text in order to apply it to their own writing. This text may be challenging to students who read at a lower independent reading level. Be conscious of allowing students to engage with the text in multiple ways. Consider how to minimize the complexity of the reading task when finding the gist in order to remove barriers to comprehension (see Meeting Students' Needs column).
- **Multiple Means of Engagement (MME):** Throughout this unit, students reflect and evaluate their own progress toward their learning goals. This is a very important practice for students to monitor their own learning. However, some students may feel threatened by the public nature of this evaluation in the basic structure in this lesson. Consider offering choice about how students report their progress, including a non-public method that is only for the teacher (see Meeting Students' Needs column).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- raise awareness, contributing to a better world., apply my learning, effective collaboration, monologue (L)

Materials

- ✓ Module Guiding Questions anchor chart (begun in Unit 1, Lesson 1)
- ✓ Working to Contribute to a Better World anchor chart (new; co-created with students during Opening; see supporting materials)
- ✓ Working to Contribute to a Better World anchor chart (example, for teacher reference)
- ✓ Close Readers Do These Things anchor chart (begun in Unit 1, Lesson 2)
- ✓ Affix List (from Unit 1, Lesson 4; one per student)
- ✓ Vocabulary logs (from Unit 1, Lesson 4; one per student)
- ✓ Working to Become Ethical People anchor chart (begun in Unit 1, Lesson 4)
- ✓ Paper (lined; one piece per student; used by students to brainstorm group norms in Work Time A)

- ✓ Chart paper (one piece per monologue group)
- ✓ Miguel's Monologue (one per student and one to display)
- ✓ Mama's Monologue (one per student and one to display)
- ✓ Working to Become Effective Learners anchor chart (begun in Unit 2; Lesson 13)
- ✓ *Esperanza Rising* (from Unit 1, Lesson 2; one per student)
- ✓ Sticky notes (several per student)
- ✓ What is a Monologue? handout (one per student and one to display)
- ✓ Discussion Norms anchor chart (begun in Unit 1, Lesson 1; added to during Work Time C; see supporting materials)
- ✓ Discussion Norms anchor chart (example, for teacher reference)

Opening

A. Reviewing the Performance Task and Learning Targets (15 minutes)

- Display the **Module Guiding Questions anchor chart**. Invite students to chorally read each question aloud with you:
 - “What are human rights, and how can they be threatened?”
 - “How can we use writing to raise awareness of human rights issues?”
- Remind students that in Units 1 and 2, they read and analyzed *Esperanza Rising* and articles from the UDHR in order to understand what human rights are and how they can be threatened.
- Point out the phrase *raise awareness* in the second guiding question. Using a total participation technique, invite responses from the group:

“What does it mean to raise awareness about an issue?” (to bring attention to the issue; to tell others about the issue)
- Remind students that one purpose Pam Muñoz Ryan had in writing *Esperanza Rising* was to raise awareness about life as a farmworker and working conditions on farms during the Great Depression. Tell students that in this unit, they will work to raise awareness about some of the human rights issues that were threatened in *Esperanza Rising* and that people still face today.
- Focus students on the **Working to Contribute to a Better World anchor chart**. Point out where it says *contributing to a better world* at the top and explain to students that this means using what you have learned to improve the community around you.
- Read aloud the habit of character recorded:
 - “I apply my learning to help our school, the community, and the environment.”
- Invite students to turn and talk to an elbow partner. Then cold call students to share out:

“Using the anchor chart as a guide, what does apply my learning mean in your own words?”

“What does applying your learning look like? What might you see when someone is applying what he or she has learned?” See Working to Contribute to a Better World anchor chart (example, for teacher reference).

“What does applying your learning sound like? What might you hear when someone is applying what he or she has learned?” See Working to Contribute to a Better World anchor chart (example, for teacher reference).

