



Language Studio

Teacher Guide

Grade 4

Volume 3

Grade 4

Language Studio 6-7

Volume 3

Teacher Guide



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Contents

VOLUME 3

Language Studio 6	
Contemporary Fiction with excerpts from <i>The House on Mango Street</i>	1
.....	
Language Studio 7 American Revolution	127
.....	
Activity Book Answer Key	230
.....	

Language Studio 6

Contemporary Fiction

with excerpts from

The House on Mango Street



Contents

CONTEMPORARY FICTION

Lesson 1 **Meet the Author** 4

Building Background (15 min.)

- Meet Sandra Cisneros

Listen Closely (15 min.)

- *The House on Mango Street*

Lesson 2 **Before Mango Street** 14

Read About It (15 min.)

- Esperanza's Past and Present Homes

Looking at Language (15 min.)

- Using Connecting Words

Lesson 3 **Esperanza's Feelings About Mango Street** 22

Read About It (20 min.)

- Esperanza's Feelings About Mango Street

Looking at Language (10 min.)

- Using Conjunctions

Lesson 4 **Writing Your Own Story** 30

Rewind (10 min.)

- Language and Story Review

Write About It (20 min.)

- Write Your Own Story

Lesson 5 **The House Esperanza Wants** 38

Read About It (15 min.)

- A House of My Own

Looking at Language (15 min.)

- Rewriting Esperanza's Sentences

Lesson 6 **Meet Esperanza's Mother** 44

Read About It (20 min.)

- "A Smart Cookie"

Write About It (10 min.)

- Describing Esperanza's Mother

Lesson 7 **Looking at the Past, Present, and Future** 52

Read About It (20 min.)

- Present, Past, and Future in Story 3

Talk Time (10 min.)

- Meet and Greet

Lesson 8 **Giving Good Advice** 64

Listen Closely (10 min.)

- Advice from Esperanza's Mother

Write About It (20 min.)

- Advice to a Younger Person

Lesson 9 **Writing Your Advice Letter** 72

Rewind (10 min.)

- About Esperanza's Mother

Write About It (20 min.)

- Writing an Advice Letter

Lesson 10 **Predictions and Inferences for Story 4: "Our Good Day"** 78

Building Background (10 min.)

- What's the Story?

Read About It (20 min.)

- "Our Good Day" Part 1

Lesson 11 **Dialogue, Thoughts, and Actions in "Our Good Day"** 86

Read About It (20 min.)

- "Our Good Day" Part 2

Write About It (10 min.)

- Esperanza's Explanation

Lesson 12 **Beginning, Middle, and End in "Our Good Day"** 96

Read About It (15 min.)

- "Our Good Day" Part 3

On Stage (15 min.)

- Stage Pictures Tell the Story

Lesson 13 **First Steps for Your Story: Planning and Telling** 106

Write About It (20 min.)

- Plan Your Story

Talk Time (10 min.)

- Tell Your Story

Lesson 14 **Writing Your Story** 114

Write About It (30 min.)

- Write Your Story

Lesson 15 **Staging Your Story** 120

Rewind (10 min.)

- Your Central Event

On Stage (20 min.)

- Stage Your Scene

1

Meet the Author

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will discuss author Sandra Cisneros and her purpose for writing *The House on Mango Street*.

Listening

Students will listen to and summarize key details from the first story of *The House on Mango Street*.

LANGUAGE PROFICIENCY ASSESSMENT

Listening

Reader Notes [Activity Page 1.3]

LESSON AT A GLANCE

	Time	Materials
Building Background		
Meet Sandra Cisneros	15 min.	<input type="checkbox"/> Sandra Cisneros Biography Cards <input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> Activity Page 1.2
Listen Closely		
<i>The House on Mango Street</i>	15 min.	<input type="checkbox"/> Activity Page 1.3

ADVANCE PREPARATION

Building Background

- Provide students with the Sandra Cisneros Biography Cards. There are 10 cards. You may give students more than one, or create additional cards if you have more students.
- The complete biography for Cisneros is provided on Activity Page 1.1. You may choose to have students refer to that after the card-exchange activity.
- Optional: You may wish to find online and print out a picture of Sandra Cisneros to show to students for Building Background. Cisneros's website is a resource for pictures and more information about the author.

Listen Closely

- Read Story 1: *The House on Mango Street*.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Demonstrate comprehension of a text by identifying key details and events
- Discuss author's purpose

Language Forms and Functions

I learned that Sandra Cisneros...

The House of Mango Street was written...

Sandra Cisneros gives back to her community by...

Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
flat		washroom

Lesson 1: Meet the Author

Building Background



Primary Focus: Students will discuss author Sandra Cisneros and her purpose for writing *The House on Mango Street*.

MEET SANDRA CISNEROS (15 MIN.)

- Tell students today you will begin reading a work of contemporary fiction called *The House on Mango Street*.
- Explain that it is often helpful to know some information about the author before we begin reading a book, especially with an author who is still living today.
- Optional: If you have a picture or projection of Sandra Cisneros, from her own website or online, show this to the students and keep it visible throughout this activity.
- Give each student one Author Biography Card. Instruct students to stand, find a partner, and share their own fact with their partner. Both students should share their facts with each other.
- Ask students to keep their card, find a new partner, and share their fact with their new partner.
- Repeat for a third round with new partners.
- Call the group back together. Tell students you will have a group discussion about Sandra Cisneros.
- Optional: Direct students to Activity Page 1.1.
- As you ask the following questions, have students tell you what they have learned about the author. Write their responses on the board.
 - Where was she born and when?
 - Where does live today?
 - How many brothers does she have?
 - How old was she when she started writing?
 - Where did she go to school?
 - Who are the students she has taught?

Support

If students need more help, you may read aloud the biography and use the questions to review afterward.

Challenge

If you have time and wish to challenge your students, have them exchange fact cards with each round, so they are always sharing a new fact each round.

Activity Page 1.1





Speaking Exchanging Information/Ideas

Entering/Emerging

Help students converse by asking “What does your card say about the author?” and by responding “My card says that . . .” Prompt conversations by asking specific questions based on the cards, such as “When was Sandra Cisneros born?” etc.

Transitioning/Expanding

Prompt conversations by asking students to share the information about the author on their card.

Bridging

Ensure students exchange information and prompt conversations to make sure both students get to share.

Activity Page 1.2



- How does she give back to her community?
- What is a book she wrote?
- How old was she when she began writing *The House on Mango Street*?
- Why did she start writing *The House on Mango Street*?



Check for Understanding

As you lead the discussion, check that all students contribute at least one fact to the conversation. Check in with an agree/disagree question to ensure all students are participating.

- Write this quote from the biography on the board and facilitate a discussion: “Cisneros began writing *The House on Mango Street* when she was 22 as an attempt to help people understand her own culture and background.”
- Circle the word *culture* and ask students if they know this word.
- Explain that *culture* refers to the beliefs, customs, and arts of a particular group.
- Inform students that Sandra Cisneros came from a Mexican American family, and some Mexican American people refer to their culture as “Chicano.”
- Invite students to share their own cultural background with the group. You may also share yours.
- Tell students they will read a few stories from *The House on Mango Street* together.
- Explain that the book is composed of many short stories or chapters.
- Write *Esperanza* on the board. Tell them the central character is a young girl named Esperanza.
- Ask students if they recognize the word, or the Spanish verb *esperar*.
Note: *Esperanza* means “hope” in Spanish.
- Tell them that before they read about Esperanza’s house, you would like them to close their eyes or look down, and picture their own house.
- Direct students to Activity Page 1.2.
- Allow students to answer these questions based on their own houses.
- Ask if anyone would like to share something about their house with the rest of the group.



Challenge

For students who quickly summarize the text, the challenge question asks them to make an inference about Esperanza's feelings about the house.



Listening Listen Actively

Entering/Emerging

Go through each question and help students find the answers in the text. Tell students to count the number of streets in the first paragraph for Question 1.

Transitioning/Expanding

Guide students to the paragraph where they can find answers to each of the questions.

Bridging

Tell students the answers to these questions are in the section you just read aloud, and ask them to go back and read this section on their own to find the answers.

Lesson 1: Meet the Author

Listen Closely



Primary Focus: Students will listen to and summarize key details from the first vignette of *The House on Mango Street*.

THE HOUSE ON MANGO STREET (15 MIN.)

- Direct students to Activity Page 1.3.
- Point out the bold words. Tell students that the definition of these words is on the page.
- Remind students that the narrator is a young woman, Esperanza.
- Begin reading the excerpt aloud as students follow along in the activity book. As you read, model fluency, thinking aloud, asking questions, making predictions, and inquiring about new vocabulary.

Note: The following is the reading excerpt for this lesson:

We didn't always live on Mango Street. Before that we lived on Loomis on the third floor, and before that we lived on Keeler. Before Keeler it was Paulina, and before that I can't remember. But what I remember most is moving a lot. Each time it seemed there'd be one more of us. By the time we got to Mango Street we were six—Mama, Papa, Carlos, Kiki, my sister Nenny and me.

The house on Mango Street is ours, and we don't have to pay rent to anybody, or share the yard with the people downstairs, or be careful not to make too much noise, and there isn't a landlord banging on the ceiling with a broom. But even so, it's not the house we'd thought we'd get.

We had to leave the **flat** on Loomis quick. The water pipes broke and the landlord wouldn't fix them because the house was too old. We had to leave fast. We were using the **washroom** next door and carrying water over in empty milk gallons. That's why Mama and Papa looked for a house, and that's why we moved into the house on Mango Street, far away, on the other side of town.

- Stop here and tell students that before going further, it is important to review what Esperanza has told us so far.
- Ask students to complete the questions on Activity Page 1.3 about their reading so far.
- Poll students (agree/disagree) whether they think author Sandra Cisneros based the character Esperanza on events from her own life. Allow a few students to share their opinions and explain why.
- Tell students they will continue to think about this question as they read more of the book.

LANGUAGE PROFICIENCY ASSESSMENT

Listening

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Listening
Unit/Lesson	U6 L1
Activity Name	Reader Notes
Proficiency Levels	
Entering	Student answers yes/no questions with 1:1 support.
Emerging	Student asks and answers yes/no and wh- questions in short phrases with substantial support.
Transitioning	Student asks and answers simple questions in short sentences with moderate support.
Expanding	Student asks and answers questions in complete, detailed sentences with minimal support.
Bridging	Student answers open-ended questions in complete, detailed sentences independently.

~~~~~End Lesson~~~~~

## Author Biography Cards for Sandra Cisneros



Sandra Cisneros was born in Chicago, Illinois  
on December 20, 1954.

Sandra Cisneros grew up with six brothers.

She began writing as a teenager.

Cisneros has won numerous awards, including a  
MacArthur Fellowship.





Cisneros began writing *The House on Mango Street* when she was 22 as an attempt to help people understand her own culture and background.

Cisneros values giving back to her community, and she has founded several organizations to help writers and the arts.

Cisneros has taught students of many ages and has also worked with students who have dropped out of school.

Today, Sandra Cisneros lives in Mexico.



She has written many books of poetry and fiction.

Her books include the children's book *Hairs/Pelitos* and the well-known *The House on Mango Street*.

## 2

# Before Mango Street

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will explain the sequence of events that preceded Esperanza's move to Mango Street.

**Writing**

Students will use connecting words to write sentences that describe the sequence of events in the text and in their own lives.

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Using Connecting Words** [Activity Page 2.1]

## LESSON AT A GLANCE

|                                    | Time    | Materials           |
|------------------------------------|---------|---------------------|
| <b>Read About It</b>               |         |                     |
| Esperanza's Past and Present Homes | 15 min. | ☐ Activity Page 1.3 |
| <b>Looking at Language</b>         |         |                     |
| Using Connecting Words             | 15 min. | ☐ Activity Page 2.1 |

## ADVANCE PREPARATION

### Read About It

- Prepare a simple timeline with these examples on the board:
  - Past: I had eggs for breakfast.
  - Present: I am in school now.
  - Future: I will do my homework tonight.
- If you choose to use index cards with each of the four street names (Mango, Loomis, Keller, Paulina) to support the Read About It activity, prepare a set for each student who will use them.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Demonstrate comprehension of a text by identifying key ideas and events
- Discuss the sequencing of events in relation to the text using connecting words

### Language Forms and Functions

Before describing something in the \_\_\_\_\_

After...

In the end...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
|                                 | sequence<br>flat<br>washroom     |                                 |

## Lesson 2: Before Mango Street

## Read About It



**Primary Focus:** Students will explain the sequence of events before Esperanza moved to Mango Street.

**ESPERANZA'S PAST AND PRESENT HOMES (15 MIN.)**

- Review the previous lesson's reading.
- Ask students to recall the name of the author and the narrator of the story. Write *Sandra Cisneros* and *Esperanza* on the board.
- Ask students to review what happened in the part of the story you read previously.
- Ask students how many houses Esperanza remembers living in.
- Direct students to Activity Page 1.3 from the previous lesson.
- Explain that before you look closely at this story today, you would like them to read the section again with two partners.
- Put students into groups of three, in any of the following ways: strong readers with readers who need more support; readers of similar skill levels.
- Explain that one partner will read the first paragraph aloud. Next, the other partner will read the second aloud. Then the third partner will read the third paragraph aloud.
- Students can ask their partners for help to sound out or define words as necessary.

**Note:** The following is the reading excerpt for this lesson:

We didn't always live on Mango Street. Before that we lived on Loomis on the third floor, and before that we lived on Keeler. Before Keeler it was Paulina, and before that I can't remember. But what I remember most is moving a lot. Each time it seemed there'd be one more of us. By the time we got to Mango Street we were six—Mama, Papa, Carlos, Kiki, my sister Nenny and me.

**Activity Page 1.3**

**Support**

You may wish to adjust this structure as students' needs change. You may wish to provide guiding questions for students to periodically stop and discuss with their partners.



## Support

You may wish to first make a list of the sequence in the order it is told in the text to give students a visual comparison between the two lists.



### Reading Understanding text structure

#### Entering/Emerging

Provide index cards with the street names, and have students number the cards 1–4 (past to present). Use the cards to put the four streets in order to match the story, and compare this to the order in time.

#### Transitioning/Expanding

Use index cards to help students arrange the streets in order of the text, then in order of real time.

#### Bridging

Provide index cards as visual aids for students to use as needed.

The house on Mango Street is ours, and we don't have to pay rent to anybody, or share the yard with the people downstairs, or be careful not to make too much noise, and there isn't a landlord banging on the ceiling with a broom. But even so, it's not the house we'd thought we'd get.

We had to leave the **flat** on Loomis quick. The water pipes broke and the landlord wouldn't fix them because the house was too old. We had to leave fast. We were using the **washroom** next door and carrying water over in empty milk gallons. That's why Mama and Papa looked for a house, and that's why we moved into the house on Mango Street, far away, on the other side of town.

- Explain that you are going to focus on the order in which Esperanza organizes events in the first three paragraphs.
- Write a timeline of past/present/future on the board and explain the differences of past, present, and future:
  - Past: This morning, I had eggs for breakfast.
  - Present: I am in school now.
  - Future: Tonight, I will do my homework.



### Check for Understanding

Ask students to listen to this sentence and tell you whether it is past, present, or future. "When I was your age, I lived in a red house." If students are not able to identify this as the past, provide more instruction before moving forward.

- Explain that authors do not always tell the story in the order events occurred.
- Ask students what order Esperanza lists her streets in the first paragraph.
  - » The first paragraph moves backward in time. It starts with the present and moves backward into the past.
- Tell students you are going to make a list of Esperanza's streets that starts with the past and moves to the present.

- On the board, work with students to put the streets in the order from most past to the present.
  - Paulina Street
  - Keeler Street
  - Loomis Street
  - Mango Street
- Optional: Ask students if they have ever moved houses and/or how many streets they remember living on.



### Check for Understanding

Ask students whether the list they just made is the same order or a different order than the way it is told in the story. Ensure they understand the different sequences before moving forward.

- Ask students which house is described in the second paragraph.
  - » the present, Mango Street
- Ask students which house is described in the third paragraph.
  - » mostly the Loomis house
- Ask students to look closely at the first page, and look at the order in which Esperanza talks about her houses. Do the second and third paragraphs follow the same order as the first paragraph?
  - » Yes
- Explain that Esperanza uses the same order, going backward in time, from the second to third paragraph, but she returns to the Mango Street house in the last sentence of the third paragraph.
- Ask students why they think Esperanza returns to Mango Street at the end of the third paragraph. Suggest that since Mango Street is the present, that is probably the most important house for her right now

### Challenge

Ask students, based on this pattern, to make a prediction. If Esperanza were going to talk about another house in the paragraph after Loomis Street, which one would it be? Guide them to understand that Keeler Street would come next in this order.

## Lesson 2: Before Mango Street

# Looking at Language



### Activity Page 2.1



### Writing Understanding Cohesion

#### Entering/Emerging

Work 1:1 or in a small group through the sentences. Ask students to consider each of the word choices and determine which is most accurate. Point to the text and the lists on the board to help build students' understanding.

#### Transitioning/Expanding

Point to the text and the lists on the board to help build students' understanding.

#### Bridging

Ask students to talk through the sentences and check on their understanding of cohesion before writing.

### USING CONNECTING WORDS (15 MIN.)

- Ask students which word in the first paragraph helped them understand the order of streets Esperanza lived on.
- Write *BEFORE* on the board and explain that some words help us understand the order, or sequence, in which events happen.
- Direct students to Activity Page 2.1.
- Guide students through Part 1 of this activity. Tell them you will work on the first part of this together.
- Ask students to think about the word *before* and circle whether it describes the past, present, or future.
- Explain that in a sentence, *before* refers to events in the past.
- Ask students for a word that is the opposite of *before* and guide them to *after*.
- Ask students to think about the word *after*, how it used, and circle the times it can describe.
- Explain that *after* can be used to describe events in the past, present, or future, and give some examples:
  - "After I had breakfast, I brushed my teeth." (*past*)
  - "After we read, we ask questions about the story." (*present*)
  - "After dinner tonight I will do my homework." (*future*)
- Ask students to turn to a partner and complete the sentence, "After school, I will . . ."
- Ask students to think about the word *now* and circle whether it describes the past, present, or future. Explain that it describes the present.
- Ask students to think about the word *someday* and circle whether it describes the past, present, or future. Explain that it describes the future.

- Direct students to Parts 2 and 3 of Activity Page 2.1.
- Read the instructions for these two sections and explain that students will now create sentences about the story, and about their own lives.
- If time allows, students may share their own sentences from Part 3 with each other.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                                 |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                                         |
| Unit/Lesson        | U6 L2                                                                                                                           |
| Activity Name      | Using Connecting Words                                                                                                          |
| Proficiency Levels |                                                                                                                                 |
| Entering           | Student draws pictures to represent the events of a story with 1:1 support.                                                     |
| Emerging           | Student draws pictures and writes short phrases to represent the beginning, middle, and end of a story with moderate support.   |
| Transitioning      | Student writes simple, complete sentences with a few connecting words to explain the events of a story using models as needed.  |
| Expanding          | Student writes simple and complex sentences, with a few connecting words, to explain the beginning, middle, and end of a story. |
| Bridging           | Student writes full complex sentences, with many connecting words, to explain the events of a story.                            |

~~~~~End Lesson~~~~~

3

Esperanza's Feelings about Mango Street

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will annotate the text to understand how the conjunctions and and but reveal Esperanza's feelings about the Mango Street house.

Speaking

Students will speak and write sentences, using conjunctions to connect ideas about Esperanza and her house.

FORMATIVE ASSESSMENT**Speaking****Connecting Ideas with Conjunctions**

[Activity Page 3.2]

LANGUAGE PROFICIENCY ASSESSMENT**Reading**

The House on Mango Street [Activity Page 3.1]

LESSON AT A GLANCE

| | Time | Materials |
|---|---------|---------------------|
| Read About It | | |
| Esperanza's Feelings about Mango Street | 20 min. | ☐ Activity Page 3.1 |
| Looking at Language | | |
| Using Conjunctions | 10 min. | ☐ Activity Page 3.2 |

ADVANCE PREPARATION

Read About It

- Assign parts of the room for an agree/disagree activity.
- Read the entire Story 1.
- Have colored pencils for each student for Activity Page 3.1.
- Prepare to read the fourth and fifth paragraph aloud with a strong emotional emphasis. The fourth paragraph should convey building excitement and happiness. The fifth paragraph, starting with the first *But*, should convey disappointment and sadness.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Contribute to conversations and express ideas by asking and answering questions, building on responses, and adding relevant information
- Demonstrate comprehension of Read-Aloud by asking and answering detailed questions

Language Forms and Functions

I agree that _____ because _____.

I learned _____ and _____.

I think _____ but _____.

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| elms
flat | crumbling | washroom |

Lesson 3: Esperanza's Feelings about Mango Street

Read About It



Primary Focus: Students will annotate the text to understand how the conjunctions *and* and *but* reveal Esperanza's feelings about the house on Mango Street.

ESPERANZA'S FEELINGS ABOUT MANGO STREET (20 MIN.)

- Tell students you will make a statement. If they agree, they should walk to one side of the room. If they disagree, they walk to the other.
- Write on the board and read aloud: "Esperanza loves her house on Mango Street. Agree? Or disagree?"
- After students move to their side, ask a few students to explain why they have taken this position. Encourage them to use evidence from the text.
- Ask students to come back to their seats.
- Ask students if they would like to live in Esperanza's house, and allow a few students to volunteer an opinion of why or why not.
- Tell students you are now going to read the next part of the story, and learn more about the house.
- Direct students to Activity Page 3.1.
- Explain that you have already read the first part of the story, so today you will read the fourth and fifth paragraphs to learn more about Esperanza's house.
- Instruct students that you will read the section aloud as a group. Everyone should follow along the text.
- Decide an order you will read in, or use a "popcorn" technique to call on students to read in a random or surprise order.

Note: The following is the reading excerpt for this lesson. Begin with the fourth paragraph:

We didn't always live on Mango Street. Before that we lived on Loomis on the third floor, and before that we lived on Keeler. Before Keeler it was Paulina, and before that I can't remember. But what I remember most is moving a lot. Each

Activity Page 3.1





Reading Understanding Text Structure

Entering/Emerging

Guide students to the fourth paragraph. Point to the word *and* on the board and support them to find and underline it in their text.

Transitioning/Expanding

Guide students to the fourth paragraph and remind them they are underlining the word *and* each time it appears.

Bridging

Ask students to point at where *and* appears in the fourth paragraph, without guiding them to the text or the word on the board.

time it seemed there'd be one more of us. By the time we got to Mango Street we were six—Mama, Papa, Carlos, Kiki, my sister Nenny and me.

The house on Mango Street is ours, and we don't have to pay rent to anybody, or share the yard with the people downstairs, or be careful not to make too much noise, and there isn't a landlord banging on the ceiling with a broom. But even so, it's not the house we'd thought we'd get.

We had to leave the **flat** on Loomis quick. The water pipes broke and the landlord wouldn't fix them because the house was too old. We had to leave fast. We were using the **washroom** next door and carrying water over in empty milk gallons. That's why Mama and Papa looked for a house, and that's why we moved into the house on Mango Street, far away, on the other side of town.

They always told us that one day we would move into a house, a real house that would be ours for always so we wouldn't have to move each year. And our house would have running water and pipes that worked. And inside it would have real stairs, not hallway stairs, but stairs inside like the houses on T.V. And we'd have a basement and at least three washrooms so when we took a bath we wouldn't have to tell everybody. Our house would be white with trees around it, a great big yard and grass growing without a fence. This was the house Papa talked about when he held a lottery ticket and this was the house Mama dreamed up in the stories she told us before we went to bed.

But the house on Mango Street is not the way they told it at all. It's small and red with tight steps in front and windows so small you'd think they were holding their breath. Bricks are crumbling in places, and the front door is so swollen you have to push hard to get in. There is no front yard, only four little elms the city planted by the curb. Out back is a small garage for the car we don't own yet and a small yard that looks smaller between the two buildings on either side. There are stairs in our house, but they're ordinary hallway stairs, and the house has only one washroom. Everybody has to share a bedroom—Mama and Papa, Carlos and Kiki, me and Nenny.

- After the read, refer back to the statement on the board: "Esperanza loves her house on Mango Street." Ask if everyone still agrees or disagrees.
- Explain that if you look closely at some of the language, Esperanza is giving us some hints about her feelings.
- Write the word *and* on the board.

- Ask all of the students who read a sentence that started with *And* to raise their hands. (Three sentences begin with *And* in this section. It is used many times within the story.)
- Explain that the word *and* is a conjunction and that a conjunction is a word that combines two sentences. It is usually used to combine sentences that are alike in some way.
- Pass out colored pencils.
- Read directions for Activity Page 3.1 Part 2. Students will go back to the fourth paragraph and circle all the times Esperanza uses the word *and* in this paragraph.
- Ask how many times the word *and* appears.

» 7

- Tell students you will read this paragraph back to them, and they should think about how using *and* suggests Esperanza's feelings.
 - Optional: You may have the students all say *and* together, with you, each time it comes up in the reading.
 - Read the fourth paragraph aloud, using a highly expressive voice to convey excitement and happiness as you describe the house.
 - Ask students how Esperanza feels about the house she imagined moving into.
- » excited, happy, joyful
- Explain that using the word *and* frequently in this paragraph helps build the sense of excitement.
 - Ask students to look at the first word of the last paragraph. (*But*) What does *but* do?
 - Explain that *but* is usually used to connect two ideas that are different in some way. In this case, *but* means that the house on Mango Street is different from the house she wished for.
 - Direct students to Activity Page 3.1 Part 3.
 - Instruct students to circle *but* every time it appears in the last paragraph.
 - Tell the students you will read the last paragraph, and they should think about how Esperanza feels about the house on Mango Street.
 - Read the fifth paragraph, using a highly expressive voice to convey the disappointment or sadness Esperanza feels about the house.

Challenge

For students who work quickly, ask them to read the next paragraph, and then go back to the early parts of the story and underline the use of *and* throughout the entire story.



Check for Understanding

Poll students on whether they agree or disagree with the original statement: “Esperanza loves her house on Mango Street.” If students still agree at this point, provide remediation before going forward.

- Explain that even small words like *and* or *but* can give important clues about the story. This is why it is valuable to read closely and look at language in a story.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

- Use the following tool to evaluate students’ language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Reading |
| Unit/Lesson | U6 L3 |
| Activity Name | Reading: <i>The House on Mango Street</i> |
| Proficiency Levels | |
| Entering | Student answers text-dependent wh- questions by highlighting relevant words with 1:1 support. |
| Emerging | Student answers text-dependent wh- questions by highlighting relevant words and phrases with substantial support. |
| Transitioning | Student highlights key details and answers simple text-dependent questions with moderate support. |
| Expanding | Student highlights key details and answers open-ended questions about the text with moderate support. |
| Bridging | Student highlights key details and answers open-ended questions about the text with minimal support. |

Lesson 3: Esperanza's Feelings about Mango Street

Looking at Language



Primary Focus: Students will speak and write sentences, using conjunctions to connect ideas about Esperanza and her house.

USING CONJUNCTIONS (10 MIN.)

- Explain that students just explored how the words *and* and *but* can be used to convey the feelings of the character in the story.
- Tell students they are going to work with some additional words that connect ideas, known as conjunctions.
- Direct students to Activity Page 3.2.
- Read the title (Connecting Ideas with Conjunctions) and the opening text.

Some words are called conjunctions. These words are used to connect two sentences. Here are some common conjunctions: and, but, or, so, because, since.

- Have students read the sample conjunctions aloud.
- For Part 1, have students work with partners to create spoken sentences, using the conjunctions.



Check for Understanding

Call on students to speak a sentence to the group. Ensure they are using the conjunction in the correct place and that their sentences make sense.

- Read the directions for Part 2 aloud.
- Explain that students will use the given conjunction to write a single sentence about the story.
- Model the new sentence using the first example, if you feel it is necessary.
- Have students complete the rest of Activity Page 3.2.

End Lesson

Activity Page 3.2



Speaking Connecting Ideas

Entering/Emerging

Work 1:1 to support students. Ask them to remind you how the conjunction works (*compare, contrast, choice, etc.*). Have them speak through and then write the new sentences.

Transitioning/Expanding

Have students work in pairs to speak and then write the new sentences together.

Bridging

Encourage students to say the sentence to themselves before writing.

Challenge

Activity Page 3.2 includes open sentence frames for students to write sentences about themselves, using conjunctions.

4

Writing Your Own Story

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will converse, using the connecting words and conjunctions they have learned.

Writing

Students will write their own story using Esperanza's story as a model.

FORMATIVE ASSESSMENT

Writing

Brainstorm Your Story [Activity Page 4.1]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Write Your Story [Activity Page 4.2]

LESSON AT A GLANCE

| | Time | Materials |
|---------------------------|---------|--|
| Rewind | | |
| Language and Story Review | 10 min. | <input type="checkbox"/> Activity Page 2.1
<input type="checkbox"/> Activity Page 3.2 (if necessary for review) |
| Write About It | | |
| Your Own Story | 20 min. | <input type="checkbox"/> Activity Page 4.1
<input type="checkbox"/> Activity Page 4.2 |

ADVANCE PREPARATION

Write About It

- Sentence frames for Activity Page 4.1:
 - I hoped that _____.
 - Something I wished for was _____.
 - I wanted something that would look like _____ **and** would make me feel _____.
 - I thought when _____ happened, it would be _____, **and** I would _____.
 - **Before** _____, I always thought _____.
 - I really wanted _____, **because** I thought it would _____.
 - I wished it would be _____, **but** it was _____.
 - I would have liked _____ **or** I would have liked _____.
 - **After** this happened I felt _____.
 - **After** I saw _____, I learned that _____.
 - I hope that someday _____.

- Prompts to support writing on Activity Page 4.2:
 - Describe something that you wanted or wished for. Include a sentence with *and* that gives a description of what you hoped for.
 - Describe how you felt before you received the thing, or the event happened. Help the reader understand how you thought about it before it happened.
 - Describe the thing you actually got, or the event as it actually occurred. How was it different than what you wanted it to be?
 - How did you feel after?
 - What do you wish for now?

