



National Center and State Collaborative

Language Arts Sample Systematic Instruction Script (LASSIS): Unit 3 Elementary School Narrative Text

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National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.



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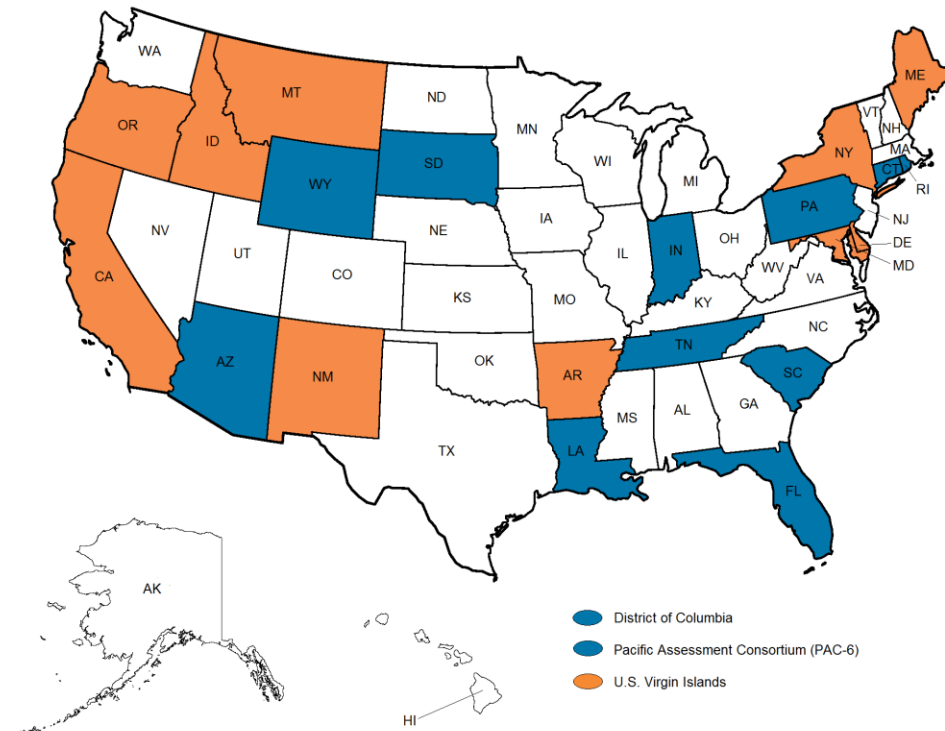


National Center and State Collaborative

NCSC is a collaborative of 13 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Indiana, Louisiana, Pacific Assessment Consortium (PAC-6)¹, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

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*Core partner states are blue in color and Tier II states are orange in color.

¹ The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).



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The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.



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Language Arts Sample Systematic Instruction Script (LASSIS): Unit 3 Elementary School Narrative Text

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LASSIS: Language Arts Sample Systematic Instruction Script

Key Text: Excerpt from *Esperanza Rising* (Ryan, 2000)

Grand Band: Elementary School (Grades 3-5)

Focus: Building Understanding with Literature









Topic	Core Content Connectors	Common Core State Standard	Essential Understanding	LASSI Objectives
PASSAGE COMPREHENSION: Story Elements	3.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).	3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Identify a character, setting, event, or conflict THEN Describe how a character or setting relates to an event in the story.	<ol style="list-style-type: none"> 1. Identify who, where, what. Define the words character, setting, event, and conflict. 2. Answer questions that involve 2 of the elements (e.g., character and event).





Topic	Core Content Connectors	Common Core State Standard	Essential Understanding	LASSI Objectives
PASSAGE COMPREHENSION: Character Traits	4.RL.I1 Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description.	4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	Identify a character in text THEN Identify a character’s trait (e.g., physical trait or action). THEN Identify a detail that supports that trait.	3. Identify traits or actions of a character using a graphic organizer.
	5.RL.d1 Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison.	5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Identify characters, setting, and events in a story THEN Describe characters, settings, and events within a story THEN Use descriptions to identify two similar characters, settings, or events within a story.	4. Compare two characters, events, settings using details from the story (e.g., how did each one feel about ...).
PASSAGE COMPREHENSION: Summarize the Story	5.RL.c2 Summarize a text from beginning to end in a few sentences.	5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Identify what happens in the beginning of a story THEN Identify what happens at the end of a story THEN Sequence what happens first, next, and last THEN	5. Summarize a story using own words or picture sequence by identifying first, next, last (constructed response)

Topic	Core Content Connectors	Common Core State Standard	Essential Understanding	LASSI Objectives
			Sequence the beginning, middle, and end of a story.	
	5.RL.c3. Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.	5.RL.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.		6. Select details across chapters that support the literary theme.
USING CONTEXT CLUES	5.RWL.a2 Use context to determine the meaning of unknown or multiple meaning words or phrases.	5.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of the word or phrase.	Identify unknown words. THEN Identify multiple meaning words. THEN Determine the meanings of a multiple meaning word within context.	7. Use context clue strategy
Be sure to provide specific practice to students on the skills that correspond to their grade level.				