- As students share out, capture their responses in the appropriate column on the Working to Contribute to a Better World anchor chart.
- Record *contribute to a better world* and *apply my learning* on the Academic Word Wall. Invite students to add translations of the words in their home languages in a different color next to the target vocabulary.
- Once again, remind students of the habit of character of focus: apply my learning.
- Tell students they will be applying what they have learned about human rights through creating the performance task in this unit. Briefly review the performance task components: Students will write a monologue based on a character’s reaction to an event from *Esperanza Rising*, and then with a group create a program that includes the order of their monologues, the cast, and a Directors’ Note that tells what human right was challenged in their monologues and describes how people still face that challenge today. Finally, they will perform their monologues for an audience.
- Reassure students that it is okay if they do not completely understand each component of the performance task at this time, and that they will be working on each part throughout this unit.
- Direct students’ attention to the posted learning targets and select a volunteer to read them aloud:

“I can generate norms for effective collaboration with my monologue group.”

“I can determine the characteristics of a monologue by analyzing an example.”

- Underline the words *effective collaboration* in the first target and remind students that they talked about collaboration throughout Unit 2 when discussing how to work to become an effective learner. Tell students that throughout this unit, they will be working in monologue groups and will need to collaborate and work well with the other students in their group to complete the performance task.
- Circle the word *monologue* in the last target. Tell students that one component of the performance task is a monologue. Invite students to clap the syllables of the word with you as you say them. Write the syllables on the board: mon-o-logue.
- Focus students on the vocabulary strategies listed on the **Close Readers Do These Things anchor chart** and use a total participation technique to invite responses from the group:

“We have probably seen parts of this word before, so which strategies could we use to determine the meaning of this word?” (Responses will vary, but may include: using known affixes or root words.)

- Cover *mono* with one hand.
- Invite students to chorally tell you:

“What root is left?” (logue).

- Tell students this root means spoken or written communication. Ask students to popcorn out any other words with this root. (dialogue, catalog)
- Point to the prefix *mono-* and ask students to popcorn out any other words with this prefix. (monarch, monogram, monorail) Record the words on the board.

- Ask and use a total participation technique to invite responses from the group. Invite students to retrieve their **Affix List** if they need to:

“What do you think mono- means based on how it is used in each of these words?” (one)

- Record on a table drawn on the board as follows:

Prefix	Root
mono- (one)	logue (spoken or written communication)

- Invite students to say in their own words what they think this means to their elbow partner; cold call students to share with the group. (something said alone)
- Clarify that monologues are typically in dramas. A monologue is a speech an actor makes when he or she is alone or acts as if he or she is alone on the stage.
- Add *monologue* to the Domain-Specific Word Wall. Invite students to add translations of the word in their home languages in a different color next to the target vocabulary.
- Invite students to also add the word to their **vocabulary logs**.

Meeting Students' Needs

- For ELLs and students who may need additional support with memory: Invite them to turn to an elbow partner and recall a human right that was threatened in Esperanza Rising. Ask:

*“How did reading the book raise, or increase, your awareness of human rights issues?”
(Responses will vary, but may include: I learned that some people don’t get paid fair wages for the work they do, and that even people doing the same work sometimes get paid different wages.) (MMR)*

- For ELLs and students who may need additional support with comprehension: Buy or ask for large paint chips from a local hardware or paint store, or print them online. Write the words/phrases apply, use, put into action, and exercise, each one on a different shade of the paint chip. Place them on the wall and discuss the shades of meaning in relation to applying learning. (MMR)
- For ELLs: As students share ideas for words with the prefix *mono-*, consider adding a quick illustration next to each word for visual support.

Work Time

A. Generating Group Norms (15 minutes)

- Tell students their monologue groups and invite students to quietly and safely move so they are sitting together with the other students in their group. Tell students they will be working in these groups throughout Unit 3.
- Focus students on the **Working to Become Ethical People anchor chart** and remind them that ethical people treat others well and stand up for what is right. Direct students’ attention to the following bullet points on the anchor chart:
 - “I show empathy.”

