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## Grade 5: Module 1: Stories of Human Rights

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About EL Education

“There is more in us than we know. If we can be made to see it, perhaps, for the rest of our lives, we will be unwilling to settle for less.” – Kurt Hahn

EL Education (formerly Expeditionary Learning) is redefining student achievement in diverse communities across the country, ensuring that all students master rigorous content, develop positive character, and produce high-quality work. We create great public schools where they are needed most, inspiring teachers and students to achieve more than they thought possible.

EL Education’s portfolio of instructional materials and coaching services draws on 25 years of success in more than 150 schools in the EL Education network, serving over 4,000 teachers and 50,000 students in 30 states. Based on our founding principles of meaningful work, character, and respect for teachers, EL Education’s offerings transform teaching and learning to promote habits of scholarship and character that lead to high student achievement, regardless of student background. In addition to success on standardized tests, EL Education students demonstrate critical thinking, intellectual courage, and emotional resilience; they possess the passion and the capacity to contribute to a better world.

EL Education’s curriculum is a comprehensive, standards-based core literacy program that engages teachers and students through compelling, real world content. Our Language Arts curriculum is used across the country, and has been downloaded more than 8 million times. The curriculum has received the highest marks from EdReports.org and Educators Evaluating the Quality of Instructional Products (EQuIP).

For more information, visit www.ELeducation.org.
I Notice/I Wonder Note-catcher: Inferring the Topic

RL.4.1, W.4.8

Name: ________________________________ Date: ____________________

What do you think you will be learning about in this module?

<table>
<thead>
<tr>
<th>I Notice (things I see)</th>
<th>I Wonder (questions I have)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exit Ticket: Connection to *Esperanza Rising*

**RI.5.1, RL.5.1**

Name: ____________________________  Date: ____________________________

Esperanza’s papa was killed because ...

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
### Academic Vocabulary Form

**Academic Vocabulary:** Words you might find in informational texts on many different topics.

<table>
<thead>
<tr>
<th>Word and Pronunciation</th>
<th>Definition</th>
<th>Translation</th>
<th>Synonyms</th>
<th>Sketch/Diagram/Icon</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the word and how do you say it?</td>
<td>What does it mean in your own words?</td>
<td>What is the translation in your home language?</td>
<td>(words that mean the same thing)</td>
<td></td>
</tr>
</tbody>
</table>
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<table>
<thead>
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<td></td>
</tr>
</tbody>
</table>
### Domain-Specific Vocabulary Form

**Domain-Specific Vocabulary:** Words about a particular topic, such as poetry.

<table>
<thead>
<tr>
<th>Word and Pronunciation</th>
<th>Definition</th>
<th>Translation</th>
<th>Sketch/Diagram/Icon</th>
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</tr>
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<td>What is the translation in your home language?</td>
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<td>What is the translation in your home language?</td>
<td></td>
</tr>
</tbody>
</table>
# Affix List

Name: ___________________________ Date: ______________________

**Prefixes** (before the root)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Definition</th>
<th>Examples</th>
<th>Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>de</td>
<td>reduce down away from</td>
<td>defeat, deform, decrease</td>
<td>Latin</td>
</tr>
<tr>
<td>mis</td>
<td>bad or badly wrong or wrongly</td>
<td>misbehave, misread, misspell</td>
<td>Latin</td>
</tr>
<tr>
<td>over</td>
<td>too much, above</td>
<td>overdone, overhead</td>
<td>Anglo-Saxon</td>
</tr>
<tr>
<td>under</td>
<td>too little, below</td>
<td>underfed, underground</td>
<td>Anglo-Saxon</td>
</tr>
<tr>
<td>uni</td>
<td>one, single</td>
<td>unicorn, unicycle, uniform</td>
<td>Latin</td>
</tr>
<tr>
<td>bi</td>
<td>two</td>
<td>bicycle, binocular</td>
<td>Latin</td>
</tr>
<tr>
<td>tri</td>
<td>three</td>
<td>tricycle, triangle</td>
<td>Latin/Greek</td>
</tr>
<tr>
<td>non</td>
<td>not</td>
<td>nonfat, nonsense</td>
<td>Latin</td>
</tr>
<tr>
<td>oct</td>
<td>eight</td>
<td>octagon, octopus</td>
<td>Latin/Greek</td>
</tr>
<tr>
<td>quad</td>
<td>four</td>
<td>quadrilateral, quadrant</td>
<td>Latin</td>
</tr>
<tr>
<td>deci</td>
<td>ten</td>
<td>decathlon, decade, decimal, decimeter</td>
<td>Latin/Greek</td>
</tr>
<tr>
<td>deca</td>
<td>ten</td>
<td>decathlon, decade, decimal, decimeter</td>
<td>Latin/Greek</td>
</tr>
<tr>
<td>centi</td>
<td>100</td>
<td>centimeter, centipede</td>
<td>Latin</td>
</tr>
<tr>
<td>milli</td>
<td>1,000</td>
<td>millennium, millimeter</td>
<td>Latin</td>
</tr>
<tr>
<td>kilo</td>
<td>1,000</td>
<td>kilogram, kilowatt</td>
<td>Greek</td>
</tr>
<tr>
<td>mille</td>
<td>1,000</td>
<td>millennium, millimeter</td>
<td>Latin</td>
</tr>
<tr>
<td>fore</td>
<td>before, earlier</td>
<td>forearm, foreword</td>
<td>Anglo-Saxon</td>
</tr>
<tr>
<td>en</td>
<td>to cause to be, to put into or onto, to go into or onto</td>
<td>encounter, enable, encircle</td>
<td>Latin</td>
</tr>
<tr>
<td>em</td>
<td>to cause to be, to put into or onto, to go into or onto</td>
<td>employ, embark</td>
<td>Latin</td>
</tr>
<tr>
<td>sub</td>
<td>under, beneath, below, secondary</td>
<td>subway, subsoil, substitute</td>
<td>Latin</td>
</tr>
<tr>
<td>fore</td>
<td>before, earlier</td>
<td>forearm, foreword</td>
<td>Anglo-Saxon</td>
</tr>
<tr>
<td>anti</td>
<td>opposite, against</td>
<td>antibiotic, antifreeze</td>
<td>Greek</td>
</tr>
<tr>
<td>auto</td>
<td>self</td>
<td>autograph, automatic</td>
<td>Greek</td>
</tr>
</tbody>
</table>
## Prefixes

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Definition</th>
<th>Examples</th>
<th>Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>semi</td>
<td>half</td>
<td>semicircle, semicolon</td>
<td>Latin</td>
</tr>
<tr>
<td>poly</td>
<td>many, much</td>
<td>polygon, polysyllable</td>
<td>Greek</td>
</tr>
<tr>
<td>multi</td>
<td>many, much</td>
<td>multicolor, multifamily</td>
<td>Latin</td>
</tr>
<tr>
<td>in</td>
<td>into</td>
<td>insert, inform, include</td>
<td>Latin</td>
</tr>
<tr>
<td>in</td>
<td>not</td>
<td>inability</td>
<td>Latin</td>
</tr>
<tr>
<td>im</td>
<td>not</td>
<td>impatient</td>
<td>Latin</td>
</tr>
<tr>
<td>il</td>
<td>not</td>
<td>illegal</td>
<td>Latin</td>
</tr>
<tr>
<td>ir</td>
<td>not</td>
<td>irregular</td>
<td>Latin</td>
</tr>
<tr>
<td>inter</td>
<td>between</td>
<td>intercept, interview,</td>
<td>Latin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>interstate</td>
<td></td>
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<tr>
<td>super</td>
<td>above, on</td>
<td>superfine, superhuman,</td>
<td>Latin</td>
</tr>
<tr>
<td></td>
<td>top of,</td>
<td>supersonic</td>
<td></td>
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<tr>
<td>micro</td>
<td>small,</td>
<td>microbiology, microscope</td>
<td>Greek</td>
</tr>
<tr>
<td>trans</td>
<td>across,</td>
<td>transformation,</td>
<td>Latin</td>
</tr>
<tr>
<td></td>
<td>change,</td>
<td>transportation,</td>
<td></td>
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<tr>
<td></td>
<td>through</td>
<td>transfer</td>
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</table>

## Roots

<table>
<thead>
<tr>
<th>Root</th>
<th>Definition</th>
<th>Examples</th>
<th>Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>rupt</td>
<td>break, burst</td>
<td>bankrupt, rapture, disruptive</td>
<td>Latin/Greek</td>
</tr>
<tr>
<td>terra</td>
<td>land</td>
<td>terrain, territory, terrarium</td>
<td>Greek</td>
</tr>
<tr>
<td>geo</td>
<td>earth, ground, soil</td>
<td>geography, geology, geometry</td>
<td>Latin</td>
</tr>
<tr>
<td>photo</td>
<td>light</td>
<td>photograph, telephoto, photos</td>
<td>Greek</td>
</tr>
<tr>
<td>tract</td>
<td>pull, draw (drag)</td>
<td>tractor, attract, subtract, traction</td>
<td>Greek</td>
</tr>
<tr>
<td>meter</td>
<td>measure</td>
<td>speedometer, geometry, metric, metronome, thermometer, perimeter, diameter, centimeter</td>
<td>Greek</td>
</tr>
<tr>
<td>spire</td>
<td>breath, breath of life</td>
<td>inspiration</td>
<td>Latin</td>
</tr>
<tr>
<td>ject</td>
<td>to throw</td>
<td>inject, objection, project, eject</td>
<td>Latin</td>
</tr>
<tr>
<td>struct</td>
<td>to build</td>
<td>construct, instructor</td>
<td>Latin</td>
</tr>
<tr>
<td>vid</td>
<td>to see</td>
<td>evidence, provide, providence</td>
<td>Greek</td>
</tr>
<tr>
<td>Root</td>
<td>Definition</td>
<td>Examples</td>
<td>Origin</td>
</tr>
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</tr>
<tr>
<td>vis</td>
<td>to see</td>
<td>vision, visible</td>
<td>Latin</td>
</tr>
<tr>
<td>visum</td>
<td>to see</td>
<td>vision, evidence, provide, providence</td>
<td>Latin</td>
</tr>
<tr>
<td>jur</td>
<td>judge, oath, law</td>
<td>jury, jurisdiction, juror</td>
<td>Latin</td>
</tr>
<tr>
<td>log</td>
<td>word or study</td>
<td>prologue, apology, dialogue, eulogy, monologue, logic</td>
<td>Greek</td>
</tr>
<tr>
<td>path</td>
<td>feeling, suffering</td>
<td>apathetic, pathology, pathetic, sympathy</td>
<td>Greek</td>
</tr>
<tr>
<td>ast</td>
<td>star</td>
<td>astronaut, astronomy, disaster, asterisk, aster, asteroid</td>
<td>Greek</td>
</tr>
<tr>
<td>mit</td>
<td>to send</td>
<td>emit, transmit, admit, remit, commit</td>
<td>Latin</td>
</tr>
<tr>
<td>miss</td>
<td>to send</td>
<td>missile, mission, admission, dismissed</td>
<td>Latin</td>
</tr>
<tr>
<td>aud</td>
<td>hear, listen</td>
<td>audience, auditorium, audiovisual, auditor, audition</td>
<td>Latin</td>
</tr>
<tr>
<td>dict</td>
<td>to say, tell, speak</td>
<td>diction, dictator, dictate, predict, verdict, contradict</td>
<td>Latin</td>
</tr>
<tr>
<td>port</td>
<td>to carry</td>
<td>portable, transport, export, portfolio, porter</td>
<td>Latin</td>
</tr>
<tr>
<td>scribe (scrib)</td>
<td>scriptum (script)</td>
<td>to write describe, manuscript, scriptures, inscribe, prescription, script</td>
<td>Latin</td>
</tr>
<tr>
<td>spectro spectro</td>
<td>to see, watch, observe</td>
<td>prospect, respect, specimen, spectacle, spectrum, spectacular</td>
<td>Latin</td>
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<tr>
<td>vac</td>
<td>empty</td>
<td>vacate, evacuate, vacancy, vacuum, vacuous</td>
<td>Latin</td>
</tr>
<tr>
<td>vocare (voc - vok)</td>
<td>to call or summon</td>
<td>vocal, vocabulary, vocation, vocational, voice, revoke, invoke</td>
<td>Latin</td>
</tr>
<tr>
<td>hydros (hydr)</td>
<td>water</td>
<td>hydrogen, hydrant, hydroplane</td>
<td>Greek</td>
</tr>
<tr>
<td>chronos (chron)</td>
<td>time</td>
<td>chronological, synchronize, chronicle, chronic, chronometer</td>
<td>Greek</td>
</tr>
<tr>
<td>thermos (therm)</td>
<td>heat</td>
<td>thermometer, thermostat, thermos, thermal</td>
<td>Greek</td>
</tr>
</tbody>
</table>
### Root Definition Examples Origin