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Converse using conjunctions and connecting words • Elaborate on ideas in writing | | |
| Language Forms and Functions | | |
| Before _____, I always thought _____
I really wanted _____, because I thought it would _____
After I saw _____, I learned that _____. | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| | | |

Lesson 4: Writing Your Own Story

Review



Primary Focus: Students will converse, using the connecting words and conjunctions they have learned.

LANGUAGE AND STORY REVIEW (10 MIN.)

- Display two lists on the board:
 - Before, After, Now, Someday
 - And, But, Or, So, Because
- Remind students that these are the connecting words they have been working with.
- Ask students to review how each is used. Ask a student to use each word in a sentence.
 - Before
 - » describes something in the past
 - After
 - » describes something that follows something, in either the past, present, or future
 - Now
 - » describes something in the present
 - Someday
 - » describes something that may happen in the future
 - And
 - » connects like ideas
 - But
 - » connects different or contrasting ideas
 - Or
 - » connects two alternatives or choices
 - So
 - » connects cause to effect
 - Because
 - » connects cause to effect or effect to cause

Support

You may assign the words to students and have them practice a sentence with a partner before sharing with the group.

Challenge

If your students are in command of all these words, you can challenge your students to create a story as a group. As you go around the class, each person contributes one new sentence to the story, in which they must use the connecting word assigned to them.

Speaking
Connecting Ideas

Entering/Emerging

Refer to Activity Pages 2.1 and 3.2, and use the sentences in these activities as frames for a conversation.

Transitioning/Expanding

Use sentences they worked with in prior activities to support their examples.

Bridging

Ask a question whose answer would require a connecting word, such as: "Tell us two things you did this morning." (*and*)



Check for Understanding

Ensure that each student is given an opportunity to correctly use one of the connecting words in a sentence. If students do not demonstrate an understanding of how to use these words correctly, go back and review Activity Pages 2.1 and 3.2.

Story Review

- Tell students you are going to discuss the story you read, “The House on Mango Street.”
- Ask students the name of the story.
 - » “The House on Mango Street”
- Ask students the name of the narrator.
 - » Esperanza
- Ask students what Esperanza tells us about in this story.
 - » moving from other houses before to the house now
- Ask students how Esperanza felt about her new house.
 - » disappointed or sad
- Ask students for evidence from the story that she is disappointed.
 - » use of but, description of the house and the yard, what it doesn’t have, etc.
- Ask students if they, or someone they knew, was ever disappointed because something did not happen the way they wanted. It might be an event like a birthday or a visit, an object like a particular gift, or a visit.
- **Think-Pair-Share:** Have students turn to a partner and tell them about this event.
- Explain that author Sandra Cisneros based this book on her own experience. From her own disappointment, she created a book that has been enjoyed by many readers.

Lesson 4: Writing Your Own Story

Write About It



Primary Focus: Students will write their own story, using Esperanza's story as a model.

WRITE YOUR OWN STORY (20 MIN.)

- Tell students that they will now have an opportunity to be authors like Sandra Cisneros. Today they will write about their own experiences; in this case, the experience of disappointment they just shared with their partner.
- Direct students to Activity Page 4.1.
- Write *brainstorm* on the board and discuss the importance of brainstorming with students.
- Explain that before writing a story, this is a chance to write sentences that will help them think of their story.
- Read instructions and have students work on Activity Page 4.1.

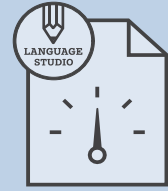


Check for Understanding

Ensure that students have an experience to write about and are writing sentences about themselves, not Esperanza. Redirect and help them find a story of their own.

- As students finish Activity Page 4.1, direct them to Activity Page 4.2.
- Review the instructions on Activity Page 4.2.
- Optional: You may have students work on Activity Page 4.1 at their own pace, moving on when they are ready.
- If time allows, invite a few students to read their story to the class.

Activity Page 4.1



Support

You can go through the first two sentences as a group. Read the prompt, look at the example below, and write a sentence as a group before having students work individually.

Challenge

If students finish writing before the allotted time, prompt for more description, detail, or explanation. Ask a "how" or "why" question for students to use to deepen their work.

Activity Page 4.2



Support

Use the prompts provided in your Teacher's Guide Activity Page 4.2 to help students write their story.



Writing

Entering/Emerging

Work 1:1, using sentence frames and prompt questions to support student writing.

Transitioning/Expanding

Provide sentence frames to help student writing and draw students' attention to the connecting word they should use.

Bridging

Ask prompting questions, emphasizing the connecting words, or review instructions with students, as needed, to support writing.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Writing |
| Unit/Lesson | U6 L4 |
| Activity Name | Write Your Story |
| Proficiency Levels | |
| Entering | Student dictates single words and phrases with 1:1 support. |
| Emerging | Student writes single words and phrases with substantial support. |
| Transitioning | Student writes phrases or short sentences with moderate support. |
| Expanding | Student writes complete sentences with occasional support. |
| Bridging | Student writes concise, detailed sentences with minimal support. |

~~~~~End Lesson~~~~~



## 5

# The House Esperanza Wants

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will use a graphic organizer to explain the ideas of Story 2: “A House of My Own.”

**Writing**

Students will revise Esperanza's sentence fragments into complete sentences to adapt language for the classroom setting.

**FORMATIVE ASSESSMENT**

Reading

**Reader Notes** [Activity Page 5.1]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Rewrite Esperanza's Sentences** [Activity Page 5.2]

## LESSON AT A GLANCE

|                                 | Time    | Materials                                                                          |
|---------------------------------|---------|------------------------------------------------------------------------------------|
| <b>Read About It</b>            |         |                                                                                    |
| A House of My Own               | 15 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Index cards |
| <b>Looking at Language</b>      |         |                                                                                    |
| Rewriting Esperanza's Sentences | 15 min. | <input type="checkbox"/> Activity Page 5.2                                         |

## ADVANCE PREPARATION

### Read About It

- Read Story 2.
- If you choose to use index cards with each sentence in this story to support the Read About It activity, prepare a set for each student who will use them.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                         |                                  |                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Identify key ideas and details of a story</li> <li>• Use general academic and domain-specific vocabulary to explain author's language choice</li> </ul>           |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                               |                                  |                                 |
| <p>The words _____, _____, and _____ connect ideas in a sentence.</p> <p>Things Esperanza wants for her house include...</p> <p>_____ and _____ are things that Esperanza does not want for her house.</p> |                                  |                                 |
| Vocabulary                                                                                                                                                                                                 |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                            | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| flat<br>petunias                                                                                                                                                                                           | clean as paper<br>quiet as snow  | apartment<br>house              |



## Lesson 5: The House Esperanza Wants

# Read About It



**Primary Focus:** Students will use a graphic organizer to explain the ideas of Story 2, “A House of My Own.”

### A HOUSE OF MY OWN (15 MIN.)

- Tell students today they will read a new story. This one is very short, so we will read the entire story now.
- Direct students to Activity Page 5.1.
- Tell students they will read this story with a partner.
- Pair students in any of the following ways: strong readers with readers who need more support; readers of similar skill levels. The way you pair students should change throughout the year.
- Explain that both students will read Story 2 silently and then one partner will read the story aloud. Next, the other partner will read the story aloud.
- Students can ask their partner for help to sound out or define words as necessary.
- You may wish to adjust this structure as students’ needs change. You may wish to provide guiding questions for students to periodically stop and discuss with their partners.

**Note:** The following is the reading excerpt for this lesson.

### Story 2: A House of My Own

Not a flat. Not an apartment in back. Not a man’s house. Not a daddy’s.  
A house all my own. With my porch and my pillow, my pretty purple  
petunias. My books and my stories. My two shoes waiting beside the  
bed. Nobody to shake a stick at. Nobody’s garbage to pick up after.  
Only a house quiet as snow, a space for myself to go, clean as paper  
before the poem.

### Activity Page 5.1



- Ask students what Esperanza is describing in this story.
  - » An imaginary house she would like to have in the future.
- Ask students if this is a real house in the present.
  - » No, imaginary in the future.
- Write *not* on the board. Ask students to explain what happens when you put *not* at the beginning of a sentence.
  - » It turns the sentence into something negative, or unwanted.
- Direct students to the Reader Notes on Activity Page 5.1.
- Read the directions aloud and explain they will make two lists, one for the things Esperanza wants for her house, and the other for things she does not want.
- Model an example with the first sentence. Ask students on which list “Not a flat” should go on. (What Esperanza does **not** want for her house.) Instruct students to write the quote in this column in their activity book.
- Ask students to talk to their partner about why Esperanza uses many negative statements in this story.
- Facilitate a discussion about student opinions, taking as many ideas as possible.
- Some ideas for discussion might include:
  - She does not like her own house in the present, so she is thinking about what she does not want.
  - Esperanza has very strong ideas about what she wants and does not want, and she wants to be very clear about them.
  - Perhaps Esperanza is not happy, so she views the world in terms of what she does not want.



### Check for Understanding

Ask students if this story is about a house in the past, present, or future. Ensure that they understand that this story is about the future house Esperanza imagines. Provide remediation before moving forward if necessary.

### Challenge

Challenge students to count how many sentences describe what she wants and how many sentences describe what she does not want. There are five positive sentences and six negative sentences.



### Reading Understanding Text Structure

#### Entering/Emerging

Provide index cards for each sentence in the story and have students sort them into two categories, what Esperanza wants and what she doesn't want, before writing these on their own lists.

#### Transitioning/Expanding

Have students work in pairs to make the two lists together.

#### Bridging

After students work individually, have them then check their list with a partner to see if there are any differences.

### Support

Students may work in pairs to create spoken sentences.

### Challenge

If students accurately complete Part 1, direct them to the Part 2 Challenge Question, which asks them to imagine their own dream house and answer prompt questions with complete sentences. If time allows, you may invite students to read their own sentences with the class.

## Lesson 5: The House Esperanza Wants

# Looking at Language



**Primary Focus:** Students will revise Esperanza's sentence fragments into complete sentences to adapt language for the classroom setting.

### REWRITING ESPERANZA'S SENTENCES (15 MIN.)

- Explain that you will look closely at the sentences in this story.
- On the board, write *verbs: is, are, has, have*.
- Ask students to review what these verbs do.
  - » They help connect ideas in a sentence.
- On the board, write *Pronouns: I, he, she, we, you, it*.
- Ask students what these pronouns do.
  - » They help us understand who, or what, the sentence is about, or the subject of the sentence.
- Write *purple pillow* on the board. Ask students to come up with sentences using the verbs and pronouns.
  - » There is a purple pillow. The pillow is purple. I have a purple pillow. She has a pillow that is purple.
- Ask students to go back to the first paragraph of Story 2 and count how many times the words *is* and *has* are used.
  - » None
- Ask students if these are the kinds of sentences they would usually write in school.
  - » No
- Explain that in fiction, authors can be very creative with their use of language because they are creating a fictional world. Sandra Cisneros has given Esperanza a very unique voice, and for this purpose, she intentionally creates sentences that might not be considered “correct” in a classroom.
- Ask students why Esperanza might not use complete sentences in this story.
- Some ideas for discussion might include:
  - She does not know how to write correctly.
  - She is writing her thoughts and feelings as they come to her head.
  - She is writing the story for herself, not for a teacher or school.



### Check for Understanding

Ask students to raise their hands if they agree with this statement: "Writing a fictional story is different than writing for school." If any students disagree, provide clarification on the difference between creative fiction and academic writing before moving forward.

- Direct students to Activity Page 5.2.
- Explain that if Esperanza had to give this story to a teacher, the teacher might ask her to provide correct sentences. This activity would help Esperanza if she had to do this.
- Read directions and ask students to complete Part 1 of Activity Page 5.2.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                   |
|--------------------|-------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                           |
| Unit/Lesson        | U6 L5                                                                                                             |
| Activity Name      | Rewrite Esperanza's Sentences                                                                                     |
| Proficiency Levels |                                                                                                                   |
| Entering           | Student matches a sentence fragment to the correct sentence frame to complete a sentence with 1:1 support.        |
| Emerging           | Student matches a sentence fragment to the correct sentence frame to complete a sentence with moderate support.   |
| Transitioning      | Student matches a sentence fragment to the correct sentence frame to complete a sentence with occasional support. |
| Expanding          | Student matches a sentence fragment to the correct sentence frame to complete a sentence with limited support.    |
| Bridging           | Student matches a sentence fragment to the correct sentence frame to complete a sentence.                         |

End Lesson

## Activity Page 5.2



### Writing Adapting Language Choices

#### Entering/Emerging

For each of Esperanza's sentences, point to the correct sentence frame and work 1:1 with students to revise the sentences.

#### Transitioning/Expanding

For Esperanza's first sentence, point to the correct sentence frame and work with students to revise this sentence. Have them show you the correct sentence frame for her next sentence, and repeat the process if necessary.

#### Bridging

For Esperanza's first sentence, ask students to point to the correct sentence frame and to confirm or correct as needed.

## 6

# Meet Esperanza's Mother

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will read Story 3: "A Smart Cookie" and describe Esperanza's mother.

**Writing**

Students will use connecting words to write sentences about Esperanza's mother.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

Reader Notes [Activity Page 6.2 ]

## LESSON AT A GLANCE

|                               | Time    | Materials           |
|-------------------------------|---------|---------------------|
| <b>Read About It</b>          |         |                     |
| "A Smart Cookie"              | 20 min. | ☐ Activity Page 6.1 |
| <b>Write About It</b>         |         |                     |
| Describing Esperanza's Mother | 10 min. | ☐ Activity Page 6.2 |

## ADVANCE PREPARATION

### Read About It

- Read Story 3: "A Smart Cookie."

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Describe ideas and text elements based on a close reading
- Discuss a character using connecting words

### Language Forms and Functions

I agree/disagree that Esperanza's mother is happy with her life because...

In my opinion Esperanza's mother...

Esperanza's mother \_\_\_\_\_ because \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| Madame Butterfly<br>opera       | velvety                          | rosebuds<br>smart cookie        |

## Lesson 6: Meet Esperanza's Mother

## Read About It



**Primary Focus:** Students will read Story 3: “A Smart Cookie” and describe Esperanza’s mother.

**“A SMART COOKIE” (20 MIN.)**

- Tell students they will read a new story, in which they will learn about Esperanza’s mother.
- Ask students how many people are in Esperanza’s family.
  - » six total
- On the board, write this quote from Story 1: “This was the house Mama dreamed up in the stories she told us before we went to bed.” Tell students that this sentence is from the first story.
- **Turn and Talk:** Ask students to discuss in pairs and make a prediction about Esperanza’s mother, based on the quote from the earlier story.
- Allow a few students to share their predictions. Ensure that they are using the quote from the text as evidence.
- Direct students to Story 3, “A Smart Cookie.”
- Point out the bold words. Tell students that the definition of these words is on the page.
- Point out that this story has some dialogue, which means the character is speaking. Explain that dialogue is often put in quotation marks, but the author of this book did not do it this way. Italics indicate dialogue in their readings.
- Read the first paragraph aloud as students follow along in the activity book. As you read, model fluency, thinking aloud, asking questions, making predictions, and inquiring about new vocabulary.
- Give a distinct voice for the dialogue to differentiate it from the narration.
- After the first paragraph, tell students they will read the rest of the story with a partner.

## Activity Page 6.1





## Support

You may wish to adjust this structure as students' needs change. You may wish to provide guiding questions for students to periodically stop and discuss with their partners.



### Reading Reading/Viewing Closely

#### Entering/Emerging

Offer students 1:1 support asking text-dependent questions about character. Read and identify text-dependent concepts for students, using finger sweeping.

#### Transitioning/Expanding

Offer students moderate support and ask text-dependent questions about character. Read and help students identify text-dependent concepts, using finger sweeping.

#### Bridging

Offer students occasional support and ask text-dependent questions. Read and help students identify text-dependent concepts, using finger sweeping if necessary.

**Note:** The following is the reading excerpt for this lesson:

*I could've been somebody, you know?* my mother says and sighs. She has lived in this city her whole life. She can speak two languages. She can sing an **opera**. She knows how to fix a T.V. But she doesn't know which subway train to take to get downtown. I hold her hand very tight while we wait for the right train to arrive.

### Partner Reading Story 3

- Stop here and pair students in any of the following ways: strong readers with readers who need more support; readers of similar skill levels. The way you pair students should change throughout the year.
- Explain that both students will read the second paragraph silently and then one partner will read that paragraph aloud. Next, they will both read the third paragraph silently and then the other partner will read that page aloud, and so on.
- Students can ask their partner for help to sound out or define words as necessary.

She used to draw when she had time. Now she draws with a needle and thread, little knotted **rosebuds**, tulips made of silk thread. Someday she would like to go to the ballet. Someday she would like to see a play. She borrows opera records from the public library and sings with **velvety** lungs powerful as morning glories.

Today while cooking oatmeal she is **Madame Butterfly** until she sighs and points the wooden spoon at me. *I could've been somebody, you know? Esperanza, you go to school. Study hard. That Madame Butterfly was a fool.* She stirs the oatmeal. *Look at my comadres.* She means Izaura whose husband left and Yolanda whose husband is dead. *Got to take care all your own*, she says shaking her head.

Then out of nowhere:

*Shame is a bad thing, you know. It keeps you down. You want to know why I quit school? Because I didn't have nice clothes. No clothes, but I had brains.*

*Yup*, she says disgusted, stirring again. *I was a **smart cookie** then.*

- Facilitate a discussion about Esperanza's mother.
- Ask students to agree or disagree that Esperanza's mother is very happy with her life. Allow a few students to share their opinion.
- Write: "I could have been somebody" on the board and ask if students have ever heard this expression used.
- Explain that in this case, the word *somebody* implies someone important, successful. Esperanza's mother is saying that if she had done things differently, she could have been more successful.
- Ask students what skills does Esperanza's mother have.
  - » singing, sewing, drawing, cooking, languages, fixing the TV



### Check for Understanding

During this discussion, call on as many different students as possible to ensure participation. If there are students who are not offering ideas, ask them a question or check on whether they agree or disagree with another student's ideas.

- Write on the board: *Why did Esperanza's mother not become "somebody"?* Ask students to discuss this with their partner and agree on an answer together.



### Informal Observation

Listen to and observe students' pair talk, watch for student behaviors, and listen for talk that demonstrates understanding or lack of understanding of the character. Direct them if necessary.

- Ask students to share their opinions with the class.
- Some ideas in discussion might include:
  - Esperanza's mother did not become "somebody" because she quit school.
  - Esperanza's mother got married and had children, instead of a career.
  - Being a good parent is important, and her mother really is "somebody" but doesn't recognize it.



### Writing Connecting Ideas

#### Entering/Emerging

Work 1:1 and for each question, guide students to the text to find the answer. Have them answer orally, then in writing.

#### Transitioning/Expanding

Guide students to the text for the first question, then have them point to the text to answer the next questions. Have them answer orally, then in writing.

#### Bridging

Ask students to show you the answer to each question in the text, then ask them to write the answer.

#### Challenge

Challenge students to write a paragraph answering the challenge question in Activity Page 6.2.

### Lesson 6: Meet Esperanza's Mother

# Write About It



**Primary Focus:** Students will use connecting words to write sentences about Esperanza's mother.

### DESCRIBING ESPERANZA'S MOTHER (10 MIN.)

- Direct students to Activity Page 6.2.
- Read directions and explain students will write sentences about the story with some of the connecting words they used previously.
- Instruct students to work independently.
- Tell students that they will talk more about this story in the next lesson.
- Encourage students to spend time rereading Story 3 at home. Tell students that this will help to improve their reading fluency skills and help them to gain comprehension of the story.
- If time permits, have students share their responses on Activity Page 6.2.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                   |
|--------------------|-------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                           |
| Unit/Lesson        | U6 L6                                                                                                             |
| Activity Name      | Reader Notes                                                                                                      |
| Proficiency Levels |                                                                                                                   |
| Entering           | Student answers text-dependent wh- questions by highlighting relevant words with 1:1 support.                     |
| Emerging           | Student answers text-dependent wh- questions by highlighting relevant words and phrases with substantial support. |
| Transitioning      | Student highlights key details and answers simple text-dependent questions with moderate support.                 |
| Expanding          | Student highlights key details and answers open-ended questions about the text with moderate support.             |
| Bridging           | Student highlights key details and answers open-ended questions about the text with minimal support.              |

~~~~~  
End Lesson
~~~~~

## 7

# Looking at the Past, Present, and Future

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will discuss the organization of past, present, and future in Story 3: “A Smart Cookie.”

Students will engage in one-on-one and group conversations, using conjunctions to discuss events in their own past, present, and future.

**FORMATIVE ASSESSMENT**

Reading

**Reader Notes and Annotation** [Activity Page 7.1]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

**Meet and Greet Activity** [Informal Observation]

## LESSON AT A GLANCE

|                                      | Time    | Materials                                                                                            |
|--------------------------------------|---------|------------------------------------------------------------------------------------------------------|
| <b>Read About It</b>                 |         |                                                                                                      |
| Present, Past, and Future in Story 3 | 20 min. | <input type="checkbox"/> Activity Page 7.1                                                           |
| <b>Talk Time</b>                     |         |                                                                                                      |
| Meet and Greet                       | 10 min. | <input type="checkbox"/> Meet and Greet Cards<br><input type="checkbox"/> Optional: background music |

## ADVANCE PREPARATION

### Read About It

- You will need three different color pencils/pens for the annotation activity. It is best if each student has a set of three, but they can also share in pairs. Assign one color each for past, present, and future.
- If you choose to offer additional support for the annotation activity, create a three-column chart—before reading or together with students while reading—to reinforce the past, present, and future keywords and tenses/endings that appear in the text.

| Past Keywords                                                                                                                              | Present Keywords                                                                           | Future Keywords                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| could have been<br>(somebody)<br>used (to draw) –d<br>ending<br>didn't (have clothes)<br>had (brains)<br>was (a smart cookie, a fool) then | says, sighs –s ending<br>now (she draws)<br>today (while cooking)<br>is (Madame Butterfly) | someday<br>would like<br>to go (to the ballet)<br>to see (a play) |

### Talk Time

- Prepare Meet and Greet Cards for the Meet and Greet activity. There are nine cards. You may duplicate questions if you have more students.
- Optional: You may want to select some light instrumental music as background for the Meet and Greet activity. Jazz, classical guitar, or light classical will help set an upbeat background.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                               |                                  |                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>Engage in conversations with peers using conjunctions</li> <li>Discuss a past, present, or future event using connecting words</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                     |                                  |                                 |
| <p>Something I did yesterday was...</p> <p>Once, I...</p> <p>Someday, I will...</p> <p>Today, I am...</p>                                                                        |                                  |                                 |
| Vocabulary                                                                                                                                                                       |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                  | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|                                                                                                                                                                                  |                                  |                                 |

## Lesson 7: Looking at the Past, Present, and Future

## Read About It



**Primary Focus:** Students will discuss the organization of past, present, and future in Story 3: “A Smart Cookie.”

**PRESENT, PAST, AND FUTURE IN STORY 3 (20 MIN.)**

- Review Story 3 with students.
- Ask, “Who is the character we learn about in Story 3?”
  - » Esperanza’s mother
- Ask students what they remember about Esperanza’s mother. Discussion may include:
  - She wishes she could have been “somebody.”
  - She quit school because she felt ashamed of her clothes.
  - She cooks and sews.
  - She has many skills: fixing a TV, speaking languages, singing.
  - She cannot take the subway downtown on her own.
  - She wants Esperanza to go to school.
- Tell students you are going to look at how the story moves from the present to the past and the future.
- Ask students to tell you some words that refer to the present and record them on board.
  - » now, today
- Repeat for the past.
  - » then, yesterday, once, before
- Repeat for the future.
  - » someday, tomorrow



## Activity Page 7.1



### Reading Understanding Cohesion

#### Entering/Emerging

Offer 1:1 support on Activity Page 7.1. Direct students to the three-column chart of past/present/future keywords/tenses. Read and identify text, using finger sweeping.

#### Transitioning/Expanding

Offer moderate support on Activity Page 7.1. Redirect students to the three-column chart as needed. Read and identify text as needed, modeling finger sweeping.

#### Bridging

Offer occasional support on Activity Page 7.1. Redirect students to the three-column chart as needed. Encourage finger sweeping.

- Direct students to Activity Page 7.1.
- Pass out colored pens/pencils. Students will need three different colors.
- Explain that sometimes annotating, or writing notes on a text, helps us gain a deeper understanding of the story.
- Explain that they will use different colors to annotate the past, present, and future in the story. Tell students which color to use for the “present.”
- Ask students to find the word *today* and underline the sentence with *today* in it.
  - » “Today while cooking oatmeal she is Madame Butterfly until she sighs and points the wooden spoon at me.”



### Check for Understanding

Ask students, “What is happening in the present of the story?”

» *Her mother is cooking oatmeal and talking to Esperanza.*

Ensure that students understand the present event of the story before moving forward.

- Tell students they will go through the whole story, and underline events of the past in one color, present in another, and future in another.
- Model the first paragraph, guiding students through the activity.
- Ask whether the first line of the dialogue refers to the present, past, or future.
  - » past
    - Direct students to underline this in the “past color.”
- Ask whether the second line refers to the present, past, or future.
  - » present
- Work through the first paragraph as a group.
- Instruct students to work in pairs, underlining the rest of the story in the accurate colors.

**Note:** The following is the reading excerpt for this lesson, with the indication of the correct annotation.

## Challenge

After they annotate, challenge students to describe the feelings Esperanza's mother has for each of the past, the present, and the future. Ask them to annotate the feelings they recognize in the margin, next to the appropriate place in the text.

*I could've been somebody, you know?* my mother says and sighs. She has lived in this city her whole life. She can speak two languages. She can sing an **opera**. She knows how to fix a T.V. But she doesn't know which subway train to take to get downtown. I hold her hand very tight while we wait for the right train to arrive.

She used to draw when she had time. Now she draws with a needle and thread, little knotted **rosebuds**, tulips made of silk thread. Someday she would like to go to the ballet. Someday she would like to see a play. She borrows opera records from the public library and sings with **velvety** lungs powerful as morning glories.

Today while cooking oatmeal she is **Madame Butterfly** until she sighs and points the wooden spoon at me. *I could've been somebody, you know? Esperanza, you go to school. Study hard. That Madame Butterfly was a fool.* She stirs the oatmeal. *Look at my comadres.* She means Izaura whose husband left and Yolanda whose husband is dead. *Got to take care all your own*, she says shaking her head.

Then out of nowhere:

*Shame is a bad thing, you know. It keeps you down. You want to know why I quit school? Because I didn't have nice clothes. No clothes, but I had brains.* Yup, she says disgusted, stirring again. *I was a **smart cookie** then.*

- On the board, create three columns: Present, Past, Future.
- Ask students to identify the events that are happening in the present and write them on board under "Present." Present events in the story may include:
  - Her mother is cooking oatmeal.
  - Her mother is singing.
  - Her mother is talking to Esperanza.

**Note:** Most of the story is in the present, so do not capture every present event. It is most important that students recognize that the story takes place while Esperanza's mother is cooking and talking to her.

- Ask students to identify what is said about the past and write them under “Past.” References to the past may include:
  - » “I could’ve been somebody.”
  - » She used to draw when she had time.
  - » She quit school because she didn’t have nice clothes.
- Ask students what is said about the future and write them under “Future.” References to the future are:
  - » Someday she would like to go to the ballet.
  - » Someday she would like to see a play.
- Circle the past and write the question on board, “Why does Esperanza’s mother tell Esperanza about the past?”
- **Turn-and-Talk:** Ask students to discuss this question.
- Facilitate a conversation about why Esperanza’s mother tells her about the past.
- Discussion may include:
  - She regrets her present and she was happier in the past.
  - She wants Esperanza to understand her and know about her past.
  - She wants Esperanza to make other choices.



### Check for Understanding

Ask whether Esperanza’s mother is happy with how things have worked out in the present. Ensure that students understand Esperanza’s mother has regrets about her decision to quit school and some things she has not accomplished in her life.

## Lesson 7: Looking at the Past, Present, and Future

# Talk Time



**Primary Focus:** Students will engage in one-on-one and group conversations, using conjunctions to discuss events in their own past, present, and future.

### MEET AND GREET (10 MIN.)

- Tell students that it's time for something different.
- Explain that there are many times in life when we talk about ourselves: what we did in the past, what we are doing now, what we are doing in the future.
- Ask students about some of the times they may want to talk about themselves.
  - » in class
  - » at home with family
  - » with friends
  - » at parties
- Explain that you are inviting them to a party, called a "Meet and Greet." This is a party where they will talk to many people about themselves.
- Explain that at this party, they will hold conversations about their past, present, and future.
- Distribute Meet and Greet Cards, one card per student.
- Have students stand and find a partner. They will look at the question on their own card, and answer their own question with a sentence about themselves, spoken to their partner.
- Then the partner will look at the question on their own card, and answer their own question with a sentence about themselves spoken to their partner.
- After both partners have answered their own questions, they trade cards. Each student now has a new question.
- Students find a new partner, and have a new discussion with their new partner, again using the question on their own card as the prompt.
- Repeat this three times.



Speaking  
Adapting  
Language Choices

### Entering/Emerging

Offer 1:1 support for Meet/Greet. Have students dictate sentences to a scribe. Guide students in labeling the tense and keywords that help identify the time frame. Direct students to the three-column chart.

### Transitioning/Expanding

Offer moderate support for Meet/Greet. Guide students in identifying the time frame of their sentences. Redirect students to the three-column chart as needed.

### Bridging

Offer occasional support for Meet/Greet. Redirect students to the three-column chart as needed.

### Informal Observation



### Challenge

After answering the question on their own card, challenge students to ask that question to their partner, and have the partner answer the question. Students may also create their own questions.



### Informal Observation

Listen to and observe students' pair talk. Watch for student behaviors and listen for talk that demonstrates understanding or lack of understanding of the connecting words and the past/present/future. Reteach words if needed.

- Optional: If you'd like to provide some upbeat instrumental music to set the atmosphere, do this now.
- Ask the group to stop talking and turn their attention to you. If you are using music, turn it off now.
- Ask students to look at the question on their card right now and determine whether it refers to the past, the present, or the future.
- Assign three places in the room. All students with a "past" question go to one place. All with a "present" question go to a different place. All questions with a "future" question go to a different place.



### Check for Understanding

Ensure that students have placed themselves in the right place. Provide correction if necessary.

- If time allows, ask students to share something they learned about someone else. Ask them to use the correct word to let us know whether this is about the past, present, or future.
- Congratulate students on being great party guests!

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                        |
|--------------------|------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                                               |
| Unit/Lesson        | U6 L7                                                                                                                  |
| Activity Name      | Meet and Greet Activity                                                                                                |
| Proficiency Levels |                                                                                                                        |
| Entering           | Student uses a couple of conjunctions to discuss events in their past, present, and future with substantial prompting. |
| Emerging           | Student uses a few conjunctions to discuss events in their past, present, and future with moderate prompting.          |
| Transitioning      | Student uses basic conjunctions to discuss events in their past, present, and future with occasional prompting.        |
| Expanding          | Student uses conjunctions to discuss events in their past, present, and future with limited prompting.                 |
| Bridging           | Student uses many conjunctions to discuss events in their past, present, and future.                                   |

~~~~~End Lesson~~~~~

Meet and Greet Cards

What is
something you did
yesterday?
"Yesterday, I ..."