- “I behave with integrity.”
- “I show respect.”
- “I show compassion.”
- Tell students that to effectively work in groups, they will need to remember these habits of character.
- Inform students that before they begin working, they are going to generate a set of norms. Remind them that norms are a list of rules that guide them in how to interact with one another as they work.
- Explain that when we think about norms for a group, it is a good idea to consider these questions:
 - “What do you need from everyone else to do your best work?”
 - “How should the group resolve conflict or disagreements?”
 - “How can we listen to and include everyone’s ideas in our group?”
- Consider writing these questions on the board and suggesting some norms that would go with each one. (Example: Everyone in the group has a chance to speak during discussions. When a disagreement arises, someone else in the group should say back both points of view, and the group should discuss.)
- Distribute **paper**.
- Invite students to write down two norms they might suggest to their group.
- After 5 minutes, use a total participation technique to select students to share their norms with the whole group. Help students make adjustments to make their norms more effective for the group.
- Distribute **chart paper** to each monologue group.
- Post the following directions and review them with students. Answer clarifying questions:
 1. Select one person in your monologue group to be the recorder.
 2. The recorder writes the group members’ names at the top of the piece of paper.
 3. Each group member shares his or her norms with the group.
 4. When the group agrees on a norm, the recorder writes it on the chart paper.
- Invite students to begin working.
- Circulate to support groups in choosing and recording norms.

Meeting Students’ Needs

- For ELLs: Create groups with varying levels of language proficiency. The students with greater language proficiency can serve as models in the group, initiating discussions and providing implicit sentence frames. If possible, consider grouping students who speak the same home language together to help one another interpret and comprehend the conversation in their home languages.
- Provide differentiated mentors by purposefully pre-selecting student groups. Consider meeting with the mentors in advance to share their thought process. (MMAE)
- For ELLs and students who may need additional support with comprehension: Review each item on the Working to Become Ethical People anchor chart. As

much as possible, provide multiple representations of the different elements. For instance, provide images, short videos, or role play models. Example: "Empathy is when you can understand the way somebody else is feeling. How do you show empathy?" (when you see that a friend is sad and you tell him or her it will be okay) (MMR)

- For ELLs and students who may need additional support with social skills: As students write norms on chart paper, invite them to think of a line of dialogue they can write next to it to illustrate what each norm "sounds like." Encourage students to practice using this dialogue as they work in their groups. Example: "So what does taking turns sound like? What is something you might say if you are taking turns?" ("I've been writing for a long time. Would you like to try?") Additionally, each group could identify a nonverbal hand signal to represent each norm. When a group member is not demonstrating the norm, the other group members can send a nonverbal reminder by using the symbol. (MMR, MME)

Work Time

B. Reading Aloud and Finding the Gist: Miguel's Monologue (10 minutes)

- Distribute **Miguel's Monologue** and **Mama's Monologue** and tell students these are the model monologues they will be reading and analyzing as they plan and draft their own monologues.
- Tell students that today they will read the monologues for the gist and use them to think about the characteristics of an effective monologue.
- Display Miguel's Monologue and invite students to follow along, reading silently in their heads as you read it aloud. Repeat with Mama's Monologue.
- Ask students to turn and talk and use total participation techniques to invite students to share their responses with the whole group:

"What is this text about?" (Student responses may vary, but could include that it's about the fire at Esperanza's house.)

- Direct students' attention to the Close Readers Do These Things anchor chart and quickly review it.
- Tell students that the text they will read is challenging and may have unfamiliar words. Reassure them that just like when they read other texts this year, they are not expected to understand all of it the first time they read it. Remind them that one key to being a strong reader of difficult text is being willing to struggle.
- Focus students on the **Working to Become Effective Learners anchor chart**, specifically persevere. Remind students that as they will be working to read a challenging new text, they will need to persevere.
- If necessary, remind students that finding the gist of a text means thinking about what that section was mostly about. Reassure students that what they think the gist of a text is might be a little inaccurate or incomplete after reading a text for the first time. Explain that this is why we need to read texts more than once. Reading for the gist gives the reader a "big picture" frame that will make it easier to go back and more carefully identify key details in the text.