<table>
<thead>
<tr>
<th>Root</th>
<th>Definition</th>
<th>Examples</th>
<th>Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>bene boun bon</td>
<td>good, well</td>
<td>benefit, benign, beneficial, Benedict, bonus, bonanza, bonbon, bounty</td>
<td>Latin</td>
</tr>
</tbody>
</table>

### Suffix (after the root)

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Definition</th>
<th>Examples</th>
<th>Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>er</td>
<td>one who, that which</td>
<td>baker, boxer, conductor, survivor</td>
<td>Latin</td>
</tr>
<tr>
<td>en</td>
<td>made of, to make</td>
<td>wooden, dampen, tighten</td>
<td>Anglo-Saxon</td>
</tr>
<tr>
<td>ion</td>
<td>act of, state of, result of</td>
<td>restriction, attention</td>
<td>Anglo-Saxon</td>
</tr>
<tr>
<td>tion</td>
<td>act of, state of, result of</td>
<td></td>
<td>Anglo-Saxon</td>
</tr>
<tr>
<td>ation</td>
<td>act of, state of, result of</td>
<td>invitation</td>
<td>Anglo-Saxon</td>
</tr>
<tr>
<td>ition</td>
<td>act of, state of, result of</td>
<td>ignition</td>
<td>Anglo-Saxon</td>
</tr>
<tr>
<td>al or ial</td>
<td>related to, characterized by</td>
<td>colonial, biennial, dental, betrayal</td>
<td>Latin</td>
</tr>
<tr>
<td>or</td>
<td>one who, that which</td>
<td>baker, boxer, conductor, survivor</td>
<td>Latin</td>
</tr>
<tr>
<td>ment</td>
<td>act, process</td>
<td>enjoyment, replacement</td>
<td>Latin</td>
</tr>
<tr>
<td>ness</td>
<td>condition, state of</td>
<td>darkness, fairness</td>
<td>Anglo-Saxon</td>
</tr>
<tr>
<td>an</td>
<td>one having a certain skill, relating to, belonging to</td>
<td>electrician, magician, American, suburban</td>
<td>Latin</td>
</tr>
<tr>
<td>ian</td>
<td>one having a certain skill, relating to, belonging to</td>
<td>electrician, magician, American, suburban</td>
<td>Latin</td>
</tr>
<tr>
<td>able</td>
<td>can be done</td>
<td>enjoyable, sensible, likable</td>
<td>Latin</td>
</tr>
<tr>
<td>ible</td>
<td>can be done</td>
<td>enjoyable, sensible, likable</td>
<td>Latin</td>
</tr>
<tr>
<td>ive</td>
<td>inclined, tending toward an action</td>
<td>festive, talkative, active, sensitive</td>
<td>Latin</td>
</tr>
<tr>
<td>tive</td>
<td>inclined, tending toward an action</td>
<td>sensitive</td>
<td>Latin</td>
</tr>
<tr>
<td>ative</td>
<td>inclined, tending toward an action</td>
<td>talkative</td>
<td>Latin</td>
</tr>
<tr>
<td>ence</td>
<td>act or condition of</td>
<td>persistence, excellence, assistance, importance</td>
<td>Latin</td>
</tr>
<tr>
<td>ance</td>
<td>act or condition of</td>
<td>persistence, excellence, assistance, importance</td>
<td>Latin</td>
</tr>
<tr>
<td>logy</td>
<td>science of, study of, one who studies</td>
<td>biology, chronology, anthropologist</td>
<td>Greek</td>
</tr>
</tbody>
</table>
### Suffix Definition Examples Origin

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Definition</th>
<th>Examples</th>
<th>Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ology</strong></td>
<td>science of, study of, one who studies</td>
<td>biology, chronology, anthropologist</td>
<td>Greek</td>
</tr>
<tr>
<td><strong>ologist</strong></td>
<td>science of, study of, one who studies</td>
<td>biology, chronology, anthropologist</td>
<td>Greek</td>
</tr>
<tr>
<td><strong>ty</strong></td>
<td>state of, quality of</td>
<td>prosperity, equality</td>
<td>Latin</td>
</tr>
<tr>
<td><strong>ent</strong></td>
<td>an action/condition or causing a specific action</td>
<td>student, obedient</td>
<td>Latin</td>
</tr>
<tr>
<td><strong>ant</strong></td>
<td>an action/condition or causing a specific action</td>
<td>contestant, immigrant, abundant, elegant</td>
<td>Latin</td>
</tr>
<tr>
<td><strong>ic</strong></td>
<td>relating to, characterized by</td>
<td>energetic, historic</td>
<td>Latin/Greek</td>
</tr>
<tr>
<td><strong>ious</strong></td>
<td>full of, characterized by</td>
<td>adventurous, nervous</td>
<td>Latin</td>
</tr>
<tr>
<td><strong>eous</strong></td>
<td>full of, characterized by</td>
<td>mysterious</td>
<td>Latin</td>
</tr>
<tr>
<td><strong>age</strong></td>
<td>result of an action, collection</td>
<td>manage, drainage, acreage</td>
<td>Latin</td>
</tr>
<tr>
<td><strong>ity</strong></td>
<td>state of, quality of</td>
<td>prosperity, equality</td>
<td>Latin</td>
</tr>
<tr>
<td><strong>ize</strong></td>
<td>to make, to cause to become</td>
<td>fertilize, criticize, apologize</td>
<td>Latin/Greek</td>
</tr>
</tbody>
</table>

Adapted from Prefix-Suffix-Root List by Grade Level 2012-2013. Cheney Public Schools.
Article 3 of the Universal Declaration of Human Rights

Everyone has the right to life, liberty and security of person.

Simplified Version of the UDHR

Universal Declaration of Human Rights
Abridged for Youth

1. We are all born free and equal. We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.

2. Don't discriminate. These rights belong to everybody, whatever our differences.

3. The right to life. We all have the right to life, and to live in freedom and safety.

4. No slavery. Nobody has any right to make us a slave. We cannot make anyone our slave.

5. No torture. Nobody has any right to hurt us or to torture us.

6. You have rights no matter where you go. I am a person just like you!

7. We're all equal before the law. The law is the same for everyone. It must treat us all fairly.

8. Your human rights are protected by law. We can all ask for the law to help us when we are not treated fairly.

9. No unfair detention. Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.

10. The right to trial. If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.

11. We're always innocent till proven guilty. Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.

12. The right to privacy. Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.

13. Freedom to move. We all have the right to go where we want in our own country and to travel as we wish.

14. The right to seek a safe place to live. If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.

15. Right to a nationality. We all have the right to belong to a country.

16. Marriage and family. Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.

17. The right to your own things. Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.

18. Freedom of thought. We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.

19. Freedom of expression. We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.

20. The right to public assembly. We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.

21. The right to democracy. We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.

22. Social security. We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old.

23. Workers' rights. Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.

24. The right to play. We all have the right to rest from work and to relax.

25. Food and shelter for all. We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.

26. The right to education. Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.

27. Copyright. Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring.

28. A fair and free world. There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.

29. Responsibility. We have a duty to other people, and we should protect their rights and freedoms.

30. No one can take away your human rights.

Youth for Human Rights International • 1954 Hillhurst Ave. #416, Los Angeles, CA 90027 USA
(323) 663-5799 • info@youthforhumanrights.org • YouthforHumanRights.org
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Quoting Accurately from the Text

RL/RI.5.1

Sometimes in writing, you will need to include a direct quote from a text.

When quoting from a text:

• Copy the exact words that are in the text.
• Give the page number that the quote is from.
• Use quotation marks ("quote") to show the words that have come word for word from the text.
• If using "he said," "she said," or "it says," for example, put a comma before the quotation marks. (On page 30 Miguel said, “Quote.”)
Article 23 of the UDHR

(1) Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

Close Reading Note-catcher:
Article 23 of the UDHR

RI.5.1, RI.5.4, L.5.4

Name: ___________________________ Date: ______________________

1. What is the gist of this article? What is it mostly about? (RI.5.1)
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

2a. Break up the word unemployment into affixes and root on the chart below.