Describe
something fun that you
did in the past.
"Once, I ..."

What
did you do before
coming to school today?
"Before coming to
school, I ..."

What
are you excited about
at this moment?
"Now, I am excited about ..."

Describe
something important
you are doing today.
"Today, I am ..."

Share
a wish for your own
future.
"Someday, I will ..."

Describe
something you will do
tomorrow.
"Tomorrow, I ..."

What
are you looking
forward to after school today?
"After school, I will ..."

Describe
two things you like to
do at the same time.
"While I ..., I also like to ..."

8

Giving Good Advice

PRIMARY FOCUS OBJECTIVE(S)**Listening**

After listening to a reading of the dialogue in Story 3, students will summarize the advice given by Esperanza's mother.

Writing

Students will write statements of advice to younger people, based on their own experience.

LANGUAGE PROFICIENCY ASSESSMENT**Writing****Advice to a Younger Person** [Activity Page 8.2]

LESSON AT A GLANCE

| | Time | Materials |
|--------------------------------|---------|---------------------|
| Listen Closely | | |
| Advice from Esperanza's Mother | 10 min. | ☐ Activity Page 8.1 |
| Write About It | | |
| Advice to a Younger Person | 20 min. | ☐ Activity Page 8.2 |

ADVANCE PREPARATION

Listen Closely

- Prepare to read the excerpt on Activity Page 8.1 aloud, in a character voice as Esperanza's mother. Focus on acting the goal of advising Esperanza. You may want to play her a little bossy.

Note: You will return to this scene briefly in Lesson 12. It would be a good idea to remember the position you stand in and how you gesture when you return to it.

- Optional: You may wish to bring in a recording from *Madame Butterfly* to play as you read the dialogue. You can also bring a pot and spoon as a prop to dramatize this moment.

- If you choose to offer additional support for Activity Pages 8.1 and 8.2, create and display the following chart, before or during the reading and discussion:

| | If/Then | Because | Although |
|------------------------------|---|--|--|
| Function | cause/effect | cause/effect | contrast |
| Example | If Esperanza listens to her mother's advice, then she may make better decisions. | Esperanza's mother is giving her advice because her mother wants Esperanza to learn from her mistakes. | Although Esperanza's mother cannot go back and change the past, she can help her daughter change the future. |
| Sentence frames/
starters | If Esperanza's mother had _____, then _____.

If Esperanza _____, then _____. | Because she did not have nice clothes, Esperanza's mother decided to _____. | Although she quit school herself, Esperanza's mother is telling her to _____. |
| Similar words | | since
due to
for
so | though/even
though
but
however
whereas |

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|---|--|
| <ul style="list-style-type: none"> • Summarize key ideas and points of an oral conversation • Give oral/written advice to peers | | |
| Language Forms and Functions | | |
| <p>If Esperanza's mother had _____, then _____.</p> <p>If Esperanza _____, then _____.</p> <p>Although she quit school herself, Esperanza's mother is telling her to _____.</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| comrades
shame | advice | |

Lesson 8: Giving Good Advice

Listen Closely



Primary Focus: After listening to a reading of the dialogue in Story 3, students will summarize the advice given by Esperanza's mother.

ADVICE FROM ESPERANZA'S MOTHER (10 MIN.)

- Direct students to Activity Page 8.1.
- Explain that today, they are going to focus only on the dialogue, what is spoken in the story.
- Tell students you will read Esperanza's mother and they should all pretend they are Esperanza, listening to you.
- Optional: If you choose to play music from *Madame Butterfly* in the background, tell students this is music from the opera mentioned in the story and will help them get into character.

Note: The following is the reading excerpt for this lesson. Suggested directions based on the story are provided in parentheses.

I could've been somebody, you know? (SIGH)

(POINT AT STUDENTS) *Esperanza, you go to school. Study hard. That Madame Butterfly was a fool.*

(STIR OATMEAL) *Look at my comadres. (SHAKE HEAD)*

Got to take care all your own.

(POINT AT STUDENTS) *Shame is a bad thing, you know. It keeps you down. You want to know why I quit school? Because I didn't have nice clothes. No clothes, but I had brains.*

(WITH DISGUST) *Yup. I was a smart cookie then.*

- Put down any props and stop the music if you have used it.

Activity Page 8.1

Listening
Listen Actively

Entering/Emerging

Offer 1:1 support during discussion. Direct students to the chart for *if/then*, *because*, and *although* sentences. Provide additional sentence frames/supports.

Transitioning/Expanding

Offer moderate support during discussion. Allow students to work with partners as needed. Direct students to the chart and provide additional sentence frames/supports as needed.

Bridging

Offer light support during discussion. Direct students to the chart and provide additional sentence frames/supports if needed.

- **Turn and Talk:** Ask students what Esperanza's mother wants Esperanza to do?
- Facilitate a discussion about Esperanza's mother's motivation. Discussion ideas might include:
 - She wants Esperanza to learn from her mistakes.
 - She wants Esperanza to stay in school.
 - She wants Esperanza to "take care all her own," or take care of herself.
- Explain that Esperanza's mother is giving her advice.
- Write "to advise" on the board and ask students if they can give you the definition.
 - » To tell someone what to do, to give an opinion, or suggestion. The Spanish word is aconsejar.
- Ask students if someone—a parent, grandparent, or teacher—has ever talked to them like this in order to advise them.
- Invite one or two students to share an example of this.
- Explain that they are going to summarize the advice from Esperanza's mother.
- Write *if/then* on the board and explain that these two words help connect two ideas with cause and effect. If this occurs, then that will happen. For example: "If I drop my pencil, then it will fall on the floor."
- Ask students to come up with a sentence using *if/then* to describe one of Esperanza's mother's ideas. Sentences may include:
 - If she had stayed in school, then she could have been somebody.
 - If Esperanza is going to do well, then she has to go to school.
 - If Esperanza studies hard, then she can take care of herself.
- Write *because* on the board and ask students to review how this word connects two ideas.
 - » cause/effect
- Ask students to come up with a sentence using *because* to describe one of Esperanza's mother's ideas. Sentences may include:
 - She quit school because she did not have nice clothes.
 - Feeling ashamed is bad, because it keeps you down.

- Write *although* on the board, and explain that this is another way of connecting two contrasting ideas. It is used in a similar way as *but* and *however*. Example: "Although it might be fun to be a movie star, I prefer to be a teacher."
- Ask students to come up with a sentence using *although* to describe one of Esperanza's mother's ideas. Sentences may include:
 - Although she had brains, she quit school.
 - Esperanza's mother tells her to study hard, although her mother quit school.



Informal Observation

Listen to and observe students' pair talk. Watch for student behaviors and listen for talk that demonstrates understanding or lack of understanding of the connecting words and the past/present/future. Reteach words if needed.



Check for Understanding

Ask students what her mother's main goal is in this story. Ensure that students understand that it is to give advice, or advise Esperanza to stay in school. If this is not understood, go back and reteach.

Activity Page 8.2



Support

Model sentence #1 ("If you are friendly to other people, then _____.") with the group, if they need help getting started.

Challenge

The activity includes three open sentences frames as challenge questions. You can also challenge students to write additional sentences of advice.

Lesson 8: Giving Good Advice

Write About It

Primary Focus: Students will write statements of advice to younger people, based on their own experience.

ADVICE TO A YOUNGER PERSON (20 MIN.)

- Tell students that now it's their turn to give some advice.
- Direct students to Activity Page 8.2.
- Read instructions.
- After students complete the writing, ask students to read their sentences aloud.
- You may take the role of the younger person, sit on a chair, and have them come to the front of the class and speak the advice to you.
- Congratulate students on their good advice and tell them to be thinking about what advice they would give Esperanza's mother for the next time.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Unit/Lesson | U6 L8 |
| Activity Name | Advice to a Younger Person |
| Proficiency Levels | |
| Entering | Student can combine clauses in a few basic ways to make connections between and join ideas in sentences with 1:1 support. |
| Emerging | Students can combine clauses in a few basic ways to make connections between and join ideas in sentences with substantial support. |
| Transitioning | Students can combine clauses in an increasing variety of ways to make connections between and join ideas in sentences with moderate support. |
| Expanding | Student can combine clauses in an increasing variety of ways to make connections between and join ideas in sentences with limited support. |
| Bridging | Students can combine clauses in a variety of ways to make connections between and join ideas in sentences. |

~~~~~  
End Lesson



### Writing Connecting Ideas

#### Entering/Emerging

Offer 1:1 support on Activity Page 8.2. Have students talk out ideas before writing. Reference the *if/then/because/although* chart. Provide additional sentence frames/starters.

#### Transitioning/Expanding

Allow students to talk out ideas with partners before writing. Redirect students to the chart and provide additional sentence frames/starters as needed.

#### Bridging

Offer light support on Activity Page 8.2. Redirect students to the chart and provide additional sentence frames/starters if needed.



## 9

# Writing Your Advice Letter

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will organize their ideas about Esperanza's mother in preparation to write a letter of advice.

**Writing**

Students will compose a letter to Esperanza's mother, offering their opinions and advice about her life choices.

**FORMATIVE ASSESSMENT**

Writing

**Esperanza's Mother** [Activity Page 9.1]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Letter of Advice** [Activity Page 9.2]

## LESSON AT A GLANCE

	Time	Materials
<b>Rewind</b>		
About Esperanza's Mother	10 min.	☐ Activity Page 9.1
<b>Write About It</b>		
Writing an Advice Letter	20 min.	☐ Activity Page 9.2

## ADVANCE PREPARATION

### Rewind

- If you choose to offer additional support on Activity Page 9.1:
  - Esperanza's mother is unhappy because \_\_\_\_\_.
  - Because \_\_\_\_\_, Esperanza's mother dropped out of school.
  - Maybe Esperanza's mother could have \_\_\_\_\_ before deciding to \_\_\_\_\_.
  - Before dropping out of school, Esperanza's mother could have tried \_\_\_\_\_.
  - Some of the things that Esperanza's mother can do well include \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
  - Esperanza's mother could have \_\_\_\_\_, but instead she \_\_\_\_\_.
  - If Esperanza's mother \_\_\_\_\_, then \_\_\_\_\_.

### Write About It

- If you choose to offer additional support on Activity Page 9.2:
  - I am writing to you today to ask you about some of your decisions, and why you \_\_\_\_\_.
  - Although you felt you had to drop out of school because \_\_\_\_\_, you probably wish you would have \_\_\_\_\_ before \_\_\_\_\_.
  - If I had been in your shoes, then I think I might have \_\_\_\_\_ so that \_\_\_\_\_.
  - Perhaps you could have done some things differently by \_\_\_\_\_ or \_\_\_\_\_.

- I think it is good that you are sharing your stories with your daughter, because now \_\_\_\_\_.
  - If your daughter listens to you, then maybe someday \_\_\_\_\_.
  - You have been through a lot of difficult times, but maybe your daughter \_\_\_\_\_.
  - After going through your experiences, are you now \_\_\_\_\_?
  - Although sometimes you are unhappy, are you sometimes \_\_\_\_\_?
  - Maybe someday you could still \_\_\_\_\_.
- Decide if you will ask students to include their own address or if you would prefer to use the school address for Activity Page 9.2, and write it on the board.
  - Review the rubric for Activity Page 9.2.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Elaborate on ideas orally and/or in writing
- Write a letter of advice

### Language Forms and Functions

Esperanza's mother is unhappy because \_\_\_\_\_.

I am writing to you today to ask you about some of your decisions and why you \_\_\_\_\_.

Although you felt you had to drop out of school because \_\_\_\_\_, you probably wish you would have \_\_\_\_\_ before \_\_\_\_\_.

### Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
	observation	mistake drop out

## Lesson 9: Writing an Advice Letter

## Rewind



**Primary Focus:** Students will organize their ideas about Esperanza's mother in preparation to write a letter of advice.

## ABOUT ESPERANZA'S MOTHER (10 MIN.)

- Ask students to review what they have learned about Esperanza's mother. Discussion might include:
  - She gives Esperanza advice to stay in school.
  - She is unhappy with her own decisions.
  - She has many skills.
- Inform students that they have a special project today. They will write a letter to the character, offering their opinions and advice.
- Direct students to Activity Page 9.1.
- Read the instructions.
- Have students work in pairs to review and develop their thoughts about Esperanza's mother.



## Check for Understanding

Ask students if they agree/disagree that in the present (now, today), Esperanza's mother is very happy. Ensure all students understand she is not happy in the present, and reteach this idea before moving forward.

## Activity Page 9.1



## Challenge

There is an open question to challenge students to come up with their own observations about the character in Activity Page 9.1.

Speaking  
Connecting Ideas

## Entering/Emerging

Offer 1:1 support on Activity Page 9.1. Provide sentence frames/starters. Direct students to *if/then/because/although* chart from Lesson 8 as needed.

## Transitioning/Expanding

Offer moderate support on Activity Page 9.1. Provide sentence frames/starters and direct students to the chart from Lesson 8 as needed.

## Bridging

Offer light support on Activity Page 9.1. Provide sentence frames/starters and direct students to the chart from Lesson 8 if needed.



### Challenge

If students finish writing, read over their work and encourage them to revise and go deeper with their ideas. Use questions such as “Why do you think that happened?” or “How might she do that?” to encourage longer responses.



### Writing Adapting Language Choices

#### Entering/Emerging

Offer 1:1 support on Activity Page 9.2. Reference the rubric throughout. Provide sentence frames/starters. Review connecting words and tenses as needed.

#### Transitioning/Expanding

Allow students to work with partners to write letters, and offer moderate support. Provide sentence frames/starters and review connecting words and tenses as needed.

#### Bridging

Offer light support on Activity Page 9.2. Provide sentence frames/starters and review connecting words and tenses if needed.

## Lesson 9: Writing an Advice Letter

# Write About It



**Primary Focus:** Students will compose a letter to Esperanza’s mother, offering their opinions and advice about her life choices.

### WRITE YOUR LETTER (20 MIN.)

- Tell students that they will now have an opportunity to practice a different kind of writing. Sometimes we write personal letters to offer support, advice, and suggestions to people we know.
  - Ask students if anyone has ever written a letter.
  - Explain that even though Esperanza’s mother is a fictional character, we are going to be creative and write her a letter of advice and support.
  - Direct students to Activity Page 9.2 and read the instructions.
  - Before they write, show them the format of the letter and model the heading on the board.
  - Explain that on the first page of the letter, it is custom to put your own name and address on the top of the page. Model this with them.
- Note:** If you wish, you may have students use the school address rather than their personal addresses for this activity.
- Review the rubric with students, clarifying any questions they may have.
  - Instruct students to work independently on their letter now.
  - If time allows, invite a few students to read their letter to the class.
  - After the class, read student writing and evaluate based on the rubric provided on Activity Page 9.2.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Writing
Unit/Lesson	U6 L9
Activity Name	Letter of Advice
Proficiency Levels	
Entering	Student draws pictures and/or dictates words to represent keywords and phrases with 1:1 support.
Emerging	Student draws pictures and writes words and phrases to represent key information with substantial support.
Transitioning	Student conveys key information in simple sentences with moderate support.
Expanding	Student conveys key information in complete sentences with occasional support.
Bridging	Student conveys key information in complete, detailed sentences independently.

~~~~~End Lesson~~~~~

10

Predictions and Inferences for Story 4: “Our Good Day”

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will prepare to read Story 4: “Our Good Day” by making predictions and discussing personal connections.

Reading

Students will read the beginning of Story 4: “Our Good Day” and make inferences about the character, setting, and events.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Reader Notes [Activity Page 10.3]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|--|
| Building Background | | |
| What's the Story? | 10 min. | <input type="checkbox"/> Activity Page 10.1 |
| Read About It | | |
| "Our Good Day" Part 1 | 20 min. | <input type="checkbox"/> Activity Page 10.2
<input type="checkbox"/> Activity Page 10.3 |

ADVANCE PREPARATION

Building Background

- If you choose to offer additional support for Activity Page 10.1, provide the following sentence starters/frames:
 - The title of this story is _____.
 - This title makes me think of _____.
 - By looking at the words in this title, I can tell that _____.
 - The image of this story is of a _____.
 - I would describe this image as _____.
 - By looking at the title and the image, I would predict that this story is about _____.

Read About It

- Read Story 4, Part 1.
- Prepare to lead students through Reader Notes questions on Activity Page 10.2, providing clarification as students make inferences and predictions.

- If you choose to offer additional support on Activity Page 10.3, provide the following sentence starters/frames:
 - The characters mentioned in this story are _____, _____, _____, and _____.
 - For the setting of this story, I think the characters may be at _____ or in _____.
 - Maybe Cathy is only Esperanza's friend until Tuesday because _____.
 - Before this scene, it seems that _____ has already happened.
 - Esperanza needs to decide if she is going to _____, or if she will _____.
 - After this story, _____ will probably happen.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Make predictions about a story
- Contribute to conversations and express ideas by asking and answering yes/no and wh- questions and responding

Language Forms and Functions

I predict that...

Based on _____, I think _____.

The main characters are...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|------------------------------------|---------------------------------|
| | crooked
inference
prediction | chip in |

Lesson 10: Predictions and Inferences for Story 4: “Our Good Day”

Building Background



Speaking
Exchanging
Information/Ideas

Primary Focus: Students will prepare to read Story 4 by making predictions and discussing personal connections.

WHAT'S THE STORY? (10 MIN.)

- Tell students that today you will begin a new story about Esperanza and meet some new characters.
- Ask students the name of the author. Write “Sandra Cisneros” on the board.
- Explain that Ms. Cisneros tells this story in a very unique and challenging way.
- Tell students that before reading the first part of the story, it will be helpful to make some predictions about the story.



Informal Observation

Listen to and observe students' pair talk, watch for student behaviors, and listen for talk that demonstrates understanding or lack of understanding of the material. Provide prompting questions if necessary.

- Write *prediction* on the board and ask students what this means.
 - » a statement or guess about what might happen in the future
 - In this case, they are going to make predictions about what the story is about.

Note: *Predicción* is the Spanish word.

Entering/Emerging

Offer 1:1 support on Activity Page 10.1. Provide sentence starters/frames. Guide students in asking partners questions, such as “What do you predict based on this title/image?”

Transitioning/Expanding

Offer moderate support on Activity Page 10.1. Provide sentence starters/frames and guide students in asking questions as needed.

Bridging

Offer light support on Activity Page 10.1. Provide sentence starters/frames and guide students in asking questions if needed.

Activity Page 10.1



- Direct students to Activity Page 10.1.
- Pair talk: Have students work in pairs. Ask them to look at the title and the illustrations and to make predictions about the story.
- Allow a few pairs to share their predictions about the story with the class. You can poll the rest of the class on whether they agree/disagree.
- Predictions may include:
 - It's about a good day, when Esperanza is happy.
 - "Our" means it's about other people, or more than one person.
 - Something happens with a bicycle.
- Explain to students that this story shows us Esperanza meeting some new friends.
- Ask students if they can remember a time in school when they made a new friend.
- Allow a few students to share their experience with the class.
- Encourage students to think about how they felt when they were meeting a new friend as they begin the new story.

Lesson 10: Predictions and Inferences for Story 4: “Our Good Day”

Read About It



Primary Focus: Students will read the beginning of Story 4 and make inferences about the character, setting, and events.

“OUR GOOD DAY” PART 1 (20 MIN.)

- Direct students to Activity Page 10.2.
- Explain that today you will all read Part 1 of the story together, and then you will have a group discussion about it.
- Point out the bold words. Tell students that the definition of these words is on the page.
- Everyone should follow along in the text.
- Decide an order you will read in, or use a “popcorn” technique to call on students to read in a random or surprise order.
- Read the first paragraph yourself.

Note: The following is the reading excerpt for this lesson.

If you give me five dollars I will be your friend forever. That’s what the little one tells me.

Five dollars is cheap since I don’t have any friends except Cathy who is only my friend till Tuesday.

Five dollars, five dollars.

She is trying to get somebody to **chip in** so they can buy a bicycle from this kid named Tito. They already have ten dollars and all they need is five more.

Only five dollars, she says.

Don’t talk to them, says Cathy. Can’t you see they smell like a broom.

But I like them. Their clothes are **crooked** and old. They are wearing shiny Sunday shoes without socks. It makes their bald ankles all red, but I like them. Especially the big one who laughs with all her teeth. I like her even though she lets the little one do all the talking.

Activity Page 10.2



Challenge

You may challenge students to read the story independently, then regroup for the discussion.

Five dollars, the little one says, only five.

Cathy is tugging my arm and I know whatever I do next will make her mad forever.

Activity Page 10.3



Support

You may let students work on the questions in partners instead of individually. You may keep moving through the questions as a group, but ask students to take notes in their own Activity Book.

Challenge

You may challenge students to answer the questions on their own, then talk about them all together as a class.

- Ask student if this story begins like other stories they have read or heard. Allow a few students to explain why or why not.
- Explain that Sandra Cisneros challenges us. She starts the story in the middle of an event, and does not introduce the characters or the setting.
- Explain that as readers, we sometimes need to make inferences. In this story, there is a lot of missing information we need to figure out.
- Write *inference* on the board, and ask if students can define this word.
 - » An inference is a conclusion or guess we make about a text, based on the clues or evidence we can find.
- Explain that since there are so many inferences that need to be made, you will work on this together.
- Direct students to Activity Page 10.3.
- Read the directions and ask students to find the answer to question one: Who are the characters in this story?
- Allow students to share, and write the answer on the board.
- Repeat this process with the class, going through one question at a time.
- As you work through the questions, clarify misperceptions and help students develop their understanding of what is happening in the story. (*The two new characters want Esperanza to “chip in” to buy the bike.*)



Check for Understanding

After going through questions 1–5, ask students to talk to their partner and give a brief summary of the story. Ensure that students understand the central event: Esperanza meets two new people who want her to chip in five dollars to buy a bike.

- Facilitate a short discussion about the last question: What happens next?
- Tell students this is really another prediction they are making.
- Predictions may include:
 - Esperanza gives them five dollars.
 - Esperanza and Cathy do not stay with the new people.
- Tell students they will find out what happens next time, or if they are interested in taking a peek ahead, they can read ahead on their own.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Reading |
| Unit/Lesson | U6 L10 |
| Activity Name | Reader Notes |
| Proficiency Levels | |
| Entering | Student answers text-dependent wh- questions by highlighting relevant words with 1:1 support. |
| Emerging | Student answers text-dependent wh- questions by highlighting relevant words and phrases with substantial support. |
| Transitioning | Student highlights key details and answers simple text-dependent questions with moderate support. |
| Expanding | Student highlights key details and answers open-ended questions about the text with moderate support. |
| Bridging | Student highlights key details and answers open-ended questions about the text with minimal support. |

End Lesson



Reading Understanding Text Structure

Entering/Emerging

Offer 1:1 support on Activity Page 10.3. Provide sentence starters/frames to guide students in making inferences.

Transitioning/Expanding

Offer moderate support on Activity Page 10.3. Provide sentence starters/frames to guide students in making inferences as needed.

Bridging

Offer light support on Activity Page 10.3. Provide sentence starters/frames to guide students in making inferences if needed.

11

Dialogue, Thoughts, and Actions in “Our Good Day”

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will draw distinctions between dialogue, thoughts, and actions in Story 4: “Our Good Day.”

Writing

Students will write a narrative summary, distinguishing Esperanza’s dialogue, thought, and action in “Our Good Day.”

FORMATIVE ASSESSMENT**Reading**

Dialogue, Thoughts, and Action in “Our Good Day” [Activity Page 11.2]

LANGUAGE PROFICIENCY ASSESSMENT**Writing**

Esperanza’s Explanation [Activity Page 11.3]

LESSON AT A GLANCE

| | Time | Materials |
|-------------------------|---------|---|
| Read About It | | |
| "Our Good Day" Part 2 | 20 min. | <input type="checkbox"/> Activity Page 11.1
<input type="checkbox"/> Activity Page 11.2 |
| Write About It | | |
| Esperanza's Explanation | 10 min. | <input type="checkbox"/> Activity Page 10.2
<input type="checkbox"/> Activity Page 11.1
<input type="checkbox"/> Activity Page 11.3 |

ADVANCE PREPARATION

Read About It

- Read Story 4, Part 2.

Note: The dialogue in this story includes some intentionally incorrect grammar. You may wish to point this out to the students, and ask them how they would correct the exchange.

- If you choose to offer additional support for Activity Page 11.2, create the following chart, before or during the reading together with students:

| | Dialogue | Thoughts | Actions |
|------------|---|---|---|
| Definition | What characters say | What characters think
(considered part of narration) | What characters do
(considered part of narration) |
| Clues | In quotation marks;
sometimes in italics
(as in this story) | No quotation marks;
sometimes in italics

(but not in this story); usually from
point of view of narrator | No quotation
marks; action words
sometimes in italics |
| Examples | <i>Wait a minute.</i> | I'm sure she'll be
glad when she finds
out we own a bike. | I . . . run inside to get
the five dollars. |

- Have three colored pens or pencils for Annotation Activity 11.2. Students will work in pairs, so they will need one set per pair.

Write About It

- If you choose to offer additional support for Activity Page 11.3, create the following chart and guide students in completing sentences for their summaries.

| Action | Dialogue (blanks only) | Thoughts |
|---|--|--|
| Two girls came up to me today and _____. | They said, _____. | I thought that five dollars was a good price for _____. |
| The girls explained that they were trying to buy a bike, and if I chipped in I could _____. | I told them to _____ while I ran into the house. | I liked the girls and wanted to _____. |
| I ran into the house to _____.
I already had _____ dollars, and you had _____. | | I thought you wouldn't mind if I took the money because _____. |
| We are going to ride the bike together today. | | I feel happy to have _____. |

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|--|--|---------------------------------|
| <ul style="list-style-type: none">• Define and make distinctions between the terms dialogue, thought, and action• Recount key details and events from the close reading• Write a narrative summary | | |
| Language Forms and Functions | | |
| <p>The sentence _____ is an example of dialogue because _____.</p> <p>The sentence _____ shows what Esperanza is thinking.</p> <p>Esperanza running to get five dollars is an example of a character's _____.</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| | action
dialogue
thought
complicated
especially | |

Lesson 11: Dialogue, Thoughts, and Actions in “Our Good Day”

Read About It



Primary Focus: Students will recognize the difference between dialogue, thoughts, and actions in Story 4.

“OUR GOOD DAY” PART 2 (20 MIN.)

- Ask students to review what happened in the first part of Story 4.
 - » Esperanza met two new people, who asked her for \$5 to share a bike.
- Tell students today they’ll find out what happens in the next part of the story.
- Direct students to Activity Page 11.1.
- Pair students in any of the following ways: strong readers with readers who need more support; readers of similar skill levels. The way you pair students should change throughout the year.
- Explain that they will read the story together, aloud. One partner will read the dialogue, which is in italic print. The other partner will read the narration, or the text not in italics.
- Students can ask their partner for help to sound out or define words as necessary.

Note: The following is the reading excerpt for this lesson:

Wait a minute, I say, and run inside to get the five dollars. I have three dollars saved and I take two of Nenny’s. She’s not home, but I’m sure she’ll be glad when she finds out we own a bike. When I get back, Cathy is gone like I knew she would be, but I don’t care. I have two new friends and a bike too.

My name is Lucy, the big one says. *This here is Rachel my sister.*

I’m her sister, says Rachel. *Who are you?*

And I wish my name was Cassandra or Alexis or Maritza—anything but Esperanza—but when I tell them my name they don’t laugh.

Activity Page 11.1



Support

If students struggle with pair reading, this can be a Read-Aloud or a group read with the whole class.

We come from Texas, Lucy says and grins. Her was born here, but me I'm Texas.

You mean she, I say.

No, I'm from Texas, and doesn't get it.

This bike is three ways ours, says Rachel who is thinking ahead already. Mine today, Lucy's tomorrow and yours day after.

But everybody wants to ride it today because the bike is new, so we decide to take turns after tomorrow. Today it belongs to all of us.

I don't tell them about Nenny just yet. It's too complicated. Especially since Rachel almost put out Lucy's eye about who was going to get to ride it first. But finally we agree to ride it together. Why not?

- Facilitate a brief discussion to review the main events of Part 2.
- Ask students what happens in Part 2 of the story. Discussion may include:
 - Esperanza goes in the house and gets \$5.
 - She takes money from her sister, Nenny, who is not there.
 - They buy the bike.
 - Esperanza is introduced to her two new friends, Rachel and Lucy.
 - There is almost a fight over who will ride first.
 - They ride the bike together.
- If you wish, address the incorrect grammar in the dialogue. Remind students that Cisneros is intentionally using incorrect grammar to give us hints about the characters.