Materials Needed: Print the story. Print, cut, and laminate response boards and response options attached to the end of this lesson. We recommend putting the story in a three ring binder with page protectors and enlarging the print (if necessary). Note that the stories are written in Level 3 text (no picture icons; the Lexile level of the adapted story is about half the grade level text). See notes on “Build Towards Grade Level Competence” for moving students towards grade level text (Level 4). Teachers may modify the story by adding the vocabulary picture icons, simplifying sentences, and deleting nonessential sentences (Level 2 text). We also have provided some Level 2 text examples in the “Build Towards Independent Reading” section. The repeated story line is written simply (Level 1 text) and can be emphasized for students with emergent literacy (e.g., Tomorrow is Esperanza’s birthday!) For students with the most significant or multiple disabilities, objects can be used to augment the story (e.g., a doll to represent Esperanza, party favor for birthday).

BUILD ESSENTIAL UNDERSTANDING (See teacher materials for response boards.)		
INTRODUCE TEXT (<i>attention getter activity</i>) (Show pictures or objects of different things you find at a birthday party [e.g., birthday cake with candles, presents, party games, and decorations]. Ask students how they celebrate their birthdays. Show the book <i>Esperanza Rising</i> .) We are going to be reading a book about a young girl who has a fiesta on her birthday.		
Step	Teacher Says/Does	Student Response
1.	Find the title of our book.	Points to title. (Teacher reads title. If student needs help, use LIP) REMEMBER TO PRAISE EACH CORRECT RESPONSE! 
2.	Find the author of our book. The author is the person who wrote our story.	Points to author. (Teacher reads author's name. If student needs Help, use LIP) 
3.	A character is a person in a story. "Who" asks for the name of a character, a person in a story. Listen for who is a character in our story as I read the first sentence of our story (read 1st sentence). Who is the main character in the story?	Selects "Esperanza". (Option: Give student 4 pictures from which to make a selection). If not correct, use the LIP for finding answer in text. Also remind student "who" asks for a person's name.   Option: Use examples/nonexamples of characters/not characters.
4.	The setting is a place in our story. "Where" asks for the setting or a place in our story. Listen for where the story takes place as I read the second sentence (read 2nd sentence). Where is the setting of the story?	Selects "ranch". (Option: Give student 4 pictures from which to make a selection). If not correct, use the LIP for finding answer in text  

"Good! This is the title!"

		Option: Use examples/nonexamples of setting/not setting.
5.	<p>The setting can also a time or date in a story. “When” asks about a time or date. Listen for when the story happens as I read the third sentence of our chapter (read 3rd sentence).</p> <p>When does the story happen?</p>	<p>Selects “1924”. (Give student 4 pictures from which to make a selection). If not correct, use the LIP for finding answer in text.</p>   <p>Option: Use examples/nonexamples of time or date/not time or date.</p>
6.	<p>An event is something that happens in the story. “What” asks about an event or what happens in the story. Listen for the event that is about to happen as I read the fourth sentence (read 4th sentence).</p> <p>What event is about to happen?</p>	<p>Selects “grape harvest”. (Give student 4 pictures from which to make a selection). If not correct, use the LIP for finding answer in text.</p>   <p>Option: Use examples/nonexamples of event/not event.</p>
7.	<p>I have a special job for you to do today while I read the chapter. I want you to listen for what happens to Esperanza. She’s excited about her birthday. When I read “Tomorrow is Esperanza’s <u>birthday</u>”, I want you to help me read “<u>birthday</u>.” (Hold up a sentence strip with the words “Tomorrow is Esperanza’s birthday.” Point to the words as you read them, but wait for student to read the last word.) Let’s practice: Tomorrow is Esperanza’s <u>birthday</u></p>	<p>Reads “birthday” (e.g., student may use voice output device to say “birthday” or speak the word to help read it).</p>


BUILD A GRADE-ALIGNED COMPONENT: I. WORD STUDY

3rd, 4th, 5th Objective: Identify and define key words related to the story. (See teacher materials for vocabulary and pictures.)