2b. Use your Affix List to determine the meaning of the prefix and suffix and a
dictionary to determine the meaning of the root, if you need to. Complete the
second row of the chart. (RI.5.4, L.5.4b, L.5.4c)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Root</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2c. What does unemployment mean? Underline the correct answer. (RI.5.4,
   L.5.4b)

A. the state of working
B. the state of being paid money
C. the state of not working
D. the state of doing nothing

3. How would say Part 1 of the article in your own words?
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
4. Who has the right to equal pay for equal work? Quote accurately from the text. (*RI.5.1*)

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

5. Which statement best represents Part 2 of the article? Underline the correct answer. (*RI.5.1*)

People have the right to:

A. choose where they want to work and be paid whatever they want
B. choose where and when they want to work and be treated fairly
C. have a job, but they shouldn’t be able to choose their job
D. be paid the same as someone else doing the same job

6. Which statement best represents Part 3 of the article? Underline the correct answer. (*RI.5.1*)

People have the right to be:

A. paid as much as they want to make sure they and their family have a life worthy of respect
B. paid as much or as little as their manager decides they are worth
C. paid fairly and equally for work to make sure they and their family have a life worthy of respect, and where necessary have additional help
D. paid less than the others but have help from other places to live a life of dignity

7. What nickname would you give this article?
Main Ideas and Summary: Article 23 of the UDHR

**RI.5.1, RI.5.2, RI.5.9**

Name: ___________________________  Date: __________________

1. What are the main ideas of Article 23 of the Universal Declaration of Human Rights? Underline all of the correct answers. *(RI.5.2)*

   A. Everyone has the right to work.
   
   B. Everyone has the right to be paid whatever they want for the work they do.
   
   C. Everyone has the right to be paid fairly for the work they do.
   
   D. Everyone has the right to treat others unjustly at work.

2. Choose at least one supporting detail to support each of the main ideas you underlined in Question 1. Quote accurately from the text. *(RI.5.1, RI.5.2)*

<table>
<thead>
<tr>
<th>Main ideas</th>
<th>1.</th>
<th>2.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Supporting details (quote accurately from the text)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

3. Use your simplified version of the UDHR and the actual text of Article 23 to write a summary of Article 23 of the UDHR. *(RI.5.1, RI.5.2, RI.5.9)*

Refer to the Criteria for an Effective Summary anchor chart for what to include in your summary:

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________
Model Summary:
Article 16 of the UDHR

RI.5.1, RI.5.2, RI.5.9

The Universal Declaration of Human Rights was written by the United Nations to protect all people everywhere. The simplified version of Article 16 describes it as “Marriage and Family.” One of the main ideas of this article is that all men and women of an appropriate age are free to marry. Part 1 of the article says, “Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry.” Another main idea is that two people should marry only if they both agree. Part 2 of the article says, “Marriage shall be entered into only with the free and full consent of the intending spouses.” Article 16 gives people the right to marry whomever they choose as long as the other person is willing and gives both people in the marriage equal rights.
Article 17 of the UDHR

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

Close Reading Note-catcher:
Article 17 of the UDHR

RI.5.4, RI.5.2, RI.5.4, RI.5.9, L.5.4

1. What is the gist of this article? What is it mostly about? (RI.5.1)

______________________________________________________________________________

2. Use the context as a clue to the meaning of the word association. Write what you think it means. (L.5.4a)

______________________________________________________________________________

3. Check the meaning of the word association in the dictionary. Were you close? (L.5.4c)

Circle:  Yes  No

4. How would you say Part 1 of the article in your own words? (RI.5.4)

______________________________________________________________________________

5. Read aloud with your partner:
Everyone has the right to own property alone as well as in association with others.

6. Discuss why we underlined everyone in blue and the remaining chunks in red. What if we remove everyone?

7. Use this frame to talk with your partners about Article 17 and Article 23 in the UDHR.

____________________ the right to ________________________________
as well as ________________________________.

8. What does arbitrarily mean? Write the answer in your own words. (RI.5.4, L.5.4c)

______________________________________________________________________________
9. What does deprived mean? Underline the correct answer. (RI.5.4, L.5.4c)
   A. not given toys
   B. suffering a lack of something
   C. not allowed to play outside after 5 p.m.
   D. suffering from having too much of something

10. Which statement best represents Part 2 of the article? Underline the correct answer. (RI.5.1)
    A. People have the right to take what they want from others.
    B. People have the right to only own things alone.
    C. People have the right to own property.
    D. No one should have their property taken away without good reason.

11. What nickname would you give this article? (RI.5.4)
    ________________________________________________________________________________________________

12. What are the main ideas of Article 17 of the Universal Declaration of Human Rights? Underline all of the correct answers. (RI.5.2)
    A. Everyone has the right to own property.
    B. No one should touch the property of others.
    C. Everyone has the right to take any property they like.
    D. No one should have property taken away without good reason.

13. Choose at least one supporting detail to support each of the main ideas you underlined in Question 9. Quote accurately from the text. (RI.5.1, RI.5.2)

<table>
<thead>
<tr>
<th>Main ideas</th>
<th>1.</th>
<th>2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting details (quote accurately from the text)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
14. Use your simplified version of the UDHR and the actual text of Article 17 to write a summary of Article 17 of the UDHR. (RI.5.1, RI.5.2, RI.5.9) Refer to the Criteria for an Effective Summary anchor chart for what to include in your summary.

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________
Close Reading Note-catcher:
Article 2 of the UDHR

RI.5.4, RI.5.2, RI.5.4, RI.5.9, L.5.4

Name: ___________________________ Date: ___________________________

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

<table>
<thead>
<tr>
<th>Glossary</th>
</tr>
</thead>
<tbody>
<tr>
<td>entitled</td>
</tr>
<tr>
<td>set forth</td>
</tr>
<tr>
<td>jurisdictional</td>
</tr>
<tr>
<td>international status</td>
</tr>
<tr>
<td>trust</td>
</tr>
<tr>
<td>non-self-governing</td>
</tr>
<tr>
<td>limitation of sovereignty</td>
</tr>
</tbody>
</table>


1. What is the gist of this article? What is it mostly about? (RI.5.1)

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

2. Who is entitled to the rights in this declaration? Quote accurately from the text. (RI.5.1)

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________
3a. Break up the word distinction into root and suffix on the chart below.
3b. Use your Affix List to determine the meaning of the affixes and a dictionary to determine the meaning of the root, if you need to. Complete the second row of the chart. (RI.5.4, L.5.4b, L.5.4c)

<table>
<thead>
<tr>
<th>Root</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Meaning

3c. What does distinction mean in this context? Underline the correct answer. (RI.5.4, L.5.4b)
   A. far in the distance
   B. excellence
   C. a difference between similar things or people
   D. the state of doing nothing

4. How would say the first sentence of Article 2 in your own words? (RI.5.4)

   ____________________________________________________
   ____________________________________________________

5. Which statement best represents the second sentence of the article? Underline the correct answer. (RI.5.1)
   A. Only people from non-self-governed countries are entitled to the same rights.
   B. It doesn't matter what is going on in the place someone is from, everyone is entitled to the same rights.
   C. Only people who have moved to another country or territory are entitled to these rights.
   D. If the country you are from has signed this agreement, you are entitled to these rights.
6. What nickname would you give this article? (RI.5.4)

________________________________________________________________________________________
________________________________________________________________________________________

7. What are the main ideas of Article 2 of the Universal Declaration of Human Rights? Underline all of the correct answers. (RI.5.2)

A. Everyone has the right to own property.
B. No matter what you look like or what you believe, you are entitled to these rights.
C. Everyone should be treated the same regardless of where they are from and what is going on there.
D. You are entitled to these rights only if you are from one of the places listed.

8. Choose at least one supporting detail to support each of the main ideas you underlined in Question 7. Quote accurately from the text. (RI.5.1, RI.5.2)

<table>
<thead>
<tr>
<th>Main ideas</th>
<th>1.</th>
<th>2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting details</td>
<td>(quote accurately from the text)</td>
<td></td>
</tr>
</tbody>
</table>

9. Use your simplified version of the UDHR and the actual text of Article 2 to write a summary of Article 2 of the UDHR. (RI.5.1, RI.5.2, RI.5.9)

Refer to the Criteria for an Effective Summary anchor chart for what to include in your summary.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Sketch the distinctions.

___________ is entitled to __________.
Tracking Progress: 
Reading, Understanding, 
and Explaining New Text

Name: __________________________  Date: ____________________

**Learning Target:** I can independently read, understand, and explain the meaning of a new text.

**Standards I’m Tracking:** RL.5.1, RI.5.1, RL.5.4, RL.5.10, L.5.4

**Text Type** (circle): Informative  Story  Poem  Play/Readers Theater

1. **How am I doing?**
   - For each criterion, self-assess by putting a check mark in the appropriate column.
   - Write the number of each standard on a sticky note or flag. Then on your assessment materials, place each sticky note in an area that shows evidence that you have met that criterion. This might be next to a selected response question or a short piece of writing. Make sure you have evidence for each criterion.
   - Strive to be honest with yourself. Remember: Your ability grows with your effort, so it’s fine if you aren’t there yet!

You will receive feedback on different colored sticky notes/flags, and in a different colored pen on the checklist.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Criteria for reading, understanding, and explaining a new text</th>
<th>4 Advanced</th>
<th>3 Proficient</th>
<th>2 Developing</th>
<th>1 Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.5.1/RI.5.1</td>
<td>I quote accurately to explain what a text says and to make inferences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL.5.4/RI.5.4</td>
<td>I determine the meaning of unknown words and phrases, including figurative language, using at least one of the following strategies: Use context. Use affixes and roots. Use reference materials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.5.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL.5.10/RI.5.10</td>
<td>I read and understand Grade 5–level texts independently.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. How have I improved since I last worked on this skill?

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

Teacher Response:
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

3. How can I improve next time?

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
Teacher Response:

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

**Anchor Standards:**

**R.1**  
By the end of Grade 12, I will be able to: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**R.4**  
By the end of Grade 12, I will be able to: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**R.10**  
By the end of Grade 12, I will be able to: Read and comprehend complex literary and informational texts independently and proficiently.

**L.4**  
By the end of Grade 12, I will be able to: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
Entrance Ticket: Story Structure

RL.5.5

Name: __________________________ Date: __________________________

<table>
<thead>
<tr>
<th>Chapter</th>
<th>How does the chapter fit into the overall structure of the story? Why?</th>
</tr>
</thead>
</table>


Preparing for a Text-Based Discussion Note-catcher

**RL.5.1, RI.5.1**

Name: ___________________________________________ Date: __________________________

- How were the human rights of the characters in **Chapters 1–3** of *Esperanza Rising* threatened?
- How did it make you feel? Why?
  - Las Uvas (grapes)
  - Las Papayas (papayas)
  - Los Higos (figs)

<table>
<thead>
<tr>
<th>Chapter of <em>Esperanza Rising</em></th>
<th>Description of event and quote from text (<em>Esperanza Rising</em>)</th>
<th>Connections to UDHR (Which articles?)</th>
<th>Who? (Which character(s)?)</th>
<th>How were the character’s human rights threatened?</th>
<th>How did it make you feel? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>
Exit Ticket: Reflecting on the Text-Based Discussion

SL.5.1

Name: _______________________________ Date: _____________________

Directions: Refer to the Discussion Norms anchor chart and the Working to Become Ethical People anchor chart to answer the following questions:

1. What is one thing you did well during the text-based discussion? Provide an example.
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

2. What is one thing you could do better next time? Provide an example of what you could have done better.
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
Preparing for a Text-Based Discussion Note-catcher

**RL.5.5, RI.5.1**

Name: _________________________________ Date: ______________________________

- How were the human rights of the characters in *Chapters 4–6* of *Esperanza Rising* threatened?
- How did it make you feel? Why?
  - Las Guayabas (guavas)
  - Los Melones (cantaloupes)
  - Las Cebollas (onions)

<table>
<thead>
<tr>
<th>Chapter and pages of <em>Esperanza Rising</em></th>
<th>Description of event and quote from text (<em>Esperanza Rising</em>)</th>
<th>Connections to UDHR (Which articles?)</th>
<th>Who? (Which character(s)?)</th>
<th>How were the character’s human rights threatened?</th>
<th>How did it make you feel? Why?</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
**Tracking Progress: Collaborative Discussion**

Name: __________________________ Date: ___________________

**Learning Target:** I can participate in an effective collaborative discussion.

**Standards I’m Tracking: SL.5.1**

1. **How am I doing?**
   - For each criterion, self-assess by putting a check mark in the appropriate column.
   - Strive to be honest with yourself. Remember, your ability grows with your effort, so it’s fine if you aren’t there yet!

