



Lesson Guidance # 9	
Grade	5
Unit	2
Selected Text(s)	<i>The First Rule of Punk</i> - Chapter 10, pages 84-86
Duration	Approximately 1 day

*Plan with guidance from the **ELA Instructional Expectations Guide***

Learning Goal(s)

What should students understand about today's selected text?

Students will analyze the differences in the multicultural experiences of Malú and the cultural identity of Selena through the struggles, rivalries and clashes between these characters.

CCSS Alignment	<p>CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>CCSS.ELA-LITERACY.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-LITERACY.SL.5.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>
 WIDA Alignment	<p>ELD-LA.4-5.Inform.Expressive Construct informational texts in language arts that add precision and details to define, describe, compare, and classify topics and or entities.</p>
<p>End of lesson task <i>Formative Assessment</i></p>	<p>Authors demonstrate conflict through struggles, rivalries, or clashes between characters. Write an essay that compares how Malú navigates the values of her multicultural background with the way Selena recognizes her Mexican heritage. Analyze how Malú uses sarcasm to handle the insults Selena throws at her. Use evidence from Chapter 10 to support your analysis.</p> <p>PSSA Text Dependent Analysis Scoring Guide</p> <p> ELD WIDA K-12 Writing Rubric</p>
<p>Knowledge Check <i>What do students need to</i></p>	<p>Background knowledge:</p> <ul style="list-style-type: none"> Spanish phrases in Chapter 10 used in context



know in order to access the text?

- Discrimination within races or cultures

Key concepts (*Domain specific terms to analyze text; text features*)

- **Conflict:** any form of struggle or opposition faced by a character.
- **Internal conflict:** struggle within one's self; struggles with one's own choices, limitations, behaviors, thoughts, feelings, etc.
- **Sarcasm:** remarks that clearly mean the opposite of what they say, made in order to mock or hurt someone

Vocabulary Words: ([Word Cards Link](#))

- **conspire:** to act in agreement and in secret towards a deceitful person. *I made it my mission to avoid Selena as much as possible in the cafeteria, but it was like the fates **conspired** to bring us together in the worst possible place: Spanish class. Ch. 10, p. 81*

Vocabulary Review Ch 5-10: [Chapter 5-10 Vocabulary Page](#)



[ELD Vocabulary in Context- conspire](#)

ELD Instructional Practices for Vocabulary: Use the [Vocabulary In Context](#) strategy ([see example](#))

"Vocabulary instruction is **throughout** the lesson/unit with only key terms/phrases introduced at the beginning of the lesson. All vocabulary should include [illustrations/gifs/photographs](#). Utilizing hand signals when targeted vocabulary is heard, cements learning,

- Effective vocabulary instruction for ELs includes:
 - (1) "multiple exposures to target words over several days and across reading, writing, and speaking opportunities" with a variety of instructional activities,
 - (2) "student-friendly" definitions
 - (3) ensuring students can use the terms for "communication and future learning." (Baker, Lesaux, et al)
 - (4) teaching affixes / words that can be altered by adding prefixes and or suffixes,
 - (5) pointing out cross-language similarities (e.g., cognates),
 - (6) noting multiple meanings across domains (e.g., the definition of "volume" in math and science vs. ELA).
- Students can complete a [notebook configuration](#), [vocabulary log](#), [Frayer Model](#), or [Vocabulary In Context](#) (see [example](#)) activity to increase understanding.

Core Instruction

Opening Activity:

Teacher will highlight Spanish phrases contained within Chapter 10. Non-Spanish speaking students can use

[Spanish word log](#)

Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
 - a. **conspire**: to act in agreement and in secret towards a deceitful person.
2. Model how each word can be used in a sentence.
 - *I made it my mission to avoid Selena as much as possible in the cafeteria, but it was like the fates **conspired** to bring us together in the worst possible place: Spanish class. Ch. 10, p. 81*
3. Complete [\(Word Cards Link\)](#)

ELD

[ELD Scaffolds](#)

[ELD First Rule of Punk Vocabulary Interactive- Ch.5-10](#)

- Give images and word banks to support understanding.
- Give students the option to translate into [L1](#) to support metacognitive awareness.
- Chunk the work into manageable chunks of information to support students in understanding new vocabulary.

Background Knowledge:

Spanish phrases in Chapter 10 used in context

ELD

[ELD Scaffolds](#)

For Spanish speaking students - highlight the Spanish dialogue in chapter 10. Use the English/Spanish dialogue in chapter 10 as a guide for this chapter.

Group Activity

Students can use the Before/During [Anticipatory Questioning Guide](#) to help activate prior knowledge and apply this knowledge to their reading.

ELD

[ELD Scaffolds](#)

[ELD First Rule of Punk Vocabulary Interactive- Ch.5-10](#)

- Give images and word banks to support understanding.
- Give students the option to translate into [L1](#) to support metacognitive awareness.
- Chunk the work into manageable chunks of information to support students in understanding new vocabulary.

Shared Reading:

- Students will be reading Chapters 7 and 8 , pp 59-67 of [The First Rule of Punk](#). Tell students to pay close attention to the character's **internal conflict**, especially how it relates to her own identity. Also, pay attention to the **sarcasm** that exists within the banter between Malú and Selena.

[Chapter 10 Discussion Questions:](#)

[Guiding Questions /Chapter\(s\): 10](#)

1. Why do you think Selena doesn't like Malú? (reflect on discrimination within cultures/races)
2. What are some examples you can find from Chapter 10 that demonstrate that Selena dislikes Malú?
3. Do you think Malú is a worthy adversary (comparable competitor, matching rival) to Selena? How

does Malú handle the insults Selena throws at her?