READER OPTION: Student reads each sight word and matches it to the picture.

LISTENER OPTION: Teacher reads the word, student finds the picture. (More support: some students may need to select an object paired with the picture) [e.g., use a small figure of a girl to represent Esperanza, man for Papa, woman for Mama, older woman for Abuelita, party favor for fiesta, cow for vaqueros].

Before we read our story, let's review some key words we will find in the first chapter. Read (or listen for) the word and then show me the picture that goes with the word. (Go through the vocabulary at a rapid pace).

Step	Teacher shows (or reads) each word	Student Response
8.	Esperanza	 Reads/selects "Esperanza". Matches to picture. (Time delay is an excellent strategy to teach the words. Begin with a 0-sec delay round so students learn the words without error. Then use a delayed round (e.g., 4-sec) for students to anticipate the correct response.)
9.	Papa	Reads/selects "Papa". Matches to picture.
10.	Mama	Reads/selects "Mama". Matches to picture.
11.	Abuelita (grandmother)	Reads/selects "Abuelita". Matches to picture.
12.	ranch (a large farm)	Reads/selects "ranch". Matches to picture.
13.	harvest (a time for gathering crops)	Reads/selects "harvest". Matches to picture.
14.	vaqueros (a cowboy)	Reads/selects "vaqueros". Matches to picture.
15.	campesinos (a person who works in the fields)	Reads/selects "campesinos". Matches to picture.
16.	fiesta (a party)	Reads/selects "fiesta". Matches to picture.
17.	grapes (a small round fruit that grows in clusters on a vine)	Reads/selects "grapes". Matches to picture.
18.	tradition (something you do year after year in the same way)	Reads/selects "tradition". Matches to picture.
<p>READER OPTION (this step is optional for students who are learning to read independently): Sometimes we can read a new words by sounding out the letters. Let's try a few. I'll show you a word. Read it and show me the picture. (You may substitute words and pictures related to phonics skills your students are learning).</p>		
Step	Teacher shows each word (do not read it)	Student Response
19.	old	Reads "old". Points to picture of old. (If student needs help on these words, show how sound it out /o/ /l/ /d/.)

20.	job	Reads "job". Points to picture of a job
21.	doll	Reads "doll". Points to picture of a doll
22.	day	Reads "day". Points to picture of day
23.	big	Reads "big". Points to picture of something that is big

BUILD A GRADE-ALIGNED COMPONENT: II. PASSAGE COMPREHENSION		
Before we begin reading, let's think about what this story is about. The name of the story is <i>Esperanza Rising</i> (show students the front of the book). We said Esperanza is excited because it is almost her birthday. We also know from reading the first few sentences that she lives on a ranch with her Papa and Mama and that it is time for the grape harvest.		
Step	Teacher Says/Does	Student Response
24.	<p>Based on what we have read, which of these do you think the story will be about?</p> <ul style="list-style-type: none"> -growing grapes on the vine -Esperanza and her family -Papa and his dog -a bad storm 	Selects one answer (Note: any answer is okay for now; this is their guess. If doing this with a group, have each student respond and tally how many "votes" each answer gets.)
25.	<p>I am going to read the first chapter aloud. Follow along with me. The title of the chapter is "Las Uvas". This means "grapes" in Spanish. Remember, you are going to help me read "birthday!" when I say "Tomorrow is Esperanza's _____!" Ready?</p> <p>(Read the chapter aloud. When you get to "Tomorrow is Esperanza's <u>birthday!</u>" read the sentence once. Then repeat "Tomorrow is Esperanza's _____". Pause for students to read "birthday!" NOTE: Some students may read other key vocabulary words when you come to them.)</p>	<p>Reads "<u>birthday!</u>" (May use a voice output device). Use LIP if does not respond correctly.</p> 
READ ADAPTED TEXT: Read Chapter 1 aloud. Some students may be able to read this passage or parts of this passage aloud independently. All students should follow along with their own copy of the adapted text.		
26.	<p>Now that we've read the chapter, let's review our predictions. (Show the sentence strips again and review student choices.) [e.g., Some of you thought the story</p>	<p>Communicates "Esperanza". Students may point to the picture of Esperanza, say it aloud, or use AAC device. If students need more help, point to and</p> 