You will receive feedback on different colored sticky notes/flags, and in a different colored pen on the checklist.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Criteria for reading, understanding, and explaining a new text</th>
<th>4 - Advanced</th>
<th>3 - Proficient</th>
<th>2 - Developing</th>
<th>1 - Beginning</th>
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</thead>
<tbody>
<tr>
<td>SL.5.1a</td>
<td>I prepare for the discussion by finding appropriate evidence in the text(s).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.5.1a</td>
<td>I use the evidence I prepared to support my ideas during the discussion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.5.1b</td>
<td>I follow agreed-upon rules for the discussion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.5.1b</td>
<td>I carry out the role I have been given in a discussion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.5.1c</td>
<td>I ask questions to better understand what others are saying.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL.5.1c</td>
<td>I answer questions to help others understand my ideas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. How have I improved since I last worked on this skill?

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

Teacher Response:

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

3. How can I improve next time?

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

Teacher Response:

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

**Anchor Standards: SL.1**

By the end of Grade 12, I will be able to: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing my own clearly and persuasively.
Grade 5: Module 1: Unit 1

Homework Resources (for Families)
Unit 1: Building Background Knowledge: Human Rights

Common Core State Standards addressed: RL.5.1, RL.5.5, RI.5.1, RI.5.2, W.5.9a, SL.5.1a-c, L.5.4

Guiding Questions and Big Ideas

- What are human rights, and how can they be threatened?

  Human rights belong to everyone, but they can look different to different people in different places. We can better understand how human rights can be threatened by reading about the experiences of fictional characters in stories. We can raise awareness of human rights issues by writing about the issues fictional characters face.

What will your student be doing at school?

This unit is designed to help students build knowledge about human rights while simultaneously building their ability to read challenging text closely through a case study of the threats to human rights faced by fictional characters in the novel Esperanza Rising by Pam Muñoz Ryan (740L). Students read this novel in conjunction with selected articles of the Universal Declaration of Human Rights and consider how the human rights of the characters were threatened in the novel.

When reading articles of the Universal Declaration of Human Rights, students determine the main ideas and details to support the main ideas, and then summarize the text. Students also read informational texts related to the novel’s historical context. They will trace the journey of Esperanza, a young girl born into a comfortable life of privilege in Mexico in the 1930s, who is forced to flee to California and must rise above her difficult circumstances.

In the second half of the unit, students participate in a discussion about threats to human rights in Esperanza Rising and how the students feel about the events in the novel.

The Language standard that students focus on in this unit (L.5.4) requires them to:

- Use strategies to determine the meaning of unfamiliar vocabulary, including using the context (read around the word), using common affixes and roots as a clue to the meaning of the word, and using reference materials like glossaries and dictionaries to find the definition.

Working to become ethical people is the habit of character emphasized in this unit. These are the specific skills students will focus on:

- I show empathy. This means I understand and share or take into account the feelings, situation, or attitude of others.
- I behave with integrity. This means I am honest and do the right thing, even when it's difficult, because it is the right thing to do.
- I show respect. This means I appreciate the abilities, qualities, and achievements of others and treat myself, others, and the environment with care.
- I show compassion. This means I notice when others are sad or upset and try to help them.
How can you support your student at home?

- Talk to your student about human rights and threats to human rights, including any personal experiences you may have had.
- Read informational texts to determine the main ideas from supporting details and to summarize.
- Read articles of the Universal Declaration of Human Rights and discuss what they mean and how you feel about them. (Students closely read Articles 2, 3, 13, 17, and 23 in class.)
- Watch documentaries and research on the internet with your student to find out more about the Mexican Revolution and its effects on immigration.
- Read chapter books with your student and discuss how each chapter fits into the overall structure of the novel using the key below:

<table>
<thead>
<tr>
<th>Key:</th>
</tr>
</thead>
<tbody>
<tr>
<td>exposition</td>
</tr>
<tr>
<td>rising action</td>
</tr>
<tr>
<td>climax</td>
</tr>
<tr>
<td>falling action</td>
</tr>
<tr>
<td>resolution</td>
</tr>
</tbody>
</table>

Unit 1: Homework

In Lessons 1–12, homework focuses on research reading and determining the meaning of unfamiliar words using context and reference materials. Students also reread the chapter of Esperanza Rising read in class and answer questions about it.

Research reading: Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes each day and responding to a prompt of choice in the front of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

Choice reading: If your student would also like to independently read and respond to a book of free choice, he or she may use the back of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.
## Stories of Human Rights

### Vocabulary logs:
- In the front of the log, students record new **academic vocabulary:** words you might find in informational texts on many different topics. For example, the words challenges, questions, and explain are words that could be found in books on any topic.
- In the back of the log, students record new **domain-specific vocabulary:** words about a particular topic. For example, the words tadpoles, frogspawn, and amphibian are some that would be found on the topic of frogs.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson Content</th>
<th>Homework Practice</th>
<th>Due In</th>
<th>Anticipated Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students infer the topic and are introduced to the final performance task.</td>
<td>1. Read and reflect on the module guiding questions</td>
<td>1. Students are not required to hand in anything, but they should be prepared for a reflective discussion if they have something they would like to share with the group (not mandatory).</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Students read the introduction of <em>Esperanza Rising</em>, analyze how they think it fits into the structure of the novel, and choose a research reading book.</td>
<td>1. Research reading and answering prompt</td>
<td>1. Teacher will check independent reading journals strategically.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students are introduced to the Universal Declaration of Human Rights and are given a simplified version of the articles. Students are also given a vocabulary log.</td>
<td>1. Finish adding symbols to your UDHR  2. Research reading and answering prompt</td>
<td>1. Lesson 5  2. Teacher will check independent reading journals strategically.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Students closely read Article 23 of the UDHR and determine the main ideas and supporting details. They write a summary of the text after participating in a mini lesson on writing a summary.</td>
<td>1. <em>Esperanza Rising: Questions about “Los Higos”</em>  2. Research reading and answering prompt</td>
<td>1. Lesson 7  2. Teacher will check independent reading journals strategically.</td>
<td></td>
</tr>
</tbody>
</table>

*Teacher note: Please complete the Anticipated Date column according to your schedule.*
## Grade 5: Module 1: Unit 1: Homework Resources (for Families)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson Content</th>
<th>Homework Practice</th>
<th>Due In</th>
<th>Anticipated Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Students make connections between the UDHR and “Los Higos” in <em>Esperanza Rising</em> and closely read Article 17 to answer questions about the text, determine the main ideas and supporting details, and write a summary.</td>
<td>1. Research reading and answering prompt 2. For ELLs: Language Dive Practice 1: Article 17 of the UDHR</td>
<td>1. Teacher will check independent reading journals strategically. 2. Lesson 8</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Students read “Las Guayabas” in <em>Esperanza Rising</em>, make connections between the chapter and the UDHR, and closely read Article 2 to answer questions about the text, to determine the main ideas and supporting details, and to write a summary.</td>
<td>1. <em>Esperanza Rising</em>: Questions about “Las Guayabas” 2. Research reading and answering prompt 3. For ELLs: Language Dive Practice II: Article 2 of the UDHR</td>
<td>1. Lesson 9 2. Teacher will check independent reading journals strategically. 3. Lesson 9</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Students read “Los Melones” in <em>Esperanza Rising</em> and then for the mid-unit assessment, they closely read Article 13 of the UDHR to answer questions about the text, to determine the main ideas and supporting details, and to write a summary.</td>
<td>1. <em>Esperanza Rising</em>: Questions about “Los Melones” 2. Research reading and answering prompt</td>
<td>1. Lesson 10 2. Teacher will check independent reading journals strategically.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Students prepare for and participate in a text-based discussion about threats to human rights in Chapters 1–3 of <em>Esperanza Rising</em>.</td>
<td>1. Research reading and answering prompt</td>
<td>1. Teacher will check independent reading journals strategically.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Students read “Las Cebollas” in <em>Esperanza Rising</em> and prepare for a text-based discussion about threats to human rights in Chapters 4–6.</td>
<td>1. Research reading and answering prompt</td>
<td>1. Teacher will check independent reading journals strategically.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Students participate in a text-based discussion about the threats to human rights in Chapters 4–6 of <em>Esperanza Rising</em> for the end of unit assessment.</td>
<td>1. Research reading and answering prompt</td>
<td>1. Teacher will check independent reading journals strategically.</td>
<td></td>
</tr>
</tbody>
</table>

*Teacher note: Please complete the Anticipated Date column according to your schedule.*
Independent Reading

**Directions:** Remember to record responses to research reading in the front of your independent reading journal and responses to choice reading in the back. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol such as an asterisk (*).

**Record:**
- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

**Example:**
**Date:** 04/08/2015

**Book Title and Author:** *Universal Declaration of Human Rights by the United Nations*

**Pages Read:** Article 4

**Prompt:** What is the main idea of the text you read?

**Response:** People shall not be slaves or treated in that way.
Consider using the following independent reading prompts*:

- What is the main idea of the text? What are some of the key details, and how do they support the main idea?
- What do the illustrations (photographs, maps) tell you? How do they help you understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in previous lessons?
- How does the section or chapter fit into the overall structure of the novel?
- How does the main character change over the course of the novel?
- Choose one new word from your reading today and analyze it on a vocabulary square:

<table>
<thead>
<tr>
<th>Definition in your own words</th>
<th>Synonyms (words that mean the same)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Words with the same affix or root</th>
<th>Sketch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Translation in home language (if appropriate):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

*Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.
Directions: In the classroom, you have been recording words from your texts in your vocabulary log. Throughout this unit, you have been research reading topic-related books at home to build your knowledge of human rights and recording words in your independent reading journal.

