

**ELA II Grades K-5 Sessions
Standards Institute Summer 2018
Grade 5 Module 1 Unit 2 Lessons:**

- **Lesson 3**
- **Lesson 16**
- **Lesson 17**
- **Lesson 18**

Please bring this packet to Institute Sessions on days 1, 2, and 3.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can explain what a text says using quotes from the text. (RL.5.1)</p> <p>I can make inferences using quotes from the text. (RL.5.1)</p> <p>I can determine the meaning of literal and figurative language (metaphors and similes). (RL.5.4)</p> <p>I can write informative/explanatory texts. (W.5.2)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can answer comprehension questions based on text from <i>Esperanza Rising</i> that I have read independently. I can identify situations in <i>Esperanza Rising</i> where a character’s human rights are challenged. I can make inferences from the text about Esperanza, Mama, and Abuelita. I can use context clues to help me determine the meaning of words in <i>Esperanza Rising</i>. I can write to explain my thinking about the characters in <i>Esperanza Rising</i>. 	<ul style="list-style-type: none"> Comprehension Quiz, Chapter 3: “Las Papyayas/Papayas” (entrance ticket) Triad discussions Exit Ticket: Independent answer to text-dependent question



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Entrance Ticket: Comprehension Quiz, Chapter 3: “Las Papyayas/Papayas” (5 minutes)B. Engaging the Reader: Oral Chapter Review (5 minutes)2. Work Time<ol style="list-style-type: none">A. Revisiting Papa’s Death: Close Reading of Pages 22–23 (15 minutes)B. Challenges to Human Rights in Chapters 2 and 3 (10 minutes)C. How Characters Respond to Challenges: Answering Questions in Triads (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Independent Answer (5 minutes)B. Debrief (5 minutes)4. Homework	<ul style="list-style-type: none">• In advance: Read Chapter 3 and review the text-dependent questions (see supporting materials). Two copies of the questions are provided: a blank to display for students, and one with answers for teacher reference.• This lesson draws directly on the knowledge students built during Unit 1 about human rights. Students revisit this topic in future lessons, so the discussion in Part B of Work Time is intentionally brief. Be sure to have the Unit 1 anchor charts on specific articles of the UDHR available where students can see them, to jog their memory. Also be sure students have their UDHR note-catchers.• This lesson introduces a new routine: an entrance ticket comprehension quiz, intended to check whether students have done their reading.• Note that for the text-dependent questions, students are told some of the page numbers where the answers can be found. This scaffolding will gradually be removed as students progress through the novel.• As in Lesson 2, students work in groups to answer text-dependent questions. Continue guided practice as needed, but be sure during Work Time C, all students have their own copy of these questions to reference as they work in their triads. Students may not have time to answer all text-dependent questions; remind them that it is most important for them to discuss each question thoroughly and cite evidence. Students will revisit the character analysis (begun in Lesson 3) during Lesson 4 as well.• Based on how groups functioned on the first day of reading the novel, you might modify groups at this time.• This lesson reintroduces a pattern of analysis that students were first exposed to in Unit 1, when they analyzed the firsthand accounts of human rights violations. Throughout their study of Esperanza, students will consider the challenges characters face (including but not limited to human rights challenges), how the characters respond, and how a character’s response helps us understand that character and the themes of the novel.• Review Think-Pair-Share, Write-Pair-Share, and Cold-Call protocols (Appendix 1)



Lesson Vocabulary	Materials
independently, identify, comprehension, challenge, infer, inference, quotes, inferential, denial of property, human rights, discriminatory, anguish, smothered (23), composure, indignation	<ul style="list-style-type: none">• Comprehension Quiz Entrance Ticket (Chapter 3: “Las Papyayas/Papayas”) (one per student)• <i>Esperanza Rising</i> (book; one per student)• UDHR note catcher (from Unit 1; students’ completed copies)• UDHR articles anchor charts (from Unit 1)—ideal, but not essential• Evidence flags (sticky notes: the smallest size available or larger sizes cut into strips)—two baggies per student (one each for home and school)• Text-dependent questions for Chapter 3: “Las Papyayas/Papayas” (one per student and one to display)• Text-dependent questions for Chapter 3: “Las Papyayas/Papayas” (Answers for Teacher Reference)• Norms for Triad Talk anchor chart (from Lesson 2)• Homework: Purpose for Reading, Chapter 4: “Los Higos/Figs” (one per student)• Human Rights Challenges in <i>Esperanza Rising</i> anchor chart (new; teacher-created; see Work Time B)• Inferring by Using Text Clues anchor chart (new; teacher-created; see Work Time A)• Student journals• Reading <i>Esperanza Rising</i> anchor chart• Index cards or half-sheets of paper



Opening	Meeting Students’ Needs
<p>A. Entrance Ticket: Comprehension Quiz, Chapter 3: “Las Papyayas/Papayas” (5 minutes)</p> <ul style="list-style-type: none"> Remind students to sit with their triads throughout their study of the novel. Introduce the new routine of the comprehension quiz entrance ticket by reviewing the first learning target. Clarify the meaning of the words <i>comprehension</i> and <i>independently</i>. Explain that this quiz will be a daily practice as we move through Esperanza Rising, designed to assess whether students read and understood the text assigned for homework. Remind students that their homework reading is a “first draft” read; they are not expected to understand everything. But it is important that they feel accountable for the reading, practice reading on their own, and try their best. Distribute the quiz and give students five minutes to complete it. Collect students’ work to review and/or assess. 	<ul style="list-style-type: none"> Consider posting nonlinguistic symbols to assist ELLs in comprehension and making connections. Some students may be unfamiliar with academic vocabulary words (e.g., <i>comprehension</i>, <i>situation</i>, <i>challenged</i>, <i>identify</i>, <i>explain</i>). Clarify vocabulary with students as needed.
<p>B. Engaging the Reader: Oral Chapter Review (5 minutes) <i>Note: Keep this review short. Students analyze the chapter in more detail throughout the lesson.</i></p> <ul style="list-style-type: none"> After the quiz, lead the class in a brief whole class review session, cold calling students to elicit a summary of the chapter that was read for homework. Start with an open-ended question, such as: “What was this chapter mostly about?” or “What happened in this chapter?” Encourage students to cite evidence or point to specific passages. Note which students are able to answer the questions, and the quality of the answers. Then ask the last question from the quiz again: <ul style="list-style-type: none"> * “At the start of Chapter 3, what does Esperanza dream about?” Be sure students understand that she dreams Papa is still alive. This will serve as the transition to the next section of the lesson. 	<ul style="list-style-type: none"> Posting points of class discussions assists ELLs in comprehension.