	would be about] We can use key details from our story to support our choice. Here are some details from our story. (Display 3 details on board or table). <ul style="list-style-type: none"> - Esperanza begins the grape harvest. - Abuelita teaches Esperanza to crochet. - Esperanza is worried because Papa is late. Who is each one of these key details about?	emphasize the word “Esperanza” as you read each detail again. Use LIP if student does not provide the correct response.
27.	Here are the prediction sentences that I showed you earlier. Which of these sentences tells what the chapter was about (If necessary, review statements) <ul style="list-style-type: none"> -growing grapes on the vine -Esperanza and her family -Papa and his dog -a bad storm 	Communicates “Esperanza and her family”. Students may point to or read the sentence strip. Use LIP if student does not provide the correct response.
3rd, 5th Objectives: Answer questions involving two story elements [e.g., character and event] and compare two characters, events, or settings using details from the story. (See materials for response options.) READER OPTION: Use the sight words as the response options. LISTENER OPTION: Use the pictures as the response options.		
Step	Teacher Says/Does	Student Response
28.	Let’s answer some questions about our story. We will use the story to help us find the correct answers. Action is what the characters do in the story. Let’s match the characters with their actions. (Display individual pictures of Esperanza, Papa, Mama, Abuelita, vaqueros, and campesinos on the table or board.) (Hold up a picture of grapes). Who begins the grape festival?	Places picture of grapes with Esperanza’s picture. (See LIP for text in <i>Instructional Resource Guide</i> for more detail.) Note: Objects can be substituted for pictures for students who are just beginning to understand symbols (e.g., they would match the object with the correct character). Option: For students who can, give them the action cards and ask them to match them to the character cards.
29.	Hold up a picture of cows. Who takes care of the cows?	Places picture of cows with picture of vaqueros.
30.	Hold up picture of man singing. Who serenades Esperanza on her birthday?	Places picture of man singing with Papa’s picture.
31.	Hold up picture of a crocheted blanket. Who teaches Esperanza to crochet?	Places picture of blanket with Abuelita’s picture.





32.	Hold up picture of Papa's brothers. Who is kind to Papa's brothers?	Places picture of Papa's brothers with Mama's picture.
33.	Later in the story, Esperanza is worried about Papa. Why is Esperanza worried about Papa? (Reread the first sentence of paragraph 5, if needed.)	Selects "because Papa is late". If student does not select the correct answer for these questions, reread the portion of text with correct answer and ask again.
34.	Who else is worried about Papa? (Reread paragraph 5, if needed.)	Selects "Mama and Abuelita".
Generalization: On future days, ask different "wh" questions to encourage students to think about the type of "wh" question begin asked and to prevent students from memorizing the answers.		
4th Objective: Identify traits or actions of a character using a graphic organizer. (See teacher materials for graphic organizer.)		
Step	Teacher Says/Does	Student Response
35.	A trait describes what a person is like. Traits can be how a person looks or something they do. (Tell students one of your traits. Ask students to identify one trait they have. Try to get examples of both traits you can see [e.g., tall] and traits you can't see [e.g., kindness]. We are going to record the traits of some of the characters in the story on a graphic organizer. We'll start with Esperanza's grandmother, Abuelita. First, let's put her picture in the middle of our graphic organizer so we know the traits are about her.	Affixes a picture of Abuelita to the center. (Options: some students may be able to write the word "Abuelita" in the center of the graphic organizer.)
36.	Next, I'm going to read a paragraph from our story that describes one of Abuelita's traits. Listen for one of Abuelita's traits as I read a passage from the story again. (Reread paragraph 6.) What is one of Abuelita's traits?	Communicates a picture of "kind" (e.g., someone helping someone else). Use LIP if student does not respond correctly.



5th Objective: Select details across chapters that support the literary theme.