Choose a word from your research reading or from a text you’ve read in class and add the word to your vocabulary log. Try to choose a different word to add and to practice a different vocabulary strategy each time. For each word, be sure to add the following:

1. The definition, or meaning, of the word
2. The vocabulary strategy you used to figure out the meaning of the word
3. A sketch or diagram that helps you to better understand the meaning of the word

As a reminder, the vocabulary strategies we’ve been working on in class are:

Vocabulary Strategies
- Context: Read the sentence around the word.
- Look at the affixes for clues.
- Look at the root of the word for clues.
- Use a dictionary.
- Discuss the word with another person (after attempting some of the above strategies).
**Esperanza Rising: Questions about “Las Uvas”**

Name: ___________________________ Date: ___________________________

**Directions:** Reread “Las Uvas” (grapes) in *Esperanza Rising* and answer the questions below. Quote accurately from the text in your answers.

1. On pages 8–12, Esperanza and Mama seem to be worried about Papa. What specific words or phrases in this section of the novel help you know that they are worried? Why are they worried? Quote accurately from the text.

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________


   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

3. On page 18, Esperanza says that a “deep river” runs between her and Miguel. What does she mean? How does Miguel respond when she tells him this? Quote accurately from the text.

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________
Esperanza Rising: Questions about “Las Papayas”

Name: ___________________________ Date: ___________________________

Directions: Reread “Las Papayas” (papayas) in Esperanza Rising and answer the questions below. Quote accurately from the text in your answers.

1. Esperanza: How is Esperanza responding to her father’s death?
   Reread the following passages:
   — Page 25, the paragraph that begins “She took a quivery breath …”
   — Pages 27–28
   What other evidence can you find in Chapter 3 that shows how Esperanza is responding? Quote accurately from the text:

   —
   —
   —

2. Mama: How is Mama responding to her husband’s death?
   Reread the following passages:
   — Page 27, the paragraph that begins “Esperanza avoided opening her birthday gifts ...”
   — Pages 30–31
   Quote accurately from the text:

   —
   —
   —
Esperanza Rising: Questions about “Los Higos”

Name: ___________________________ Date: ___________________________

Directions: Reread “Los Higos” (figs) in Esperanza Rising and answer the questions below. Quote accurately from the text in your answers.

1. Reread pages 44–45. How does Mama respond to Tio’s marriage proposal after the fire? What does that tell you about Mama as a person? What does she see as her role in the family?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

2. Reread page 51. Why does Abuelita give the crocheting to Esperanza? How does Esperanza show she still is not ready to face the situation?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

3. Reread pages 55–56. How does Miguel demonstrate that he is ready for this challenge? What characteristic does he show during this time? How is this different from Esperanza?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Close Reading Language Dive Practice I: Article 17 of the UDHR

Name: ___________________________ Date: ___________________________

1. Read the scrambled sentence below from Article 17 of the UDHR. Write it in the correct sequence:

| in association with others. | has the right | as well as | Everyone | to own property alone |

2. Sketch the meaning of the words and phrases below:

| Everyone | alone | in association with others |

3. In the sentence you wrote in #1, use colored markers to underline:

- Everyone in red
- has the right to own property alone as well as in association with others in blue

4. Circle the phrase as well as.

5. What is another way to say as well as? How is the other way different in meaning?
6. Read the language in the boxes. Use *as well as* to connect the sentence in Box 1 with the phrase in Box 2. Write the complete sentence on the line below the boxes.

<table>
<thead>
<tr>
<th>Everyone has the right to own property alone.</th>
<th>in association with others</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

7. Read the language in the boxes. Use *as well as* to connect the sentence in Box 1 with the phrase in Box 2. Write the complete sentence on the lines below the boxes.

<table>
<thead>
<tr>
<th>Everyone has the right to work.</th>
<th>to receive equal pay for equal work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

8. Complete the two sentences.

Everyone ________________________________ as well as
__________________________________________ has the
right to ________________________________ as well as
__________________________________________

9. In the sentences you wrote in #1, 5, 6, 7, and 8, label:
- “S” above the subject of the sentence
- “P” above the predicate of the sentence
**Language Dive Practice II: Article 2 of the UDHR**

Name: ___________________________ Date: ___________________________

1. Read the scrambled sentence below from Article 2 of the UDHR. Write it in the correct sequence:

<table>
<thead>
<tr>
<th>to all the rights and freedoms</th>
<th>such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.</th>
<th>is entitled set forth in this Declaration,</th>
<th>Everyone</th>
<th>without distinction of any kind,</th>
</tr>
</thead>
</table>

2. In the sentence you wrote in #1, use colored markers to underline:

- *Everyone* in red
- *is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status* in blue

3. What is another way to say *without distinction*?
4. Read the subjects in the boxes on the left. Read the predicates in the boxes on the right. Match subjects with predicates to write sentences that make sense on the lines below.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Predicates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone</td>
<td>is entitled to fair pay.</td>
</tr>
<tr>
<td>The student version</td>
<td>was written by the United Nations to protect all people everywhere.</td>
</tr>
<tr>
<td>Everyone who works</td>
<td>is entitled to all the rights of the UDHR.</td>
</tr>
<tr>
<td>The Universal Declaration of Human Rights</td>
<td>is that everyone has the right to own property.</td>
</tr>
<tr>
<td>One main idea of Article 17</td>
<td>describes Article 17 as the “The Right to Your Own Things.”</td>
</tr>
</tbody>
</table>

5. Which article of the UDHR is most important to you? Describe it in your own words.

6. In the sentences you wrote, label:
   - “S” above the subject of the sentence
   - “P” above the predicate of the sentence
Esperanza Rising: Questions about “Las Guayabas”

Name: ________________________ Date: ________________________

Directions: Reread “Las Guayabas” (guavas) in Esperanza Rising and answer the questions below. Quote accurately from the text in your answers.

1. How does Esperanza travel to the train station? How does she feel about it? Quote accurately from the text.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What does the little girl on the train want to do? How does Esperanza respond? Why? Quote accurately from the text.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
**Esperanza Rising: Questions about “Los Melones”**

Name: __________________________  Date: __________________________

**Directions:** Reread “Los Melones” (cantaloupes) in *Esperanza Rising* and answer the questions below. Quote accurately from the text in your answers.

1. Describe the geographical setting of *Esperanza Rising*. What is it like in California? Quote accurately from the text to support your answer.

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________
Grade 5: Module 1

Unit 2
## Character Reaction Note-catcher: “Las Cebollas”

**RL.5.1, RL.5.3**

Name: ___________________________ Date: ____________________

How do characters react to events/situations in *Esperanza Rising*?

<table>
<thead>
<tr>
<th>Character:</th>
<th>Event/Situation:</th>
<th>Pages:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Las Cebollas</td>
<td>Moving into a cabin in the camp</td>
<td>100–106</td>
</tr>
</tbody>
</table>

**Description:**

<table>
<thead>
<tr>
<th>Character:</th>
<th>What does the character think/feel?</th>
<th>How do you know? What are his/her actions? How does the character interact with others?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Model Character Reaction
Paragraph: Mama

RL.5.1, RL.5.3, W.5.2, W.5.4, W.5.9, W.5.9a

What information does this paragraph contain? Why? How is it organized?

In the chapter “Las Cebollas” in *Esperanza Rising*, Mama, Esperanza, and Miguel’s family arrive at the camp and are allocated a small cabin, which they are to share. Mama is disappointed with the cabin. On page 102, it says, “Mama looked around and then gave Esperanza a weak smile.” The use of the word “weak” shows that she wanted to be strong for Esperanza, but she struggled to hide her disappointment. On page 102, the way Mama “sank to the bed. Her voice sounded tired” also suggests that she is disappointed or concerned with the situation. Mama shows strength and tries to be a positive role model for Esperanza when Esperanza has an angry outburst. She says to Esperanza on page 104, “Here, we have two choices. To be together and miserable or to be together and happy.... I choose to be happy.” She also explains to Esperanza how lucky they are.
Metaphor Questions: “Las Almendras”

RL.5.1, L.5.5a

Name: ____________________________ Date: _______________________

Metaphor Questions: “Las Almendras”

1. In this chapter, Miguel has a surprise for Esperanza and Mama: Papa’s roses. What does the author mean by the sentence on page 124: “Now if they bloomed she could drink the memories of the roses that had known Papa”? Quote accurately from the text to support your answer.

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

2. On pages 132, Marta holds up a kitten and says, “This is what we are.” How are they like the kittens? How does Marta suggest they fight behaving “like kittens”? Quote accurately from the text to support your answer.

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________

_________________________________________________________________________________________________________
Character Reaction Note-catcher: “Las Ciruelas”

RL.5.1, RL.5.3

Name: ___________________________ Date: ____________________

How do characters react to events/situations in *Esperanza Rising*?

<table>
<thead>
<tr>
<th>Character</th>
<th>Event/Situation</th>
<th>Pages:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Las Ciruelas</td>
<td>Mama’s sickness</td>
<td>153–154</td>
</tr>
</tbody>
</table>

**Description:**

<table>
<thead>
<tr>
<th>Character</th>
<th>What does the character think/feel?</th>
<th>How do you know? What are his/her actions? How does the character interact with others?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. How are the character reactions to this situation similar? Underline the best answer.
   A. They all think Mama is fine and just needs some rest.
   B. Esperanza and Hortensia are worried for Mama and think she needs to see a doctor.
   C. Esperanza and Hortensia are angry that Mama is sick.
   D. Esperanza and Hortensia don’t believe that Mama is sick.

2. How are the character reactions to this situation different? Underline the best answer.
   A. Mama and Hortensia both agree that Mama is fine, while Esperanza is worried for her.
   B. Mama and Esperanza both agree that Mama is fine, while Hortensia is worried for her.
   C. Esperanza is sad, while Hortensia is angry with Esperanza for worrying about her Mama.
   D. Mama thinks she is fine, while Esperanza and Hortensia don’t agree.
# Metaphors Note-catcher: Abuelita’s Blanket

**RL.5.1, RL.5.2, L.5.5a**

<table>
<thead>
<tr>
<th>Excerpt of text</th>
<th>Metaphor</th>
<th>What does it mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ex. Las Uvas: Page 14,</strong> read from “She watched the silver crochet needle ...” to “... down to the bottom of the valley. Skip one.”</td>
<td>“Esperanza, in this way my love and good wishes will be in the blanket forever.”</td>
<td></td>
</tr>
<tr>
<td><strong>1. Las Uvas: Page 14,</strong> read from “Esperanza picked up her own crochet needle ...” to “... and began again with ten stitches.”</td>
<td>“Do not be afraid to start over”</td>
<td></td>
</tr>
<tr>
<td><strong>2. Page 51, read from “Mi nieta ...” to “... we will be together.”</strong></td>
<td>“Look at the zigzag of the blanket. Mountains and valleys. Right now you are in the bottom of the valley and your problems loom big around you. But soon, you will be at the top of a mountain again.”</td>
<td></td>
</tr>
<tr>
<td><strong>3. Page 177, read from “Mama didn’t wake to say ...” to “... Mama’s cheeks” on page 178.</strong></td>
<td>“Esperanza tucked the blanket around her, hoping that the color from the blanket would slowly seep into Mama’s cheeks.”</td>
<td></td>
</tr>
</tbody>
</table>

1. Abuelita’s blanket is woven throughout the story. What themes does this metaphor convey? Underline the best answers:

   A. When you are worried, learn how to crochet.
   B. Don’t be afraid to start over.
   C. Life has mountains and valleys—ups and downs.
   D. Blankets can keep you warm and make you feel better.
Making Connections between “Los Aguacates” and the UDHR

**RL.5.1, RI.5.1**

**Name:** ___________________________ **Date:** ______________________

**Directions:** Refer to Esperanza Rising and your simplified version of the UDHR to answer the questions. Remember to quote accurately from the text.

