

Lesson Guidance 8	
<b>Grade</b>	7
<b>Unit</b>	3
<b>Selected Text(s)</b>	House On Mango Street
<b>Duration</b>	1 day

*Plan with guidance from the [ELA Instructional Expectations Guide](#)*

Learning Goal(s)	
Analyze how Esperanza’s perspective and understanding of becoming a young woman change over the next three vignettes.	
<b>CCSS Alignment</b>	<p><b>RL.7.1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.7.3:</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>RL.7.5:</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p><b>SL.7.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
<b>End of lesson task</b> <i>Formative assessment</i>	<p>In this portion of the vignettes, readers see Esperanza experiencing key moments of change from childhood to young adulthood. In two paragraphs explain what Esperanza is beginning to understand about being a young woman, and evaluate how her perspective changes from “Chanclas” through “The First Job.”</p>
<b>Knowledge Check</b> <i>What do students need to know in order to access the text?</i>	<p><b>Background Knowledge</b></p> <ul style="list-style-type: none"> <li>Familiarize students with what it means to become a woman in society and the different challenges a young girl might face.</li> </ul> <p><b>Key Terms</b> (<i>domain specific terms to analyze the text</i>)</p> <ul style="list-style-type: none"> <li><b>Vignette:</b> a short scene that descriptively captures a single moment or a defining detail about a character, idea, or other element of the story</li> <li><b>Internal Conflict:</b> Internal conflict is when a character struggles with their own opposing desires or beliefs. It happens within them, and it drives their development as a character.</li> <li><b>External Conflict:</b> External conflict is a type of conflict that places characters at odds with forces outside themselves.</li> <li><b>Perspective:</b> how the characters view and process what's happening within the story</li> </ul>



### Vocabulary Words *(words found in the text)*

#### *Explicit Instruction (before reading)*

- **Chancla:** Chancla can mean any rubber, slip-on sandal, but it most commonly refers to thong sandals.
- **Baptism:** The religious rite of sprinkling water onto a person's forehead or of immersion in water, symbolizing purification or regeneration and admission to the Christian Church. In many denominations, baptism is performed on young children and is accompanied by name-giving.
- **Communion:** The sharing or exchanging of intimate thoughts and feelings, especially when the exchange is on a mental or spiritual level.

#### *Implicit Instruction (while reading)*

- **Tembleque:** Tembleque is a coconut dessert pudding from Puerto Rico. It is one of the most popular desserts in Puerto Rican cuisine
- **Merengue:** Merengue is a type of music and dance originating in the Dominican Republic, which has become a very popular genre throughout Latin America, and also in several major cities in the United States with latino communities.
- **Social Security:** The United States Social Security Administration is an independent agency of the U.S. federal government that administers Social Security, a social insurance program consisting of retirement, disability and survivor benefits.
- **Washroom:** A room with washing and toilet facilities.

## Core Instruction

*Text-centered questions and ways students will engage with the text*

### Opening Activity:

Have students answer this brainstorming question in preparation for today's reading. Give students 5-7 minutes to write down their answer.

**When did you start to realize you were changing from a little kid into a young adult? What did you start to notice about yourself, your behaviors, and the way you viewed things around you?**

When students are done, have students share their ideas either with a partner or their table groups. Then share as a whole class.

Then, have an open discussion about young adulthood.

1. What is the difference between childhood and entering into adulthood?
2. How do you feel when you're a child vs. how you feel as an adult?
3. How do people treat you and view you as a child vs. a young adult?

[\(ELD Support\)](#)

### Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
  - a. **Chancla:** Chancla can mean any rubber, slip-on sandal, but it most commonly refers to thong sandals



- b. **Baptism:** The religious rite of sprinkling water onto a person's forehead or of immersion in water, symbolizing purification or regeneration and admission to the Christian Church. In many denominations, baptism is performed on young children and is accompanied by name-giving
    - c. **Communion:** The sharing or exchanging of intimate thoughts and feelings, especially when the exchange is on a mental or spiritual level
  2. Model how each word can be used in a sentence.
    - a. She wore the **chanclas** to the beach in order to avoid wearing regular shoes.
    - b. We celebrated the **baptism** of my brother with a party after the ceremony.
    - c. Their thoughts were in **communion** with one another.
  3. Vocabulary slide deck [here](#).
  4. Active practice:
    - a. Would it be accurate to say that **communion** is unifying?
    - b. Should you **baptize** your pet? Why or why not?
    - c. How is it different to state that a shoe is a **chancla** as opposed to a flip flop?

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## Content Knowledge:

- **Internal Conflict:** Internal conflict is when a character struggles with their own opposing desires or beliefs. It happens within them, and it drives their development as a character.
- **External Conflict:** External conflict is a type of conflict that places characters at odds with forces outside themselves.
- **Perspective:** how the characters view and process what's happening within the story

Explain to students that in the next set of vignettes or “snapshot” moments, readers will see Esperanza begin to change and develop from a little girl into a young woman. As readers analyze these moments, we need to pay attention to how the external problems around her will continue to shape her internally, and mold her perspective on both life, men, and her role in society.

[\(ELD Support\)](#)

## Shared Reading:

### Pages 46-48 “Chanclas” (stop after “He watched me dance.”)

1. In preparation for Esperanza’s little cousin’s baptism, Mama went and bought Esperanza all new clothes. However, she forgets the shoes. Why is Mama’s forgettance of the shoes significant to Esperanza?
2. At the baptism, Esperanza says, “Everybody is laughing except me, because I’m wearing the new dress, pink and white with stripes, and new underclothes, and new socks and the old saddle shoes I wear to school... My feet scuffed and round, and the heels all crooked that look dumb with this dress, so I just sit.”
  - a. Even though Esperanza is wearing new clothes, what does the sight of her brown shoes remind her of?
  - b. How does this make Esperanza feel?
  - c. What do the shoes symbolize?
3. Even though Esperanza is reluctant at first she does dance with Uncle Nacho and forgets about her brown shoes. While she dances she says, “the boy who is a man watches me dance. He watched me dance.”
  - a. Why is this moment significant to Esperanza?
  - b. What does this moment signify for her?