Work Time	Meeting Students’ Needs
<p>A. Revisiting Papa’s Death: Close Reading of Pages 22–23 (15 minutes)</p> <ul style="list-style-type: none">• Remind students of the text-dependent questions they discussed about Chapter 2: “Las Uvas/Grapes.” Point out that many of them may not have had time to fully discuss the fifth question:<ul style="list-style-type: none">* “At the end of the chapter, why does Esperanza feel her heart drop and that she has sunk into a ‘dark hole of despair and disbelief?’”* Ask students to talk in their triads briefly to remind each other what happened at the end of Chapter 2.* Probe with a series of text-dependent questions:<ul style="list-style-type: none">* “Did Esperanza really sink into a hole?”* “What does the word <i>despair</i> mean? Why does Esperanza feel despair?”* If students do not mention the word <i>grief</i>, offer this vocabulary term as a precise way to describe Esperanza’s experience: deep, deep sadness.* Direct students to Chapter 3, the final two sentences on page 23, and ask:<ul style="list-style-type: none">* “What are ‘the events of last night?’”* “Based on context clues, what might the word <i>wrenched</i> mean?”* “The author says: ‘Her smile faded, her chest tightened, and a heavy blanket of anguish smothered her smallest joy.’ What might <i>anguish</i> mean? Is she really wearing a blanket?”* Point out to students that the author is using language in very interesting ways to help readers understand what Esperanza is feeling. They will explore this in more depth in future lessons.* Point out that the author never directly tells readers that Papa died. Ask:<ul style="list-style-type: none">* “How were you able to figure out what happened?”* Begin the Inferring by Using Text Clues anchor chart with a drawing of a stick figure with a thought bubble that says: “The text says ... so I infer that ...” On this chart, add several of students’ examples about how they inferred that Papa died.* Ask students to add an evidence flag to the opening of Chapter 3: “Las Papayas,” with the phrase “Esperanza grieving.” (This early modeling of how to summarize a chapter in a phrase will help students begin to keep track of the main events. In future lessons, students will begin to write their own evidence flags to summarize the chapter.)	<ul style="list-style-type: none">• Increase interactions with vocabulary in context. This increases the rate of ELL vocabulary acquisition.• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Work Time (continued)	Meeting Students’ Needs
<p>B. Challenges to Human Rights in Chapters 2 and 3 (15 minutes)</p> <ul style="list-style-type: none">• Read aloud the learning target: “I can identify situations in <i>Esperanza Rising</i> where a character’s human rights are challenged.” Review the meaning of the word <i>challenged</i> in this context (tested or violated), which students should recall from their study of the UDHR during Unit 1.• Ask students to talk in their triads about the human rights they remember from their study of the UDHR. Direct them to their completed UDHR note-catcher and UDHR anchor charts (from Unit 1). Give students a few minutes to skim these documents, with which they should be quite familiar. Invite a few triads to share out some of the human rights named in the UDHR and the nicknames students gave those rights during Unit 1.• Ask students to share where they placed their evidence flags as they read Chapter 3: “Las Papyayas” (for homework):<ul style="list-style-type: none">* “What challenges did the characters in this chapter face?”* “Where are there examples specifically of human rights challenges?”• If necessary, scaffold the students’ learning by asking them if they can find some of the following examples:<ul style="list-style-type: none">* A challenge to the right to life, liberty, and personal security (the murder of Esperanza’s father, p. 24)* The discriminatory treatment of Indians compared to people of Spanish descent (pp. 12, 15–18)* The denial of property rights to women (p. 30)• Start a Human Rights Challenges in Esperanza Rising anchor chart to use throughout the novel as students find more examples.	