We come from Texas, Lucy says and grins. Her was born here, but me I'm Texas.

You mean she, I say.

No, I'm from Texas, and doesn't get it.

- Ask students what this tells us about Lucy and Esperanza.
 - » It suggests that Esperanza understands English grammar better than Lucy does.
- Ask students how they would correct Lucy's statement, if the author wanted it to be in correct English.
 - » She was born here, but I'm from Texas.
- Explain that Sandra Cisneros tells this story in three different ways. The story is told through:
 - Dialogue—what the characters say. These are in italics.
 - Thoughts—what Esperanza is thinking but not saying to other characters.
 - Actions—what the characters do. (*The first action is that Esperanza runs inside the house to get \$5.*)
- Direct students to Activity Page 11.2.
- Pass out sets of colored pencils/pens to each pair.
- Inform them that they will work in partners to underline a section of the story.
- Assign a color for each category: dialogue, actions, and thoughts. Clarify that the actions and thoughts are part of the narration, or the part that is not in italics.
- Read the instructions for Activity Page 11.2.
- Model the first sentence with the class. (*It is half dialogue and half action.*)
- Ask students which category the second sentence is.
 - » It describes action: things that are happening or that Esperanza is doing.
- Ask students what the third sentence is.
 - » It is half action and then it shifts to Esperanza's thoughts.
- Have students underline the rest of the section in partners.



Check for Understanding

Circulate and ensure that students understand which color to use for each category, and that they understand the distinctions between thought and action.

Activity Page 11.2



Reading Understanding Text Structure

Entering/Emerging

Offer 1:1 support on Activity Page 11.2. Use the chart to guide students in recognizing the organization of dialogue/actions/thoughts.

Transitioning/Expanding

Offer moderate support on Activity Page 11.2. Use the chart as needed to guide students in recognizing the organization of dialogue/actions/thoughts.

Bridging

Offer light support on Activity Page 11.2. Use the chart if needed to guide students in recognizing the organization of dialogue/actions/thoughts.

Challenge

Challenge students by having them continue this annotation throughout the rest of the story, on Activity Page 11.1.

- Ask the students to list all the phrases or sentences they underlined as Esperanza's thoughts.
- Optional: You may wish to capture these quotes on the board.
- Explain that in fiction, authors sometimes, though not always, have the characters tell us their thoughts.
- Ask students why they think Sandra Cisneros has Esperanza express her thoughts to the reader. Discussion ideas might include:
 - So readers will know more about her
 - So readers will care more about her
 - So readers have a unique relationship with her
- Explain that when reading fiction, it is helpful to pay attention as the story shifts from dialogue to thought to action. It is part of what makes reading fiction challenging and fun.

Lesson 11: Dialogue, Thoughts, and Actions in “Our Good Day”

Write About It



Primary Focus: Students will write a narrative summary, distinguishing Esperanza’s dialogue, thoughts, and actions in the story.

ESPERANZA’S EXPLANATION (10 MIN.)

- Tell students they are going to have a chance to write a new part of the story.
- Remind them that Esperanza takes \$2 from her sister, Nenny, without telling her.
- Explain that they are going to plan a new scene of the story, in which Esperanza tells Nenny what happened and why she took the money.
- Direct students to Activity Page 11.3.
- Read the instructions.
- Ask students to think about how Esperanza might tell her sister about meeting Rachel and Lucy and buying the bike.
- This is a summary of the story. They don’t need to include all the details.
- Students should refer to both Parts 1 and 2 of the story. Part 1 is on Activity Page 10.2.
- For this activity, they need to write the actions, thoughts, and dialogue in different columns.
- You may wish to model one item for each column with the students, answering in first person as Esperanza. For example:
 - Actions: What happened to you? What did you do?
 - » I met two new friends today.
 - Thoughts: What did you think?
 - » I thought it would be fun for us to share the bike.
 - Dialogue: What did you say?
 - » I told them to “wait a minute.”

Activity Page 11.3



Activity Page 10.2



Writing Adapting Language Choices

Entering/Emerging

Offer 1:1 support on Activity Page 11.3. Use charts and sentence starters for writing summaries categorized by dialogue/ actions/thoughts.

Transitioning/Expanding

Have students work with partners on Activity Page 11.3. Use charts and sentence starters as needed for writing summaries categorized by dialogue/ thoughts/actions.

Bridging

Offer light support as needed. Use charts and sentence starters if needed for writing summaries categorized by dialogue/ actions/thoughts.



Check for Understanding

Ask students in whose voice they are telling the story. Ensure that they understand that they are writing in Esperanza's voice, and using first person "I" for this activity.

- Have students work independently to summarize the story. Ensure that they are writing in Esperanza's voice.
- If time allows, you may have a few students read what they wrote in each column.
- Tell students there is still one more part of this story, and you will read it together next time.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Unit/Lesson | U6 L11 |
| Activity Name | Esperanza's Explanation |
| Proficiency Levels | |
| Entering | Student draws pictures and/or dictates words to represent keywords and phrases with 1:1 support. |
| Emerging | Student draws pictures and writes words and phrases to represent key information with substantial support. |
| Transitioning | Student conveys key information in simple sentences with moderate support. |
| Expanding | Student conveys key information in complete sentences with occasional support. |
| Bridging | Student conveys key information in complete, detailed sentences independently. |

End Lesson

12

Beginning, Middle, and End in “Our Good Day”

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will graph and summarize the beginning, middle, and end of Story 4: “Our Good Day.”

Speaking

Students will create stage pictures in order to illustrate the major events of Story 4: “Our Good Day.”

FORMATIVE ASSESSMENT

Speaking

Drawing Stage Pictures [Activity Page 12.4]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Beginning, Middle, and End of “Our Good Day”
[Activity Page 12.2]

LESSON AT A GLANCE

| | Time | Materials |
|-------------------------------|---------|--|
| Read About It | | |
| "Our Good Day" Part 3 | 15 min. | <input type="checkbox"/> Activity Page 12.1
<input type="checkbox"/> Activity Page 12.2 |
| On Stage | | |
| Stage Pictures Tell the Story | 15 min. | <input type="checkbox"/> Activity Page 12.2
<input type="checkbox"/> Activity Page 12.3
<input type="checkbox"/> Activity Page 12.4 (Optional)
<input type="checkbox"/> Camera or Tablet (Optional) |

ADVANCE PREPARATION

Read About It

- Read Story 4, Part 3. (The entire story is included in Activity Page 12.1.)

Note: If you have concerns about the reference to "a very fat lady" in the story, address these with your students. Remind them that the author is showing us how Esperanza thinks, and fictional characters are not always sensitive to the feelings of others.

On Stage

- Decide how you will set up the classroom for the On Stage activity. The more open space you can provide, the better. For this activity, it is important to define the space so there is a "stage" (usually the front of the classroom) and an "audience" space.
- Prepare to model a still stage picture, based on the scene of Esperanza's mother you played in Lesson 8 for "A Smart Cookie." You may have one student sit in a chair as Esperanza while you stand as her mother at the stove, cooking oatmeal and pointing at her with the spoon. Prepare to quickly set up the picture and hold it for about 10 seconds.

Note: Sometimes, these still pictures are called *tableaux vivant*. The Spanish term is *cuadro viviente*.

- If you choose to offer additional support for Activity Page 12.2, provide the following examples to get the discussion started about the beginning of the story. Provide more examples for the middle and end as needed.

| Quotes | Important Events | Characters | Where is it happening? |
|---|----------------------------------|--------------------------------|---|
| Example quote (from Beginning):
"If you give me five dollars I will be your friend forever." —Rachel | Esperanza meets Lucy and Rachel. | Esperanza, Cathy, Lucy, Rachel | Outside somewhere, on the street or in a park |

- Assign the students into groups of four.
- Prepare to assign each group either the beginning, middle, or end of the story to stage their event. Depending on how many students you have, you may have more than one scene to represent the beginning, middle, and end.
- If you choose to offer additional support for Activity Page 12.3, provide the following sentence starters/frames to guide group discussion before presentations:
 - Our scene takes place _____. (location)
 - It is from the _____ of the story. (beginning/middle/end)
 - The characters in our scene are _____.
 - The character _____ will be placed _____ (location) and will be positioned as _____ (gestures/sitting/standing/arms/hands). (Repeat this sentence for each character.)
 - The character _____'s facial expression will be _____ because she or he is feeling _____. (Repeat this sentence for each character.)
 - The person who is going to say the quote is _____, and will be playing the character of _____.
 - After this character says _____ (quote), we will freeze for 10 seconds to hold the scene.
- Decide whether or not you will use the optional Activity Page 12.4 as a support or an alternative to the performance.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Demonstrate comprehension of text by summarizing key events and details
- Model still stage pictures

Language Forms and Functions

Our scene takes place _____.

It is from the _____ of the story. (beginning/middle/end)

The character _____ will be placed _____ (location) and will be positioned as _____ (gestures/sitting/standing/arms/hands). (Repeat this sentence for each character.)

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| tableaux vivant | | |

Lesson 12: Beginning, Middle, and End in “Our Good Day”

Read About It



Primary Focus: Students will graph and summarize the beginning, middle, and end of Story 4: “Our Good Day.”

“OUR GOOD DAY” PART 3 (15 MIN.)

Activity Page 12.1



- Ask students to review what happened in this story so far.
 - » Esperanza met two new friends, Rachel and Lucy, who asked her for \$5 to share a bike. She decided to buy the bike with them.
- Tell students today they'll find out what happens in the last part of the story.
- Direct students to Activity Page 12.1.
- Explain that this is the complete story, but right now, you are going to just read Part 3, which is the last part.
- Explain that today you will all read Part 3 together and then you will have a group discussion about it.
- Everyone should follow along in the text.
- Decide an order you will read in or use a “popcorn” technique to call on students to read in a random or surprise order.
- Read the first paragraph yourself.

Note: The following is the reading excerpt for this lesson.

Because Lucy has long legs she pedals. I sit on the back seat and Rachel is skinny enough to get up on the handlebars which makes the bike all wobbly as if the wheels are spaghetti, but after a bit you get used to it.

We ride fast and faster. Past my house, sad and red and crumbly in places, past Mr. Benny's grocery on the corner, and down the avenue which is dangerous. Laundromat, junk store, drugstore, windows and cars and more cars, and around the block back to Mango.

People on the bus wave. A very fat lady crossing the street says, *You sure got quite a load there.*

Rachel shouts, *You got quite a load there too.* She is very sassy.

Down, down Mango Street we go. Rachel, Lucy, me. Our new bicycle.
Laughing the crooked ride back.

- Facilitate a brief discussion about the main events of Part 3.
- Ask students what happens in Part 3 of the story. Discussion may include:
 - All three girls get on the bike. Esperanza sits on the back seat. Lucy pedals. Rachel sits on the handlebars.
 - They ride fast down the street.
 - They go past Esperanza's house.
 - They wave to people on the bus.
 - They talk to "a very fat lady."
 - They go down the street.
 - They laugh.
- Remind students that they had made predictions about the title of the story "Our Good Day."
- Facilitate a brief discussion on why they think the story is called "Our Good Day." Some ideas for discussion:
 - It uses the pronoun *our* because Esperanza is including her new friends in her story.
 - Making new friends is a "good" thing, and so is getting a new bike.
 - This event is happy, and makes it a "good day" for her and her friends.
- Tell students that today they will have a chance to do a special project for the story. They are going to create stage pictures to summarize the main events of the story.
- Explain that they will work in groups of four and assign these groups now.
- Explain that the first step of this project is to identify the major events that happen in the beginning, middle, and end of the story.

Activity Page 12.2



Support

Work as a group through the “beginning” row. If students offer different suggestions for the event or the quote, encourage multiple interpretations as long as they are legitimate beginning points for the story.

- If you would like to give an example of how stories are divided into beginning, middle, and end, you can use a familiar story or nursery rhyme, or show. This example uses Cinderella.
 - Beginning: Cinderella wishes to go to the ball, but her stepmother forbids it.
 - Middle: Cinderella goes to the ball and dances with the prince.
 - End: The prince finds Cinderella and takes her back to marry him.
- Direct students to Activity Page 12.2.
- Read the directions, and explain that they will work as a group to complete the chart.
- For each of the beginning, middle, and end, they should select a quote, describe the event, decide the characters, and determine where the scene takes place.
- Explain that they are interpreting the story, so different people may identify different quotes or events for the way they see the story.



Check for Understanding

Circulate and make sure all students are participating in the activity. Use prompts of questions for quieter students.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Reading |
| Unit/Lesson | U6 L12 |
| Activity Name | Beginning, Middle, and End of "Our Good Day" |
| Proficiency Levels | |
| Entering | Student answers text-dependent wh- questions by highlighting relevant words with 1:1 support. |
| Emerging | Student answers text-dependent wh- questions by highlighting relevant words and phrases with substantial support. |
| Transitioning | Student highlights key details and answers simple text-dependent questions with moderate support. |
| Expanding | Student highlights key details and answers open-ended questions about the text with moderate support. |
| Bridging | Student highlights key details and answers open-ended questions about the text with minimal support. |



Reading Understanding Text Structure

Entering/Emerging

Offer 1:1 support on Activity Page 12.2. Display an example of a beginning quote, etc. Point out examples in the text for middle/end.

Transitioning/Expanding

Offer students moderate support. Display an example of a beginning quote, etc., and point out examples in the text for middle/end as needed.

Bridging

Offer students light support. Display an example of a beginning quote, etc., and point out examples in the text for middle/end if needed.

Activity Page 12.3



Activity Page 12.4



Support

Activity Page 12.4 is provided as a support or an alternative if students need help planning their picture.

If they are too shy to perform, they can draw the event instead and present their drawing to the group.

Challenge

If your students enjoy performing and you can allow more time for this activity, allow each group to create three pictures each so that each group stages the beginning, middle, and end of the story.

Lesson 12: Beginning, Middle, and End in “Our Good Day”

On Stage



Primary Focus: Students will create stage pictures in order to illustrate the major events of Story 4: “Our Good Day.”

STAGE PICTURES TELL THE STORY (15 MIN.)

- Explain that as a class, you are going to perform the story through a series of still stage pictures.
- Optional: You may wish to provide the Spanish translation *cuadro viviente* to support understanding.
- Model a still stage picture. We suggest using the scene from “A Smart Cookie” based on the dialogue you read in Lesson 8. Ask for a volunteer to play Esperanza and have her sit in a chair, while you stand as her mother at the stove cooking oatmeal, pointing the spoon at her.
- Assign each group an event to stage, based on their graph on Activity Page 12.2. Ensure that you have at least one group assigned to each of the beginning, middle, and end of the story. Depending on how many students you have, you may have repeats.
- Direct students to Activity Page 12.3.
- **Optional:** Activity Page 12.4 may be used to support this activity, or as an alternative to performing stage pictures.
- Go over the action steps to create their stage picture.
 - Assign who will play each character.
 - (Optional: If there are boys in the group who do not want to play female characters, they can change the roles to male parts for this scene. Alternative names are Charlie, Raymond, and Lucas. Try to cast Esperanza as female.)
 - Decide where the scene takes place.
 - Decide how the characters are positioned in this scene, and how each character stands or sits, and holds their arms and hands.
 - Decide what each character’s facial expression is, based on how they may be feeling in this moment.

- Choose one person to say the quote from the story you chose to summarize this central event.
- After saying the quote, everyone should freeze in the picture for 10 seconds, for the audience to see it.
- Practice this two or three times before sharing with the group.
- After you practice, make suggestions for how you can improve the picture.
- Ask if there are any questions and remind students which moment their group is responsible for depicting.
- Let students know where they will perform and where the audience will be.
- Optional: You may choose a time for the rehearsal (5–7 minutes) so students know how much time they have to prepare.



Check for Understanding

Ensure that students understand what a stage picture is and which event they are staging before having them rehearse.

- Bring the group together and announce the order you will perform the scenes. (Follow the beginning/middle/end structure of the story.)
- Remind students that when they begin their picture, someone in the group should recite the quote from the moment they chose. Then they should hold for 10 seconds.
- Optional: You may photograph the pictures with a camera or tablet.
- Encourage your class to applaud after each group.
- Congratulate students for their creative work.

End Lesson



Speaking Presenting

Entering/Emerging

Offer 1:1 support on Activity Page 12.3. Provide sentence starters/frames to guide group discussion before presenting. Utilize Activity Page 12.4 for additional practice/support.

Transitioning/Expanding

Offer student groups moderate support. Provide sentence starters/frames as needed to guide group discussion before presenting. Utilize Activity Page 12.4 as needed.

Bridging

Offer student groups light support. Provide sentence starters/frames if needed to guide group discussion before presenting.

13

First Steps for Your Story: Planning and Telling

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will use a graphic organizer to write summaries of their personal experiences.

Speaking

Students will orally relay their story to a partner.

FORMATIVE ASSESSMENT

Writing

Writer's Notes for Your Story [Activity Page 13.1]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Tell Your Story [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|-----------------------|---------|----------------------|
| Write About It | | |
| Plan Your Story | 20 min. | ☐ Activity Page 13.1 |
| Talk Time | | |
| Tell Your Story | 10 min. | ☐ Activity Page 13.1 |

ADVANCE PREPARATION

Write About It

- Become familiar with Activity Page 13.1.
- You may wish to project Activity Page 13.1 or print an enlarged version to refer to throughout the lesson.
- If you anticipate that students might struggle with the story prompt (first time you met a new friend), consider other personal events they may write about, such as:
 - the first time you rode a bike
 - a time when a parent or grandparent gave you advice
- If you choose to offer additional support for Activity Page 13.1, provide the following sentence starters/frames to guide students in planning their writing:
 - I met a new friend/new friends once when _____.
The new friend(s) was/were named _____.
_____ was/were also there.
 - We met in/at _____.
We decided to go _____.
 - I first noticed _____ about this person/these people.
I would describe this person/these people as _____.
 - After we met, _____ happened.
We decided to _____.

- My new friend said _____.
 - I said _____.
 - I was thinking that _____.
 - I felt _____ about meeting this new friend.
- We _____ together, and I felt _____.

Talk Time

- If you choose to offer additional support for story sharing, provide paper and drawing tools for students to sketch out their stories in three boxes showing the beginning, middle, and end to guide them in sharing.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Participate in partner/group discussions about a personal event • Contribute to conversations and express ideas by asking and answering questions, building on responses, and adding relevant information | | |
| Language Forms and Functions | | |
| <p>I met a new friend/new friends once when _____.</p> <p>We met in/at _____.</p> <p>I would describe this person/these people as _____.</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| dialogue | | |

Lesson 13: First Steps for Your Story: Planning and Telling

Write About It



Primary Focus: Students will use a graphic organizer to write summaries of their personal experience.

PLAN YOUR STORY (20 MIN.)

- Write this question on the board: “Did Sandra Cisneros write *The House on Mango Street* based on her own childhood experiences?” Remind students you first discussed this question when you began reading the book.
- Ask students to raise their hands if they now believe that she did.
- Facilitate a brief discussion on opinions, and ask students to use *because* to support their answer. Discussion might include:
 - I believe it’s based on her experience, because she understands Esperanza’s feelings so well.
 - I believe it’s based on her experience, because her biography says she wanted people to understand her cultural background.
 - I believe it’s NOT based on her experience, because it is a work of fiction, not an autobiography.
- Explain that the book is fiction, and like many authors, Cisneros was inspired by people and events from her own life, but she also changed names and details.
- Ask students what the important event was in “Our Good Day.”
 - » Esperanza meeting new friends, Rachel and Lucy
- Explain that like Cisneros, they are now going to have a chance to write a story based on their own life.
- Inform students that they can choose to write a factual story, or they can write a fictional story based on something that might have happened based on the prompt.

Activity Page 13.1



Writing

Entering/Emerging

Offer 1:1 support on Activity Page 13.1, using sentence starters/frames to guide writing. Assist with categorizing sentences into beginning/middle/end.

Transitioning/Expanding

Have students work with partners. Provide sentence starters/frames to guide writing and assist with categorizing sentences into beginning/middle/end as needed.

Bridging

Offer light support as needed. Provide sentence starters/frames to guide writing and assist with categorizing sentences into beginning/middle/end if needed.

Support

Help students choose an event by asking about other personal experiences, such as a time they learned how to do something they like or a time a someone gave them advice as in “A Smart Cookie.”

- Direct students to Activity Page 13.1 and read the prompt to them.

Think of a time when you met a new friend for the first time. What events took place? Where were you? What did you say? What did you do? What were your thoughts?



Check for Understanding

Ask students to raise their hands if they can think of this event in their own life. If most have it, go forward. If not, ask more prompts, like “Who is your best friend today? When was the first time you met them?” Or “Imagine a friend you would like to meet and create a fictional story about that.”

- Explain that many authors plan their ideas before they start writing. You will help them write the story, taking one step at a time. The first step is thinking about their ideas and putting them onto a planner.
- Read the instructions on Activity Page 13.1.
- Explain that before writing, they will think about the beginning, middle, and end of the story.
- Ensure students understand the difference between beginning/middle/end structure. You may review the beginning, middle, and end of “Our Good Day” from the previous lesson.
- Read over each of the questions in the chart. They will think about the characters, dialogue, thoughts, and actions and events of the story. Review these concepts if necessary.
- Tell students to work independently on their planning, and raise their hands if they have any questions.

Challenge

For students who complete the planner, read over responses and prompt for more details and descriptions. Prompt for more detail with “how” and “why” questions.

Challenge

Challenge listeners to tell the story they heard BACK to the storyteller with as much detail as they can remember. This will make listening more important and help the storyteller to understand how their story comes across.

Informal Observation



Speaking
Adapting
Language Choices

Entering/Emerging

Offer 1:1 support in sharing. Have students sketch their stories in three boxes for beginning/middle/end to guide in presenting.

Transitioning/Expanding

Offer moderate support as needed. Have students sketch their stories in three boxes for beginning/middle/end to guide in presenting as needed.

Bridging

Offer light support as needed. Have students sketch their stories in three boxes for beginning/middle/end to guide in presenting if needed.

Lesson 13: First Steps for Your Story: Planning and Telling

Talk Time



Primary Focus: Students will orally relay their story to a partner.

TELL YOUR STORY (10 MIN.)

- Congratulate students on taking the first step: planning their story.
- Explain that it is also helpful to tell your story to a friendly listener.
- Arrange students in pairs.
- Instruct students to take turns, telling their story to their partner. They may use their notes on Activity Page 13.1 to remind them, but they should tell the story, NOT read the notes.
- Ask the listening partner to tell the storyteller three things they really like about the story.
- Make sure both partners take a turn.



Informal Observation

Listen to and observe students' partner storytelling. Watch for student behaviors and listen for talk that demonstrates understanding or lack of understanding their own story, in terms of beginning, middle, and end, and including some of the criteria from Activity Page 13.1.

- Tell students that next time they will take an important step and put their stories into writing.
- Be sure to review students' work on Activity Page 13.1 before the next lesson. Provide supportive comments about their ideas, and note omissions or misunderstandings (e.g., events listed as dialogue, etc.).

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Speaking |
| Unit/Lesson | U6 L13 |
| Activity Name | Tell Your Story |
| Proficiency Levels | |
| Entering | Student expresses ideas by asking and answering yes/no and wh- questions and responds using single words or sentence fragments. |
| Emerging | Student expresses ideas by asking and answering yes/no and wh- questions and responds using short phrases. |
| Transitioning | Student expresses ideas by asking and answering questions, responding using short phrases, and adding relevant information. |
| Expanding | Student contributes to discussions, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information. |
| Bridging | Student expresses ideas by asking and answering yes/no and wh- questions and responds using single words or sentence fragments. |

~~~~~End Lesson~~~~~



## 14

# Writing Your Story

**PRIMARY FOCUS OBJECTIVE(S)****Writing**

Students will write their own story about meeting a friend for the first time

**LANGUAGE PROFICIENCY ASSESSMENT****Writing**

**Your Story** [Activity Page 14.2]

## LESSON AT A GLANCE

|                       | Time    | Materials                                                                                                                                 |
|-----------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Write About It</b> |         |                                                                                                                                           |
| Write Your Story      | 30 min. | <input type="checkbox"/> Activity Page 13.1<br><input type="checkbox"/> Activity Page 14.1<br><input type="checkbox"/> Activity Page 14.2 |

## ADVANCE PREPARATION

### Write About It

- Review students' work on Activity Page 13.1. Ensure they have written ideas for their story and completed this planning graph before moving forward into the writing assignment. Provide feedback and allow time to complete this activity before moving forward.
- Review the rubric on Activity Page 13.1.
- If you chose to offer additional support for Activity Page 13.1, direct students back to the sentence starters/frames and their completed sentences to guide them in completing Activity Page 14.2:

- I met a new friend/new friends once when \_\_\_\_\_.

The new friend(s) was/were named \_\_\_\_\_.

\_\_\_\_\_ was/were also there.

- We met in/at \_\_\_\_\_.

We decided to go \_\_\_\_\_.

- I first noticed \_\_\_\_\_ about this person/these people.

I would describe this person/these people as \_\_\_\_\_.

- After we met, \_\_\_\_\_ happened.

We decided to \_\_\_\_\_.

- My new friend said \_\_\_\_\_.

- I said \_\_\_\_\_.

- I was thinking that \_\_\_\_\_.

- I felt \_\_\_\_\_ about meeting this new friend.

We \_\_\_\_\_ together, and I felt \_\_\_\_\_.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Elaborate on ideas orally and/or in writing
- Share ideas, thoughts, and feelings about a personal experience
- Dictate and/or write a summary that follows a logical sequence

### Language Forms and Functions

I felt \_\_\_\_\_ about meeting this new friend.

The new friend(s) was/were named \_\_\_\_\_.

We decided to \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
|                                 |                                  |                                 |

## Lesson 14: Writing Your Story

## Write About It



**Primary Focus:** Students will write their own story about meeting a friend for the first time.

### WRITE YOUR STORY (30 MIN.)

- Direct students to Activity Page 13.1.
- Remind students that they have created a detailed plan for their story, which is an important first step.
- If you provided feedback or Activity Page 13.1 is incomplete, allow time for students to review and revise their work before moving forward.
- Tell students that today they will take the next step and write their story.
- Explain that as they have read *The House on Mango Street*, they have learned about some of the tools that writers, such as Sandra Cisneros, use to tell stories.
- Use Activity Page 14.1 to facilitate a brief review in which students give examples of how they have used each of these tools already. Examples may include:
  - story structure with beginning, middle, and end (They staged scenes from “Our Good Day” in the previous lesson.)
  - actions, dialogue, thoughts (They underlined each of these in different colors for “Our Good Day.”)
  - words to connect ideas (They used some of these words when writing advice to a younger person, and in their letter to Esperanza’s mother.)
  - words to connect events to the past, present, and future (They underlined the past/present/future for “A Smart Cookie.”)

Activity Pages  
13.1 and 14.1



### Check for Understanding

As you review each of the “Writer’s Tools” on Activity Page 14.1, use agree/disagree or call on students randomly to ensure that students understand each of these elements before moving forward.



## Writing

### Entering/Emerging

Offer 1:1 support on Activity Page 14.2. Reference the rubric throughout. Direct students to Activity Page 13.1/sentence frames/starters.

### Transitioning/Expanding

Allow students to work with partners on Activity Page 14.2. Reference the rubric and direct students to Activity Page 13.1/sentence frames/starters as needed.

### Bridging

Offer light support as needed. Reference the rubric and direct students to Activity Page 13.1/sentence frames/starters if needed.

## Activity Page 14.2



## Challenge

If students finish writing, have them check the rubric and see how they can add more to the story. Ask “how” and “why” questions to prompt more expansive writing.

- Tell students they will now use these tools to write their own story.
- Review the rubric provided.

|                                                                                                                  | 3                                                                       | 2                                                                    | 1                                                      |
|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------|
| Story structure                                                                                                  | Story has a clear beginning, middle, and end.                           | Story has two out of three (beginning, middle, end).                 | Story does not have a clear beginning, middle, or end. |
| Action                                                                                                           | Actions in the story are clear and specific.                            | Action is unclear or confusing.                                      | Story does not have action.                            |
| Dialogue                                                                                                         | Dialogue is clear and sounds like the character speaking.               | Dialogue is sometimes clear, but sometimes not clear.                | Story does not have dialogue.                          |
| Thoughts                                                                                                         | Character often shares thoughts with the reader.                        | Character rarely shares thoughts with the reader.                    | Character never shares thoughts with reader.           |
| Uses connecting words: <i>and, but, or, so, if, then, because, although, since, while</i>                        | Over three different connecting words used correctly.                   | One to three connecting words used correctly.                        | No connecting words used correctly.                    |
| Connects events of the past, present, or future with words like: <i>once, before, after, now, today, someday</i> | Three or more different words used to connect past, present, or future. | One or two different words used to connect past, present, or future. | No words used to connect past, present, or future.     |

- Direct students to Activity Page 14.2.
- Read directions for the writing activity.
- Remind students that as they write, they should refer back to their planning on Activity Page 13.1 to help them.
- As students finish drafting, ask them to check their story against the tools and rubric on Activity Page 14.1, and to continue making additions or revisions.
- Congratulate students on taking this next step as writers, and tell them you look forward to reading their work.
- After class, evaluate student writing using the rubric on Activity Page 14.1, and provide written feedback.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                            |
|--------------------|------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                    |
| Unit/Lesson        | U6 L14                                                                                                     |
| Activity Name      | Your Story                                                                                                 |
| Proficiency Levels |                                                                                                            |
| Entering           | Student draws pictures and/or dictates words to represent keywords and phrases with 1:1 support.           |
| Emerging           | Student draws pictures and writes words and phrases to represent key information with substantial support. |
| Transitioning      | Student conveys key information in simple sentences with moderate support.                                 |
| Expanding          | Student conveys key information in complete sentences with occasional support.                             |
| Bridging           | Student conveys key information in complete, detailed sentences independently.                             |

~~~~~End Lesson~~~~~


15

Staging Your Story

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will identify the central event of their own story.