1. Reread pages 186–188. Why do Miguel and Esperanza drive so far to shop at the Japanese market?

____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

2. What connections does Esperanza make between what Miguel said and the stories she has heard from others?

____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

3. Which article(s) of the UDHR does this defy? How? (defy means to go against)

____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
Character Reaction Note-catcher: “Los Espárragos”

**RL.5.1, RL.5.3**

<table>
<thead>
<tr>
<th>Character</th>
<th>Event/Situation</th>
<th>Pages:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los Espárragos</td>
<td>The immigration sweep</td>
<td>204–211</td>
</tr>
</tbody>
</table>

**Description:**

<table>
<thead>
<tr>
<th>Character</th>
<th>What does the character think/feel?</th>
<th>How do you know? What are his/her actions? How does the character interact with others?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Esperanza</td>
<td>Read from the top of 205 to the bottom of 211</td>
<td></td>
</tr>
<tr>
<td>Character:</td>
<td>What does the character think/feel?</td>
<td>How do you know? What are his/her actions? How does the character interact with others?</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Josefina</strong>&lt;br&gt;Read from the top of 206 to the bottom of 207</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Marta</strong>&lt;br&gt;Read pages 208 and 209</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. How are the character reactions to this situation similar? Underline the best answer.
   
   A. They are both very worried about being taken away and sent back to Mexico.
   
   B. They are both relieved the strikers were taken away so they won’t be in danger anymore.
   
   C. They are both sad for the people taken away and their families.
   
   D. They both wish they had been taken away because they want to go back to Mexico.

2. How are the character reactions to this situation different? Underline the best answer.
   
   A. Esperanza is very calm and seems to have a good understanding of the situation, while Hortensia is very upset and needs reassurance.
   
   B. Esperanza is sad for the people and their families, while Josefina is glad that they won’t bother them anymore.
   
   C. Josefina wants to go home immediately to check on her family, while Esperanza wants to stay in the shed to work.
   
   D. Esperanza is afraid and doesn’t understand, while Josefina seems to have a good understanding of the situation.
Character Reaction Note-catcher: “Los Duraznos”

RL.5.1, RL.5.3

Name: ___________________________ Date: ___________________________

How do characters react to events/situations in *Esperanza Rising*?

<table>
<thead>
<tr>
<th>Character:</th>
<th>Event/Situation:</th>
<th>Pages:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los Duraznos</td>
<td>Miguel losing his job and having to dig ditches</td>
<td>219–223</td>
</tr>
</tbody>
</table>

**Description:**

<table>
<thead>
<tr>
<th>Character:</th>
<th>What does the character think/feel?</th>
<th>How do you know? What are his/her actions? How does the character interact with others?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Esperanza</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Character: What does the character think/feel? How do you know? What are his/her actions? How does the character interact with others?

<table>
<thead>
<tr>
<th>Character</th>
<th>What does the character think/feel?</th>
<th>How do you know? What are his/her actions? How does the character interact with others?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miguel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. How are the character reactions to this situation similar? Underline the best answer.
   
   A. They are both unhappy that Miguel has lost his job.
   
   B. They are both hopeful for the future.
   
   C. They both feel like they are on the same side of the river.
   
   D. They both feel like life is much better in the United States than it was in Mexico.

2. How are the character reactions to this situation different? Underline the best answer.
   
   A. Miguel is angry, while Esperanza is calm and tries to help him understand.
   
   B. Miguel feels as though they are both on the same side of the river, while Esperanza doesn’t.
   
   C. Esperanza is angry, while Miguel is calmer and tries to help her understand.
   
   D. Miguel wants to go back to Mexico because things were better there, but Esperanza doesn’t.
Directions for Peer Critique

1. Partners swap paragraphs with your partner.
2. Read the paragraph once. If you need help reading it, ask your partner to read it aloud.
3. Review the criteria on the Character Reaction Paragraph anchor chart.
4. Identify one star (one thing your partner did well).
5. Record your star on a sticky note.
   • For example, “I can see that you briefly described the event.”
6. Identify one step (one thing your partner could improve on).
7. Record your step on a different colored sticky note.
   • For example, “Could you find a quote from the text to support this claim?”
8. Explain your feedback. Partner B first, then partner A.
9. Ask your partner clarifying questions if you don’t understand.
10. Revise your work. You do not have to revise it if you don’t agree with the feedback.
# Metaphors Note-catcher: The River

**RL.5.1, RL.5.2, L.5.5a**

<table>
<thead>
<tr>
<th>Excerpt of text</th>
<th>Metaphor</th>
<th>What does it mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ex. Las Uvas. Pages 17–18 from “Several years ago, when Esperanza ...” to “... never told Miguel about the river.”</strong></td>
<td>“But now that she was a young woman, she understood that Miguel was the housekeeper’s son and she was the ranch owner’s daughter and between them ran a deep river. Esperanza stood on one side and Miguel stood on the other and the river could never be crossed.”</td>
<td></td>
</tr>
<tr>
<td><strong>1. Las Papayas. Pages 36–37 from “My father and I have lost faith ...” to “... different sides of the river.”</strong></td>
<td>“In Mexico we stand on different sides of the river.”</td>
<td></td>
</tr>
<tr>
<td><strong>2. Los Duraznos. Pages 223–224 from “Anza, everything will work out” to “... think you are a queen.”</strong></td>
<td>“Are you standing on the other side of the river? No! You are still a peasant!”</td>
<td></td>
</tr>
</tbody>
</table>
1. The river metaphor is woven throughout the story. What theme does this metaphor convey? Underline the best answer:

A. You have to swim to cross a river.
B. Rivers move fast, just like life.
C. Rivers can be very wide, so the banks are a long way apart.
D. Everyone should be treated equally.

3. Las Uvas: Pages 249–251 read from “As the sun rose...” to “...held her heart to the earth.”

“And there, in the middle of the wilderness, was a girl in a blue silk dress and a boy with his hair slicked down, eating mangoes on a stick, carved to look like exotic flowers, sitting on a grassy bank, on the same side of the river.”
# Model Two-Voice Poem: “The Fire”

**RL.5.3, W.5.3, W.5.4, W.5.9a**

**Key:**
*Italics* = quotes from the novel

<table>
<thead>
<tr>
<th>Esperanza</th>
<th>Both</th>
<th>Miguel</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am Esperanza. I am 13 years old. My family owns this beautiful house, El Rancho de las Rosas.</td>
<td></td>
<td>I am Miguel. I am 16 years old. I am a servant at this beautiful house, El Rancho de las Rosas.</td>
</tr>
<tr>
<td>I am in the courtyard in the dark of night. The ranch is on fire! I watch the flames, <em>like long curved fingers reaching for the horizon, lighting the night sky.</em></td>
<td>I see sparks from the house float on the wind toward the stables and fields. The fire is spreading.</td>
<td>Where is the family? I see Esperanza and Ramona, but where is Abuelita?</td>
</tr>
<tr>
<td>I’m confused. This cannot be real. I must be still dreaming. Has my own imagination has gone wild?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Esperanza</td>
<td>Both</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td>I run into the house. I must find Abuelita.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I am numb. Someone wraps me in a blanket. <em>Am I cold?</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I find Abuelita and carry her out of the burning house. I put her safely on the ground.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I hear someone scream.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I worry for Abuelita. Is she dead?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I watch as El Rancho de las Rosas burns to the ground.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>My father wrestled me to the ground and rolled me over to put out the fire on my back. I take off my blackened shirt. My back is not badly burned.</td>
<td></td>
</tr>
</tbody>
</table>
## Character Reaction Note-catcher: “The Fire”

**RL.5.1, RL.5.3**

**Name: __________________________ Date: __________________________**

How do characters react to events/situations in *Esperanza Rising*?

<table>
<thead>
<tr>
<th>Character:</th>
<th>Event/Situation:</th>
<th>Pages:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los Higos</td>
<td>The fire</td>
<td>39–42</td>
</tr>
</tbody>
</table>

**Description:**

<table>
<thead>
<tr>
<th>Character:</th>
<th>What does the character think/feel?</th>
<th>How do you know? What are his/her actions? How does the character interact with others?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miguel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Esperanza</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Two-Voice Poems

RL.5.3, W.5.3, W.5.4, W.5.9a

Two-Voice Poems:

- Briefly introduces each character
- Describes the same event through the eyes of two different characters
- The two voices speak together for things that are similar
- Each voice speaks alone for the things specific to that character
- Balances the amount of text read separately and together
- The order of the text on the page shows the order it is to be read in
- The poet uses quotes from the text to describe what the characters see and hear
# Two-Voice Poem Planner

**RL.5.3, W.5.3, W.5.4, W.5.9a**

| Name: ___________________________ | Date: __________________________ |

<table>
<thead>
<tr>
<th>Event/Situation:</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
Literary Essay Prompt

RL.5.3, W.5.2, W.5.4, W.5.9

Prompt: Compare and contrast two characters’ responses to an event/situation in *Esperanza Rising*.
Model Literary Essay

**RL.5.3, W.5.2, W.5.9**

**Prompt:** Compare and contrast Esperanza’s and Miguel’s response to the fire at El Rancho de las Rosas.

In the chapter “Los Higos” of *Esperanza Rising*, by Pam Muñoz Ryan, the Ortega family wakes in the middle of the night because their house is on fire. El Rancho de las Rosas is home to both 13-year-old Esperanza Ortega, whose wealthy family owns the ranch, and Miguel Gonzales, the 16-year-old son of one of the workers. In the dark of night, each responds differently to this crisis. Esperanza seems unable to do anything, while Miguel jumps straight into the action.

Once Mama has led Esperanza outside the burning building, Esperanza seems to be confused and does not do anything to help. On page 41 it says, “Esperanza felt dizzy. Nothing seemed real. Was she still dreaming? Was this her own imagination gone wild?” and she stands in the courtyard “as if in a trance” watching the house burn. Esperanza also feels numb. On page 41 it says, “Someone wrapped a blanket around her. Was she cold? She did not know.”