ELD

ELD Scaffolds:

- ELD Discussion Supports
 - Model finding the answers and transferring onto a comparative graphic organizer. If helpful, add an illustrated word bank and sentence frames to the graphic organizer to practice writing declarative statements.

Discourse:

CCSS.ELA-LITERACY.SL.5.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. *What examples from the text can you find that support that Selena dislikes Malú? Be prepared to give your own opinion about the 2 characters, Selena and Malú.*

Small Group Reading Instruction:

Teachers will meet with small groups in order to reinforce chapters, support reading and comprehension, and deliver a more detailed instruction of text according to student needs.

Students can reread chapters, work on Discussion Questions, or work on Formative Assessment while Teachers are working with other students during Small Group Instruction.

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ELD Practices

- Reading in 4 Voices allows students to build their language by learning language chunks. The purpose is to scaffold the reading of difficult texts. Students focus on chunks of words and meaning. The selected text is chunked into meaningful parts, which promotes students' focus on units of meaning, rather than focusing their attention on punctuation or line breaks. Students build their language by learning language chunks.

Independent Writing/Student Practice:

In preparation for the performance task, the teacher may need to do daily modeling and independent writing practice with students to teach the components of narrative writing that students will be expected to demonstrate on their Unit Performance Task.

Scholars should be provided time to practice the daily skill. The teacher could pull a small writing group and/or navigate the classroom and provide one-on-one support to students.

Suggested topic:

Why do you think Selena doesn't like Malú? What are some examples you can find from Chapter 10 that demonstrate that Selena dislikes Malú?

Formative Assessment:

Authors demonstrate conflict through struggles, rivalries, or clashes between characters. Write an essay that compares how Malú navigates the values of her multicultural background with the way Selena recognizes her Mexican heritage. Analyze how Malú uses sarcasm to handle the insults Selena throws at her. Use evidence from Chapter 10 to support your analysis.

[PSSA Text Dependent Analysis Scoring Guide](#)

ELD

ELD Scaffolds:

ELD Adapted Formative Assessment

- Provide students with generative language structures (e.g. formulaic expressions / sentence starters), exemplary writing samples (mentor texts)
- Model explicitly how to use the outline to develop an informative essay. Break the task into smaller portions with frequent check-ins to ensure accuracy. Heavy scaffolds may include a cloze activity where students insert vocabulary (from an illustrated word bank) into already generated paragraphs and sentence starters. Post exemplar that students can emulate.
- Use rubrics to ensure criteria for quality work is clear.

Optional Extension Activity:

Write an essay that analyzes how Selena's thoughts, words and actions develop the conflict that exists between her and Malú.

Fluency, Comprehension and Writing Supports

Fluency	Practices and strategies to support fluency practice and a recommended passage - <i>suggestion: take turns partner reading of p. 82-83</i> Fluency Activity Suggestions
Sentence Comprehension	Juicy Sentence protocol with sample sentence Possible Sentence: <i>She shot daggers at me with her eyes. I gave her the evil eye right back and gathered my things quickly before she had a chance to grab anything else. (Chapter 10, page 83)</i>
Writing	Pattan Writing Scope and Sequence ELD Argumentative Student Language Support Sheet(ELD)

Additional Supports

ELD ELD Practices	<ul style="list-style-type: none"> • English Language Development Instructional Guide • Strategies for English Learners • Argumentative Student Language Support Sheet(ELD) • Narrative Student Language Support Sheet(ELD) • Informational Student Language Support Sheet(ELD) • Sample Linguistic Frames
SpEd Practice	Practices to promote Tier 1 access Scaffold Instruction: Provide temporary support to students so they can successfully complete tasks that they cannot do independently. ie: TDA - provided added supports to maximize student success <ul style="list-style-type: none"> • Before the lesson, provide support to students currently experiencing decoding difficulties based on the student's level of need. Student's

	<p>need may include: support with phonemic awareness, alphabetic principle, vowels(short/long); vowel teams; open vowels; r-controlled vowels, syllabication or multisyllabic words, etc)</p> <ul style="list-style-type: none"> • At the beginning of the lesson, establish an explicit Vocabulary Instructional Routine to pre teach Tier 2 vocabulary in order to help students gain a deep knowledge of the academic vocabulary used in the text. Vocabulary lesson plan template. Click here. The student will use the completed template as an ongoing vocabulary log for reference • Before reading, set the purpose and review conflict • While reading, model pointing out internal and external conflict utilizing thinking out loud strategies • During reading, pause and ask standards based questions to check for student understanding: <ul style="list-style-type: none"> ○ What are the major events that happen in the story or poem? ○ What is the author trying to convey? What direct quotes from the text support that? ○ What inferences can you make and what direct quotes from the text support your inferences? ○ What does the word/phrase _____ mean in this sentence? ○ What words do you know in the sentence that can help you figure out the meaning of that word or phrase? ○ Which words and phrases contribute to the tone of the text? ○ How do specific words and phrases the author chose influence the meaning of the text? ○ Who is telling the story? Why? ○ How does this affect the events in the story? ○ Why do you think the narrator described the events the way he/she did? ○ What effect does the story have on you? Why? • After the reading, provide the text digitally for those students with IEPs that are not reading on grade level. • During discourse, provide students with sentence frames/starters to guide academic conversation and focus content related material • For students who may need additional support, pair with a peer mentor who understands the task at hand and grasps the content. • Also consider a partially pre-filled graphic organizer depending upon the need
<u>MTSS Practices</u>	Practices to promote Tier 1 access QAR - Question/Answer Relationships
Enrichment Practices	Practices to promote Tier 1 access
AFT High Leverage Instructional Practices	AFT HLPs
<u>ELA Grade 5 - Assessment Anchors and Eligible Content Aligned to the PA Core Standards</u>	PSSA