Students will create stage pictures in order to illustrate the major event of their own story.

LANGUAGE PROFICIENCY ASSESSMENT**Speaking****Imagining Your Central Event on Stage**

[Activity Page 15.1]

LESSON AT A GLANCE

| | Time | Materials |
|--------------------|---------|--|
| Rewind | | |
| Your Central Event | 10 min. | <input type="checkbox"/> Activity Page 14.2
<input type="checkbox"/> Activity Page 15.1 |
| On Stage | | |
| Stage Your Scene | 20 min. | <input type="checkbox"/> Activity Page 14.2
<input type="checkbox"/> Activity Page 15.1
<input type="checkbox"/> Activity Page 15.2
<input type="checkbox"/> Informal Observation
<input type="checkbox"/> Camera or Tablet (Optional) |

ADVANCE PREPARATION

Rewind

- Review students' writing on Activity Page 14.2. If you feel the writing requires substantial revision, allow more time for review and revision before moving forward.
- As you read students' stories, pay attention to the events and be prepared to help students see which is the most important, or central, event of their own story.
- If you choose to offer additional support for the discussion of the central event, provide these sentence starters/frames to guide discussion:

The central event of my story is _____.

The reason this is the central event, or event that sticks out as the most important, is _____.

If I were to remove the central event of _____, my story would not be the same because this event is so significant.

On Stage

- Decide how you will set up the classroom for the On Stage activity. The more open space you can provide, the better. For this activity, it is important to define the space so there is a "stage" (usually the front of the classroom) and an "audience" space.
- Assign students into groups of three to four.
- Based on the number of students and the time you have, decide how many students will stage a scene and how you will select them. (volunteer, random draw, your choice)

- If you choose to offer additional support for Activity Page 15.2, provide the following sentence starters/frames to guide group discussion before presentations:
 - Our scene takes place _____. (location)
 - It is the central event of the story because _____.
 - The characters in our scene are _____.
 - The character _____ will be placed _____ (location) and will be positioned as _____ (gestures/sitting/standing/arms/hands). (Repeat this sentence for each character.)
 - The character _____'s facial expression will be _____ because they are feeling _____. (Repeat this sentence for each character.)
 - The person who is going to say the quote of the central event is _____, and will be playing the character of _____.
 - After this character says _____ (quote), we will freeze for 10 seconds to hold the scene.
- If students do not respond to this onstage/performance activity, you may use the drawing activity on Activity Page 15.1 as an alternative project.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Illustrate and describe key details of an event • Identify the main idea of a personal story | | |
| Language Forms and Functions | | |
| <p>The central event of my story is _____.</p> <p>The reason this is the central event, or event that sticks out as the most important, is _____.</p> <p>If I were to remove the central event of _____, my story would not be the same because this event is so significant.</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| quote | | |

Lesson 15: Staging Your Story

Rewind



Primary Focus: Students will identify the central event of their own story.

YOUR CENTRAL EVENT (10 MIN.)

- Ask students to look back at the stories they wrote in the previous lesson.
Note: If you want students to make revisions or continue writing, provide that instruction and time now before moving forward.
- Tell students that they are going to have an opportunity to put one moment of their story on stage.
- Remind students that each of their stories has a beginning, middle, and end.
- Explain that stories often have one very important “central” event. This is the most important event in the story. This event may occur in the beginning, middle, or end.



Check for Understanding

Ask students to turn and talk to a partner and identify the central event of “Our Good Day.” This is subject to interpretation, but ideas may include when Esperanza gives Rachel and Lucy \$5 or when Esperanza, Rachel, and Lucy buy the bike. Make sure students consider the importance of the event to the entire story.

- Tell students that to decide which scene to stage of their own story, they should identify the central, most important event in their own story.
- Ask students to find that event in their own story, and to circle the sentence or sentences that refer to the most important event.
- Direct students to Activity Page 15.1.
- Read the directions and explain that this will help them plan what is happening in their stage picture.
- Remind them they did this same planning for their scenes from “Our Good Day.”



Speaking
Understanding
Text Structure

Entering/Emerging

Offer students 1:1 support in identifying and discussing the central event of their stories. Provide sentence starters/frames to identify why the event is so important.

Transitioning/Expanding

Offer students moderate support in identifying and discussing the central event of their stories. Provide sentence starters/frames as needed.

Bridging

Offer students light support in identifying and discussing the central event of their stories. Provide sentence starters/frames if needed.

Support

You may have students work in pairs, sharing their story and asking for suggestions from the partner about which is the central event.

Support

Drawing space is provided on Activity Page 15.1 as a support or alternative, if students need help planning their picture. If your students are too shy to perform, they can draw the event instead and present their drawing to the group.

Activity Page 15.1



Activity Page 15.2



Challenge

If your students enjoy performing and you want to spend more time on this activity, allow each student to stage their central event. You could also allow students to stage the beginning, middle, and end of their stories, deciding where the central event fits into this sequence.

Lesson 15: Staging Your Story

On Stage



Primary Focus: Students will create stage pictures in order to illustrate the major event of their own story.

STAGE YOUR SCENE (20 MIN.)

- Remind students that they created stage pictures about the story “Our Good Day.”
- Today they will make a stage picture about the central events from their own stories. Assign students into groups of three or four.
- Assign students whose events will be staged.

Note: If you have time and your students all want to stage their scenes, you can do this. You may also choose volunteers or use a random draw to decide.

- Explain that as a class, you are going to create stage pictures for an event in some of their stories.
- Optional: You may wish to provide the Spanish translation *cuadro viviente* to support understanding.
- Direct students to Activity Page 15.2. This is a similar list of action steps as they used in Lesson 12.
 - Assign who will play each character.
 - Decide where the scene takes place.
 - Decide how the characters are positioned in this scene and how each character stands or sits and holds their arms and hands.
 - Decide what each character’s facial expression is, based on how they may be feeling in this moment.
 - Choose one person to say the quote from the story you chose to summarize this central event.
 - After saying the quote, everyone should freeze in the picture for 10 seconds for the audience to see it.
 - Practice this two or three times before sharing with the group.
 - After you practice, make suggestions for how you can improve the picture.
- Let students know where they will perform and where the audience will be.
- Optional: You may choose a time for the rehearsal (5–7 minutes) so students know how much time they have to prepare.



Check for Understanding

Ensure that students understand what a stage picture is and which event they are staging before having them rehearse.

- Bring the group together and announce the order you will perform the pictures.
- Remind students that when they begin their picture, someone in the group should recite the quote from the central event. Then they should hold for 10 seconds.
- Optional: You may photograph the pictures with a camera or tablet.
- Encourage your class to applaud after each group.
- Conclude this Language Studio by congratulating students for the close reading, insightful writing, and creative work they have done during this unit. Let them know you believe that if Sandra Cisneros read their stories, she would be very proud of them.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Speaking |
| Unit/Lesson | U6 L15 |
| Activity Name | Imagining Your Central Event on Stage |
| Proficiency Levels | |
| Entering | Student takes turns and gives a brief summary of their personal event. |
| Emerging | Student takes turns and responds to simple questions about their personal event. |
| Transitioning | Student asks questions and responds to the questions and comments of others about their personal event. |
| Expanding | Student asks questions and makes comments about others' personal events. |
| Bridging | Student asks and answers questions and builds on the ideas of others. |



Speaking Presenting

Entering/Emerging

Offer 1:1 support on Activity Page 15.2. Provide sentence starters/frames to guide group discussion before presenting. Review quotes, actions, characters, and setting.

Transitioning/Expanding

Offer students moderate support on Activity Page 15.2. Provide sentence starters/frames and review quotes, actions, characters, and setting as needed.

Bridging

Offer students light support on Activity Page 15.2. Provide sentence starters/frames and review quotes, actions, characters, and setting if needed.

Language Studio 7

American Revolution



Contents

AMERICAN REVOLUTION

Lesson 1 **What Was the American Revolution?** 132

Building Background (30 min.)

- What Was the American Revolution?

Lesson 2 **No Taxation without Representation!** 136

Vocabulary Building (10 min.)

- Vocabulary Organizer

Read About It (20 min.)

- What was the Stamp Act?

Lesson 3 **The Largest Tea Party** 144

Read About It (20 min.)

- The World's Largest Tea Party

Write About It (10 min.)

- The Boston Tea Party

Lesson 4 **The Night Rider** 152

Vocabulary Building (10 min.)

- Vocabulary Organizer

Read About It (20 min.)

- Who was Paul Revere?

Lesson 5 **What Caused the American Revolution?** 160

Looking at Language (30 min.)

- Connecting Words in Conversation

Lesson 6 **The Making of a Government**

164

Read About It (20 min.)

- The First Government

Looking at Language (10 min.)

- Verbs and Verb Phrases

Lesson 7 **Independence Day**

172

Write About It (30 min.)

- Celebrating the 4th of July

Lesson 8 **Perseverance**

176

Vocabulary Building (10 min.)

- Vocabulary Organizer

Read About It (20 min.)

- The Outcome

Lesson 9 **The Official Surrender**

182

Looking at Language (10 min.)

- Condensing Ideas

Read About It (20 min.)

- Who Won the American Revolution?

Lesson 10 **Heroines**

188

Read About It (20 min.)

- Unsung Heroines

Talk Time (10 min.)

- What Was the American Revolution?

Lesson 11 **What I Learned about the American Revolution**

196

Talk Time (20 min.)

- What Have We Learned About the Revolution?

Looking at Language (10 min.)

- Language Choices

Lesson 12 **Life as a Colonist**

202

Rewind (15 min.)

- Linking Text

Talk Time (15 min.)

- What was Life Like during the American Revolution?

Lesson 13

Dear Family

208

Read About It (30 min.)

- Planning a Letter Home

Lesson 14

Drafting Letter Home

214

Write About It (30 min.)

- Writing a Letter Home

Lesson 15

Revising and Editing Letters Home

218

Talk Time (30 min.)

- Revising a Letter Home

Lesson 16

Publishing Letters Home

222

Write About It (30 min.)

- Publishing a Letter Home

Lesson 17

Presenting Letters Home

226

On Stage (30 min.)

- Presenting Letters Home

1

What Was the American Revolution?

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will discuss and write about important people and events of the American Revolution.

LANGUAGE PROFICIENCY ASSESSMENT**Speaking****What was the American Revolution?**

[Activity Page 1.1]

LESSON AT A GLANCE

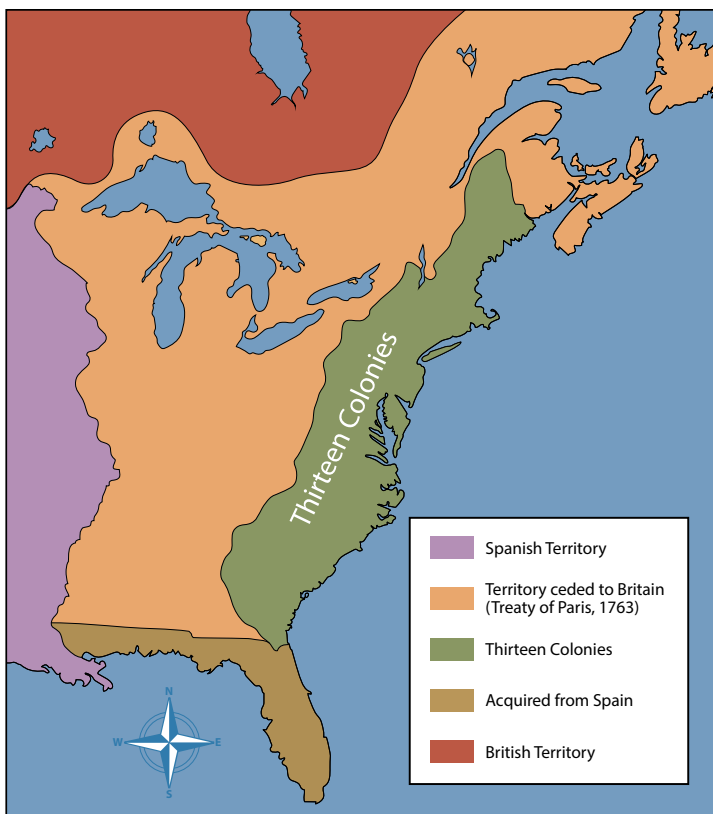
| | Time | Materials |
|-----------------------------------|---------|--|
| Building Background | | |
| What Was the American Revolution? | 30 min. | <input type="checkbox"/> Timeline
<input type="checkbox"/> Map
<input type="checkbox"/> Activity Page 1.1
<input type="checkbox"/> Chart Paper for Anchor Chart
<input type="checkbox"/> Activity Page 1.2 |

ADVANCE PREPARATION

Building Background

- Prepare to show the map of the 13 colonies.

Territory gained by Britain (Treaty of Paris, 1763)



- Locate another map of the 13 colonies within the United States.
- Prepare a timeline on the board showing the years 1700, 1750, 1800, 1850, 1900, 1950, 2000, 2050.
- Prepare an anchor three-column chart of Activity Page 1.1.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Discuss key details and events about the American Revolution
- Contribute to conversations by asking and answering questions

Language Forms and Functions

I know that the American Revolution...

One thing I would like to learn about the American Revolution is...

I learned that...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| colony | | |

[Start Lesson](#)

Lesson 1: What Was the American Revolution?

Building Background



Primary Focus: Students will discuss and write about important people and events of the American Revolution.

WHAT WAS THE AMERICAN REVOLUTION? (30 MIN.)

- Tell students that today they will start a new Language Studio about the American Revolution.
- Ask students what they may already know about the American Revolution.
- Ask students what they may know about important individuals and events of the American Revolution (e.g., George Washington, The Boston Tea Party, Paul Revere, the 4th of July, etc.).
- Record students' responses on the anchor chart.
- Show students the timeline and reference the timeframe of the American Revolution.
- Explain modern day in relation to the American Revolution.
- Show students the prepared map of the 13 colonies.

- Ask students where they live.
- Show students a map of the United States and discuss where they live in relation to the 13 original colonies.
- Direct students to Activity Page 1.1.
- Have students record the things they already know.
- Ask students to share out loud what they already know and record their answers on the class anchor chart.
- Direct students to Activity Page 1.2 and give them time to review the photos.
- Direct students back to Activity Page 1.1.
- Ask students to think about questions they would like to answer while studying the American Revolution.
- Tell them to complete the activity page independently.
- When complete, ask students to share their questions. Record students' questions on the anchor chart.
- Post the anchor chart to refer to throughout the unit.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Speaking |
| Unit/Lesson | U7 L1 |
| Activity Name | What was the American Revolution? |
| Proficiency Levels | |
| Entering | Student answers wh- questions in one-word phrases or sentence fragments with 1:1 support. |
| Emerging | Student answers wh- questions in simple phrases or words with moderate support. |
| Transitioning | Student answers wh- questions in simple sentences with occasional support. |
| Expanding | Student answers wh- questions in simple and compound sentences. |
| Bridging | Student answers wh- questions in simple, compound, and complex sentences. |

End Lesson

Activity Page 1.1



Activity Page 1.2



Speaking

Entering/Emerging

Provide students 1:1 support to complete Activity Page 1.1. Point out specific photos within the reading excerpts to prompt their thinking.

Transitioning/Expanding

Allow students to work in pairs to complete Activity Page 1.1. Point out specific photos within the reading excerpts to prompt their thinking.

Bridging

Remind students to look back at the text and photos to prompt their thinking.

2

No Taxation without Representation!

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will gain knowledge of vocabulary words through a close reading of the text.

Students will identify key details and ideas about the British taxing the colonists.

FORMATIVE ASSESSMENT

Reading

Taxes [Activity Page 2.1]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

The Stamp Act [Activity Page 2.3]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|---|
| Vocabulary Building | | |
| Vocabulary Organizer | 10 min. | <input type="checkbox"/> Activity Page 2.1
<input type="checkbox"/> Activity Page 2.2
<input type="checkbox"/> Poster Paper |
| Read About It | | |
| What was the Stamp Act? | 20 min. | <input type="checkbox"/> Activity Page 2.1
<input type="checkbox"/> Activity 2.3 |

ADVANCE PREPARATION

Vocabulary Building

- Prepare a place in the room to hang vocabulary posters.
- Create an anchor chart to model completion of the graphic organizers on Activity Page 2.2.

| | |
|-----------|-------------|
| Word: | Definition: |
| Sentence: | Picture: |

- Gather small chart or poster paper for students to record their vocabulary examples.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Define vocabulary words and identify antonyms and synonyms associated with a given word
- Demonstrate comprehension of a text by identifying key ideas and events

Language Forms and Functions

A synonym for _____ is _____; An antonym for _____ is _____.

I learned that the British government...

The Stamp Act was a tax on _____.

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| | assembly
imposed
petitions | taxes |

Lesson 2: No Taxation without Representation!

Vocabulary Building



Primary Focus: Students will gain knowledge of vocabulary words through a close reading of the text.

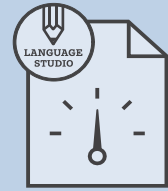
VOCABULARY ORGANIZER (10 MIN.)

- Tell students that they are going to learn new vocabulary to talk and write about the American Revolution.
- Direct students to the text on Activity Page 2.1 and locate the word *taxes*.
- Ask students if they are familiar with the word *taxes*.
 - Have students share their ideas with the group.
- Ask a student to read the sentence in the text.

To raise the needed funds, the British government imposed new taxes, including several that would have to be paid by the colonists. In 1765, King George III and his government proposed the Stamp Act.

- Have students share new ideas about the definition of taxes.
- Direct students to Activity Page 2.2 and model completing the organizer for taxes.
- Ask students to complete the remaining words in Activity Page 2.2 in pairs.
- Give pairs of students a piece of chart paper and assign one word to each pair.
 - taxes
 - imposed
 - assembly
 - petitions
- Direct students to copy the organizer for their word on the chart paper.
- Hang the poster of each word on the word wall.

Activity Page 2.1



Activity Page 2.2



Challenge

Ask students to add a synonym or antonym for the vocabulary word to the chart.

Reading
Selecting Language
Resources

Entering/Emerging

Provide 1:1 support to complete the vocabulary chart. Direct students to the text and ask explicit questions to support students using context clues.

Transitioning/Expanding

Provide pairs additional support to locate the vocabulary words in the text. As necessary, ask questions to prompt thinking.

Bridging

Direct students to the model on chart paper.



Reading
Reading/Viewing Closely

Entering/Emerging

Provide 1:1 support to complete Activity Page 2.2. Direct students to the text to find answers.

Transitioning/Expanding

Allow students to work in pairs. As needed, direct students to the text to find answers.

Bridging

As needed, direct students to the paragraph to find answers.

Lesson 2: No Taxation without Representation!

Read About It



Primary Focus: Students will identify key details and ideas about the British taxing the colonists.

WHAT WAS THE STAMP ACT? (20 MIN.)

- Tell students that they are going to read about the Stamp Act.
- Begin reading the paragraph on Activity Page 2.1 as students follow along in their Activity Books.
- Model fluency, thinking aloud, and asking questions.

The British government had borrowed a lot of money to fight this war. A lot of that money had been spent on protecting the colonists from the French and their Native American allies. All of the money had to be paid back, and the British government felt that the colonists should pay their share. In addition, more money was continually needed to protect the colonies as well as the newly acquired land.

- Explain that the war referred to is the French and Indian War and reiterate that the money borrowed to fight the war needed to be paid back.
- Read the next two paragraphs on Activity Page 2.1, fluency, thinking aloud, and asking questions.

To raise the needed funds, the British government imposed new taxes, including several that would have to be paid by the colonists. In 1765, King George III and his government proposed the Stamp Act.

The Stamp Act was a tax on printed materials. Colonists were required to buy stamps when they bought printed items such as newspapers, pamphlets, even playing cards. These were not gummed stamps, but rather impressions imprinted or embossed on paper. Many people were

upset about the Stamp Act. They thought it was unfair that the king and his government in London were making decisions about taxes the colonists had to pay, while the colonists had no say in the matter.

- Ask students to turn to a partner and discuss if it was fair for the British to raise money by taxing the colonists.
 - Ask at least one student to share their thoughts.
 - Tell students they will complete the reading on Activity Page 2.1 with a partner.
 - Explain that students should take turns reading each paragraph and stop to summarize what they have read.
-

The British government had generally allowed the colonies to raise taxes themselves. For example, if the government of Virginia needed money, an assembly of representatives from different parts of Virginia would meet. This assembly was called the House of Burgesses. Members of the House of Burgesses would determine the best way to raise money. They would propose taxes, and they would vote. If many representatives thought the taxes were unfair, they would not vote for them and, therefore, the taxes would not be approved. Because the House of Burgesses included representatives from different parts of Virginia, most everyone felt the process was fair.

Every colony had an assembly similar to the Virginia House of Burgesses. The assemblies weren't all called the House of Burgesses, but they did the same thing: a group of representatives met to discuss new laws and taxes. Although the colonists continued to raise their own taxes even after 1765, they felt that, rather than imposing a new tax on the colonies, the king and his government should have asked these assemblies to find a way to raise the money that was needed. Instead, without even as much as a dialogue, the king and his government created the Stamp Act. They did not send it to the colonial assemblies, but directly to Parliament, part of the British government responsible for passing laws and raising taxes. The colonists agreed that there were bills that had to be paid, and they wanted to contribute. But they also wanted some say in how the money was raised. They were concerned that important decisions about taxes were being made thousands of miles away, by a parliament that had no colonial representatives. This process didn't seem fair to them.

Other regions outside of England, such as Scotland, had representatives in Parliament. Their job was to represent—and stand up for—the people of Scotland. But there were no representatives from the 13 colonies in Parliament. Not even one! When the colonists became upset about the Stamp Act, they expressed their unhappiness in various ways. They held protest meetings. They wrote pamphlets. They sent petitions to London. They tried to explain why they thought the Stamp Act was unfair.

Activity Page 2.3



- As students finish the reading, direct them to Activity Page 2.3.
- Have students complete the questions, using the text to locate evidence.
- If time permits, have students share with the class their responses on Activity Page 2.3.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Reading |
| Unit/Lesson | U7 L2 |
| Activity Name | Who was Paul Revere? |
| Proficiency Levels | |
| Entering | Student answers text-dependent wh- questions by highlighting relevant words with 1:1 support. |
| Emerging | Student answers text-dependent wh- questions by highlighting relevant words and phrases with substantial support. |
| Transitioning | Student highlights key details and answers simple text-dependent questions with moderate support. |
| Expanding | Student highlights key details and answers open-ended questions about the text with moderate support. |
| Bridging | Student highlights key details and answers open-ended questions about the text with minimal support. |

End Lesson

3

The Largest Tea Party

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will identify key details and ideas about the Sons of Liberty and the Boston Tea Party.

Writing

Students will describe in writing the key ideas and details from the excerpt "The World's Largest Tea Party."

LANGUAGE PROFICIENCY ASSESSMENT**Reading****The Boston Tea Party** [Activity Page 3.1]

LESSON AT A GLANCE

| | Time | Materials |
|-------------------------------|---------|--|
| Read About It | | |
| The World's Largest Tea Party | 20 min. | <input type="checkbox"/> Activity Page 3.1 |
| Write About It | | |
| The Boston Tea Party | 10 min. | <input type="checkbox"/> Activity Page 3.1
<input type="checkbox"/> Activity Page 3.2 |

ADVANCE PREPARATION

Read About It

- Display the question, *What was the Boston Tea Party?*

Write About It

- Display the following sentence starter:
 - The Sons of Liberty _____ to protest British taxes.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Demonstrate comprehension of a text by identifying key ideas and events
- Dictate key ideas and details about the story

Language Forms and Functions

I think that the Boston Tea Party was...

The British government sent soldiers to Boston because...

The Sons of Liberty protested the against British taxes because...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| colony
patriot | liberty | harbor
soldier
tax
tea |

Lesson 3: The Largest Tea Party

Read About It



Activity Page 3.1



Reading
Reading/Viewing Closely

Entering/Emerging

Provide 1:1 support to students as they discuss the text. Direct students to specific pieces of text and ask questions (e.g., Why did colonists decide not to drink tea? Who was sent to keep an eye on the Sons of Liberty?) to ensure understanding.

Transitioning/Expanding

Provide additional support to small groups of students while discussing the text. As needed, direct students to the text to reread information.

Bridging

As needed, support students to locate information in the text to support their responses to their partner.

Primary Focus: Students will identify key details and ideas about the Sons of Liberty and the Boston Tea Party.

THE WORLD'S LARGEST TEA PARTY (20 MIN.)

- Direct Students to Activity Page 3.1.
- Tell students that they are going to read about the Boston Tea Party.
- Ask students to predict what the Boston Tea Party was.
- Begin reading the first paragraph as students follow along in their Activity Books.
- Model fluency, thinking aloud, and asking questions.

Tea was a popular drink in the colonies, just as it was in Great Britain. However, many people decided they would not buy British tea if they had to pay an unfair tax. And they thought the new tax on tea was every bit as unfair as the old tax on paper. After all, the new tax had been approved by the same British Parliament in London and there were still no representatives from the 13 colonies there.

- Explain that the colonists continued to refuse to pay taxes without representation.
- Discuss the message colonists were trying to send by not buying or drinking tea.
- **Turn and Talk:** Ask students to turn to a partner and discuss how the colonists may have felt when the redcoats came to Boston.
- Ask at least one student to share their thoughts.
- Tell students they will complete the reading with a partner.
- Explain that students should take turns reading each paragraph and stop to summarize what they have read.
- Direct students to the questions on the board to prompt their discussion.

Debates and protests about the British government's role in colonial affairs continued, especially in Boston.

In 1768, in response to the protests about the new taxes, the British government sent soldiers to Boston to keep an eye on the Sons of Liberty. Because the British soldiers wore red uniforms, the colonists sometimes referred to them as “redcoats” or “lobster backs.”

In March 1770, several Bostonians got into a tussle with a redcoat. The Bostonians surrounded the soldier and called him names. They threw snowballs at him, and some members of the crowd even threatened him with sticks and clubs.

More British soldiers arrived on the scene. They ordered the Bostonians to go home, but the angry protestors refused. The situation became more serious when even more people poured into the streets. Soon a crowd of 300 angry Bostonians was pressing in on the outnumbered British soldiers.

The World's Largest Tea Party

In December 1773, there was another incident in Boston. Three ships loaded with tea were docked in Boston Harbor. The captains had orders to unload the tea so it could be sold in Boston.

The Sons of Liberty refused to let this happen. They had spent a lot of time convincing the people of Boston not to buy or sell British tea. There was no way they were going to let the captains unload all that tea. The Sons of Liberty demanded the captains raise anchor and sail away.

The captains weren't sure what to do, so they did not do anything. The ships sat in the harbor until the Sons of Liberty finally decided to get rid of the tea once and for all. Dressed as Native Americans, they and other members of the patriot movement boarded the ships and threw the tea into Boston Harbor. They dumped approximately 340 chests of tea—worth hundreds of thousands of dollars in today's money—into the Atlantic Ocean. Later, this act of protest came to be known as the Boston Tea Party.



Check for Understanding

Ask students to share aloud with the group what they discussed with their partners.

-
- Ask students to discuss if their prediction was correct.

Lesson 3: The Largest Tea Party

Write About It



Primary Focus: Students will describe in writing the key ideas and details from the excerpt, “The World’s Largest Tea Party.”

THE BOSTON TEA PARTY (10 MIN.)

- Direct students to “The World’s Largest Tea Party” on Activity Page 3.1.
- Read each paragraph, stopping to discuss key ideas.

Activity Page 3.1



The World’s Largest Tea Party

In December 1773, there was another incident in Boston. Three ships loaded with tea were docked in Boston Harbor. The captains had orders to unload the tea so it could be sold in Boston.

The Sons of Liberty refused to let this happen. They had spent a lot of time convincing the people of Boston not to buy or sell British tea. There was no way they were going to let the captains unload all that tea. The Sons of Liberty demanded the captains raise anchor and sail away.



The captains weren't sure what to do, so they did not do anything. The ships sat in the harbor until the Sons of Liberty finally decided to get rid of the tea once and for all. Dressed as Native Americans, they and other members of the **patriot** movement boarded the ships and threw the tea into Boston Harbor. They dumped approximately 340 chests of tea—worth hundreds of thousands of dollars in today's money—into the Atlantic Ocean. Later, this act of protest came to be known as the Boston Tea Party.

Activity Page 3.2



Reading Reading/Viewing Closely

Entering/Emerging

Provide a sentence starter:
The Sons of Liberty
to protest British taxes.
Provide 1:1 support to
students to locate evidence
in the text.

Transitioning/Expanding

Provide a sentence starter:
The Sons of Liberty
to protest British taxes.
Allow students to work in
pairs to locate evidence in
the text.

Bridging

As needed, assist students
to locate evidence in the
text and rephrase their
thoughts.

- Ask students to turn to a partner and discuss the Sons of Liberty.
- Direct students to Activity Page 3.2 and read the instructions together.
- Have students complete the task independently.
- If time permits, have students share with a partner.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Unit/Lesson | U7 L3 |
| Activity Name | The Boston Tea Party |
| Proficiency Levels | |
| Entering | Student dictates simple words and phrases with 1:1 support. |
| Emerging | Student answers wh- questions and writes keywords with substantial support. |
| Transitioning | Student asks and answers simple questions with short sentences with moderate support. |
| Expanding | Student asks and answers questions with complete, detailed sentences with minimal support. |
| Bridging | Student answers open-ended questions with complete, detailed sentences independently. |

End Lesson

4

The Night Rider

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will gain knowledge of vocabulary words through a close reading of the text.

Students will identify key details and ideas about Paul Revere.