In contrast, Miguel reacts quite differently, as he takes action immediately. On page 41 when Miguel sees Esperanza, but not her mother or grandmother, he immediately asks, “Where is your mother and Abuelita?” When he realizes that Abuelita must still be in the burning house, he runs inside, even though it is dangerous and puts him in danger. He returns with Abuelita safe in his arms, but his shirt catches fire on the way out. On pages 41–42 it says, “Miguel ran out of the burning house carrying Abuelita in his arms. He laid her down and Hortensia screamed. The back of his shirt was on fire.”

Although the fire will profoundly change both their lives, Esperanza and Miguel react very differently. Esperanza is a rich child who is used to everyone looking after her and having things done for her. She probably does not know what to do to help, and so she does nothing. In contrast, Miguel is older and is used to looking after Esperanza, like an older brother, and taking responsibility for getting things done. His life seems to have taught him that when things go wrong, you need to take action. If not for his brave response, Abuelita would have been killed. These very different reactions show that the life you lead can affect how you react in a situation.

Source:
Painted Essay® Template

W.5.2

The Painted Essay®
A tool for teaching basic essay form

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Catches readers’ attention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gives some background information</td>
</tr>
</tbody>
</table>

FOCUS STATEMENT

| Point 1 | Point 2 |

| Proof Paragraph 1 | Gives evidence and reasons to support point 1 |

| Transition | Provides a transition between the ideas in Proof Paragraph 1 and the ideas in Proof Paragraph 2 |

| Proof Paragraph 2 | Gives evidence and reasons to support point 2 |

<table>
<thead>
<tr>
<th>Conclusion</th>
<th>What?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>So What?</td>
</tr>
</tbody>
</table>

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## Informative Writing Checklist

**W.5.2, W.5.4, W.5.9, L.5.1, L.5.2, L.5.3, L.5.6**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Characteristics of Effective Informative Writing</th>
<th>Characteristics of My Literary Essay</th>
<th>Yes?</th>
<th>No?</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.5.9</td>
<td>My focus shows that I clearly understand the topic or text and is well supported with evidence from reliable sources.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.5.2a</td>
<td>I provide a general observation and focus and maintain the focus consistently throughout the piece.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.5.2a</td>
<td>I introduce the topic, giving readers the context they need to understand the piece.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.5.2a</td>
<td>Information is grouped logically, in a way that makes my thinking clear to the reader.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.5.2a</td>
<td>I use formatting, illustrations, and multimedia to help the reader understand information and ideas.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.5.2b</td>
<td>I use accurate and relevant facts, definitions, concrete details, quotations, or other information and examples to explain my thinking.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.5.2c</td>
<td>I use linking words to show how ideas and information connect.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.5.2d</td>
<td>I use precise language and domain-specific vocabulary.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.5.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.5.2e</td>
<td>I have a conclusion that is clearly related to the focus and the information presented.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.5.4</td>
<td>(partial) My writing is appropriate for this task, purpose, and audience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.5.8</td>
<td>(partial) I list my sources.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.5.1</td>
<td>(partial) My words and sentences follow the rules of writing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.5.2</td>
<td>My spelling, capitalization, and punctuation are correct.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Esperanza seems unable to do anything, while Miguel jumps straight into the action.

Sketch Esperanza’s and Miguel’s reaction.

I like to go to ________, while ________ likes to go to ________.

My teacher has ________, while I have ________.

Esperanza seems unable to do anything, while ________ ________. Miguel jumps straight into the action.

Break the one sentence into two sentences.

______ ________, while ________ ________________.

[Character] [reaction] [Character] [reaction]
Writing Complete Sentences

L.5.1

A complete sentence:
• Has a subject with a predicate and expresses a complete thought
• Begins with a capital letter
• Ends with an end mark—either a period, question mark, or exclamation point

Examples
Esperanza seems to be confused.
In contrast, Miguel reacts quite differently.
Proof Paragraph Writing Template

RL.5.1, RL.5.3, W.5.2a, W.5.2b, W.5.4, W.5.9a

Name: ___________________________ Date: _________________________

(Character’s name) ____________ felt _____________________________

________________________________________________________________________

________________________________________________________________________

We know this because on page ___________________ of Esperanza Rising,

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

This shows (Character’s name) ____________ felt ____________________________

________________________________________________________________________

because _____________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Character Reaction Reflections
Note-catcher

W.5.2e

Name: ___________________________ Date: __________________

Why did each character react that way? Consider age, family, and previous experiences.

<table>
<thead>
<tr>
<th>Character 1:</th>
<th>Character 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Model Literary Essay: Draft

**W.5.2c, W.5.2d, L.5.1, L.5.2**

**Prompt:** Compare and contrast Esperanza's and Miguel's response to the fire at El Rancho de las Rosas.

In the chapter “Los Higos” of *Esperanza Rising*, by Pam Muñoz Ryan, the Ortega family wakes in the middle of the night. Their house is on fire. El Rancho de las Rosas is home to both 13-year-old Esperanza Ortega, whose wealthy family owns the ranch, and Miguel Gonzales, the 16-year-old son of one of the workers. In the dark of night, each responds differently to this crisis. Esperanza seems unable to do anything. Miguel jumps straight into the action.

Mama leads Esperanza outside the burning building. Esperanza seems to be confused and does not do anything to help. On page 41 it says, “Esperanza felt dizzy. Nothing seemed real. Was she still dreaming? Was this her own imagination gone wild?” She stands in the courtyard “as if in a trance” watching the house burn. Esperanza feels numb. On page 41 it says, “Someone wrapped a blanket around her. Was she cold? She did not know.”

Miguel takes action immediately. On page 41 when Miguel sees Esperanza, but not her mother or grandmother, he immediately asks, “Where is your mother and Abuelita?” He realizes that Abuelita must still be in the burning house and runs inside, even though it is dangerous and puts him in danger. He returns with Abuelita safe in his arms, but his shirt catches fire on the way out. On pages 41–42 it says, “Miguel ran out of the burning house carrying Abuelita in his arms. He laid her down and Hortensia screamed. The back of his shirt was on fire.”

The fire will profoundly change both their lives, so Esperanza and Miguel react very differently. Esperanza is a rich child who is used to everyone looking after her. She is used to having things done for her. She probably does not know what to do to help. She does nothing. Miguel is older. He is used to looking after Esperanza, like an older brother. He is used to taking responsibility for getting things done. His life seems to have taught him that when things go wrong, you need to take action. If not for his brave response, Abuelita would have been killed. These very different reactions show that the life you lead can affect how you react in a situation.
# Linking Words and Phrases

(W.5.1c, W.5.2c, W.5.3c)

**Hint:** Where do you add new facts about your topic? You might need a linking word or phrase here!

Add to this chart if you find new linking words and phrases you would like to remember.

<table>
<thead>
<tr>
<th>Temporal words and phrases (Time Order)</th>
<th>Words and phrases that connect ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>• First</td>
<td>• Also</td>
</tr>
<tr>
<td>• Second</td>
<td>• Another</td>
</tr>
<tr>
<td>• Next</td>
<td>• And</td>
</tr>
<tr>
<td>• Finally</td>
<td>• But</td>
</tr>
<tr>
<td>• Then</td>
<td>• More</td>
</tr>
<tr>
<td>• Lastly</td>
<td>• For example</td>
</tr>
<tr>
<td>• In the end</td>
<td>• As you can see</td>
</tr>
<tr>
<td>• After that</td>
<td>• In addition</td>
</tr>
<tr>
<td></td>
<td>• Consequently</td>
</tr>
<tr>
<td></td>
<td>• Specifically</td>
</tr>
<tr>
<td></td>
<td>• In contrast</td>
</tr>
<tr>
<td></td>
<td>• Especially</td>
</tr>
<tr>
<td></td>
<td>• However</td>
</tr>
<tr>
<td></td>
<td>• Although</td>
</tr>
<tr>
<td></td>
<td>• Nevertheless</td>
</tr>
<tr>
<td></td>
<td>• Similarly</td>
</tr>
<tr>
<td></td>
<td>• Moreover</td>
</tr>
<tr>
<td></td>
<td>• While</td>
</tr>
</tbody>
</table>
Grade 5: Module 1: Unit 2

Homework Resources (for Families)
Unit 2: Writing to Inform: Threats to Human Rights in Esperanza Rising

Common Core State Standards addressed: RL.5.1, RL.5.2, RL.5.3, W.5.2, W.5.4, W.5.5, W.5.6, W.5.9a, L.5.2d, L.5.5a, and L.5.6

Guiding Questions and Big Ideas:

What are human rights, and how can they be threatened?

*Human rights belong to everyone, but they can look different to different people in different places.*

*We can better understand how human rights can be threatened by reading about the experiences of fictional characters in stories.*

What will your student be doing at school?

In this unit, students continue to read *Esperanza Rising* by Pam Muñoz Ryan to make connections to the Universal Declaration of Human Rights. They also compare and contrast characters’ reactions to situations and events in which their human rights have been threatened and interpret metaphors woven throughout the story to determine how they convey themes.

In the second half of the unit, students choose an event in the novel to write a literary essay that compares and contrasts the reactions of two characters. Students begin by writing a two-voice poem with a partner to really get inside the minds of the characters during that event. They then follow the Painted Essay structure, writing the essay one part at a time after analyzing a model.

Working to become an effective learner is a habit of character that is emphasized in this unit. These are the specific effective learning skills that students will focus on:

- I take initiative. This means I see what needs to be done and take the lead on making responsible decisions.
- I take responsibility. This means I take ownership of my ideas, my work, my goals, and my actions.
- I persevere. This means I challenge myself. When something is difficult or demanding, I keep trying and ask for help if I need it.
- I collaborate. This means I work effectively with others

The language standard that students focus on in this unit (L.5.5a) requires them to:

- Interpret figurative language, including similes and metaphors, in context.
Painted Essay® Template

The Painted Essay®
A tool for teaching basic essay form

## Introduction

*Catches readers’ attention
Gives some background information*

### FOCUS STATEMENT

<table>
<thead>
<tr>
<th>Point 1</th>
<th>Point 2</th>
</tr>
</thead>
</table>

## Proof Paragraph 1

*Gives evidence and reasons to support point 1*

## Transition

*Provides a transition between the ideas in Proof Paragraph 1 and the ideas in Proof Paragraph 2*

## Proof Paragraph 2

*Gives evidence and reasons to support point 2*

## Conclusion

*What? 
So What?*

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How can you support your student at home?