Work Time (continued)	Meeting Students’ Needs
<p>C. How Characters Respond to Challenges: Answering Questions in Triads (15 minutes)</p> <ul style="list-style-type: none">• Review the anchor chart Norms for Triad Talk (from Lesson 2). Have students remain in triads, but gather students’ attention whole group. Read aloud the learning target: “I can make inferences from the text about the characters in <i>Esperanza Rising</i>.” Remind them that earlier in this lesson, they began an anchor chart and talked about how they were able to make an inference that Papa died even though the author didn’t say it directly.• Tell students that they will learn more about <i>inference</i> and keep practicing drawing inferences based on clues from the text. Remind students of their work yesterday, using evidence flags to track their thinking as they read.• Point out to students that the way people respond to challenges tells us a lot about who they are. Ask students to talk in their groups about an example. Model as needed with something from your own life.• Read out loud the learning target: “I can write to explain my thinking about the characters in <i>Esperanza Rising</i>.” Tell students that throughout their study of <i>Esperanza Rising</i>, they will be thinking about the challenges Esperanza and other characters face, how those characters respond, and what that tells us about those characters. Remind them that they did something similar when they read the firsthand human rights accounts at the end of Unit 1.• Ask students to begin four new pages in their reading journal (one per character), and on each page quickly jot a response to the following question: “What do you already know about this character?”<ul style="list-style-type: none">– Esperanza– Mama– Abuelita– Miguel• Tell students that in the next lesson, they will focus more on Miguel; today they will just focus on Esperanza’s family.• Distribute and display the Text-dependent Questions for Chapter 3: “Las Papyayas/Papayas.”• In triads, students should read aloud one text-dependent question at a time, and clarify any terms. They should then think on their own, then talk together to answer the question, marking their answers with evidence flags. They do not need to write complete answers to the questions at this point.• Students should then repeat this cycle for the next question.	<ul style="list-style-type: none">• Consider writing and displaying steps for multistep directions. ELLs can return to steps to make sure they are on track.• When ELLs are asked to produce language, consider providing a sentence frame, sentence starter, or cloze sentence to provide the structure required.• Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> As students work, monitor this discussion. Emphasize that the author is not telling the reader what the characters are like, she is showing the reader how the characters behave, so that the reader can <i>infer</i> what the character is like. While circulating, make sure all students are participating. Reinforce students who are following the Triad Talk norms well. 	
Closing and Assessment	Meeting Students’ Needs
<p>A. Independent Answer (5 minutes)</p> <ul style="list-style-type: none"> Remind students of what they did today by asking students to reread out loud the learning targets. Have students give suggestions to add to the anchor chart Reading Esperanza Rising anchor chart. Make sure to add: “using context clues to figure out vocabulary” and “thinking about how characters respond to challenges” to the chart. Distribute index cards or half-sheets of paper. Ask students to select one question (i.e., about just one of the characters) from their Triad Talk discussion for which they feel that they have a complete answer. Ask students to write the number of the question and their answer, using specific details from the text. 	<ul style="list-style-type: none"> For students who struggle, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information.
<p>B. Debrief (5 minutes)</p> <ul style="list-style-type: none"> Ask students to write a definition of <i>inferring</i> in their reading journal. Then ask students to share their definition with their triad. Cold call a few students to share an inference they made about Esperanza, Mama, or Abuelita during class today. 	<ul style="list-style-type: none"> Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.
Homework	
<ul style="list-style-type: none"> Read Chapter 4: “Los Higos/Figs” (pages 30–57) in <i>Esperanza Rising</i>. Use the Homework: Purpose for Reading, Chapter 4: “Los Higos/Figs” question to focus your reading. Use evidence flags to mark the specific areas in the book that support your answer. <p><i>Note: If concerned about students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. All students should come to expect that they will use some of the “stushy time” during the day—right before or after lunch, during downtime between other tasks, as they enter the classroom in the morning or just before dismissal, as time for reading the novel or independent reading. In addition, students likely to need additional support should reread this novel with support during intervention or other support periods. Prereading with support will then allow students to spend class periods rereading and focusing on evidence.</i></p>	



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can use quotes to explain the meaning of literary texts. (RL.5.1)</p> <p>I can use quotes to support my inferences in literary texts. (RL.5.1)</p> <p>I can determine a theme based on details in the text. (RL.5.2)</p> <p>I can summarize a literary text. (RL.5.2)</p> <p>I can compare and contrast literary elements using details from the text. (RL.5.3)</p> <p>I can write an informative/explanatory text. (W.5.2)</p> <p>I can use the writing process to produce clear and coherent writing (with support). (W.5.5)</p>	<p style="background-color: #cccccc; text-align: center;">Supporting Learning Targets</p> <ul style="list-style-type: none"> • I can find evidence in Esperanza Rising that will support my inferences about how Esperanza changes throughout the novel. • I can analyze how Esperanza responds to a key event in the novel, and what this shows about her character. • I can write an essay in which each paragraph has a clear topic sentence, a body, and a conclusion.
Ongoing Assessment	
<ul style="list-style-type: none"> • Partner Accordion graphic organizer (for Paragraph 1) • Partner Draft Paragraph 1 (partially completed) 	



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Celebration of Two-Voice Poems (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. How Esperanza Responded on the Train: Answering Questions in Triads (10 minutes) B. Guided Practice: Introduction to Accordion Graphic Organizer (25 minutes) C. Introduction to Paragraph Writing (10 minutes) D. Triad Group Writing: Beginning Paragraph 1 (7 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Sharing (3 minutes) 4. Homework 	<ul style="list-style-type: none"> • In advance: Copy the sample paragraph about Chapter 3 (in supporting materials) on to a piece of chart paper, to show students during Work Time B of this lesson. • In this lesson, students revisit Chapter 5: “Las Guayabas/Guavas.” In advance, reread Chapter 5 and review the text-dependent questions (see supporting materials). Two copies of the questions are provided: a blank to distribute to students and display, and one with answers for teacher reference. • Students have done a lot of writing throughout this unit, but this lesson is their first formal paragraph writing instruction of the year. • For the guided practice (Work Time, Part B), be clear with students that you will model using the graphic organizer about one topic (when the ranch is set on fire, in Chapter 3: “Los Higos/Figs”). They will then do the same thing about a different topic (the events on the train, from Chapter 5: “Las Guayabas/Guavas”). • Review Ink-Pair-Share protocol (See Appendix 1).
Lesson Vocabulary	Materials
<p>informative, explanatory, paragraph, essay, compares, contrasts, topic sentence, body, conclusion</p>	<ul style="list-style-type: none"> • Two-voice poems (begun in Lesson 14) • Esperanza Rising (book; one per student) • Text-dependent questions for Chapter 5: “Las Guayabas/Guavas” (one per student; one to display) • Text-dependent questions for Chapter 5: “Las Guayabas/Guavas” (Answers for Teacher Reference) • Accordion graphic organizer for Paragraph Writing (one per student, and one to display on document camera) • Sample Paragraph Chapter 3 (copied onto chart paper; alternatively, write your own model paragraph) • Green, blue, and red markers; colored pencils for students • Homework Handout: Planning and Organizing My Second Paragraph, with Homework Handout: Accordion Graphic Organizer for Paragraph Writing (one per student) • Document camera



Opening	Meeting Students’ Needs
<p>A. Celebration of Two-Voice Poems (5 minutes)</p> <ul style="list-style-type: none"> • Invite a few more groups who haven’t yet shared their poems to do so. Again, have peers give specific praise. • Celebrate their accomplishments—capturing the contrasting points of view of two characters from <i>Esperanza Rising</i> in a poem. • Review the first learning target: “I can find evidence in <i>Esperanza Rising</i> that will support my inferences about how <i>Esperanza</i> changes throughout the novel.” Ask students to self-assess their progress toward meeting this target using the <i>Fist to Five</i> protocol. • Return students’ entrance and exit tickets from Lesson 15. Address any major misconceptions. Ask students to hold on to these entrance and exit tickets; they will want to refer to them for their writing later in the unit. 	<ul style="list-style-type: none"> • ELLs may be unfamiliar with Tier 2 vocabulary words (e.g., evidence, support, inference). Clarify vocabulary with students as needed.