FORMATIVE ASSESSMENT

Reading

Vocabulary Organizer [Activity Page 4.1]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

The Stamp Act [Activity Page 4.3]

LESSON AT GLANCE

| | Time | Materials |
|----------------------------|---------|---|
| Vocabulary Building | | |
| Vocabulary Organizer | 10 min. | <input type="checkbox"/> Activity Page 4.1
<input type="checkbox"/> Activity Page 4.2
<input type="checkbox"/> Poster paper |
| Read About It | | |
| Who was Paul Revere? | 20 min. | <input type="checkbox"/> Activity Page 4.2
<input type="checkbox"/> Activity Page 4.3 |

ADVANCE PREPARATION

Vocabulary Building

- Gather small chart or poster paper for students to record their vocabulary examples.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> Define and use general academic and domain-specific vocabulary words Demonstrate comprehension of a text by answering text-dependent questions and identifying key details | | |
| Language Forms and Functions | | |
| <p>The Revolutionary War began...</p> <p>Paul Revere knew the British were coming...</p> <p><i>Militia</i> means...</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| belfry
militia
rebels | volley | |

Lesson 4: The Night Rider

Vocabulary Building



Primary Focus: Students will gain knowledge of vocabulary words through a close reading of the text.

Activity Page 4.2



VOCABULARY ORGANIZER (10 MIN.)

- Tell students that today you are going to discuss key vocabulary.
- Direct students to the excerpt on Activity Page 4.2 and locate the word *militiamen*.
- Break the word into *militia* and *men*.
- Ask students if they are familiar with the word *militia*.
- Have students share their ideas.
- Ask a student to read the sentence in the text.
- Have students share new ideas about the definition of *militia*.
- Direct students to Activity Page 4.1 and complete the “militia” organizer together with you modeling on the chart paper and the students working in their activity books.
- Model completing the vocabulary chart on the chart paper.
- Ask students to complete Activity Page 4.1 in pairs.
- Give pairs of students a piece of chart paper and assign one word to each pair.
- Direct students to copy the organizer for their word on the chart paper.
- Hang the poster of each word on the word wall.

Activity Page 4.1



The Shot Heard 'Round the World

It was April 19, 1775. In Lexington, a town on the road to Concord, 80 militiamen lined up in formation. They had their guns with them, but they were not planning to fire on the redcoats. After all, a war had not been declared. Still, they knew there was a chance fighting might break out, and they wanted to be ready if it did.

As the British approached, John Parker, the leader of the Lexington militia, told his men, “Stand your ground; don’t fire unless fired upon, but if they mean to have a war, let it begin here.”

A British officer told the armed men to go home. According to one report, he shouted, “Lay down your arms, you **rebels!**” However, as the militiamen were turning to go, a shot rang out.

Who fired that shot? Even today nobody knows for sure. The British soldiers thought the militiamen fired it. However, Parker and his men said later that they did not. The shot may have been fired by someone who was not part of Parker’s militia. He may have been firing into the air to sound an alarm. In any case, the soldiers thought they were under attack. They fired a **volley** and—in a matter of seconds—guns were flashing and smoking on both sides.



Lesson 4: The Night Rider

Read About It



Primary Focus: Students will identify key details and ideas about Paul Revere.

WHO WAS PAUL REVERE? (20 MIN.)

- Tell students that they are going to read about Paul Revere and The Shot Heard 'Round the World.
- Begin reading the first paragraph as students follow along in the Activity Book.
- Model fluency, thinking aloud, and asking questions.



Reading
Reading/Viewing Closely

Entering/Emerging

Provide 1:1 support to complete Activity Page 4.3. Direct students to the text to find answers.

Transitioning/Expanding

Allow students to work in pairs. As needed, direct students to the text to find answers.

Bridging

As needed, direct students to the paragraph to find answers.

The Shot Heard 'Round the World

It was April 19, 1775. In Lexington, a town on the road to Concord, 80 militiamen lined up in formation. They had their guns with them, but they were not planning to fire on the redcoats. After all, a war had not been declared. Still, they knew there was a chance fighting might break out, and they wanted to be ready if it did.

- Explain that Paul Revere was charged with watching for the British army.
- Discuss the means of communicating (lanterns) during this time period versus modern day technology to communicate.
 - Ask students how they communicate with their friends.
- Tell students they will complete the reading on this page and the next with a partner.
- Explain that students should take turns reading each paragraph and stop to summarize what they have read.

As the British approached, John Parker, the leader of the Lexington militia, told his men, “Stand your ground; don’t fire unless fired upon, but if they mean to have a war, let it begin here.”

A British officer told the armed men to go home. According to one report, he shouted, “Lay down your arms, you rebels!” However, as the militiamen were turning to go, a shot rang out.

Who fired that shot? Even today nobody knows for sure. The British soldiers thought the militiamen fired it. However, Parker and his men said later that they did not. The shot may have been fired by someone who was not part of Parker’s militia. He may have been firing into the air to sound an alarm. In any case, the soldiers thought they were under attack. They fired a volley and—in a matter of seconds—guns were flashing and smoking on both sides.

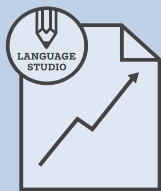
The Night Rider

One of the men keeping an eye on the British was Paul Revere. He had heard that the British soldiers were getting ready to march out to Concord. He knew there were only two ways to get to Concord from Boston. One was to march there on foot. The other was to cross the Charles River in boats and then march the rest of the way. It was not possible to tell which way the British would go until they set out. Revere came up with a clever plan. He told a friend to hang lanterns in the belfry of the North Church in Boston. If the soldiers left Boston on foot, Revere’s comrade was to hang one lantern; if they set off in boats, he was to hang two lanterns.

On the night of April 18, 1775, Revere’s friend ran up to the belfry and hung two lanterns. Then, Revere and several other patriots jumped into action. Revere got into a rowboat and rowed across the Charles River—right past a British warship! Once he made it across, he jumped onto a horse and set off along the same road the soldiers would be taking. Paul Revere and other riders, including William Dawes and Samuel Prescott, rode through the night to awaken the sleeping colonists.

Paul Revere, well-known for the popular cry, “The British are coming!” never actually spoke those words, let alone yelled them into the darkness. Today, historians believe it is more likely he quietly warned colonists, “The regulars are coming out!” Paul Revere never made it to Concord that night. But he did ride to Lexington to warn Samuel Adams and John Hancock, who were wanted by the British and in hiding there.

Activity Page 4.3



Because of Revere and the other riders, people who lived along the road knew the British soldiers were headed toward Concord. Hundreds of minutemen grabbed their guns and prepared to defend their homeland.

- As students finish the reading, direct them to Activity Page 4.3.
- Have students complete the questions using the text to locate evidence.
- If time permits, have students share their responses from Activity Page 4.3.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Reading |
| Unit/Lesson | U7 L4 |
| Activity Name | The Stamp Act |
| Proficiency Levels | |
| Entering | Student answers text-dependent wh- questions by highlighting relevant words with 1:1 support. |
| Emerging | Student answers text-dependent wh- questions by highlighting relevant words and phrases with substantial support. |
| Transitioning | Student highlights key details and answers simple text-dependent questions with moderate support. |
| Expanding | Student highlights key details and answers open-ended questions about the text with moderate support. |
| Bridging | Student highlights key details and answers open-ended questions about the text with minimal support. |

End Lesson

5

What Caused the American Revolution?

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will talk with a partner and write about how the events of the American Revolution linked.

LANGUAGE PROFICIENCY ASSESSMENT**Writing****Connecting Words and Phrases [Activity Page 5.1]**

LESSON AT A GLANCE

| | Time | Materials |
|------------------------------|---------|-------------------|
| Write About It | | |
| Connecting Words and Phrases | 30 min. | Activity Page 5.1 |

ADVANCE PREPARATION

Write About It

- Write two lists of connecting words

| Sequencing | Cause and Effect |
|-------------------------------|---|
| First
Next
Then
Last | As a result of
Consequently
Therefore |

- Ensure students have board space or notebooks for writing connecting words or phrases.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> Elaborate on the events of the American Revolution Use sequence and temporal words to describe the order of historical events | | |
| Language Forms and Functions | | |
| In the beginning...

As a result...

Finally... | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| repealed
boycott
imposed | consequently | |

Lesson 5: What Caused the American Revolution?

Looking at Language



Primary Focus: Students will talk with a partner and write about how the events of the American Revolution linked.

CONNECTING WORDS IN CONVERSATION (30 MIN.)

- Tell students that today you are going to discuss words that can be used to link text.
- Tell students these words can be called connecting words and they help us understand what we are reading.
- Direct students to the list on the board and read the words together.
- Ask students to brainstorm a list of things they do before they come to school (e.g., brush teeth, eat breakfast, wash face, put shoes on, get out of bed, wait for the bus, do their homework, etc.).
- Ask students to take turns using connecting words to link the events (e.g., First I got out of bed. Then I brushed my teeth.).
- Direct students back to the board and write cause and effect statements (e.g., I woke up late. I missed the bus, etc.).
- Direct students back to the original list and ask them to pick a new connecting word to demonstrate cause and effect (e.g., I woke up late. Consequently, I missed the bus).
- Direct students to Activity Page 5.1.

Activity Page 5.1



| | | | |
|--------------|--------------------|---------|------------------|
| first | as a result | next | in the beginning |
| consequently | resulting | then | therefore |
| however | in the first place | finally | |

- Read the events together and discuss the order in which they took place.
- Ask students to share which sentence they believe should go first (Great Britain needed money to pay their debts).

- Discuss which connecting words can be used to start the paragraph (e.g., first, in the beginning).
- Direct students to complete the first sentence as you record on the board.
- Ask students to complete the rest of the paragraph on their own.
- Direct students to partner when finished and read their paragraphs aloud.
- If time allows, ask students to read their paragraphs to the entire group.



Writing Understanding Cohesion

Entering/Emerging

Provide 1:1 support for students as they write the paragraph. As needed, help students number the events in order. Support students in choosing which connecting words they should use.

Transitioning/Expanding

Allow students to work with a partner. Review the meaning of the connecting words as needed.

Bridging

Direct students to the examples on the board as they choose the connecting words that best fit.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Writing |
| Unit/Lesson | U7 L5 |
| Activity Name | Connecting Words and Phrases |
| Proficiency Levels | |
| Entering | Student points to each event and/or dictates single words to describe the order of events with 1:1 support. |
| Emerging | Student uses sequence words (e.g., first, next, last) to describe the order of events with substantial support. |
| Transitioning | Student uses sequence and temporal words (e.g., before, after) to describe the order of events with moderate support. |
| Expanding | Student uses sequence and temporal words to describe the order of events with minimal support. |
| Bridging | Student independently uses a variety of sequence and temporal words to describe the order of events. |

End Lesson

6

The Making of a Government

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will identify key ideas and details about the making of our government.

Speaking

Students will use verbs and verb phrases appropriately in speaking and writing.

FORMATIVE ASSESSMENT

Reading

The First Government [Activity Page 6.2]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Verbs and Verb Phrases [Activity Page 6.3]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|--|
| Read About It | | |
| The First Government | 20 min. | <input type="checkbox"/> Activity Page 6.1
<input type="checkbox"/> Activity Page 6.2 |
| Looking at Language | | |
| Verbs and Verbs Phrases | 10 min. | <input type="checkbox"/> Activity Page 6.3
<input type="checkbox"/> White boards |

ADVANCE PREPARATION

Looking at Language

- Ensure students have board space or notebooks for writing verbs and verb phrases.
- Prepare to show a map of the United States.
- Provide sentence starters on the board:
 - I _____ thinking.
 - You _____ thinking.
 - He _____ thinking.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Use verbs and verb phrases to describe ideas
- Demonstrate comprehension of a text by identifying key ideas and events

Language Forms and Functions

I _____ thinking.

You _____ thinking.

He _____ thinking.

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| ambassador
levied | abstained
declaration | |

Lesson 6: The Making of a Government

Read About It



Primary Focus: Students will identify key ideas and details about the making of our government.

THE FIRST GOVERNMENT (20 MIN.)

- Tell students that they are going to learn about how our government was created.
- Explain that as the war continued outside of Boston, representatives from each colony attended a Second Continental Congress in Philadelphia.
- Show students the map of the United States and discuss the location of the cities in relation to where they live. Show students the state of Virginia.
- Tell students that Thomas Jefferson traveled to the Continental Congress to represent Virginia.
- Direct students to Activity Page 6.1.
- Begin reading the first two paragraphs as students follow along in the Activity Book.
- Model fluency, thinking aloud, and asking questions.

Activity Page 6.1



The Making of a Government

As months of discussion and debate continued, some decisions were made. Many of these decisions were based on the belief that a peaceful settlement with Great Britain was now impossible. The Second Continental Congress began to function as a government. They made important decisions. They issued paper money. They set up a postal service. They appointed generals and **ambassadors**. They agreed to the creation of an army and put George Washington in charge of it. This army would eventually be called the Continental Army.

Many members of the Second Continental Congress thought that the time had come for the colonies to declare their independence. They wanted the colonies to become a new nation. Others thought there might still be a way



Reading Reading/Viewing Closely

Entering/Emerging

Provide 1:1 support to complete Activity Page 6.1. Direct students to the text to find answers.

Transitioning/Expanding

Allow students to work in pairs. As needed, direct students to the text to find answers.

Bridging

As needed, direct students to the paragraph to find answers.

to patch things up with the British, and they wanted to try to do so. These members of the Continental Congress were not the only ones who were divided on the question of independence. The people of the colonies they represented were divided as well.

- Ask students to turn to a partner and discuss why they think some colonists wanted to become a new nation and some wanted to stay under British control.
- Ask at least one student to share their thoughts.
- Tell students they will read the paragraphs under The Final Separation with a partner.
- Explain that students should take turns reading each paragraph and stop to summarize what they have read.

A Final Separation

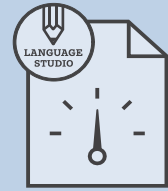
By June 1776, most members of the Second Continental Congress were ready to vote for what Paine referred to as “a final separation.” Thomas Jefferson, a delegate from Virginia, was asked to write an official declaration of independence. His job was to explain why the colonies were breaking away from Great Britain, and why it was necessary for them to do so.

Benjamin Franklin and John Adams reviewed Jefferson’s draft. They made a few changes, but overall they accepted Jefferson’s work without reservation. On July 2, 1776, the members of the Second Continental Congress voted for independence. On July 4, 1776, the members voted again—this time on whether to accept Jefferson’s Declaration of Independence as the document that outlined the reasons for their desire to be independent. No one voted against it. One colony, New York, abstained. The Declaration of Independence was approved!

Jefferson argued that this was what the British government had done. In the second half of the Declaration of Independence, Jefferson presented a long list of unacceptable actions the British government had taken. It had levied unfair taxes, taken away the right to trial by jury, and quartered British troops in colonial cities. For all of these reasons (and more), Jefferson wrote the colonists had no other option but to declare independence from Great Britain.

- As students finish the reading, direct them to Activity Page 6.2.
- Have students complete the questions, using the text to locate evidence.
- If time permits, have students share their responses to the questions on Activity Page 6.2.

Activity Page 6.2



Lesson 6: The Making of a Government

Looking at Language



Primary Focus: Students will use verbs and verb phrases appropriately in speaking and writing.

VERBS AND VERB PHRASES (10 MIN.)

- Ask students to tell you what a verb is.
- Ask students to demonstrate different verbs (e.g., jumping, waving, writing, looking, etc.).
- Tell students some verbs are made up of more than one word and they are called verb phrases.
- Tell students, for example, there are different ways to use the verb “to be” depending on the noun or pronoun.
- Direct students to the sentence starters and ask them to complete the sentences.
 - I _____ thinking.
 - » am
 - You _____ thinking.
 - » are
 - He _____ thinking.
 - » is
- Record the responses on the board.
- Write the word *having* on the board and ask students to write a sentence using the word.



Speaking Using Verbs and Verb Phrases

Entering/Emerging

Provide 1:1 support to complete Activity Page 6.3. Provide students with additional examples of verb phrases (e.g., I am running, she is running, we are running, etc.).

Transitioning/Expanding

Allow students to complete Activity Page 6.3 in pairs. As needed, direct students to the examples listed on the board.

Bridging

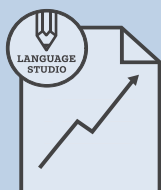
As needed, direct students to the examples listed on the board. If necessary, read them aloud.



Check for Understanding

Check that each student has used the correct form of “to be” on their white board. Reteach the concept is needed.

Activity Page 6.3



- Write the word *feeling* on the board and ask students to write a sentence about how they are feeling, using the correct form of “to be.”
- Discuss student responses and identify the helping verbs.
- Direct students to Activity Page 6.3.
- Complete the first sentence together.
 - The Continental Congress is beginning to form a government.
- Have students complete the activity page independently.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate students’ language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Speaking |
| Unit/Lesson | U7 L6 |
| Activity Name | Verbs and Verb Phrases |
| Proficiency Levels | |
| Entering | Student completes the sentence with the correct form of the verb to be with 1:1 support. |
| Emerging | Student completes the sentence with the correct form of the verb to be with substantial support. |
| Transitioning | Student uses the correct form of the verb with moderate support. |
| Expanding | Student uses the correct form of the verb with minimal support. |
| Bridging | Student uses the correct form of the verb independently. |

End Lesson

7

Independence Day

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will demonstrate an understanding of cohesion by using connecting words to write about Fourth of July traditions.

LANGUAGE PROFICIENCY ASSESSMENT**Writing****How Do You Celebrate the Fourth of July?**

[Activity Page 7.2]

LESSON AT A GLANCE

| | Time | Materials |
|-------------------------|---------|---|
| Write About It | | |
| Celebrating 4th of July | 30 min. | <input type="checkbox"/> Paper or Notebooks
<input type="checkbox"/> Activity Page 7.1
<input type="checkbox"/> Activity Page 7.2 |

ADVANCE PREPARATION

Write About It

- Consider preparing additional information (i.e., search the phrase, “How do we celebrate the 4th of July?”) to share with students who may not have experienced 4th of July celebrations.
- Write a list of connecting words.

| Sequencing | Cause and Effect |
|-------------------------------|---|
| First
Next
Then
Last | As a result of
Consequently
Consequently
Therefore |

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Use connecting words orally and in writing • Discuss Fourth of July traditions | | |
| Language Forms and Functions | | |
| I celebrate the Fourth of July by...
First, _____. Next, _____. Last, _____.
Every Fourth of July we... | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| | independence | celebrate
parade |



Writing Understanding Cohesion

Entering/Emerging

Provide 1:1 support for students as they list their ideas and write their paragraph. Provide ideas for traditions as needed.

Support students in choosing which connecting words they should use.

Transitioning/Expanding

Allow students to work with a partner. Provide ideas for traditions as needed.

Bridging

Direct students to the examples on the board.



Lesson 7: Independence Day

Write About It



Primary Focus: Students will demonstrate an understanding of cohesion by using connecting words to write about 4th of July traditions.

CELEBRATING THE 4TH OF JULY (30 MIN.)

- Tell students that you are going to discuss traditions that take place on the 4th of July.
- Direct students to the excerpt from Activity Page 7.1, "Happy Birthday to Us!"
- Read the selection aloud as students follow along.

Happy Birthday to Us!

Ever since 1776, the Fourth of July has been a national holiday in the United States. On this day every year, Americans celebrate their independence by watching fireworks, singing patriotic songs, and attending picnics and parades. Although it took another month to get all the signatures on the Declaration of Independence, Americans still celebrate Independence Day on July 4th.

- Ask students to turn to a partner and discuss the things they do on the 4th of July.
- Circulate as students discuss and ask questions to prompt their thinking (e.g., "Where do you celebrate?" "Who do you celebrate with?" "What do you eat on that day?").
- Share personal experiences or additional resources to help students recall and/or visualize a celebration.
- Ask students to share their thoughts with the group.
- Record answers on the board as students share.
- Direct students to Activity Page 7.2 and read the instructions aloud.
- Review the words on the board and remind students they should use these words to connect their ideas.