## Independent Reading:

**Pages 49-52 “Hips” (stop after “Y-E-S spells yes and out you go”)**

Ask students to continue reading the next vignette, “Hips” 46-52 either independently, with a partner or with their table (*student choice*). As students read, have pay attention and think about the following:

Throughout this vignette Rachel, Lucy, Nenny and Esperanza discuss a woman’s body, specifically a woman’s *hips*.

- What do hips signify to the young girls?
- How does this moment connect to what Esperanza has already started to notice about herself?
- Why is Nenny out of place in this conversation?

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## Discuss:

4. At the end of the chapter, Esperanza says, “Nenny, I say, but she doesn’t hear me. She is too many light-years away. She is in a world we don’t belong to anymore.”
  - a. What is beginning to separate Nenny from the other girls?
  - b. How is Esperanza growing and changing at this moment?

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## Shared Reading:

**Pages 53-55 “The First Job” (stop after “and kisses me hard on the mouth and doesn’t let go.”)**

5. We have seen Esperanza changing through the last two vignettes, how do we see her being pushed further into adulthood before she is ready?
6. Compare and contrast Esperanza’s experience with men in the vignette, “Chanclas” versus in vignette “The First Job.”
  - a. How were these experiences different from one another?
  - b. How might the experience in “The First Job” change her perspective of men and their interactions with women?

[\(ELD Support\)](#)

## Formative Assessment:

In this portion of the vignettes, readers see Esperanza experiencing key moments of change from childhood to young adulthood. In two paragraphs explain what Esperanza is beginning to understand about being a young woman, and evaluate how her perspective changes from “Chanclas” through “The First Job.”

[\(ELD Support\)](#)

## Fluency, Comprehension and Writing Supports

Fluency












[Fluency Protocols](#)





Sentence Comprehension

[Juicy Sentence Protocol](#)

**Chanclas:** And Uncle spins me, and my skinny arms bend the way he taught me, and my mother watches and my little cousins watch, and the boy who is my cousin by his first communion watches, and everyone says, wow, who are

	<p>those two who dance like in the movies, until I forget that I am wearing only ordinary shoes, brown and white, the kind my mother buys each year for school.</p> <p><b>Hips:</b> Nenny, I say, but she doesn't hear me. She is too many light-years away. She is in a world we don't belong to anymore. Nenny. Going. Going.</p> <p><b>First Job:</b> So the next morning I put on the navy blue dress that made me look older and borrowed money for lunch and bus fare because Aunt Lala said I wouldn't get paid till next Friday, and I went in and saw the boss of the Peter Pan Photo Finishers on North Broadway where Aunt Lala worked and lied about my age like she told me to and sure enough, I started that same day.</p>
Writing	<p><a href="#">Pattan Writing Scope and Sequence</a></p> <p>Quality of Writing:</p> <ul style="list-style-type: none"> <li>● <b>Focus:</b> <ul style="list-style-type: none"> <li>○ E: Develop focus/controlling point</li> <li>○ F: Incorporate details relevant to the topic</li> </ul> </li> <li>● <b>Content:</b> <ul style="list-style-type: none"> <li>○ A: Connect ideas to a topic</li> <li>○ B: Write a series of related sentences and elaborate on ideas</li> </ul> </li> <li>● <b>Organization:</b> <ul style="list-style-type: none"> <li>○ D. All sentences within a paragraph relate to topic sentence</li> </ul> </li> </ul>

Additional Supports	
<a href="#">ELD Practices</a>	<p>Practices to promote Tier 1 access</p> <p><b>Opening Activity and Discussions:</b>  Think – (Write)-Pair-Share</p> <p> Academic Conversations Tools.pdf</p> <p> WIDA-Speaking-Rubric-Gr-1-12.pdf</p> <p><b>Explicit Vocabulary Instruction:</b></p> <p> Word Play Strategies instruction - modified .pdf</p> <p><b>Content Knowledge:</b>  Conflict in Literature</p> <p><a href="#">POV vs Perspective - Franklin Township Instructional Coaches' Website</a></p> <p><b>Independent Reading and Discuss:</b></p> <p> Double Entry Journal  Double Entry Journal Template</p> <p> Double Entry Journal Literacy  Academic Conversations Tools.pdf</p> <p> WIDA-Speaking-Rubric-Gr-1-12.pdf</p> <p><b>Shared Reading:</b>  Kami Export - Google Draw Venn Diagram.pdf</p>

	<p>Use page 6 of the <i>Toolkit</i> for frames.</p> <p> <a href="#">curr-eld-instruction-academic-language-function-toolkit (1).pdf</a></p> <p><b>Formative Assessment:</b>  <b>Summary Organizer</b> Use page 14 of the <i>Toolkit</i></p> <p> <a href="#">curr-eld-instruction-academic-language-function-toolkit (1).pdf</a></p> <p> <a href="#">WIDA-Writing-Rubric-Gr-1-12.pdf</a></p>
<a href="#">SpEd Practice</a>	<a href="#">Lesson 8 Guidance SPED Accommodations</a>
<a href="#">MTSS Practices</a>	Practices to promote Tier 1 access
<b>Enrichment Practices</b>	Practices to promote Tier 1 access