Work Time	Meeting Students’ Needs
<p>A. How Esperanza Responded on the Train: Answering Questions in Triads (10 minutes)</p> <ul style="list-style-type: none"> • Have students get into their triad groups. • Tell students that today they are going to dig back into Chapter 5: “Las Guayabas/Guavas” of <i>Esperanza Rising</i>, in order to answer some questions about the human rights challenges <i>Esperanza</i> faces or witnesses in the novel and how she responds to those challenges. Be sure students have their texts <i>Esperanza Rising</i>. Distribute and display the <i>Text-Dependent Questions</i> for Chapter 5: “Las Guayabas/Guavas” (see supporting materials). Read through each of the questions and clarify any terms as necessary. As students work in their groups, move throughout the room to offer support as needed. 	<ul style="list-style-type: none"> • Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1. • Visuals can help some students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.



Work Time (continued)	Meeting Students' Needs
<p>B. Guided Practice: Introduction to Accordion Graphic Organizer (25 minutes)</p> <ul style="list-style-type: none">• Invite the class to read the learning target aloud with you: “I can analyze how Esperanza responds to a key event in the novel, and what this shows about her character.”• Use a document camera to display the Accordion Graphic Organizer for Paragraph Writing, and distribute a blank copy to each student.• Tell students that they are going to start organizing their paragraphs, using the Accordion graphic organizer as a tool to gather all the important information and details they will need in order to write a complete paragraph.• Tell students that you will model, writing about when the ranch is set on fire from Chapter 4: “Los Higos/Figs.” They will then do the same thing about a different event (from Chapter 5: “Las Guayabas/Guavas,” which they just discussed).• Read, and point to, the prompt from the first box (Topic): “State the key event and/or challenge Esperanza faces.” Say: “I will write about the challenge from Chapter 3, when the ranch is set on fire. I will write: “Ranch set on fire.”• Remind students that graphic organizers do not need to include complete sentences, but ideas that will prompt their thinking when they are ready to write their paragraphs.• Tell students that they will now choose their topic, from Chapter 5. Ask them to think about the text-dependent questions they just discussed with their triads. Clarify that their topic does not need to be really specific at this time. They will add more details later.• Prompt students to discuss with their triad:<ul style="list-style-type: none">* “In Chapter 5: ‘Las Guayabas,’ what is a specific event when Esperanza faces a challenge?” Look for suggestions such as: Esperanza riding the train or Esperanza meeting Carmen.• Invite a few triads to share their thinking. Give feedback as necessary, to be sure all students understand what a topic is: the focus of their paragraph. Ask students to fill in the topic in the top box of their individual graphic organizer.• Model for students the Detail box in the graphic organizer, explaining that they should give more information about the topic. Say: “Since the topic I am writing about is the ranch catching fire, the detail I will add shows what happened to Esperanza when the ranch caught fire.” Then write: “Esperanza escapes fire; loses everything.” in the Detail box. Again, remind students that complete sentences are not necessary here.	<ul style="list-style-type: none">• Students needing additional supports may benefit from partially filled-in graphic organizers.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to now do the same thing on their graphic organizer about the train ride from Chapter 5, beginning with a discussion in their triads, followed by sharing out, and finally writing in their graphic organizer. Provide clarification or redirection if necessary on details.• Next, show students the third box on the graphic organizer, titled Explain. Say: “The Explain box is used to make a clear connection between the first detail and the next detail, more specifically what challenge Esperanza faces because of the ranch burning. My detail was about how Esperanza ‘escaped the fire, but loses everything,’ so I am going to write ‘Esperanza needs clothes from the poor box’ to help explain what it means to lose everything—even your clothes.”• Ask students to now do the same thing on their graphic organizer, about the train ride from Chapter 5, by following the process with their triads. As students discuss, listen for groups that have strong examples of explaining the challenge Esperanza faces and have them share out.• Be sure to point out why these are good examples of explain: “It tells why the detail is important, and the challenge Esperanza faces.”• Direct students’ attention to the second Detail box, explaining that they will write about Esperanza’s response to the event, using text directly from the book. Model this by turning to page 52 and showing students (using a document camera or other resource) the sentence: “Mama, at a time like this, must we worry about some poor family who needs clothes?” Write: “p. 52 poor box” so they understand they do not need to write the full quote on the organizer.• Have students discuss the second detail with their triads, then fill out the next Detail box about the train ride on their graphic organizer. Listen for groups that have strong examples.• Ask a few triads to share their second detail aloud with the class, pointing out that these phrases show something specific about Esperanza’s reaction to the challenge she is facing.• Share that the second Explain box is where students will write what happens when Esperanza responds the way she does. Model, by writing something such as: “Mama says they are poor.”• Ask students to now do the same thing for their topic, from Chapter 5, about the train ride, first discussing in their triads. As students discuss, listen for groups that have strong examples (for example, students might notice that Mama apologizes to Carmen for Esperanza’s bad manners). Ask a few triads to share aloud with the class.	<ul style="list-style-type: none">• Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Remind students that the target they are working on is “to analyze how Esperanza responds to a key event in the novel,” which is what they have just done by filling in their topic, details, and explains. But now they need to meet the second part of the target, which is to analyze “what this shows about her character.”• Direct students’ attention to the final space, Conclusion. Think aloud, saying: “I am going to look back at my notes about the topic, details, and explains on my graphic organizer. They discuss how Esperanza loses everything, including her clothes, in the fire; how she responds by thinking that the clothes left by the nuns must be for some poor family; and then Mama has to explain that they are the ones who are poor. I am going to ask myself, what does this information make me think about Esperanza’s character? I think it means Esperanza has always had everything she ever wanted, so she can’t understand being poor or needing to accept charity. So I am going to write: ‘Esperanza had everything; now poor; can’t understand’ in the space for my conclusion.• Ask students to now do the same thing for their topic, from Chapter 5, about the train ride, first discussing in triads, specifically, “What can we infer?” then writing a note in the Conclusion box of their graphic organizer.• Have a few triads share out their conclusions.	
<p>C. Introduction to Paragraph Writing (10 minutes)</p> <ul style="list-style-type: none">• Direct students to the learning target: “I can write an essay in which each paragraph has a clear topic sentence, a body, and a conclusion.” Specifically clarify the words topic sentence, body and conclusion, adding clarifying words or synonyms.• Then read the posted Sample Paragraph for Chapter 3 (on chart paper) to illustrate how the notes from the graphic organizer were used to create a paragraph. Ask students what they notice about how the notes on the graphic organizer are different from the sample paragraph. (Listen for students to notice: the first line is indented, there are complete sentences instead of notes, the sentences are connected and not on separate lines, etc.)• Using a different color marker for each, underline the topic statement, detail, explain, and conclusion on the graphic organizer. Ask students to look at the chart and find the sentences in the paragraph that correspond to each part of the graphic organizer. Underline each sentence with the same color marker as the corresponding part of the graphic organizer. Point out to students that the first sentence of a paragraph is indented on the page. Tell students that the detail and explain sentences make up the body of the paragraph and that the last sentence is the conclusion of the paragraph.	