- Have students write about their celebrations.
- Circulate as students work.
- Review students' work.
- When they have completed their paragraphs, ask students to turn to a different partner to share their paragraphs.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Unit/Lesson | U7 L7 |
| Activity Name | How Do You Celebrate the Fourth of July? |
| Proficiency Levels | |
| Entering | Student draws pictures and/or dictates words to represent keywords and phrases with 1:1 support. |
| Emerging | Student draws pictures and writes words and phrases to represent key information with substantial support. |
| Transitioning | Student conveys key information in simple sentences with moderate support. |
| Expanding | Student conveys key information in complete sentences with occasional support. |
| Bridging | Student conveys key information in complete, detailed sentences independently. |

~~~~~End Lesson~~~~~



## 8

# Perseverance

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will gain knowledge of vocabulary words through a close reading of the text.

Through a close reading of the text, students will identify key ideas and details about life during the American Revolution.

**FORMATIVE ASSESSMENT**

Reading

**Vocabulary Organizer** [Activity Page 8.1]

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

**Life During the War** [Activity Page 8.2 ]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                |
|----------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b> |         |                                                                                          |
| Vocabulary Organizer       | 10 min. | <input type="checkbox"/> Activity Page 8.1<br><input type="checkbox"/> Poster Paper      |
| <b>Read About It</b>       |         |                                                                                          |
| The Outcome                | 20 min. | <input type="checkbox"/> Activity Page 8.2<br><input type="checkbox"/> Activity Page 8.3 |

## ADVANCE PREPARATION

### Vocabulary Organizer

- Prepare to hang vocabulary posters on the word wall.
- Gather small chart or poster paper for students to record their vocabulary examples.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                                 |                                    |                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Demonstrate comprehension of a text by identifying key ideas and events and answering text-dependent questions</li> <li>• Define and use general academic and domain-specific vocabulary words</li> </ul> |                                    |                                 |
| Language Forms and Functions                                                                                                                                                                                                                       |                                    |                                 |
| <p>During the American Revolution, the Continental Army ____.</p> <p>An example of good morale is ____.</p> <p>One thing I learned from the reading is...</p>                                                                                      |                                    |                                 |
| Vocabulary                                                                                                                                                                                                                                         |                                    |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                                    | Tier 2<br>General Academic Words   | Tier 1<br>Everyday Speech Words |
| morale                                                                                                                                                                                                                                             | confront<br>strategic<br>surrender |                                 |

## Lesson 8: Perseverance

## Vocabulary Building



## Activity Page 8.2



## Challenge

Ask students to add a synonym or antonym for the vocabulary word to the chart.



Reading  
Selecting Language  
Resources

## Entering/Emerging

Provide 1:1 support to complete the vocabulary chart. Direct students to the text and ask explicit questions to support students using context clues.

## Transitioning/Expanding

Provide pairs additional support to locate the vocabulary words in the text. As necessary, ask questions to prompt thinking.

## Bridging

Direct students to the model on chart paper.

## VOCABULARY ORGANIZER (10 MIN.)

- Tell students that today you are going to discuss new vocabulary to help them talk about the American Revolution.
- Write the word *confront* on the board.
- Ask students if they are familiar with the word *confront*.
  - Ask students where they have heard the word.
- Record students' responses on the board or chart paper.
- Direct students to Activity Page 8.2 and Ask a student to read the sentence in the text.

He marched his troops there to *confront* the British army.

- Ask students if they would like to add to the definition on the board.
- Have students work in pairs to read the text on Activity Page 8.2. Circulate to offer assistance.

## Crossing the Delaware

Having retreated from Boston, the British turned their attention to New York City. They recognized the **strategic** importance of this port city. If their plan to gain control was to succeed, they needed to capture it. However, George Washington was equally aware of the importance of having control of New York City. He marched his troops there to **confront** the British army.

Washington crossed the Delaware River from Pennsylvania and took the Hessians completely by surprise. More than 1,000 of them were forced to **surrender** in the sneak attack. The victory at Trenton was extremely good for the **morale** of Washington's troops, but it was followed by a string of defeats. Washington and his men were defeated at the Battle of Brandywine in September 1777 and again at the Battle of Germantown in October. At Germantown, some of the soldiers in the Continental Army became confused and fired on their own troops. Because of these defeats, the British were able to capture Philadelphia. The Continental Congress was forced to break up and relocate to another city.

- Have students share new ideas about the definition of confront after reading.
- Direct students to Activity Page 8.1 and ask a student to model completing the vocabulary chart in front of the class on the chart paper.
- Ask students to complete the chart of the remaining words (surrender, strategic, and morale) in pairs.
- Give pairs of students a piece of chart paper and assign one word to each pair. Have each pair complete a vocabulary chart for its word on the chart paper.
- Hang the poster of each word on the word wall.

### Activity Page 8.1



## Lesson 8: Perseverance

# Read About It



**Primary Focus:** Through a close reading of the text, students will identify key ideas and details about life during the American Revolution.

### THE OUTCOME (20 MIN.)

- Tell students that they are going to read about the battles of the American Revolution.
- Explain that in the beginning, the British seemed most likely to win the war.
- Review that once George Washington was in charge of the Continental Army, he looked for new ways to win battles.

- Begin reading the paragraph as students follow along on Activity Page 8.2.
- Model fluency, thinking aloud, and asking questions.

---

Mother Nature was not kind to the Continental Army during the winter of 1777 to 1778. It was a bitterly cold winter, and the soldiers were not prepared for it. Most of them did not have winter coats. Many did not even have shoes. Their injured feet left bloody footprints in the snow.

---

- Direct students to the next paragraph and have them read with a partner.

---

During December and January, the soldiers cut down trees and used them to build log cabins. These cabins provided some shelter from the cold, but they were crowded and damp. There were other problems, too. The soldiers did not have enough to eat. They had to survive for many weeks on firecake, a tasteless mixture of flour and water baked over a fire. Occasionally, they might have a bowl of pepper pot soup, a thin broth made from beef and a handful of peppercorns. Clean drinking water was also in short supply. Many soldiers drank dirty water and got sick. A few died of frostbite or starvation; many more died as a result of diseases.

---

- Ask students to turn to a partner and discuss how they would have felt if they were fighting with the Continental Army.
- Ask at least one student to share their thoughts.
- Direct students to Activity Page 8.3 and have them complete the questions, using the text to locate evidence.
- If time permits, have students share their responses in 8.3.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                        |
|--------------------|--------------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                                |
| Unit/Lesson        | U7 L8                                                                                                  |
| Activity Name      | Life During the War                                                                                    |
| Proficiency Levels |                                                                                                        |
| Entering           | Student recalls basic information with prompting and support.                                          |
| Emerging           | Student recalls basic information.                                                                     |
| Transitioning      | Student recalls information highlighted from the text to answer a question with prompting and support. |
| Expanding          | Student recalls information highlighted from the text to answer a question.                            |
| Bridging           | Student recalls information from the text to answer a question.                                        |

End Lesson

## Activity Page 8.3



### Reading Reading/Viewing Closely

#### Entering/Emerging

Provide 1:1 support to complete Activity Page 8.3. Direct students to the text to find answers. Ask questions to prompt students thinking (e.g., "What do you think would have been the toughest part of being a soldier during this time?")

#### Transitioning/Expanding

Allow students to work in pairs. As needed, direct students to the text to find answers.

#### Bridging

As needed, direct students to the paragraph to find answers.

## 9

# The Official Surrender

**PRIMARY FOCUS OBJECTIVE(S)****Writing**

Students will condense ideas to write precise and detailed sentences.

**Reading**

Students will identify key ideas and details about the last days of the American Revolution.

**FORMATIVE ASSESSMENT****Writing****Condensing Ideas** [Activity Page 9.1]**LANGUAGE PROFICIENCY ASSESSMENT****Reading****The End of the War** [Activity Page 9.2 ]

## LESSON AT A GLANCE

|                                  | Time    | Materials                                                                                |
|----------------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Looking at Language</b>       |         |                                                                                          |
| Condensing Ideas                 | 10 min. | <input type="checkbox"/> Activity Page 9.1<br><input type="checkbox"/> Chart Paper       |
| <b>Read About It</b>             |         |                                                                                          |
| Who Won the American Revolution? | 20 min. | <input type="checkbox"/> Activity Page 9.2<br><input type="checkbox"/> Activity Page 9.3 |

## ADVANCE PREPARATION

### Looking at Language

- Prepare to create an anchor chart of simple clauses:
  - The French joined the war. The French helped the colonists.
  - The redcoats could not protect themselves. The British surrendered.
  - The winters were very cold. Many soldiers did not have shoes. Many soldiers suffered from frostbite.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Demonstrate comprehension of a text by identifying key ideas and events
- Elaborate on ideas orally and in writing
- Use connecting words to combine simple sentences

### Language Forms and Functions

The French joined the war \_\_\_\_\_ the French helped the colonists.

The redcoats could not protect themselves \_\_\_\_\_ the British surrendered.

The colonists welcomed the French because...

### Vocabulary

| Tier 3<br>Domain-Specific Words              | Tier 2<br>General Academic Words               | Tier 1<br>Everyday Speech Words |
|----------------------------------------------|------------------------------------------------|---------------------------------|
| bayonets<br>convoy<br>fleet<br>model company | decisive<br>impressed<br>recruit<br>reinforced |                                 |

## Lesson 9: The Official Surrender

## Looking at Language



**Primary Focus:** Students will condense ideas to write precise and detailed sentences.

## CONDENSING IDEAS (10 MIN.)

- Tell students that today they will practice writing precise and detailed sentences.
- Write an example on the board (The man is a teacher. He helps students learn. vs. The man is a teacher who helps students learn.).
- Explain the difference between simple and precise sentences.
- Direct students to look at the anchor chart. Review the first two clauses.
- Ask students how they might condense the two to make a more detailed sentence.
- Allow students to share and record their answers (e.g., The French joined the war so they could help the colonists.).
- Ask students to condense additional examples from the anchor chart.
- Direct students to Activity Page 9.1, complete the first item together, recording the answer on the board.
- Complete the first sentence together and record the response on the board.
- Direct students to complete the rest of the activity page independently.

## Lesson 9: The Official Surrender

## Read About It



**Primary Focus:** Students will identify key ideas and details about the last days of the American Revolution.

## WHO WON THE AMERICAN REVOLUTION? (20 MIN.)

- Tell students that they are going to read about the final days of the American Revolution.
- Direct students to Activity Page 9.2.
- Begin reading the paragraph as students follow along in the Activity Book. Model fluency, thinking aloud, and asking questions.

## Activity Page 9.1

Writing  
Condensing Ideas

## Entering/Emerging

Provide 1:1 support to students as they complete Activity Page 9.1. Give students words (e.g., so, that, who, which, etc.) to create the detailed sentences.

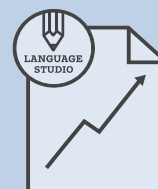
## Transitioning/Expanding

Allow students to work in pairs. As needed, give students a choice of words to use (e.g., which or who).

## Bridging

Direct students to the examples created as a class.

## Activity Page 9.2



---

In February 1778, the French military entered the war to fight alongside the Continental Army. France was a longtime enemy of Great Britain, so they welcomed the opportunity to assist the colonists in their fight against the British. This was good news for the colonists. France had a strong, organized military. French involvement meant help was on the way!

---

- Ask students to turn to a partner and discuss why the colonists welcomed the French (possible answers: additional soldiers to fight more experienced soldiers, additional weapons, etc.).
  - Direct students to the next paragraph and have them complete the reading with a partner.
  - Explain that students should take turns reading each paragraph and stop to summarize what they have read.
  - Circulate as students read and offer support as needed.
- 

In late September, Washington arrived at Yorktown with 4,000 French soldiers and 3,000 Continental soldiers. The Major General of the Continental Army was the Marquis de Lafayette. These new soldiers **reinforced** Lafayette's men who were already there. The French navy arrived as well, and one of the first things they did was drive away a **convoy** of British ships that were carrying supplies for Cornwallis and his men. That was when Cornwallis knew he was in trouble. He was cornered by the French and Continental armies, and the French navy had cut off his escape route as well as his supplies!

The French and Continental armies set up cannons and began firing on the British. For days the guns fired constantly. Washington gave orders to fire through the night so the British would not have any quiet time to rest or make repairs.

Cornwallis and his men could not protect themselves and, because of the position of the French **fleet**, they could not sail away. Eventually, on October 19, 1781, Cornwallis accepted that he had no choice but to surrender.

---

- As students finish the reading, direct them to Activity Page 9.3.
- Have students complete the questions using the text to locate evidence.
- If time permits, have students share their responses from Activity Page 9.3.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                   |
|--------------------|-------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                                           |
| Unit/Lesson        | U7 L9                                                                                                             |
| Activity Name      | The End of the War                                                                                                |
| Proficiency Levels |                                                                                                                   |
| Entering           | Student answers text-dependent wh- questions by highlighting relevant words with 1:1 support.                     |
| Emerging           | Student answers text-dependent wh- questions by highlighting relevant words and phrases with substantial support. |
| Transitioning      | Student highlights key details and answers simple text-dependent questions with moderate support.                 |
| Expanding          | Student highlights key details and answers open-ended questions about the text with moderate support.             |
| Bridging           | Student highlights key details and answers open-ended questions about the text with minimal support.              |

End Lesson

## Activity Page 9.3



Reading  
Reading/Viewing Closely

### Entering/Emerging

Provide 1:1 support to complete Activity Page 9.3. Direct students to the text to find answers.

### Transitioning/Expanding

Allow students to work in pairs. As needed, direct students to the text to find answers.

### Bridging

As needed, direct students to the paragraph to find answers.

## 10

# Heroines

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will identify key ideas and details about the heroines of the American Revolution.

**Speaking**

Students will discuss the key ideas of the American Revolution through discussions with a classmate.

**LANGUAGE PROFICIENCY ASSESSMENT****Reading****Unsung Heroines** [Activity Page 10.2]

## LESSON AT A GLANCE

|                                   | Time    | Materials                                                                                         |
|-----------------------------------|---------|---------------------------------------------------------------------------------------------------|
| <b>Read About It</b>              |         |                                                                                                   |
| Unsung Heroines                   | 20 min. | <input type="checkbox"/> Activity Page 10.1<br><input type="checkbox"/> Activity Page 10.2        |
| <b>Talk Time</b>                  |         |                                                                                                   |
| What Was the American Revolution? | 10 min. | <input type="checkbox"/> Activity Page 1.1<br><input type="checkbox"/> Anchor Chart from Lesson 1 |

## ADVANCE PREPARATION

### Read About It

- Provide discussion questions on the board:
  - Why is George Washington considered a hero of the American Revolution?
  - How did women show heroism during the American Revolution?
- Display the names of heroines on the board:
  - Martha Washington
  - Abigail Adams
  - Deborah Sampson
  - Mary Draper
  - Mum Bett

### Talk Time

- Prepare to write a list of sequencing words students can use during their talk time:
  - First
  - Then
  - After that
  - Subsequently
- Students will need Activity Page 1.1 to complete the KWL chart began in Lesson 1 of this unit.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Demonstrate comprehension of a text by answering text-dependent questions and identifying key details
- Participate in a discussion about the American Revolution

### Language Forms and Functions

George Washington is considered a hero because...

Women showed heroism during the American Revolution by...

Did you know that Marsha Washington...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| skirmishes                      |                                  | heroine                         |

## Lesson 10: Heroines

## Read About It



**Primary Focus:** Students will identify key ideas and details about the heroines of the American Revolution.

**UNSUNG HEROINES (20 MIN.)**

- Tell students that today you will discuss heroic women of the American Revolution.
- Ask students to share why George Washington is considered a hero of the war.
- Discuss his survival of the battles during hard conditions and his leadership of the Continental Army.
- Tell students that during the American Revolution most people believed serving in the army was strictly a job for men but many women also played an important role.
- Ask students to predict how they think women showed heroism during the war.
- Tell students that a woman who shows heroism is called a heroine.
- Record students' answers on the board.
- Direct students to Activity Page 10.1.
- Tell students you are going to read about some of the heroines of the war.
- Ask students, "What is a heroine?"
  - » woman hero
- Ask students to list heroines in their lives.
- Begin reading the paragraph as students follow along in the Activity Book. Model fluency, thinking aloud, and asking questions.

## Activity Page 10.1



There were also many **heroines** during this time in American history. George Washington's wife, Martha, played an important role in helping the Continental Army survive at Valley Forge. She helped make clothing for the soldiers and helped take care of the sick.



Abigail Adams, the wife of John Adams, raised their children and managed their farm, but she also housed and fed Continental soldiers. Mrs. Adams was known to write letters to her husband, one of the most important delegates in the Continental Congress. In these letters, Mrs. Adams advocated for women's rights, especially with regard to educational opportunities. She also let him know that she was opposed to slavery.



Abigail Adams

At the time, most people believed that fighting in the army was strictly a job for men. Some women were allowed to serve in the army, performing duties such as nursing, cooking, searching for food, and even burying the dead. But women who tried to enlist were turned away. Some women, however, disguised themselves as men so they, too, could fight for their country.

Deborah Sampson, from Massachusetts, signed up for the army using the name Robert Shurtlief. Sampson served for a year and a half and fought in several **skirmishes**. In one of them, she was wounded. Two musket balls lodged in her thigh. Sampson removed one of the balls herself, but the other was buried too deep to be removed. Fortunately, her wound healed and she survived. After the war, Deborah Sampson was recognized by John Hancock for having shown “an extraordinary instance of female heroism.”



### Check for Understanding

Ask students to tell you how Martha Washington played an important role.

- » She helped make clothing for soldiers and cared for the sick.

Another woman, Mary Draper, also fed and clothed Continental soldiers as they marched through her hometown. But she even went so far as to melt down the pewter dishes she owned so that the metal could be used to make bullets.

Still other women became heroes by simply standing up for what they believed. Historians have recorded the story of Mum Bett, an enslaved woman from Massachusetts. It seems Mum Bett may have heard her patriot master reading the Massachusetts State Constitution aloud. Bett thought about the words in that document, “All men are born free and equal.” She figured the words meant that she herself had a right to be equal, and even free. She found a lawyer who was opposed to slavery and convinced him to take her case. To the surprise of many, she won the lawsuit. In 1781, the Supreme Court of Massachusetts ruled that Mum Bett could no longer be held as a slave. She celebrated her victory by taking a new name, Elizabeth Freeman. Her case was one of many factors that helped lead to the end of slavery in Massachusetts.



Elizabeth Freeman

- **Turn and Talk:** Direct students to turn to a partner and discuss the heroines listed on the board. Have students discuss the ways they contributed to the American Revolution.
  - Martha Washington
  - Abigail Adams
  - Deborah Sampson
  - Mary Draper
  - Mum Bett
- As students finish the reading, direct them to Activity Page 10.2.
- Have students complete the questions, using the text to locate evidence.
- If time permits, have students share their responses from Activity Page 10.2.



### Reading Reading/Viewing Closely

#### Entering/Emerging

Provide 1:1 support to complete Activity Page 10.2. Direct students to the text to find answers. Ask guiding questions.

#### Transitioning/Expanding

Allow students to work in pairs. As needed, direct students to the text to find answers.

#### Bridging

As needed, direct students to the paragraph to find answers.

### Activity Page 10.2



## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                              |
|--------------------|--------------------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                                      |
| Unit/Lesson        | U7 L10                                                                                                       |
| Activity Name      | Unsung Heroines                                                                                              |
| Proficiency Levels |                                                                                                              |
| Entering           | Student use familiar words and phrases to answer questions with 1:1 support.                                 |
| Emerging           | Student uses models and/or sentence frames to answer questions in simple sentences with substantial support. |
| Transitioning      | Student uses models and/or sentence frames to answer questions in simple sentences with moderate support.    |
| Expanding          | Student answers questions in complex sentences with moderate support.                                        |
| Bridging           | Student answers questions in complex sentences with minimal support.                                         |

## Lesson 10: Heroines

# Talk Time



### Activity Page 1.1



### Speaking Exchanging Information/Ideas

#### Entering/Emerging

Provide students with sentence starters (First \_\_\_\_; Next \_\_\_\_; Then \_\_\_\_) to talk about the events of the American Revolution.

#### Transitioning/Expanding

Have students vary the words used (i.e., sometimes saying *next* and sometimes using *then*) to talk about the events of the American Revolution.

#### Bridging

Have students vary the words and phrases used by saying each at least once: *first*, *next*, *then* to talk about the events of the American Revolution.

**Primary Focus:** Students will discuss the key ideas of the American Revolution with a classmate.

### WHAT WAS THE AMERICAN REVOLUTION? (10 MIN.)

- Direct students to turn to Activity Page 1.1 as you reference the anchor chart.

#### What was the American Revolution?

| What do I know about the American Revolution? | What do I want to learn? | What did I learn? |
|-----------------------------------------------|--------------------------|-------------------|
|                                               |                          |                   |

- **Turn and Talk:** Ask students to talk with a partner about what they have learned about the American Revolution.
- Ask students to write their responses in the last column on Activity Page 1.1, "What Did I Learn."
- Tell students you will begin the following lesson by reviewing what they have learned as a class.

End Lesson

## 11

# What I Learned about the American Revolution

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will demonstrate an understanding of the key ideas of the American Revolution through class discussion.

**Listening**

Students will identify the correct usage of formal and informal language.

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

Language Choices [Activity Page 11.1]

## LESSON AT A GLANCE

|                                                     | Time    | Materials                                                                                                                        |
|-----------------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>Talk Time</b>                                    |         |                                                                                                                                  |
| What have we learned about the American Revolution? | 20 min. | <input type="checkbox"/> Activity Page 1.1<br><input type="checkbox"/> Anchor Chart 1.1<br><input type="checkbox"/> Poster Paper |
| <b>Looking at Language</b>                          |         |                                                                                                                                  |
| Language Choices                                    | 10 min. | <input type="checkbox"/> Notecards<br><input type="checkbox"/> Activity Page 11.1                                                |

## ADVANCE PREPARATION

### Talk Time

- Prepare to record students' responses on Anchor Chart 1.1.
- Display two lists of connecting words on the board:

| Sequencing                                                                                  | Cause and Effect                                                                          |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| In the beginning<br>First<br>Next<br>Then<br>After that<br>Last<br>Finally<br>In conclusion | As a result of<br>Consequently<br>Subsequently<br>Therefore<br>Thus<br>So<br>Once<br>When |

- Display the question, *What have we learned about American Revolution?* on the board.
- Gather poster paper to create an anchor chart of the students' discussion.

Looking at Language

- Prepare note cards for each student. Write formal on one side and informal on the other.
- Prepare to give students examples of informal and formal language.

| Informal Examples | Formal Examples |
|-------------------|-----------------|
| What's up         | How are you     |
| Wassup            | Good day        |
| Hey               | Hello           |
| Yep               | Yes             |
| Yeah              | Yes, please     |
| Nope              | No              |
| Na                | No, thank you   |
| Can I             | May I           |
| See ya            | Good-bye        |

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                 |                                      |                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|---------------------------------|
| <ul style="list-style-type: none"><li>• Discuss characteristics of formal vs. informal language</li><li>• Contribute to conversations and express ideas by asking and answering yes/no questions</li></ul>                         |                                      |                                 |
| Language Forms and Functions                                                                                                                                                                                                       |                                      |                                 |
| <p>The war began because...</p> <p>First, the British _____. Next, the colonists _____. As a result of _____, the colonists _____.</p> <p>Wassup is an example of _____ language. How are you is an example of _____ language.</p> |                                      |                                 |
| Vocabulary                                                                                                                                                                                                                         |                                      |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                    | Tier 2<br>General Academic Words     | Tier 1<br>Everyday Speech Words |
|                                                                                                                                                                                                                                    | informal language<br>formal language | situation                       |

## Lesson 11: What I Learned about the American Revolution

## Talk Time



**Primary Focus:** Students will demonstrate an understanding of the key ideas of the American Revolution through class discussion.

## WHAT HAVE WE LEARNED ABOUT THE REVOLUTION? (20 MIN.)

- Tell students today you are going to discuss what you have learned about the American Revolution as a class.
- Direct students to the connecting words on the board and review which ones can be used when sequencing and discussing cause and effect.
- Direct students to turn to page Activity Page 1.1.

| What do I know about the American Revolution? | What do I want to learn? | What did I learn? |
|-----------------------------------------------|--------------------------|-------------------|
|                                               |                          |                   |

- Ask students to review what they had written in the last column on the previous day.
- Tell students you are going to give each of them an opportunity to share what they have learned about the American Revolution.
- Record students' responses in column 3 of the anchor chart.
- Tell students, as a class, you will determine the order the events happened and you will record them as a paragraph on the new chart.
- Tell students you are going to ask them to use the sequencing and cause and effect words to link their thoughts together.

## Activity Page 1.1



Speaking  
Exchanging  
Information/Ideas

## Entering/Emerging

Provide 1:1 support to locate events on Activity Page 1.1. Provide students with sentence starters (First the British \_\_\_\_; Next the colonists \_\_\_\_; As a result of \_\_\_\_ the colonists \_\_\_\_).

## Transitioning/Expanding

Have students vary the linking words used (i.e., as a result of vs. then)

## Bridging

Direct students to the anchor chart of linking words. Ask students to choose a new linking word that has not been used.



- Ask students questions (e.g., “Why did the war begin?” “How did the war begin?” “Which event(s) caused the war to begin?”) to prompt their thinking.
- When you have finished discussing the main events, read the chart aloud to students.
- Ask students to chorally read the chart with you.

---

## Lesson 11: What I Learned about the American Revolution

# Looking at Language



**Primary Focus:** Students will identify the correct usage of formal and informal language.

### LANGUAGE CHOICES (10 MIN.)

- Greet students in an informal manner (e.g., “Wassup”).
- Tell students you are going to discuss formal and informal language.
- Ask students if the way we often speak to our friends is different than the way we speak in school or at work.
  - Ask students to generate examples.
- Tell students we generally speak to our friends informally but in school or in public we should speak formally.
- Ask students to share situations where they should use formal language (e.g., in a job interview, at work, at a store, in a restaurant, etc.).
- Give students an example (you may say, “Hey, what’s up?” to a friend, but you should say, “Hello, How are you?” to a teacher or your boss.).
- Pass a note card to each student.
- Direct students to the informal and formal sides.
- Tell students you are going to say examples of formal and informal speech and they should hold up the side of the card they believe you are using.
- Give students several examples and check their cards each time for understanding.

- Write the word or phrases on the board under formal or informal.
- Direct students to Activity Page 11.1.
- Ask students to complete the activity independently.

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                           |
|--------------------|---------------------------------------------------------------------------|
| Language Domain    | Listening                                                                 |
| Unit/Lesson        | U7 L11                                                                    |
| Activity Name      | Language Choices                                                          |
| Proficiency Levels |                                                                           |
| Entering           | Student identifies informal and formal language with 1:1 support.         |
| Emerging           | Student identifies informal and formal language with substantial support. |
| Transitioning      | Student identifies informal and formal language with moderate support.    |
| Expanding          | Student identifies informal and formal language with limited support.     |
| Bridging           | Student identifies informal and formal language.                          |

End Lesson

## Activity Page 11.1



### Challenge

Have students rewrite the informal words or phrases formally.



### Listening Adapting Language Choices

#### Entering/Emerging

Provide 1:1 support to students as they complete Activity Page 11.1. Ask students questions to provide context (e.g., "Would you say this to the principal?" "Can you say this to a brother or sister?").

#### Transitioning/Expanding

Allow students to work in partners. Provide context as needed.

#### Bridging

Direct students to the examples on the board, as needed.

## 12

# Life as a Colonist

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will demonstrate an understanding of linking text by ordering events and using appropriate connecting words.

Students will demonstrate an understanding of what life was like during the American Revolution through small group discussions.

**FORMATIVE ASSESSMENT****Speaking****Linking Text** [Activity Page 12.1]**LANGUAGE PROFICIENCY ASSESSMENT****Speaking****American Revolution Discussion**  
[Informal Observation]

## LESSON AT A GLANCE

|                                                    | Time    | Materials                                                                        |
|----------------------------------------------------|---------|----------------------------------------------------------------------------------|
| <b>Rewind</b>                                      |         |                                                                                  |
| Linking Text                                       | 15 min. | <input type="checkbox"/> Activity Page 12.1<br><input type="checkbox"/> Scissors |
| <b>Talk Time</b>                                   |         |                                                                                  |
| What was life like during the American Revolution? | 15 min. | <input type="checkbox"/> Chart Paper                                             |

## ADVANCE PREPARATION

### Rewind

- Gather scissors for students to cut sentence strips.
- Prepare to place students into partners.

### Talk Time

- Display the following sentence starter on the board for Talk Time:
  - If I were fighting in the war \_\_\_\_\_, it would have been difficult because \_\_\_\_\_.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Demonstrate comprehension of a text through group discussions
- Use connecting words in discourse

### Language Forms and Functions

If I were fighting in the war \_\_\_\_\_, it would have been difficult because \_\_\_\_\_.  
 \_\_\_\_\_ and \_\_\_\_\_ are connecting words we use to show cause and effect.  
 \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ are examples of sequencing connecting words.

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
|                                 | appointed<br>function            |                                 |

Start Lesson

## Lesson 12: Life as a Colonist

# Rewind

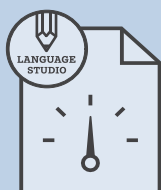


**Primary Focus:** Students will demonstrate an understanding of linking text by ordering events and using appropriate connecting words.

### LINKING TEXT (15 MIN.)

- Ask students to recall your discussions about linking words.
- Ask students questions to prompt their thinking (e.g., “Which words have we used to sequence events?” “Which words have we used to show cause and effect?”).
- Tell students that today they are going to use what they have learned about linking events and ideas to create a paragraph.
- Direct students to Activity Page 12.1.

## Activity Page 12.1



|                                                            |
|------------------------------------------------------------|
| as a result                                                |
| the colonists were upset with the British government       |
| First                                                      |
| the Continental Congress began to function as a government |
| they set up a postal service                               |
| Next                                                       |
| they agreed to put George Washington in charge             |
| they issued paper money                                    |
| they appointed generals and ambassadors                    |
| Consequently                                               |
| Then                                                       |
| the Continental Army needed a leader                       |

- Read the lines together.
- Pass out the scissors and tell students they should cut the strips and organize them into a paragraph that makes sense.
- As students work, circulate to support their work.
  - An example is: The colonists were upset with the British government. As a result, the Continental Congress began to function as a government. First they issued paper money. Next, they set up a postal service. Then, they appointed generals and ambassadors. The Continental Army needed a leader. Consequently, they agreed to put George Washington in charge.



### **Check for Understanding**

Ask students to raise their hands as they finish. Check to ensure they have created comprehensive text.

- Direct students to turn to a partner and read their paragraph.
- Ask a student to read the paragraph aloud.



### **Reading Understanding Cohesion**

#### **Entering/Emerging**

Provide 1:1 support for students as they order the events into a paragraph. As needed, assist students in ordering the events. Assist students in choosing which connecting words should be placed in between sentences.

#### **Transitioning/Expanding**

Allow students to work with a partner. Review the meaning of the connecting words as needed. Support students in ordering and placing connecting words.

#### **Bridging**

Provide feedback as needed (e.g., reread this sentence to see if it makes sense).



Speaking  
Exchanging  
Information and Ideas

### Entering/Emerging

Provide students with sentence starters (If I were fighting in the war \_\_\_\_\_, it would have been difficult because \_\_\_\_\_). Support students to form their thoughts into sentences.

### Transitioning/Expanding

Allow students to work in groups. Support students by giving sentence starters, as needed (If I were fighting in the war \_\_\_\_\_). Support students to build on each other's thoughts.

### Bridging

Allow students to work in groups. Support students to build on each other's thoughts.

### Informal Observation



## Lesson 12: Life as a Colonist

# Talk Time



**Primary Focus:** Students will demonstrate an understanding of what life was like during the American Revolution through small group discussions.

### WHAT WAS LIFE LIKE DURING THE REVOLUTION? (15 MIN.)

- Ask students to think about the things they have learned about the American Revolution.
- Ask students to share the things they found most interesting.
- Record students' answers on chart paper.
- Ask students to think about what it would have been like to live during the American Revolution.
  - Ask students to think about what their days would have been like if they were soldiers in the Continental Army or if they were helping to care for those fighting.
- **Turn and Talk:** Have students turn to a partner and discuss what life would be like during the American Revolution if they were a soldier or helping those fighting.
- Direct the students to the board and ask students to share their thoughts.
- Record their thoughts on the board or chart paper.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                       |
|--------------------|-----------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                                              |
| Unit/Lesson        | U7 L12                                                                                                                |
| Activity Name      | American Revolution Discussion                                                                                        |
| Proficiency Levels |                                                                                                                       |
| Entering           | Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary, with prompting and support. |
| Emerging           | Student responds to simple yes/no and wh- questions, repeating domain-related vocabulary.                             |
| Transitioning      | Student asks and answers questions using domain-related vocabulary and connecting words with support.                 |
| Expanding          | Student asks and answers questions using domain-related vocabulary and connecting words.                              |
| Bridging           | Student asks and answers questions using domain-related vocabulary and connecting words.                              |

~~~~~End Lesson~~~~~


13

Dear Family

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will identify key ideas supporting what life was like during the Revolutionary War in writing.

LANGUAGE PROFICIENCY ASSESSMENT**Reading****Letter Home Planning Guide** [Activity Page 13.1]

LESSON AT A GLANCE

| | Time | Materials |
|------------------------|---------|---|
| Read About It | | |
| Planning a Letter Home | 30 min. | <ul style="list-style-type: none">❑ Activity Page 13.1❑ Activity Pages 2.1; 3.1; 4.2; 6.1; 7.1; 8.2; 9.2; 10.1❑ Anchor chart from previous lesson |

ADVANCE PREPARATION

Read About It

- Ensure students have access to reading excerpts on Activity Pages 2.1, 3.1, 4.2, 6.1, 7.1, 8.2, 9.2, and 10.1.
- You will need to list interesting facts from Lesson 12.
- Write *RAFT* vertically on the board.
- Write the task on chart paper to display during the lesson:
 - *You are a colonist during the time of the American Revolution. Write a letter to a family member describing what life was like during the time of the American Revolution.*
- Prepare to write an example for the planning guide on the board.

Colonists were required to buy a stamp when they bought playing cards.

- I would feel angry.
- I may not be able to purchase them because I don't have enough money.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Elaborate on ideas orally and in writing
- Describe the key ideas and identify text elements based on a close reading

Language Forms and Functions

I communicate with friends by _____.

The colonists communicated _____.

I _____ to get from one place to another.

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|-------------------------------------|---------------------------------|
| | role
audience
topic
format | |

Lesson 13: Dear Family

Read About It



Primary Focus: Students will identify key ideas supporting what life was like during the Revolutionary War in writing.

PLANNING A LETTER HOME (30 MIN.)

- Tell students today you are going to build upon their discussions from the previous day.
- Direct students to the anchor chart created the previous day.
- Invite students to read some of the interesting facts aloud.
- Tell students that over the next few lessons they are going to work on sharing some of the things they have learned through writing and presentation.
- Ask students to think about the interesting facts you have discussed and share how their life would have been different then versus their lives now.
- Ask questions to help students recognize how difficult life was:
 - How do you communicate with friends today? How did colonists communicate?
 - How do you get from one place to another? How did the colonists?
 - Where do you get your clothes and food? Where did the colonists get these things?
- Direct students to the word RAFT written on the board.
- Tell the students that each of the letters in RAFT stand for something important.
- Tell the students that each of these letters represents something and the “R” is for role.
- Tell students that the “R” stands for role and the role they are going to play is a colonist during the time of the American Revolution.
- Tell students that the “A” stands for audience and their audience is a family member.
- Tell students that “F” stands for format and the format for their writing is a letter.

Activity Page 13.1



Activity Pages 2.1, 3.1, 4.2, 6.1, 7.1, 8.2, 9.2, and 10.1



- Tell students that the “T” stands for topic and their topic is life as a colonist during the American Revolution.
- Write the descriptors on the board:
 - Role—A Colonist
 - Audience—A family member
 - Format—A letter
 - Topic—Life during the American Revolution
- Place the task on the board and read it aloud.
 - *You are a colonist during the time of the American Revolution. Write a letter to a family member describing what life was like during the time of the American Revolution.*
- Direct students to Activity Page 13.1.
- Read the directions to students.
- Model using the pages in the Activity Book to locate details from the text.
 - Ask students to turn to page 2.1.
 - Read paragraph 2 and 3.
 - Ask students how they would have felt if they were a colonist during that time.
 - possible answer—angry
 - Ask the students, “Why?”
 - Students may reply they didn’t want to pay taxes.
- Tell students they can now look through the reading on the activity pages and begin to complete the planning sheet.
- Tell students they will use the planning sheet to draft their letter on the following day.



Check for Understanding

As students begin the task, circulate to check their planning guides. Ask students questions (“How would you feel about [detail from text]?” “What do you think the colonists were thinking at this time?”) to help them make connections to the text.



Reading Reading/Viewing Closely

Entering/Emerging

Provide students 1:1 support to complete the planning page. Point out specific details students may relate to (e.g., their tax money was sent away, it was very cold, they didn’t have clean water, etc.). Support students as they put their thoughts in the organizer.

Transitioning/Expanding

Allow students to work in pairs to complete the planning page. Direct students toward specific paragraphs to find details. Remind students they do not need to write complete sentences but include notes.

Bridging

Remind students to look back at the text. Direct students to the example on the board.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

- Use the following tool to evaluate students’ language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Reading |
| Unit/Lesson | U7 L13 |
| Activity Name | Letter Home Planning Guide |
| Proficiency Levels | |
| Entering | Student can identify key facts and ideas to highlight with 1:1 support. |
| Emerging | Student can identify key facts and ideas to highlight with substantial support. |
| Transitioning | Student can identify key facts and ideas to highlight with moderate support. |
| Expanding | Student can identify key facts and ideas to highlight with limited support. |
| Bridging | Student can identify key facts and ideas to highlight. |

End Lesson

14

Drafting Letter Home

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will write a letter about the key events that occurred during the American Revolution.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Letter Home Draft [Activity Page 14.1]

LESSON AT A GLANCE

| | Time | Materials |
|-----------------------|---------|--|
| Write About It | | |
| Writing a Letter Home | 30 min. | <input type="checkbox"/> Activity Page 14.1
<input type="checkbox"/> Activity Pages 5.1, 6.3, 9.1, and 11.1 |

ADVANCE PREPARATION

Write About It

- Ensure that students have Activity Page 13.1.
- Ensure students have Language Activity Pages 5.1, 6.3, 9.1, and 11.1 to reference.
- Display the writing checklist:

Letter Home Writing Checklist

- I used formal language. _____
- I used linking words to connect my thoughts. _____
- I used present verb tense. _____
- I wrote detailed sentences. _____
- I used capital letters and punctuation. _____
- I wrote neatly. _____

- Display a list of connecting words:

| Sequencing | Cause and Effect |
|-------------------------------|---|
| First
Next
Then
Last | As a result of
Consequently
Consequently
Therefore |

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Contribute to conversations and express ideas by asking and answering questions, building on responses, and adding relevant information
- Identify and write key details about the American Revolution
- Use a writing checklist to self-assess

Language Forms and Functions

_____ is a linking word I will use in my letter to connect my ideas.

The American Revolution started _____.

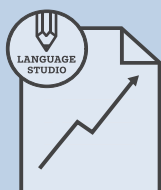
The war was between _____ and _____.

I think...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| | draft | |

Activity Page 14.1



Activity Pages 5.1, 6.3, 9.1, and 11.1



Start Lesson

Lesson 14: Drafting Letter Home

Write About It



Primary Focus: Students will write a letter about the key events that occurred during the American Revolution.

WRITING A LETTER HOME (30 MIN.)

- Tell students they are going to use their planning guide to write a rough draft of their letter.
- Review the list of connecting words with students.
- Remind students they can refer to Activity Pages 5.1, 6.3, 9.1, and 11.1 to support their language work.
- Review the checklist with students for understanding.
 - Give students an example of informal language and ask them to tell you how to say it more formally.

- Review the connecting words listed on the board.
- Review condensing ideas to create detailed sentences.
- Remind students they are writing the letter as if they were a colonist and therefore will use present tense.

- Direct students to begin writing.
- Circulate to provide support based on students' individual needs.