Step	Teacher Says/Does	Student Response
37.	<p>A theme is the main idea or what the story is about. Let's work together to find a theme in our story. We'll begin by finding some facts about our main character, Esperanza.</p> <p>Who is Esperanza's father?</p> <p>Write each fact under Esperanza's name. Write "father - Papa"</p>	<p>Communicates "Papa".</p> <p>Use LIP if student does not respond correctly.</p> 
38.	<p>Who is her mother?</p> <p>Write "mother - Mama"</p>	<p>Communicates "Mama".</p> <p>Use LIP if student does not respond correctly.</p> 
39.	<p>Who else lives with Esperanza and her parents?</p> <p>Write "grandmother – Abuelita"</p>	<p>Communicates "Abuelita".</p> <p>Use LIP if student does not respond correctly.</p> 
40.	<p>Does Esperanza have any brothers or sisters?</p> <p>Write "brothers or sisters – no"</p> <p>If Esperanza doesn't have any brothers or sisters, Papa, Mama, and Abuelita must be very important to her.</p>	<p>Communicates "no".</p> <p>Use LIP if student does not respond correctly.</p> 
41.	<p>We read that Esperanza begins the grape harvest and Papa kisses the first cluster of grapes that she picks. We also read that Abuelita teaches her to crochet. Do you think that Esperanza spends a lot of time with her family?</p> <p>Write "yes"</p> <p>Esperanza spends a lot of time with her family, they must be very important to her.</p>	<p>Communicates "yes".</p> <p>Use LIP if student does not respond correctly.</p> 
42.	<p>Let's review the facts about Esperanza. (Read each one aloud.)</p> <ul style="list-style-type: none"> -Cooking is fun -Sisters are great friends -Family is important 	<p>Communicates "Family is important"</p> <p>(If student does not respond correctly, don't correct yet. Go to next step and then come back to this step.)</p> 

	-Growing up on a ranch is hard Which of these might be the theme of our story?	
43.	Let's read a passage from chapter 9 that shows that family is important to Esperanza. "Papa is dead. Mama is in the hospital. Abuelita is in Mexico. Esperanza misses her family." Who does Esperanza miss? Right! She misses her family. Family is important to Esperanza.	Communicates "her family" Use LIP if does not respond correctly; rereading part of text that gives the answer. 
5th Objective: Summarize a story using own words or picture sequence by identifying first, next, last (constructed response).		
Step	Teacher Says/Does	Student Response
44.	Tell me the story in your own words. What happened first? (<i>Option:</i> The goal of this part of the lesson is for students to summarize the story <i>in their own words</i> . As they are learning to summarize story events, it might be helpful for them to organize the events in a graphic organizer. Two are included in the teacher materials. One can be used with pictures and the other with sentence strips.)	Communicates "grape harvest begins". Prompt: For all the responses in this section, if students are unable to summarize the events in the story in their own words, show them a picture that represents the event and model how to summarize the events for them (e.g., Point to picture of grapes and say, "First, the grape harvest begins.")
45.	What happened next?	Communicates "Esperanza's birthday" or "fiesta"
46.	What happened last?	Communicates "Papa is missing"
47.	Remember that each chapter title has a special meaning. This chapter was called "Los Uvas - Grapes". Why do you think the author called it that?	Communicates "because the chapter began with Esperanza starting the grape harvest." Use LIP if student does not respond correctly. 

BUILD A GRADE-ALIGNED COMPONENT: III. CONTEXT CLUES

5 th Objective: Use a context clue strategy to figure out the meaning of unknown words. (See materials for response board.)		
Step	Teacher Says/Does	Student Response
48.	<p>Sometimes the story has new words you don't know. One way to figure out the meaning of a word is from the context. The context is the other words around it. You use the hints and clues of the other words to make a guess about the meaning of the new word. Let's see if you can use this strategy to figure out the meaning of new words.</p> <p>Here's our first sentence. "The <u>vaqueros</u> take care of the cows." Can you guess what "vaqueros" means?</p>	<p>Selects picture of men on horses taking care of cows (e.g., cowboy).</p> <p><i>(Option: To make this a game, give student a point for each correct answer. Students may compete as teams; or if only one student, let student try to get correct answer faster than you do.)</i></p>
49.	<p>Here's another sentence with a new word. "The <u>campesinos</u> work in the fields." Who can find what campesinos mean?</p> <p>Nice job! You are really getting the hand of this! Now I'm going to give you a tougher one.</p>	<p>Selects a picture of workers in a field.</p> <p>Use same strategy for prompting as above/and same game format.</p>
50.	<p>"Tradition" is one of our vocabulary words. We know from the story that tradition is something you do year after year in the same way. Listen to this next sentence to hear one of Esperanza's birthday traditions. "It is a <u>tradition</u> for Papa and the other men from the ranch to serenade her at sunrise with the birthday song."</p> <p>What is an example of a 'tradition' for Esperanza?</p>	<p>Selects a picture of men singing.</p>
51.	<p>Remember, tradition is something you do year after year in the same way. There many kinds of traditions. For example, Esperanza has another tradition for her birthday. See if you can figure out another birthday tradition as I read this passage. "She will open gifts on her birthday."</p>	<p>Selects a picture of a gift.</p>

	What is another birthday tradition?	
52.	You may have family traditions or things you do every year just like Esperanza and her family, but I bet they are different. What is one of your family traditions? Complete the following sentence, “One of my family traditions is to _____.”	Completes the sentence. Options: students can select a picture from ones you have prepared (e.g., get gifts on my birthday, decorate the Christmas tree) to complete the sentence or they can write a response. This activity can also be completed as a group by writing the sentence on the board and listing student responses.
Note: To help students generalize, try other multiple meaning words in future lessons. Point out these words in everyday activities.		
Thanks for reading this story with me. You did a wonderful job with our story today. I can't wait to see what Esperanza does next.		