Work Time	Meeting Students' Needs
<p>D. Triad Group Writing: Beginning Paragraph 1 (7 minutes)</p> <ul style="list-style-type: none"> Tell students that now they will start to draft their first paragraphs based on their graphic organizers about an event in Chapter 5. Using the Ink-Pair-Share protocol, ask students to independently write a sentence that conveys the main idea of their first paragraph (from the Topic box on their graphic organizers), and then share their sentence with their partners. Remind them to indent their first sentence. Lead a whole-class sharing of sentences, recording samples on the board and reviewing the characteristics of good topic sentences. Ask students to underline their topic sentence in green. Repeat this process, asking students to write two sentences for the body of their paragraph using the supporting details they noted in the first Detail and Explain boxes of their graphic organizer. Point out to them that these sentences continue after the topic sentence and do not each start on their own line. Refer to the sample paragraph as a model. After students complete the body sentences of their paragraph, ask them to share aloud and then underline those sentences in blue. Continue as time permits; likely students will need to stop at this point and continue drafting this first paragraph during Lesson 17. 	
Closing and Assessment	Meeting Students' Needs
<p>A. Sharing (3 minutes)</p> <ul style="list-style-type: none"> Invite a few students to share the first three sentences of their paragraphs aloud, and ask others to identify the characteristics of good topics, details, and explains evident in students' partial drafts. 	<ul style="list-style-type: none"> ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Complete the homework handout: Planning and Organizing My Second Paragraph, with Accordion Graphic Organizer sheet. To do this assignment, you will need your entrance and exit tickets from Chapters 8–15. 	



1. On pages 66 and 67, Esperanza arrives at the train station in Zacatecas, and Alfonso leads them past the fancy car with leather seats and the dining car to one with wooden benches, trash, and the smell of rotting fruit and urine. She also sees many “peasants” crowded onto the seats. How does Esperanza respond to having to ride on this train car? Use details from the text to explain your answer.

2. On pages 69 and 70, Esperanza takes the doll her Papa gave her out of its valise, and a young girl runs up to her and tries to hold the doll. How does Esperanza respond to the girl, and what does Esperanza’s mama say and/or do when Esperanza reacts the way she does? Explain your answer with details from the text.

3. On pages 78 and 79, Esperanza sees Carmen give money and food to a begging woman. Esperanza responds by asking why the beggar woman doesn’t just go get food from the farmer’s market. What does this tell you about Esperanza’s character at this point in the story? Cite evidence from the novel to support your answer.



.....
Name:
.....

Date:
.....

1. Choose an event (from Chapters 8–15) that you want to write about. It should be a time when Esperanza responds to or witnesses some type of challenge.

To help you choose, use your evidence flags and your entrance and exit tickets from Chapters 8–15. The list below includes some suggestions of events you might choose, but you can choose a different event if you want.

- a. Chapter 8 – Marta talking to workers about the strike
- b. Chapter 10 – Mama and Esperanza working in the fields when Mama becomes ill
- c. Chapter 11 – Going to Mr. Yakota’s grocery store; meeting *campesino* family
- d. Chapter 12 – Marta hiding from immigration officers
- e. Chapter 13 – People from Oklahoma having better living conditions (indoor toilets and swimming pool); Miguel losing his engineering job at railroad; Isabel not being chosen for May Day queen

Complete the blank Accordion graphic organizer about that event. Make sure to bring this completed graphic organizer to the next class. You will need it to write Paragraph 2 of your essay.



Topic: (State the key event and/or challenge Esperanza faces)

Detail: (What happens to Esperanza?)

**Explain: (Why is that first detail important?
How does it connect to the next detail?)**

Detail: (Esperanza's response to the event)

Explain: (What happens when Esperanza responds the way she does?)

Conclusion: (What can we infer about Esperanza's character based on how she responds?)



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can use quotes to explain the meaning of literary texts. (RL.5.1)</p> <p>I can use quotes to support my inferences in literary texts. (RL.5.1)</p> <p>I can determine a theme based on details in the text. (RL.5.2)</p> <p>I can compare and contrast literary elements using details from the text. (RL.5.3)</p> <p>I can write an informative/explanatory text. (W.5.2)</p> <p>I can use the writing process to produce clear and coherent writing (with support). (W.5.5)</p>	<p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Accordion graphic organizer for Paragraph 2 (homework) • Partner and individual paragraphs
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> • I can find evidence in <i>Esperanza Rising</i> that will support my inferences about characters from the book. • I can analyze how Esperanza responds to a key event in the novel, and what this shows about her character. • I can write an essay in which each paragraph has a clear topic sentence, a body, and a conclusion. 	