- Direct students' attention to the first paragraph of the monologue. Invite students to follow along, reading silently in their heads as you read the first paragraph aloud.
- Using a total participation technique, invite responses from the group:
“What is the gist of this part of the text? What is it mostly about?” (Miguel’s father woke him up in the middle of the night because Esperanza’s house was on fire.)
“Are there any words you are not sure of the meaning? What are they?” (Responses will vary.)
- Model identifying unfamiliar words as necessary, reminding students that for the first read it is okay to not understand every unfamiliar word.
- Build on the gist statements students offered, elaborating as necessary and modeling recording the statement in the margin of the monologue. Remind students that they can draw or write their gist statements, and that they are just notes to help them remember what that part of the monologue is mostly about.
- Invite students to work with their groups to reread the remainder of the monologue and to discuss the gist of each paragraph. Remind students that the gist doesn't have to be written in full sentences. It can be just a few words to explain what the text is mostly about or sketches with labels, as long as they can read and understand what they have recorded.
- Circulate to support students in rereading and finding the gist.
- After 5 minutes refocus the whole group and use a total participation technique to select students to share the gist of each paragraph. Listen for:
 - Paragraph 2: Miguel’s father went inside Esperanza’s house and told Miguel to wait outside.
 - Paragraph 3: Miguel saw Esperanza and her mother safely leave their house, but realized that Abuelita was still inside.
 - Paragraph 4: Miguel ran into the burning house to look for Abuelita. He found her and carried her outside.
 - Paragraph 5: Miguel’s father knocked him to the ground and rolled him over and over because his shirt was on fire.
 - Paragraph 6: Miguel was not badly burned, and was thankful to have helped save Esperanza and her family.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Prepare sticky notes with pre-written words or drawings based on the gist of different paragraphs of the monologue. As students read the monologue with their group, they can match the gist represented on the sticky notes with each section of the text. (MMAE)
- For ELLs and students who may need additional support with reading: During the reading for gist, encourage students to figure out the meaning of key unfamiliar words in context or use a translation dictionary to understand unfamiliar words. You may want to post an anchor chart that includes strategies for figuring out unfamiliar words and direct students' attention to it. For more intensive support, provide individual checklists for students with their preferred strategies. (MMR)

- Some students may need more scaffolded questions to get to the gist of this part of the text. Examples:
 - “What is the most exciting event in this part of the text?”
 - “Who are the main characters?”
 - “What are the problems that the characters are facing?” (MMR, MMAE)
- For ELLs: Mini Language Dive. Ask students about the meaning of the chunks of a key sentence from the monologue. Write and display student responses next to the chunks. Examples:
 - “Place your finger on the sentence: As we raced to the courtyard, the air was thick with smoke and we could see flames licking at all of the windows on the first floor.”
 - “What is the gist of this sentence?” (Responses will vary, but may include: Miguel and his dad ran to the courtyard and saw Esperanza’s house on fire.)
 - “Place your finger on the word *As*. What does this word tell us?” (It tells us when the event is happening: when they raced into the courtyard) “What is another word that would make sense at the beginning of this sentence?” (when)
 - “This sentence contains some figurative language. Place your finger on the chunk: *the air was thick with smoke*. What do you think that means?” (smoke filled the air; smoke was everywhere) “What do you picture in your mind when reading this chunk?” (I picture air that is cloudy and hard to see in. I picture Miguel covering his mouth.)
 - “Place your finger on the chunk: *flames licking at all of the windows*. What do you think this chunk means?” (Miguel could see fire in the windows of the house.) “What does the phrase *flames licking* make you picture in your mind?” (flames touching the windows; flames moving up and down in the windows)
 - “How does your understanding of this sentence help you understand the event from Miguel’s perspective?” (It helps me picture what he was seeing and experiencing the night of the fire.)

Work Time

C. Understanding the Format: Monologues (15 minutes)

- Remind students that Miguel and Mama’s monologues are based on an event from *Esperanza Rising*. Invite students to take out their copy of the book and turn to page 39.
- Tell students that in a moment, they will reread the excerpt from *Esperanza Rising* that the model monologues were based on. Tell students that as they read, they should think about what was similar about their monologues and the excerpt from the novel, and what was different.
- Invite students to reread pages 39–42 in *Esperanza Rising* with their monologue groups, recording notes on **sticky notes** about the similarities and differences between the excerpt and the monologues. Circulate to support students in rereading.

