

Lesson Guidance 2.1	
<b>Grade</b>	3rd
<b>Unit</b>	3
<b>Selected Text(s)</b>	<a href="#">Esperanza Rising</a> Chapter 1: <i>Aguascalientes, México 1924</i>
<b>Duration</b>	Approximately 1 day

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

## Learning Goal(s)

*What should students understand about today's selected text?*

- Determine the meaning of figurative language used in the chapter.
- Describe the setting of *Esperanza Rising*.
- Explain the moral of the Mexican proverbs.

## CCSS Alignment

### Priority Standards:

[CCSS.ELA-LITERACY.RL.3.1](#)

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[CCSS.ELA-LITERACY.RL.3.2](#)

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

[CCSS.ELA-LITERACY.RL.3.4](#)

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

[CCSS.ELA-LITERACY.W.3.2](#)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

### Supporting Standards:

[CCSS.ELA-LITERACY.W.3.10](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



[CCSS.ELA-LITERACY.SL.3.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

[CCSS.ELA-LITERACY.RF.3.3](#)

Know and apply grade-level phonics and word analysis skills in decoding words.



	<p>CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>
 <b>WIDA Alignment</b>	<p><b>ELD-LA.2-3.Narrate.Interpretive</b> Interpret language arts narratives by identifying time and event sequences through the use of pictures and other graphics to complement the storyline.</p>
<p><b>End of lesson task</b> <i>Formative assessment</i></p>	<p>The author includes a Mexican proverb before beginning chapter 1. What is the moral or lesson being expressed? How might this proverb play a role in Esperanza's story? Use details from the text to support your response.</p>
<p><b>Naviance</b></p>	<p>CEW Standard 13.1 Career Awareness and Preparation as it focuses on career development Discuss the types of jobs that immigrants had (farmer, factory, etc.) after the readings in Module 1. Did they have any problems with employment? Why?</p>
<p><b>Knowledge Check</b> <i>What do students need to know in order to access the text?</i></p>	<p><b>Background knowledge</b></p> <ul style="list-style-type: none"><li>• Immigration</li><li>• Mexico</li><li>• Figurative Language</li></ul> <p><b>Key Terms</b></p> <ul style="list-style-type: none"><li>• Imagery</li><li>• Figurative language</li><li>• Setting</li><li>• Proverb</li></ul> <p><b>Foundational Skills Connections</b> Look for ways throughout the text to apply and transfer the learning from your phonics lesson into shared reading. The <a href="#">foundational skills integration document</a> will call out sample teacher moves to incorporate during instruction and add the link to the foundational skills integration document.</p> <p><b>Vocabulary Words</b> (<i>words found in the text</i>)</p> <ul style="list-style-type: none"><li>• Preview, identify, and define the following words:<ul style="list-style-type: none"><li>◦ <b>slopes</b>: ground that has a natural incline, as the side of a hill.</li><li>◦ <b>gazing</b>: looking steadily and intently, as with great curiosity, interest, pleasure or wonder.</li><li>◦ <b>distant</b>: far away, far of or apart in space</li><li>◦ <b>vineyard</b>: a plantation of grapevines, typically producing grapes used in winemaking</li></ul></li><li>• To reinforce the use and knowledge of key terms, provide a word bank in both visual and written form to support vocabulary development (i.e. <a href="#">Vocabulary Tracker</a>, <a href="#">Vocab Tracker</a>), especially with ELs.</li></ul> <p> <b>ELD Instructional Practices for Vocabulary:</b> Use the <a href="#">Vocabulary In Context strategy</a> (<a href="#">see example</a>) "Vocabulary instruction is <b>throughout</b> the lesson/unit with only key terms/phrases introduced at the beginning of the lesson. All vocabulary should include <a href="#">illustrations/gifs/photographs</a>. Utilizing hand signals when targeted</p>

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](#) or [Frayer Model](#), [Vocabulary Tracker](#) activity to increase understanding

## Core Instruction

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

### Opening Activity:

- Students will watch the YouTube video below (under Content Knowledge) and discuss what they notice about vineyards and what they wonder about.

### Content Knowledge: (how does this connect to the theme)

- Students should be familiar with what a vineyard is. Pre-teach/review the word **vineyard** while watching the [youtube video](#) (minute marker 2:00-3:30 for the time of year the text begins in).

ELD

#### [ELD Scaffolds](#)

When introducing a new concept, students need time to think about the concept and the academic or technical language associated with it.

- [Think / Write / Pair / Share](#) provides time for students to share ideas about the topic/concept and build a sense of empowerment.
- Please reference [English Language Development Instructional Guide](#) (pages 64-68) for additional tasks that support ELs as they interact with texts/concepts.

### Shared Reading:

**Read Chapter 1 aloud with students and stop to pose questions and discuss as you read.**

1. What is it like where Esperanza lives, use details from the text to support your thinking.
2. What does “aguantate tantito y la fruta caerá en tu mano” mean? How do you know?
3. What is Esperanza’s relationship with her papa like? How do you know?
4. What is the character Esperanza’s like?
5. How is “Our land alive”?

### Discourse:

Use peer interviews to engage students to build their background knowledge around the topic.

- **Engage students in various communication styles, such as...**
  - Narration- telling and re-telling a story with emotion and empathy
  - Description- relying on the five senses to help the audience visualize something



- Exposition- inform audience of something, i.e. not communicated with intent to evoke emotions or persuasion
- Use discussion frames to help guide conversations and build student discourse. For example:
  - I am noticing...
  - I agree with .... because ...
  - I am wondering ....
  - I disagree with .... because ...
- Use turn and talk to ask students to use the text to further support their thinking.
- Practice quick writes to keep students engaged with what they are learning.