- Talk with your student about human rights and threats to human rights.
- Read informational texts in order to determine the main ideas and supporting details, and to summarize.
- Watch documentaries and research on the internet with your student to find out more about the Mexican Revolution and the results of that in terms of immigration.
- Read chapter books with your student and discuss how each chapter fits into the overall structure of the novel using the key below:

<table>
<thead>
<tr>
<th>Key</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exposition</strong></td>
<td>Beginning of the story describing how things are before the action begins</td>
</tr>
<tr>
<td><strong>Rising Action</strong></td>
<td>Series of conflicts and crisis in the story that build toward the climax</td>
</tr>
<tr>
<td><strong>Climax</strong></td>
<td>The turning point when something important happens that changes the direction of the story</td>
</tr>
<tr>
<td><strong>Falling Action</strong></td>
<td>The action that happens after the climax and starts to guide the story toward the resolution</td>
</tr>
<tr>
<td><strong>Resolution</strong></td>
<td>Tying everything together</td>
</tr>
</tbody>
</table>

- Read chapter books with your student and discuss metaphors, themes, and compare and contrast character reactions to events and situations.
- Use the language of effective learners: perseverance, collaboration, responsibility, and initiative.

Unit 2: Homework

In Lessons 1–10, homework focuses on research reading, determining the meaning of unfamiliar words using context, common affixes and roots, and reference materials. Students also write paragraphs about character reactions to threats to human rights in *Esperanza Rising*, and answer questions about what happened in each chapter.

In Lessons 11–16, homework focuses on research reading, determining the meaning of unfamiliar words using context, common affixes and roots, and reference materials.

**Model Character Reaction Paragraph: Mama** (to be used as a guide in writing paragraphs about character reactions for homework)

In the chapter “Las Cebollas” in *Esperanza Rising*, Mama, Esperanza, and Miguel’s family arrive at the camp and are allocated a small cabin, which they are to share. Mama is disappointed with the cabin. On page 102, it says, “Mama looked around and then gave Esperanza a weak smile.” The use of the word “weak” shows that she wanted to be strong for Esperanza, but she struggled to hide her disappointment. On page 102, the way Mama “sank to the bed. Her voice sounded tired” also suggests that she is disappointed or concerned with the situation. Mama shows strength and tries to be a positive role model for Esperanza when Esperanza has an angry outburst. She says to Esperanza on page 104, “Here, we have two choices. To be together and miserable or to be together and happy... I choose to be happy.” She also explains to Esperanza how lucky they are.
Research reading: Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes each day and responding to a prompt of choice in the front of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

Choice reading: If your student would also like to independently read and respond to a book of free choice, he or she may use the back of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

Vocabulary logs:
- In the front, students record new academic vocabulary: Words you might find in informational texts on many different topics. For example, the words *challenges*, *questions*, and *explain* could be found in books on any topic.
- In the back, students record new domain-specific vocabulary: Words about a particular topic. For example, the words *tadpoles*, *frogspawn*, and *amphibian* could be found on the topic of frogs.
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson Content</th>
<th>Homework Practice</th>
<th>Due In</th>
<th>Anticipated Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students analyze character reactions to moving into a cabin in the camp in the chapter “Las Cebollas.”</td>
<td>1. Research reading and answering prompt</td>
<td>1. Teacher will check independent reading journals strategically.</td>
<td></td>
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<tr>
<td>5</td>
<td>Students read “Los Aguacates” in <em>Esperanza Rising</em> and make connections between the events in the chapter and Article 2 of the Universal Declaration of Human Rights.</td>
<td>1. Research reading and answering prompt</td>
<td>1. Teacher will check independent reading journals strategically.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Students write a paragraph to analyze a character reaction to the immigration sweep in the chapter “Los Duraznos.”</td>
<td>1. Research reading and answering prompt</td>
<td>1. Teacher will check independent reading journals strategically.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Students interpret metaphors in the chapter “Las Uvas.”</td>
<td>1. Research reading and answering prompt</td>
<td>1. Teacher will check independent reading journals strategically.</td>
<td></td>
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</tbody>
</table>

*Teacher note: Please complete the Anticipated Date column according to your schedule.*
<table>
<thead>
<tr>
<th>Lesson</th>
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<th>Due In</th>
<th>Anticipated Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Mid-Unit 2 Assessment: Interpreting Metaphors and Analyzing Character Reactions</td>
<td>1. Research reading and answering prompt</td>
<td>1. Teacher will check independent reading journals strategically.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Students write a two-voice poem in pairs to show the reactions of two characters to an event.</td>
<td>1. Research reading and answering prompt</td>
<td>1. Teacher will check independent reading journals strategically.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Students analyze a model literary essay using the Painted Essay structure.</td>
<td>1. Research reading and answering prompt</td>
<td>1. Teacher will check independent reading journals strategically.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Students work with their partner to plan the introduction to their literary essay. Students then write their introductions independently.</td>
<td>1. Research reading and answering prompt</td>
<td>1. Teacher will check independent reading journals strategically.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Students work with their partner to plan the proof paragraphs to their literary essay. Students then write their proof paragraphs independently.</td>
<td>1. Research reading and answering prompt</td>
<td>1. Teacher will check independent reading journals strategically.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Students work with their partner to plan the conclusion to their literary essay. Students then write their conclusions independently.</td>
<td>1. Research reading and answering prompt</td>
<td>1. Teacher will check independent reading journals strategically.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>End of Unit 2 Assessment: Revising a Literary Essay</td>
<td>1. Research reading and answering prompt</td>
<td>1. Teacher will check independent reading journals strategically.</td>
<td></td>
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</tbody>
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*Teacher note: Please complete the Anticipated Date column according to your schedule.*
Independent Reading

Directions: Remember to record responses to research reading in the front of your independent reading journal and responses to choice reading in the back. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol such as an asterisk (*).

Record:
• Date
• Title and author of your reading book
• Pages you have read
• Prompt
• Response

Example:
Date: 04/08/2016

Book Title and Author: Universal Declaration of Human Rights, by the United Nations

Pages Read: Article 4

Prompt: What is the main idea of the text you read?

Response: People shall not be slaves or treated in that way.
Consider using the following independent reading prompts*:

- What is the main idea of the text? What are some of the key details, and how do they support the main idea?
- What do the illustrations (photographs, maps) tell you? How do they help you understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in previous lessons?
- How does the section or chapter fit into the overall structure of the novel?
- How does the main character change over the course of the novel?
- Choose one new word from your reading today and analyze it on a vocabulary square:

<table>
<thead>
<tr>
<th>Definition in your own words</th>
<th>Synonyms (words that mean the same)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Words with the same affix or root</th>
<th>Sketch</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
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</table>

*Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.
Vocabulary

Directions: In the classroom, you have been recording words from your texts in your vocabulary log. Throughout this unit, you have been research reading topic-related books at home to build your knowledge of human rights and recording words in your independent reading journal.

Choose a word from your research reading or from a text you’ve read in class and add the word to your vocabulary log. Try to choose a different word to add and to practice a different vocabulary strategy each time. For each word, be sure to add the following:

1. The definition, or meaning, of the word
2. The vocabulary strategy you used to figure out the meaning of the word
3. A sketch or diagram that helps you better understand the meaning of the word

As a reminder, the vocabulary strategies we’ve been working on in class are:

Vocabulary Strategies
• Context: Read the sentence around the word.
• Look at the affixes for clues.
• Look at the root of the word for clues.
• Use a dictionary.
• Discuss the word with another person (after attempting some of the above strategies).
Directions: Reread “Las Almendras” (almonds) in Esperanza Rising and answer the questions below. Quote accurately from the text in your answers.

1. On page 128, Esperanza is helping to shell almonds. The author describes an almond as “like two hands pressed together, protecting something inside.” Then as Esperanza cracks one open, the text says: “... then pulled the meat from its defenses.” How is the almond a metaphor for Esperanza? Be sure to use details from the text in your answer.
Esperanza Rising: Questions about “Las Ciruelas”

Name: ___________________________ Date: ___________________________

Directions: Reread “Las Ciruelas” (plums) in Esperanza Rising and answer the questions below. Quote accurately from the text in your answers.

1. This chapter is titled “Las Ciruelas/Plums.” Why do you think Pam Muñoz Ryan chose this title for the chapter? How does this title relate to the main events or ideas in this chapter?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Make an inference: What does Esperanza's response to the challenge on pages 139–143 tell us about her as a person? Cite evidence from the text to support your answer.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Directions: Reread “Las Papas” (potatoes) in *Esperanza Rising* and answer the questions below. Quote accurately from the text in your answers.

1. How is Mama feeling physically? Be sure to give detailed evidence from the text.

   ___________________________________________________________  
   ___________________________________________________________  
   ___________________________________________________________  
   ___________________________________________________________  
   ___________________________________________________________  

2. Reread the last paragraph on page 161. What inferences can you make about how Mama is feeling emotionally? The author uses the word *listless* to describe Mama. What does that word mean in the sentence? Use context clues to help.

   ___________________________________________________________  
   ___________________________________________________________  
   ___________________________________________________________  
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   ___________________________________________________________  
   ___________________________________________________________  
   ___________________________________________________________  
   ___________________________________________________________  
   ___________________________________________________________
3. On page 163, what did the doctor mean when he said that Mama was depressed? Cite evidence from the text to support your answer.
Esperanza Rising: Questions about “Los Espárragos”

Name: ___________________________  Date: ___________________________

**Directions:** Reread “Los Espárragos” (asparagus) in *Esperanza Rising* and answer the questions below. Quote accurately from the text in your answers.

1. Reread pages 184 and 200. At first, how does Esperanza respond to seeing the strikers? What is most important to her right now? How is she conflicted (confused) about what to do? Cite evidence from the text to support your answer.

   ___________________________________________________________
   ___________________________________________________________
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   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
3. Reread pages 196–197. How does Miguel feel about the strike? What is most important to him right now? Cite evidence from the text to support your answer.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. Reread the last paragraph on page 210. What can you infer about Miguel’s hope about what will change for farmworkers in the United States? Support your answer with evidence from the text.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Esperanza Rising: Questions about “Los Espárragos”

Name: ___________________________ Date: ___________________________

Directions: Reread “Los Espárragos” (asparagus) in Esperanza Rising and answer the questions below. Quote accurately from the text in your answers.

1. What is Isabel praying so hard for?

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

2. Why is Miguel upset, and how does Esperanza react?

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
3. What does Esperanza give Isabel after hearing her news? Why?
Language Dive: Model Literary Essay

Name: ___________________________ Date: ___________________________

Esperanza seems unable to do anything, while Miguel jumps straight into the action.

1. Sketch the meaning of the sentence:

2. Break the sentence into two sentences:

   Sentence 1: ____________________________________________.

   Sentence 2: ____________________________________________.
3. In the sentences you wrote use red and blue markers to underline the subject in red and the predicate in blue.

4. Complete the sentences below with information about yourself to show two contrasting ideas.

My friend has ________________, while I have ________________.

I enjoy ________________, while ________________ enjoys ________________.

5. In the sentences above, use red and blue markers to underline the subjects in red and the predicates in blue. Remember that the word while links two independent clauses that each have a subject and a predicate.