- After 5 minutes, refocus whole group and use a total participation technique to select students to share the similarities and differences they noticed. Listen for:
 - Similarities: Both told about Esperanza's house burning down; the main events (Esperanza and her mother leaving the house, Abuelita still being inside, Miguel going back inside to get Abuelita, Miguel's shirt burning); the characters and setting (Esperanza's house; Esperanza, her mother, Abuelita, Miguel); and narrative format.
 - Differences: The monologues are written from different characters' points of view and tell what each character thought, did, and felt; the novel is written in the third person point of view; the novel includes dialogue from several characters; the novel includes only what Esperanza thought and how she felt, not what other characters thought or felt.
- Ask:

"What did you notice about the format of the model monologues?"
- Give students a moment to think and review their notes. Then use a total participation technique to invite responses from the group.
- Display and distribute the **What is a Monologue? handout**. As students share out, point out the related criteria on the handout.
- Encourage students to listen carefully and seek to understand one another (Goal 2 Conversation Cues). Tell them to use this new cue to repeat or paraphrase (repeat using their own words) their classmates' ideas about the format of the model monologues:

"Let me make sure I understand. You're saying that ____?" (Responses will vary.)
- Using a total participation technique, invite responses from the group:

"Why is it useful to repeat or paraphrase what a classmate said? (Repeating shows that we are listening carefully and that we heard exactly what a classmate said. Paraphrasing shows that we are listening carefully and that we are attempting to understand what a classmate said.)
- Tell students that this new cue will be added to the Discussion Norms anchor chart today. Focus students' attention on the **Discussion Norms anchor chart** and add the cue. Refer to **Discussion Norms anchor chart (example, for teacher reference)** as necessary. Ensure students understand how to use this cue.
- Tell students that their monologues will be written in the format of the model monologues and that they will refer to this handout throughout the unit.
- Using a total participation technique, invite responses from the group:

"How can examining the format of this monologue help us when writing our own monologues?" (ensure writing follows the same format, which will help writing be appropriate to the task)

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Support students by modeling and thinking aloud the process of comparing the monologues to the excerpt from *Esperanza Rising*, pointing out places in the text that support your thinking. (Example: "I can see that the excerpt has dialogue from different characters, showing what each character did and how he or she felt.

The monologues describe how only one character felt and experienced the event.”)
(MMR)

- For ELLs and students who may need additional support with comprehension: Invite them to highlight words in Miguel’s Monologue that show it is written in the first person (*I, my, me*). Ask:

“What similar words in *Esperanza Rising* show the story is written in the third person?”
(*Esperanza’s, her, she*)

“What do we call these words? How can we use them to create different points of view?”
(*pronouns/words to refer to people in the story; use first person pronouns to create first person point of view; use third person pronouns to create third person point of view*) (MMAE)

- For ELLs and students who may need additional support with comprehension: As students share out the similarities and differences between the monologues and the excerpt, consider saying aloud, sketching, and displaying each point to provide written language reinforcement, and displaying each point on a Venn Diagram to provide a visual representation of the similarities and differences. (MMR)
- For students who may find the task of identifying similarities and differences and categorizing them overwhelming: Consider modifying the complexity of the task by providing students with pre-printed sticky notes that include similarities and differences. Have students sort the sticky notes as appropriate. (MMAE)

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Refocus students on the learning targets. Read each one aloud, pausing after each to use a checking for understanding technique for students to reflect on their comfort level with or show how close they are to meeting the target. Scan the room to identify students who may need additional support moving forward.
- Repeat, inviting students to self-assess against how well they applied their learning, collaborated, and persevered in this lesson.

Meeting Students’ Needs

- For students who may feel uncomfortable sharing their progress on meeting the learning targets publicly: Minimize risk by providing a sheet of paper where they can reflect on their progress in private. This provides useful data for future instruction and helps students monitor their own learning. (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 writing: For all homework assignments in this unit, read the prompts aloud. Students can discuss and respond to prompts orally, either with you, a partner, family member, or student from Grades 4 or 6, or record an audio response. If students have trouble writing sentences, they can begin by writing words. Consider providing a sentence starter or inviting students who need lighter support to provide sentence starters. (MMAE)