ELD

### Support for Els:

- **Support for all levels:**
- While reading, plot out where Esperanza's journey is taking her on a paper and/or online map with students to understand the setting of the story.
  - Example maps: [Outline U.S.](#), [Maps from NASA](#)
  - Google My Maps resources: [Creating a Map](#), [YouTube Tutorial](#)
  - After plotting a location, identify what significance it has on Esperanza, her family, and the story through the use of a graphic organizer (i.e. [Sequence of Events](#), [Timeline](#), [T Chart](#)).
  - In order for all students to access the text, learning scaffolds are recommended. The chapter can be broken into chunks, read aloud by the teacher, and/or the students can listen to it read aloud while following along [here](#) in order to provide additional support.

### SPED Accommodation/ Differentiation:

- Provide students with this [graphic organizer](#) to support their completion of the Notice and Wonder task during the opening activity
- Pre assign students question prior to read aloud to focus attention and increase student participation
  - Pair students with peer mentor when appropriate
- Introduce/ review [Socratic Discussion](#) for student discourse

### Small Group Reading Instruction: (Click here for [Unit 3 Worksheets](#))

1. Students will reread Chapter 1 of the text. Using chapter 1, students can work in pairs or small groups to complete a setting graphic organizer about the vineyard.
2. Students will also discuss the proverb at the beginning of chapter 1. Students would determine what the proverb means. Students will look for evidence for how the proverb is evident in the description of the vineyard. Use this [outline](#) to take notes.

### Formative Assessment:

- The author includes a Mexican proverb before beginning chapter 1. What is the moral or lesson being expressed? How might this proverb play a role in Esperanza's story? Use details from the text to support your response.
- Use the outline from small group to complete this activity.

ELD

### Supports for ELs:

- Invite newcomers or beginner ELs to dictate their ideas in their home language using a translation tool or bilingual adult to increase the number of opportunities for students to participate and verbally interact.

### SPED Accommodation/Differentiation:



- Provide students with [Frayer Model](#) to complete vocabulary activities
- Provide students with access to audio text [Esperanza Rising Read Along - Prologue](#)
- Provide students with this [graphic organizer](#) to support their writing about the setting
- Allow students to watch this [video](#) to introduce/ reinforce moral
- Provide students with [TDA graphic organizer](#) to support the writing process for the formative assessment




### Optional Extension Activity:

Students could write a short poem about the Earth through the eyes of Papa and Esperanza.

## Foundational Skills, Fluency, Comprehension and Writing Supports

Foundational Skills	<a href="#">Saxon</a> <a href="#">Foundations</a> <a href="#">Foundational Skills Integration</a>  <a href="#">PA Eligible Content</a> <i>(Regardless of core resource, the eligible content must be taught prior to PSSA.)</i>  <a href="#">Sounds First: Phonemic Awareness Resource Weeks 1-8</a> <a href="#">Sounds First: Phonemic Awareness Resource Weeks 9-18</a> <a href="#">Sounds First: Assessments</a> <a href="#">Sounds First: K-2 Video Demonstrations</a>
Fluency	<a href="#">Fluency Protocols</a>
Sentence Comprehension	<b>Guiding Question:</b> How to create a visual description of a text through acting out the text?  “Our land is alive, Esperanza,” said Papa, taking her small hand as they walked through the gentle slopes of the vineyard. Leafy green vines draped the arbors and the grapes were ready to drop. Esperanza was six years old and loved to walk with her papa through the winding rows, gazing up at him and watching his eyes dance with love for the land. “This whole valley breathes and lives,” he said, sweeping his arm toward the distant mountains that guarded them. “It gives us the grapes and then they welcome us.” He gently touched a wild tendril that reached into the row, as if it had been waiting to shake his hand. He picked up a handful of earth and studied it. “Did you know that when you lie down on the land, you can feel it breathe? That you can feel its heart beating?”
Writing	<a href="#">Pattan Writing Scope and Sequence</a>



Additional Supports	
 <b><u>ELD Practices</u></b>	<ul style="list-style-type: none"><li>• <a href="#">English Language Development Instructional Guide</a></li><li>• <a href="#">Strategies for English Learners</a></li><li>• <a href="#">Argumentative Student Language Support Sheet(ELD)</a></li><li>• <a href="#">Narrative Student Language Support Sheet(ELD)</a></li><li>• <a href="#">Informational Student Language Support Sheet(ELD)</a></li><li>• <a href="#">Sample Linguistic Frames</a></li></ul>
<b><u>SpEd Practice</u></b>	<ul style="list-style-type: none"><li>•  <a href="#">Esperanza Rising Read Along - Prologue</a></li><li>• Reread the text and emphasize details around information critical to completing the lesson and activities/ assessments</li><li>• Question students frequently to verify understanding as the text is reread aloud</li><li>• Assist students with sentence starters to structure their oral response for the task</li><li>• Access the passages that are Text-to-speech/read aloud for students</li><li>• Graphic organizers: to define key terms; brainstorm the meaning and ideas related to the terms; Before-during-after Reading</li></ul> <div> BDA Reading Response</div>
<b><u>MTSS Practices</u></b>	Practices to promote Tier 1 access
<b>Enrichment Practices</b>	Practices to promote Tier 1 access