Agenda

- Opening
 - Review of Learning Targets and Criteria for Success (10 minutes)
- Work Time
 - Guided Practice: Complete Draft Paragraph 1 (10 minutes)
 - Peer Critique of Graphic Organizer for Paragraph 2 (10 minutes)
 - Independent Writing: Drafting Paragraph 2 (15 minutes)
 - Group Discussion: How Esperanza Changes over Time; the Phoenix Metaphor (10 minutes)
- Closing and Assessment
 - Debrief (5 minutes)
 - Homework

Teaching Notes

- For this writing assignment, students are not given a formal rubric. Rather, they work with the teacher to create “criteria for success.” The rationale behind this is to ensure that students actively contribute to and *own* the criteria upon which their writing will be assessed.
- Review: Catch and Release protocol (see Appendix 1).
- Reread pages 249–250, thinking specifically about the phoenix metaphor, which students discuss in Part D of Work Time.



Lesson Vocabulary	Materials
<p>informative, explanatory, paragraph, essay, compare, contrast, topic sentence, body, conclusion, phoenix</p>	<ul style="list-style-type: none"> • <i>Esperanza Rising</i> (book; one per student) • Compare/Contrast Essay Criteria for Success anchor chart (new; teacher-created) • Students' completed graphic organizers for Paragraphs 1 and 2, as well as their incomplete draft of Paragraph 1 (from Lesson 16 classwork and homework) • Accordion graphic organizer for Paragraph Writing (from Lesson 16) • Sample graphic organizer about Chapter 3 (from Lesson 16; one to display) • Sample paragraph about Chapter 3 (from Lesson 16; one to display) • Paragraph 2 Task Card (one per student)
Opening	Meeting Students' Needs
<p>A. Review of Learning Targets and Criteria for Success (10 minutes)</p> <ul style="list-style-type: none"> • Invite a few groups that have not yet shared their two-voice poems to do so. Ask peers to give specific praise. • Review today's learning targets, which are the same as yesterday's learning targets. Use the key words in the learning targets to create the Compare/Contrast Essay Criteria for Success anchor chart with students. The chart should include the following (as well as other criteria your class identifies): <ul style="list-style-type: none"> – Citing evidence – Making inferences – Key events from the beginning and end of the novel – Paragraphs have topic sentence – Paragraphs have supporting details – Paragraphs have concluding sentence 	<ul style="list-style-type: none"> • Visuals can help ELLs and other students comprehend questions and discussions. Chart main points in answers and post all questions asked to students. • Some students may be unfamiliar with Tier 2 vocabulary words. Clarify vocabulary with students as needed.



Work Time	Meeting Students' Needs
<p>A. Guided Practice: Complete Draft Paragraph 1 (10 minutes)</p> <ul style="list-style-type: none">• Have students gather in their triad groups and take out their two completed graphic organizers for Paragraphs 1 and 2, as well as their incomplete draft of Paragraph 1.• Display the Sample Accordion graphic organizer for Chapter 3 and Sample paragraph about Chapter 3 (on chart paper) from the last lesson. Read the learning target aloud: “I can write an essay in which each paragraph has a clear topic sentence, a body, and a conclusion.”• Review as needed, based on the sample graphic organizer and paragraph about the fire in Chapter 3. Direct students to the second <i>detail</i> and <i>explain</i> on your graphic organizer about the fire. Ask students to find the sentences in the sample paragraph that correspond to these parts of the graphic organizer, which are underlined in blue. Underline the word <i>body</i> in the learning target.• Give students 10 minutes to complete the draft of their first paragraph about a challenge Esperanza faced in Chapter 5.• Use the Ink-Pair-Share protocol, having students independently write two more sentences for their second <i>detail</i> and <i>explain</i> and then share their sentence with their partners.• Repeat this process with the conclusion, which is underlined in both the graphic organizer and sample paragraph. Offer specific feedback as students share, noting good examples in which students have analyzed what Esperanza’s response to the event shows about her character.• Ask students to hold on to their Paragraph 1 draft for now.	<ul style="list-style-type: none">• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.• For students needing additional supports producing language, consider offering a sentence frame, sentence starter, or cloze sentence to provide the structure required.
<p>B. Peer Critique of Graphic Organizer for Paragraph 2 (10 minutes)</p> <ul style="list-style-type: none">• Keep students in triads and ask students to exchange the graphic organizers they completed for homework, about a second event later in the novel.• Let students know they will use the feedback from their peers to help them write, revise, and finalize their paragraphs for their final essays to be completed during the On-Demand End of Unit 2 Assessment in the next lesson.• Ask students to give each other specific, kind, helpful feedback based on their graphic organizer in the form of praises, questions, and suggestions.• Encourage them to focus on the criteria: citing evidence and explaining.• Circulate to listen in and support as needed. Identify students who may need additional support with their Paragraph 2 graphic organizer.	<ul style="list-style-type: none">• Consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information.