Check for Understanding

Circulate as students begin writing to ensure they understand the components of the checklist. Guide students to the list for support of the writing checklist on 16.1.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Writing |
| Unit/Lesson | U7 L14 |
| Activity Name | Letter Home Draft |
| Proficiency Levels | |
| Entering | Student dictates single words and phrases to describe the American Revolution with 1:1 support. |
| Emerging | Student writes single words and phrases to describe the American Revolution with substantial support. |
| Transitioning | Student writes phrases or short sentences to describe the American Revolution with moderate support. |
| Expanding | Student writes complete sentences to describe the American Revolution with occasional support. |
| Bridging | Student writes concise, detailed sentences to describe the American Revolution with minimal support. |

End Lesson



Writing

Entering/Emerging

Provide 1:1 support as students write their letter. Use the checklist to point out specific things students should work on while writing. Give students specific ideas (e.g., tell students to link two clauses together to make a more detailed sentence, give students a linking word to add to their writing, etc.).

Transitioning/Expanding

Provide support to students as they get started. Use the checklist to point out areas students should focus on.

Bridging

Provide support as necessary. Remind students to use the checklist to self-assess.

15

Revising and Editing Letters Home

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will share letters home with a partner, giving and receiving feedback.

LANGUAGE PROFICIENCY ASSESSMENT

Listening

I Like and I Wonder Sticky Notes

[Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|------------------------|---------|--|
| Talk Time | | |
| Revising a Letter Home | 30 min. | <input type="checkbox"/> Activity Page 14.1
<input type="checkbox"/> Sticky notes |

ADVANCE PREPARATION

Talk Time

- Ensure students have their rough drafts on Activity Page 14.1.
- Prepare to review examples of informal and formal language.

| Informal Examples | Formal Examples |
|-------------------|-----------------|
| What's up | How are you |
| Wassup | Good day |
| Hey | Hello |
| Yep | Yes |
| Yeah | Yes, please |
| Nope | No |
| Na | No, thank you |
| Can I | May I |
| See ya | Good-bye |

- Prepare to partner students for peer revising.
- Display sentence starters to use during peer revising on the board:
 - I like the way you . . .
 - Can you add more detail?
 - Can you connect these thoughts?

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Demonstrate active listening of oral presentations by providing positive, specific feedback
- Use a writing rubric to self-assess
- Edit and revise letters

Language Forms and Functions

I liked how...

I wonder if...

Did you consider...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| | revise
edit | |

Start Lesson

Lesson 15: Revising and Editing Letters Home

Talk Time



Primary Focus: Students will share letters home with a partner, giving and receiving feedback.

Activity Page 14.1



REVISING A LETTER HOME (30 MIN.)

- Tell students they are going to share their letters with a partner.
- Explain that each student should read the letter twice.
- Tell students the first time their partners should listen carefully.
- Tell students the second time students should begin thinking about something they really liked and something they wonder.
- Give each student three sticky notes.
- Give examples of positive feedback:
 - I really liked that you talked about how you felt when the shot was fired.
 - I like the way you used first, next, then . . .

- Give students examples of things they would like more details about:
 - I wonder why you wanted to be a soldier.
 - I wonder if you can connect the sentences with, “as a result.”
- Tell students they should complete one “I like” sticky note and two “I wonder” sticky notes.
- Explain that their feedback will be important to their partner when they revise their letter.
- Direct students to the language chart and remind them that while they are reviewing their work they should use formal language.
- Partner students.
- Direct students to begin sharing their letters and give and receive feedback.

LANGUAGE PROFICIENCY ASSESSMENT

Listening

- Use the following tool to evaluate students’ language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Listening |
| Unit/Lesson | U7 L15 |
| Activity Name | I Like/Wonder sticky notes |
| Proficiency Levels | |
| Entering | Student provides feedback by selecting a response from the board with substantial support. |
| Emerging | Student provides feedback by selecting a response from the board with moderate support. |
| Transitioning | Student provides original feedback with moderate support. |
| Expanding | Student provides original feedback and refers to specific parts of the letter with minimal support. |
| Bridging | Student provides original feedback and refers to specific parts of the comic strip independently. |

End Lesson

Informal Observation



Listening Exchanging Information and Ideas

Entering/Emerging

Provide 1:1 support to partners. Provide students with sentence starters (“I like the way you . . .” and “Can you add more detail . . .”).

Transitioning/Expanding

Pair a struggling student with a stronger partner. Check in on the pair and provide sentence starters, as necessary.

Bridging

Direct students to the sentence starters on the board.

16

Publishing Letters Home

PRIMARY FOCUS OBJECTIVE(S)**Listening**

Students will use the feedback from classmates to revise and edit their Letter Home.

FORMATIVE ASSESSMENT

Writing

Letter Home Writing Rubric [Activity Page 16.1]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Letter Home Final [Activity Page 16.2]

LESSON AT A GLANCE

| | Time | Materials |
|--------------------------|---------|---|
| Write About It | | |
| Publishing a Letter Home | 30 min. | <input type="checkbox"/> Activity Page 16.1
<input type="checkbox"/> Activity Page 16.2
<input type="checkbox"/> Student's Rough Copies
<input type="checkbox"/> Sticky notes from previous lesson |

ADVANCE PREPARATION

Write About It

- Ensure students have their rough drafts and feedback from their classmates.
- Ensure students have Language Activity Pages 5.1, 6.3, 9.1, and 11.1 to reference.
- Display the writing checklist:

Letter Home

Writing Checklist

- I used formal language. _____
- I used linking words to connect my thoughts. _____
- I used present verb tense. _____
- I wrote detailed sentences. _____
- I used capital letters and punctuation. _____
- I wrote neatly. _____

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Demonstrate active listening of oral presentations by providing positive, specific feedback
- Identify and write key details about the American Revolution
- Revise letters using a writing rubric

Language Forms and Functions

During the American Revolution...

Based on the feedback, I added...

I used formal/informal language because...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| | revise
edit | |

Activity Page 16.1



Activity Pages
5.1, 6.3, 9.1, and 11.1



Activity Page 16.2



Start Lesson

Lesson 16: Publishing Letters Home

Write About It



Primary Focus: Students will use the feedback from classmates to revise and edit their Letter Home.

PUBLISHING A LETTER HOME (30 MIN.)

- Ask students to share some of the feedback they received in Lesson 15.
- **Turn and Talk:** Have students turn to a partner and tell one change they plan to make in their letter.
- Tell students they will have time to revise and edit their letter home.
- Remind students to use the feedback they collected on sticky notes during their peer editing.
- Remind students to use the letter home writing checklist.
- Remind students they can refer to Activity Pages 5.1, 6.3, 9.1, and 11.1 to support their language work.

- Direct students to begin writing.
- Circulate to provide support based on students' individual needs.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Unit/Lesson | U7 L15 |
| Activity Name | Letter Home Final |
| Proficiency Levels | |
| Entering | Student revises their letter with 1:1 support. |
| Emerging | Student revises their letter with substantial support. |
| Transitioning | Student revises their letter with moderate support. |
| Expanding | Student revises their letter with minimal support. |
| Bridging | Student revises their letter independently. |

End Lesson



Writing

Entering/Emerging

Provide 1:1 support as students revise their letter. Use the checklist to point out specific things students should work on while writing. Give students specific ideas (e.g., tell students to link two clauses together to make a more detailed sentence, give students a linking word to add to their writing, etc.).

Transitioning/Expanding

Provide support to students as they get started. Use the checklist to point out areas students should focus on.

Bridging

Provide support as necessary. Remind students to use the checklist to self-assess.

17

Presenting Letters Home

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will present letters home to the class.

LANGUAGE PROFICIENCY ASSESSMENT

Listening

Presenting Checklist [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|-------------------------|---------|---|
| On Stage | | |
| Presenting Letters Home | 30 min. | <input type="checkbox"/> Activity Page 14.1
Students' Letters
<input type="checkbox"/> Activity Page 17.1 |

ADVANCE PREPARATION

On Stage

- Make copies of students' letters to read along with as students present.
- Prepare to review the presenting checklist:

Presentation Checklist

- I was prepared. _____
- I spoke slowly and clearly. _____
- I spoke loudly enough. _____
- I used inflection. _____
- I made eye contact. _____

- Display audience expectations on the board:
 - Sit quietly.
 - Watch the speaker.
 - Clap at the end.
 - Give positive feedback.
- Display prompts for sharing feedback:
 - I like the way you _____.
 - You did a great job _____.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Deliver an oral presentation, using general academic and domain-specific language
- Demonstrate active listening of oral presentations by providing positive, specific feedback

Language Forms and Functions

My favorite part of the presentation...

Could you please explain...

You did a good job at...

Vocabulary

Tier 3
Domain-Specific Words

Tier 2
General Academic Words

Tier 1
Everyday Speech Words

Activity Pages
17.1 and 14.1



Informal Observation



Start Lesson

Lesson 17: Presenting Letters Home

On Stage



Primary Focus: Students will present letters home to the class.

PRESENTING LETTERS HOME (30 MIN.)

- Begin by praising students for their hard work during the American Revolution unit.
- Tell students that today they are going to present the letters they have written.
- Direct students to Activity Page 17.1 and review the checklist for presenting.
 - I was prepared. _____
 - I spoke slowly and clearly. _____
 - I spoke loudly enough. _____
 - I used inflection. _____
 - I made eye contact. _____

- Model speaking formally while making eye contact with the students.
 - Dear Mom,
It has been very cold this winter. I try to find wood each day to build a fire for warmth.
- Direct students to the audience expectations listed on the board.
- Explain that the audience will also have an opportunity to give positive feedback so they should listen for specific things they would like to share.
- Invite students to present their letters one at a time.
- Give students an opportunity to share positive feedback at the conclusion of each presentation.

LANGUAGE PROFICIENCY ASSESSMENT

Listening

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Listening |
| Unit/Lesson | U7 L17 |
| Activity Name | Presenting Checklist |
| Proficiency Levels | |
| Entering | Student demonstrates active listening of an oral presentation by asking and answering basic questions with prompting and substantial support. |
| Emerging | Student demonstrates active listening of an oral presentation by asking and answering basic questions with prompting and moderate support. |
| Transitioning | Student demonstrates active listening of an oral presentation by asking and answering detailed questions with prompting and substantial support. |
| Expanding | Student demonstrates active listening of an oral presentation by asking and answering detailed questions with occasional prompting and moderate support. |
| Bridging | Student demonstrates active listening of an oral presentation by asking and answering detailed questions with minimal prompting and light support. |

End Lesson



Listening Presenting

Entering/Emerging

Prepare a copy of students' letters. Prompt students by giving them the first few words or allow the student to read chorally with you.

Transitioning/Expanding

Pair students with a confident presenter. Allow students to present chorally with a partner.

Bridging

Prompt students, as necessary, by giving them the word or phrase they are having difficulty with.

ACTIVITY BOOK ANSWER KEY

Language Studio 6

Contemporary Fiction with excerpts from *The House on Mango Street*



1



NAME: _____
DATE: _____

13
CONTINUED ACTIVITY PAGE

LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*

Reading Notes:

Directions: Answer the following questions about the story you heard today.

- How many different houses has Esperanza lived in?
At least four. Four or more. Four, possibly five.
- How many people live in the house with Esperanza?
Six people.
- Which street did Esperanza and her family live on before they moved to the house on Mango Street?
Loomis Street.
- Why did Esperanza's family have to leave their home on Loomis street?
The pipes broke and the landlord wouldn't fix them.

Challenge question (If you complete other answers):

Do you think Esperanza likes living in the house on Mango Street? Why or why not?

Opinions may vary. It is most important that students provide an explanation. For example:

No, because she says it's not the house they thought they would get.

Yes, because they don't share their yard.

Yes, because the previous house had no washroom and broken pipes.

Core Knowledge Language Arts | Grade 4

Activity Book | Language Studio 6 7

ACTIVITY PAGE

2.1

NAME: _____
DATE: _____



LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*

Using Connecting Words

Part 1

Directions: As you work with your teacher, circle which events these words describe. (Some may refer to more than one part of time.)

BEFORE refers to the events in the

Past Present Future

AFTER may refer to the events in the

Past Present Future

NOW refers to events in the

Past Present Future

SOMEDAY refers to the events in the

Past Present Future

Part 2: Reader Notes

Directions: Answer each question about the story, using one of the four connecting words above. You may refer back to Story 1 to help you answer the questions.

- Before her family moved to Mango Street, Esperanza lived on Loomis Street.
- After the water pipes broke, Esperanza's family had to leave the house on Loomis Street.
- Esperanza's family lives on Mango Street now, but someday Esperanza hopes to live in a nicer house.

8 Language Studio 6 | Activity Book

Grade 4 | Core Knowledge Language Arts



NAME: _____
DATE: _____

2.1
CONTINUED ACTIVITY PAGE

LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*

Challenge: Write your own sentence about Esperanza and her houses, using any two of the connecting words (before/after/now/someday).

Answers will vary.

Part 3: Write Your Story!

Directions: Write an answer to each question using one of the connecting words. Be creative and have fun as you write about your own life.

- Before I leave my house each day, I like to Answers will vary.
- After school, I like to Answers will vary.
- My favorite thing about my life now is Answers will vary.
- Someday, I hope to Answers will vary.

Challenge Question:

Write a paragraph describing three events that happened today, using the same order as the first paragraph of "The House on Mango Street." Go backward in time so that the most recent event comes first and the events go backward in the past.

Answers will vary.

Core Knowledge Language Arts | Grade 4

Activity Book | Language Studio 6 9



NAME: _____
DATE: _____

3.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*

Story 1

We didn't always live on Mango Street. Before that we lived on Loomis on the third floor, and before that we lived on Keeler. Before Keeler it was Paulina, and before that I can't remember. But what I remember most is moving a lot. Each time it seemed there'd be one more of us. By the time we got to Mango Street we were six—Mama, Papa, Carlos, Kiki, my sister Nenny and me.

The house on Mango Street is ours, and we don't have to pay rent to anybody, or share the yard with the people downstairs, or be careful not to make too much noise, and there isn't a landlord banging on the ceiling with a broom. But even so, it's not the house we'd thought we'd get.

We had to leave the flat on Loomis quick. The water pipes broke and the landlord wouldn't fix them because the house was too old. We had to leave fast. We were using the washroom next door and carrying water over in empty milk gallons. That's why Mama and Papa looked for a house, and that's why we moved into the house on Mango Street, far away, on the other side of town.

They always told us that one day we would move into a house, a real house that would be ours for always so we wouldn't have to move each year. And our house would have running water and pipes that worked. And inside it would have real stairs, not hallway stairs, but stairs inside like the houses on T.V. And we'd have a basement and at least three washrooms so when we took a bath we wouldn't have to tell everybody. Our house would be white with trees around it, a great big yard and grass growing without a fence. This was the house Papa talked about when he held a lottery ticket and this was the house Mama dreamed up in the stories she told us before we went to bed.

Core Knowledge Language Arts | Grade 4

Activity Book | Language Studio 6 11

But the house on Mango Street is not the way they told it at all. It's small and red with tight steps in front and windows so small you'd think they were holding their breath. Bricks are crumbling in places, and the front door is so swollen you have to push hard to get in. There is no front yard, only four little elms the city planted by the curb. Out back is a small garage for the car we don't own yet and a small yard that looks smaller between the two buildings on either side. There are stairs in our house, but they're ordinary hallway stairs, and the house has only one washroom. Everybody has to share a bedroom—Mama and Papa, Carlos and Kiki, me and Nenny.

Part 2:

In the 4th paragraph, use a colored pencil to underline each time the word *and* appears.

Part 3:

In the 5th (last) paragraph, use a colored pencil to underline each time the word *but* appears.

GLOSSARY

crumbling—*adj.*, slowly falling apart, usually by breaking into small pieces

elms—*n.*, a type of tree, usually large

flat—*n.*, an apartment

washroom—*n.*, a room, often public, with washing and usually toilet facilities

12 Language Studio 6 | Activity Book

Grade 4 | Core Knowledge Language Arts

Part 2

Directions: Use a conjunction to connect ideas about Esperanza's house into a single sentence.

1. Esperanza has six people in her family. They live on Mango Street. Use the conjunction **and**.

Esperanza's family has six people, and they live on Mango Street.

2. The family dreamed of a beautiful house. The new house is not beautiful. Use the conjunction **but**.

The family dreamed of a beautiful house, but the new house is not beautiful.

3. They could live in a house with broken pipes. They could move to a different house. Use the conjunction **or**.

They could live in a house with broken pipes or they could move to a new house.

4. There are three bedrooms in the house. Everyone has to share a room. Use the conjunction **so**.

There are three bedrooms in the house, so everyone has to share a room.

5. Esperanza is disappointed with the house. Esperanza wished for a house she saw on TV. Use the conjunction **because**.

Esperanza is disappointed with the house, because she wished for a house she saw on TV.

14 Language Studio 6 | Activity Book

Grade 4 | Core Knowledge Language Arts



NAME: _____
DATE: _____

5.1
CONTINUED

ACTIVITY PAGE

LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*

Story 2: A House of My Own

Not a flat. Not an apartment in back. Not a man's house. Not a daddy's. A house all my own. With my porch and my pillow, my pretty purple petunias. My books and my stories. My two shoes waiting beside the bed. Nobody to shake a stick at. Nobody's garbage to pick up after.

Only a house quiet as snow, a space for myself to go, clean as paper before the poem.

Reader Notes

Directions: Make two lists. In the left column, list everything Esperanza wants for her house. In the right column, list everything she does not want.

What Esperanza wants for her house:

A house all my own.

With my porch and my pillow,
my pretty purple petunias.

My books and my stories.

My two shoes waiting beside
the bed.

A house quiet as snow.

A space for myself to go.

Clean as paper before the poem.

What Esperanza does **not** want for her house:

Not a flat.

Not an apartment in back.

Not a man's house.

Not a daddy's.

Nobody to shake a stick at.

Nobody's garbage to pick
up after.

Core Knowledge Language Arts | Grade 4

Activity Book | Language Studio 6 21

Then out of nowhere:

Shame is a bad thing, you know. It keeps you down. You want to know why I quit school? Because I didn't have nice clothes. No clothes, but I had brains.

Yup, she says disgusted, stirring again. I was a smart cookie then.

30 Language Studio 6 | Activity Book

NAME: _____ DATE: _____

9.1 ACTIVITY PAGE

LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*

Esperanza's Mother

Directions: Use this chart to organize your thoughts about Esperanza's mother. Use the connecting words to express your ideas. These questions all have different possible answers, so it is okay if you and your partner come up with different ideas.

| | |
|---|---|
| Why is Esperanza's mother not happy?
(use because) | Answers may vary:
She is unhappy, because she did not get to become an opera singer.
She is not happy, because she didn't become "somebody." |
| What is something her mother could have done before she dropped out school?
(use before) | Answers may vary: Her mother could have stopped feeling ashamed of her clothes before she dropped out of school.
Before dropping out of school, her mother could have tried to find some better clothes. |
| Do you think it was a mistake to quit school?
(use although) | Answers may vary: Although she was a smart cookie, she stopped going to school.
Although she felt ashamed of her clothes, she should have stayed in school.
Although she left school, she is still a good person. |

Core Knowledge Language Arts | Grade 4

Activity Book | Language Studio 6 33

| | |
|--|---|
| What are some things she can do well?
(use and) | Although she felt ashamed of her clothes, she should have stayed in school.
Although she left school, she is still a good person.

Answers may vary:
She can sing, draw, and she can speak two different languages. |
| What is a problem she has?
(use but) | She could have been someone, but she left school.
She could draw, but she has to sew.
She'd like to go to a play, but she can't take the subway. |
| What could she do to be happier?
(use if/then) | If she spent more time doing what she likes, then she might be happier.
If she could enjoy being with her family, then she would be happier. |

Challenge:
What are some other observations you can make about Esperanza's mother? (Write complete sentences.)

34 Language Studio 6 | Activity Book

NAME: _____ DATE: _____

10.3 ACTIVITY PAGE

LANGUAGE STUDIO 6: CONTEMPORARY FICTION *THE HOUSE ON MANGO STREET*

Reader Notes

Directions: This story begins in the middle of the action, so there is a lot of information we have to figure out, or make an inference. You will have to think about the answers because they are not always obvious in the story.

| | |
|---|--|
| 1. Who are the characters in this story?
(Hint: If you don't know their names, give a description.) | 1. Esperanza
2. Cathy
3. "The little one"
4. "The big one" |
| 2. Where do you think they are? | Answers will vary but may include: at school, at home, in the playground, in the neighborhood. |
| 3. Why do you think Cathy is only Esperanza's friend until Tuesday? | Answers will vary but may include: she is moving away, she is leaving, she doesn't live here. |


Core Knowledge Language Arts | Grade 4

Activity Book | Language Studio 6 41

ACTIVITY PAGE

4.3

NAME: _____
DATE: _____



LANGUAGE STUDIO 7: AMERICAN REVOLUTION

The Stamp Act

The Shot Heard 'Round the World

Directions: Answer the following questions in complete sentences. Use evidence from the text to support your answers.

1. How did Paul Revere know when the British were coming? How was the information communicated?

How did Paul Revere communicate the information?

Paul Revere knew the British were coming because his friend gave him the information. Revere's friend ran up to the belfry and hung two lanterns. Revere knew two lanterns meant they were coming in boats.

Paul Revere communicated the information by riding his horse along the roads to awaken the sleeping colonists.


2. How did the Revolutionary War begin?

The Revolutionary War began by a shot being fired. Even today nobody knows for sure who fired the first shot.

82

Language Studio 7 | Activity Book

Grade 4 | Core Knowledge Language Arts



NAME: _____
DATE: _____

5.1

ACTIVITY PAGE

LANGUAGE STUDIO 7: AMERICAN REVOLUTION

Directions: Select words from the box to connect the statements below. Write the statements as a paragraph on the lines below. You will not use all of the words.

| | | | |
|--------------|--------------------|---------|------------------|
| first | as a result | next | in the beginning |
| consequently | resulting | then | therefore |
| however | in the first place | finally | |

✓ The colonists dumped tea into the harbor.

✓ Great Britain taxed printed materials.

✓ Great Britain began taxing tea.

✓ Great Britain needed money to pay their debts.

✓ The colonists held protests.

✓ The colonists sent petitions.

✓ Great Britain imposed taxes on the colonists.

✓ The colonists were angry about the Stamp Act.

✓ The British government repealed the Stamp Act.

✓ The colonists agreed to boycott drinking tea.

In the beginning, Great Britain needed money to pay their debts. As a result they imposed taxes on the colonists. Therefore they taxed printed materials. The colonists were angry about the Stamp Act. First they held protests. Then they sent petitions. Consequently the British government repealed the Stamp Act.

Core Knowledge Language Arts | Grade 4

Activity Book | Language Studio 7


83

Great Britain began taxing tea, however. As a result, the colonists agreed to boycott tea. Finally, the colonists dumped the tea into the harbor.

84

Language Studio 7 | Activity Book

Grade 4 | Core Knowledge Language Arts



NAME: _____
DATE: _____

6.2

ACTIVITY PAGE

LANGUAGE STUDIO 7: AMERICAN REVOLUTION

The First Government

Directions: Answer the following questions using complete sentences. Use evidence from the text to support your answer.

1. How did the Second Continental Congress begin to function as a government? Name at least three examples.

The Second Continental Congress began to function as a government by creating paper money and setting up a postal service. They also appointed generals and ambassadors and agreed to create an army.

2. Why did Jefferson write the colonists had no other option but to declare independence from Great Britain? Give at least one reason.

Jefferson wrote the colonists had no other option but to declare independence from Great Britain because he did not think Britain had treated the colonists fairly. Jefferson felt they levied unfair taxes, had taken away the right to trial by jury, and had quartered British troops in colonial cities.

Core Knowledge Language Arts | Grade 4

Activity Book | Language Studio 7


87

ACTIVITY PAGE

6.3

NAME: _____

DATE: _____



LANGUAGE STUDIO 7: AMERICAN REVOLUTION

Directions: Complete the sentence in present tense using the correct form of "to be."

"To be" Verbs- am, are, is

- The Continental Congress is beginning to form a government.
- The colonists are feeling differently about creating their own government. Some would like to patch things up with Britain. Some would like to form their own nation.
- Jefferson is writing the Declaration of Independence.
- Franklin and Adams are reviewing Jefferson's work.
- The colonies are voting on the document.
- One colony, New York, is abstaining from the vote.
- I am celebrating the nation's independence.
- I am looking forward to learning more about _____

88

Language Studio 7 | Activity Book


Grade 4 | Core Knowledge Language Arts

ACTIVITY PAGE

7.2

NAME: _____

DATE: _____



LANGUAGE STUDIO 7: AMERICAN REVOLUTION

How Do You Celebrate the Fourth of July?

Helpful Hints: Connecting Words and Phrases

| | |
|-------------------------------|---|
| Sequencing | Cause and Effect |
| First
Next
Then
Last | As a result of
Consequently
Consequently
Therefore |


Directions: Write a paragraph describing how you celebrate the Fourth of July. Use connecting words to link your ideas.

Answers will vary.

90

Language Studio 7 | Activity Book

Grade 4 | Core Knowledge Language Arts



NAME: _____

DATE: _____

8.3

ACTIVITY PAGE

LANGUAGE STUDIO 7: AMERICAN REVOLUTION

Obstacles

Directions: Answer the following question in complete sentences. Use evidence from the text to support your answers.

What was it like for the Continental Army during the American Revolution?

Include at least three details from the text.

Life was difficult for the Continental Army during the American Revolution. They fought during the winter and it was bitterly cold. Many soldiers did not have shoes and some died of frostbite. The soldiers did not have enough to eat. They also did not have clean water.

Core Knowledge Language Arts | Grade 4

Activity Book | Language Studio 7


95

ACTIVITY PAGE

9.1

NAME: _____

DATE: _____



LANGUAGE STUDIO 7: AMERICAN REVOLUTION

Condensing Ideas

So

That

Who

Which

Simple Clauses

The British government needed money. The British imposed taxes on the colonists.

The colonists' tax money was sent to Britain. The colonists were angry.

A shot was fired. The shot caused the war to begin.

The man is a soldier. He fought in the war.

The soldiers cut down trees. They built shelter.

The French military joined the war. Their involvement helped the Continental Army.

Thomas Jefferson is a hero. The document helped colonists gain freedom.

The Declaration of Independence was signed on July 4th. The document gave independence. We celebrate the 4th of July.

Detailed Sentence

The British government needed money so they imposed taxes on the colonists.

The colonists' tax money was sent to Britain; thus the colonists were angry.

A shot was fired which caused the start of the war.

The man is a soldier who fought in the war.

The soldiers cut down trees so they could build shelter.

The French military joined the war in order to help the Continental Army.

Thomas Jefferson is a hero who helped colonists gain freedom.

We celebrate the 4th of July because the Declaration of Independence represents our independence.

96

Language Studio 7 | Activity Book

Grade 4 | Core Knowledge Language Arts


236

ACTIVITY PAGE

9.3

NAME: _____

DATE: _____



LANGUAGE STUDIO 7: AMERICAN REVOLUTION

The End of the War

Directions: Answer the following questions in complete sentences. Use evidence from the text to support your answers.

1. Why did the French agree to fight alongside the Continental Army?

The French agreed to fight alongside the Continental Army because they were enemies of Great Britain.

2. Why was the French military involvement important to the Continental Army?

France had a strong, organized military.

3. How did the French Navy help the Continental Army win the war?

The French Navy drove away British ships carrying supplies. They also helped cut off escape routes.


100

Language Studio 7 | Activity Book

Grade 4 | Core Knowledge Language Arts

NAME: _____

DATE: _____



10.2

ACTIVITY PAGE

LANGUAGE STUDIO 7: AMERICAN REVOLUTION

Unsung Heroines

Directions: Answer the following questions using complete sentences. Use evidence from the text to support your answer.

1. What duties were women allowed to perform during the American Revolution?

Women were allowed to perform duties such as nursing, cooking, searching for food, and even burying the dead.

2. How did Abigail Adams play an important role during the American Revolution?

Abigail Adams housed the Continental Soldiers. She also advocated for women's rights, especially with regard to educational opportunities.

3. How did Mum Bett become a heroine?

Mum Bett became a heroine by standing up for what she believed. She believed she had the right to be free and found a lawyer to take her case. She won the lawsuit and her case helped lead the end of slavery in Massachusetts.


Core Knowledge Language Arts | Grade 4

Activity Book | Language Studio 7

103

NAME: _____

DATE: _____



13.1

ACTIVITY PAGE

LANGUAGE STUDIO 7: AMERICAN REVOLUTION

Letter Home Planning Guide

You are a colonist during the time of the American Revolution. Write a letter to a family member describing what life was like during the time of the American Revolution.

Directions: Review the reading on Activity Pages 2.1, 3.1, 4.2, 6.1, 7.1, 8.2, 9.2, and 10.1. Choose at least five key facts or ideas you would like to discuss in your letter. Write the ideas in the chart below. Next, think about if you were a colonist, how you would have felt. Answers do not need to be written in complete sentences.

Answers will vary. Some may include:

| | |
|---|---|
| 1. Key Fact or Idea
Colonists were required to buy a stamp when they bought playing cards. | <ul style="list-style-type: none"> angry or upset may not be able to purchase items because I don't have enough money |
| 2. Key Fact or Idea
The British sent soldiers (the Lobster backs) to watch the colonists. | <ul style="list-style-type: none"> mad want them to get out of our town |
| 3. Key Fact or Idea
A shot was fired. | <ul style="list-style-type: none"> scared no one knows who fired the shot fearful of going to war |
| 4. Key Fact or Idea
The soldiers didn't have enough to eat. They ate firecake. | <ul style="list-style-type: none"> hungry eating flour with water is disgusting |
| 5. Key Fact or Idea
The French military entered the war. | <ul style="list-style-type: none"> thankful there is a chance we can still win the war |

Core Knowledge Language Arts | Grade 4

Activity Book | Language Studio 7

107

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Credits

Language Studio 7

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