Work Time (continued)	Meeting Students' Needs
<p>C. Independent Writing: Drafting Paragraph 2 (15 minutes)</p> <ul style="list-style-type: none"> • Distribute the Paragraph 2 task card to students and ask them to start writing their second paragraphs. • They should begin with their Paragraph 2 graphic organizer (completed for homework) and the feedback they just received from peers. • For student reference, keep the Sample Accordion Graphic Organizer for Paragraph Writing and the sample paragraph posted where all students can see the charts. • Remind students to include a topic sentence, body, and conclusion in their paragraphs. Allow students to use the book, recording forms they created for each chapter, evidence flags, journals, note-catchers, and any relevant anchor charts with details about human rights challenges and character responses to support them during their writing. • As students work, circulate to observe and support as needed. • Collect students' draft Paragraphs 1 and 2. They will need these for their on-demand assessment during Lesson 18. 	<ul style="list-style-type: none"> • Consider writing and breaking down multistep directions into numbered elements. ELLs can return to these guidelines to make sure they are on track. • Students needing additional supports may benefit from partially filled-in graphic organizers. • For students who may be struggling, prompt them to refer to their notes from Chapter 10, since students already closely analyzed how Esperanza is growing as a person and how her response to challenges changes over time.
<p>D. Group Discussion: How Esperanza Changes over Time; the Phoenix Metaphor (10 minutes)</p> <p><i>Note: This discussion is intended as a scaffold for students' on-demand writing during Lesson 18.</i></p> <ul style="list-style-type: none"> • Tell students that in the next lesson, they will complete their essays on their own for the End of Unit 2 Assessment. • Explain that their final essay will have three paragraphs. They have already written drafts of two of those paragraphs. • The final paragraph will be about how Esperanza grew and changed over time. They will compare and contrast how she responded to an event early in the novel to her response later in the novel. Today, they will get to think about this topic some more as a class. • Orient students to page 249, fifth paragraph, where it says: "As the sun rose, Esperanza began to feel as if she rose with it." Read aloud as students follow along. End at page 250 with the last sentence of this paragraph: "Miguel had been right about never giving up, and she had been right, too, about rising above those who held them down." 	<ul style="list-style-type: none"> • Visuals can help ELLs and other students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask:<ul style="list-style-type: none">* “What is a phoenix?” If students are not familiar with what a phoenix is, explain that it is a mythological bird resembling an eagle that lived for a long time, then would burn itself out and be reborn from the ashes. Also explain that a phoenix commonly appears in literature as a symbol of the end of one life and the beginning of a new life.• Ask students to Think-Pair-Share regarding these questions:<ul style="list-style-type: none">* “In what ways does Esperanza change as a person throughout the novel?”* “Why do you think the author chose to compare Esperanza to a phoenix in these last pages of the book?”• Record student responses on chart paper so they may use them as a reference during the End of Unit 2 Assessment.	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Ask students to consider:<ul style="list-style-type: none">* “Would you have wanted to be Esperanza’s friend at the beginning of the novel? Would you want to be her friend at the end of the novel? Why or why not?” Allow students to Think-Pair-Share their responses.	<ul style="list-style-type: none">• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue gathering any evidence to use in your End of Unit 2 assessment.	

For your homework last night, you were asked to do the following:

Choose an event (from Chapters 8–15) that you want to write about. It should be a time when she responds to or witnesses some type of challenge.

You might have chosen one of these events, or another event in the novel:

- a. Chapter 8 – Marta talking to workers about the strike
- b. Chapter 10 – Mama and Esperanza working in the fields when Mama becomes ill
- c. Chapter 11 – Going to Mr. Yakota’s grocery store; meeting *campesino* family
- d. Chapter 12 – Marta hiding from immigration officers

You completed a graphic organizer about the event you chose.

Now, write Paragraph 2 about the event you chose from Chapters 8–15.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can use quotes to explain the meaning of literary texts. (RL.5.1)</p> <p>I can use quotes to support my inferences in literary texts. (RL.5.1)</p> <p>I can determine a theme based on details in the text. (RL.5.2)</p> <p>I can summarize a literary text. (RL.5.2)</p> <p>I can compare and contrast literary elements using details from the text. (RL.5.3)</p> <p>I can write an informative/explanatory text. (W.5.2)</p> <p>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)</p> <p>With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)</p> <p>I can choose evidence from literary or informational texts to support analysis, reflection and research. (W.5.9)</p>	<p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Accordion graphic organizers • Partner and individual paragraphs • End of Unit 2 Assessment: On-Demand Analytical Essay about How Esperanza Changes over Time
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> • I can find evidence in Esperanza Rising that will support my inferences about characters from the book. • I can write an informative/explanatory three-paragraph essay that analyzes how Esperanza responds to two key events, and compares and contrasts her response to events over time. • I can write an essay in which each paragraph has a clear topic sentence, a body, and a conclusion. 	<p>Ongoing Assessment</p> <ul style="list-style-type: none"> • Accordion graphic organizers • Partner and individual paragraphs • End of Unit 2 Assessment: On-Demand Analytical Essay about How Esperanza Changes over Time



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Review of Learning Targets and Criteria for Success (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Engaging the Writer: Esperanza from Beginning to End (10 minutes) B. End of Unit 2 Assessment: Revising Paragraphs 1 and 2, Writing Paragraph 3 (35 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Self-Assessment (5 minutes) 4. Homework 	<ul style="list-style-type: none"> • Because this is an on-demand assessment, students will need to complete their essays independently, without support.
Lesson Vocabulary	Materials
<p>informative, explanatory, paragraph, essay, compares, contrasts, topic sentence, body, conclusion, phoenix</p>	<ul style="list-style-type: none"> • Esperanza Rising (book; one per student) • Students' draft Paragraphs 1 and 2 (from Lesson 17) • Accordion graphic organizers (from Lessons 16 and 17) • Compare/Contrast Essay Criteria for Success anchor chart (from Lesson 17) • End of Unit 2 Assessment: On-Demand Analytical Essay about How Esperanza Changes over Time (one per student) • End of Unit 2 Assessment: On-Demand Analytical Essay about How Esperanza Changes over Time (Self Assessment) • NYS Grades 4-5 Expository Writing Evaluation Rubric (for Teacher Reference)



Opening	Meeting Students' Needs
<p>A. Review of Learning Targets and Criteria for Success (10 minutes)</p> <ul style="list-style-type: none"> • Allow any remaining groups that have not shared their two-voice poems to do so. Again have peers give specific praise. • Review today's learning targets and the Compare/Contrast Essay Criteria for Success anchor chart, created in the previous lesson. Ask students if there are any additional criteria they want to add to the chart, based on their paragraph drafts and the peer critique they received during Lesson 17. 	<ul style="list-style-type: none"> • Provide nonlinguistic symbols to assist ELLs and other struggling readers in making connections with vocabulary. • Providing anchor charts for processes, such as Criteria for Success, helps all learners understand expectations clearly.
Work Time	Meeting Students' Needs
<p>A. Engaging the Writer: Esperanza from Beginning to End (10 minutes)</p> <ul style="list-style-type: none"> • To help students prepare for their End of Unit 2 Assessment, ask a series of questions about how Esperanza changes over the course of the novel. (Choose to do this whole group or in triads.) • Remind students of their discussion about the phoenix from the final chapter. As questions are posed, ask several students to share their thinking with the group. Ask students the following: <ul style="list-style-type: none"> * "Do you think Esperanza grew and developed as a person throughout the novel? Support your answer with evidence from the novel." * "Compare: In what ways does Esperanza still behave the same at the end of the novel as she did in the beginning? Give examples." * "Contrast: In what ways is Esperanza different at the end of the story than she was in the beginning? Give examples." * "What is your opinion of Esperanza at the end of the novel?" 	<ul style="list-style-type: none"> • ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language. • For students needing additional supports producing language, consider offering a sentence frame, sentence starter, or cloze sentence to provide the structure required.



<p>Work Time (continued)</p> <p>B. End of Unit 2 Assessment: Revising Paragraphs 1 and 2, Writing Paragraph 3 (35 minutes)</p> <ul style="list-style-type: none"> Post the End of Unit 2 Assessment: On-Demand Analytical Essay about How Esperanza Changes over Time for all students to see. Read through the prompt and clarify any terms as necessary. Tell students that while they are revising and writing their final paragraphs comparing and contrasting Esperanza's character development over time, they will want to consider the peer critique they received during the previous lesson. They should also refer to the anchor chart: Compare/Contrast Criteria for Success (from Lesson 17); the sample paragraph on chart paper; the discussion at the beginning of class as well as the discussion about Esperanza being compared to a phoenix during the previous lesson (student responses recorded on chart paper); their evidence flags, recording forms/note-catchers, journals, and other relevant anchor charts about human rights challenges and character responses, as tools to support them during the final writing process. Collect students' essays to formally assess. 	<p>Meeting Students' Needs</p> <ul style="list-style-type: none"> Consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. Optional extension: If any students finish early, offer the option to create an accompanying illustration for their essays that shows how Esperanza's responses to human rights challenges changed over the course of the novel.
<p>Closing and Assessment</p> <p>A. Self-Assessment (5 minutes)</p> <ul style="list-style-type: none"> Ask students to turn to their End of Unit 2 Assessment (Self-Assessment). Invite them to complete this self-assessment then hand it in with their complete essays. Ask students to share what they celebrated about their essays on the self-assessments they just completed. Make sure to congratulate students on completing the novel and their analysis essays of Esperanza as a character. Remind students that in Unit 3, they will get to write and perform scenes based on some of the key events in Esperanza Rising. 	<p>Meeting Students' Needs</p> <ul style="list-style-type: none"> For students needing additional supports producing language, consider offering a sentence frame, sentence starter, or cloze sentence to provide the structure required.
<p>Homework</p> <ul style="list-style-type: none"> None <p>Note: In the next unit, students will be learning about and participating in Readers Theater. Familiarize yourself with what Readers Theater is and how it is used with students in the classroom (see Unit 3 Overview for suggested resources).</p>	<p>Meeting Students' Needs</p>

Name:

Date:

Analytical Essay about How Esperanza Changes over Time

How does Esperanza change over time? Analyze how Esperanza responds to events early and late in the novel. Then compare her response to the two events. What do her responses show about her as a person?

1. Your first paragraph will be about a key event in Chapter 5: “Las Guayabas/Guavas,” when Esperanza is on the train to the United States. You have already planned and drafted this paragraph. Today, you can revise it to make it stronger.
2. Your second paragraph will be about the key event you chose from later in the novel. You have already planned and drafted this paragraph. Today, you can revise it to make it stronger.
3. Your third paragraph is NEW writing that you need to do ON YOUR OWN today. In this paragraph, you should compare (discuss similarities) and contrast (discuss differences). How does Esperanza respond to challenges differently at the end of the novel than she did in the beginning? Be sure to cite specific evidence from the text to support your analysis.



Topic:

Detail:

Explain:

Detail:

Explain:

Conclusion:



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Name:
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Date:
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Criteria for Success and Self-Assessment

Write three paragraphs.

Each paragraph has a clear topic sentence.

Each paragraph has at least two specific details.

Each paragraph includes an explanation of the details.

Each paragraph includes a conclusion explaining what this shows about Esperanza.

Indent the first sentence of each paragraph.

Write in complete sentences.

Explain how Esperanza changes over time.

1. Write one “star”: something you are proud of and want to “celebrate” about your essay:

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2. Write one “step”: something you think you need to work on or would like to improve to become a strong independent writer:

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CRITERIA	CCLS	SCORE				Essays at this level:
		4	3	2	1	
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support an analysis of topics or texts COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	W.2 R.1–9	—clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate insightful comprehension and analysis of the text(s) —develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence —exhibit clear, purposeful organization	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension and analysis of the text(s) —develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety —exhibit clear organization	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s) —partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence inconsistently —exhibit some attempt at organization	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s) —demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant —exhibit little attempt at organization, or attempts to organize are irrelevant to the task	—demonstrate a lack of comprehension of the text(s) or task —provide no evidence or provide evidence that is completely irrelevant —exhibit no evidence of organization
	W.2 W.9 R.1–9	—skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented —demonstrate grade-appropriate command of conventions, with few errors	—link ideas using grade-appropriate words and phrases —use grade-appropriate precise language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented —demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—inconsistently link ideas using words and phrases —inconsistently use appropriate language and domain-specific vocabulary —provide a concluding statement that follows generally from the topic and information presented —demonstrate emerging command of conventions, with some errors that may hinder comprehension	—lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement that is illogical or unrelated to the topic and information presented —demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement —are minimal, making assessment of conventions unreliable
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—exhibit clear, purposeful organization —skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented —demonstrate grade-appropriate command of conventions, with few errors	—exhibit clear organization —link ideas using grade-appropriate words and phrases —use grade-appropriate precise language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented —demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement that is illogical or unrelated to the topic and information presented —demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—exhibit no evidence of organization —exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement —are minimal, making assessment of conventions unreliable	

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.