ADDITIONAL ACTIVITIES TO EXTEND AND ENRICH THE LESSONS (see teacher materials for graphic organizers)



Christmas Web Search. The ability to compare and contrast is an important skill for students. Using a graphic organizer, like a Venn Diagram, is helpful. For this activity, students conduct an internet web search of websites that provide

information on Hispanic celebrations of Christmas. The students will use a Modified Venn Diagram to Compare and Contrast the celebration of Christmas in America and in Hispanic countries.

To conduct the web search, students can work in small groups with an adult to complete the Christmas Web Search (on right). If needed, an adult can model how to open Internet Explorer and type in the URL.

Next, an adult can model how to find the information on the page and place it on the Modified Venn Diagram.

As always, when using the internet, be cautious that students do not to follow any hot links off of the web pages, because those have not been checked for content.

Christmas Web Search Websites:

Visit these websites to discover information about the celebration of Christmas in Hispanic countries. Use it to help you complete the Venn diagram (see teacher materials).

Celebrating Christmas in Mexico – Posadas

<http://www.mexonline.com/christmas.htm>

"Las Posadas"

<http://www.mexconnect.com/MEX/austin/posadas.html>

Understanding the Hispanic Culture

<http://ohioline.osu.edu/hyg-fact/5000/5237.html>



Yarn Doll

In chapter 4, Mama makes a yarn doll for a little girl. Below are the directions for making one for yourself or one to give away as Mama did. You'll need a ball of yarn, scissors, a ruler, and a book to wrap the yarn around.

Directions:

1. Cut 7 12'-long pieces of yarn and set them aside. You'll use these later.
2. Holding the ball of yarn in one hand and the book in the other, wrap the yarn around the book from top to bottom 50 times. Then cut the yarn to separate it from the ball.
3. Use one of the 12" pieces of yarn and place it between the book and the yarn. (Imagine you are putting the yarn through the center of a donut.) Tightly tie together the 50 strands of yarn wrapped around the book.
4. Pull the yarn off the book. Hold the yarn loop so the tie is at the top. This will be the top of your doll's head. Tie another 12" piece of yarn an inch or two below the first one, gathering all 100 strands of yarn to create a round head. Tie it tightly with a double knot.
5. Cut the yarn loops apart at the end opposite the head. These strands of yarn will be used to make the doll's body and limbs.
6. Separate the yarn below the head into three sections – two arms (12 strands each) and the torso (26 strands). Tie a 12" piece of yarn around the middle section, 2 inches below the head, to form the doll's torso. Remember to leave the arms free.
7. Separate the bottom yarn below the torso into two legs. Braid each arm and leg and use the 4 remaining 12" pieces of yarn to tie at each end. Leave at least an inch of loose yarn at the ends as hands and feet. Trim any stray yarn. Now your doll is complete.

Other Ideas:

- Grow a vegetable garden
- Crochet a blanket
- Make your own piñata
- Make a class-sized paper quilt with pictures of fruits, vegetables, characters, settings, and symbols from the novel.
- Try making one of these foods from the novel [e.g., coconut, lime, and papaya salad, or salsa and chips, or tortillas].

NOTE TO TEACHER: Repeat the lesson using these targets

Chapters	Key vocabulary	Main Idea & supporting detail	Theme & supporting detail	Character/ Traits	Passages for using context clues
2	ambushed bandits papayas funeral estate	Life changes for Esperanza and Mama after Papa is murdered. <ul style="list-style-type: none"> • Papa’s brothers come every day to take care of the family business. • Papa leaves the house to Mama and Esperanza. The land he leaves to his brother, Tio Luis. • Tio Luis wants to marry Mama and send Esperanza to a boarding school. 	Death and change <ul style="list-style-type: none"> • Yesterday, Papa and his vaqueros were ambushed and killed. • Esperanza is calm in front of the adults. But, when she is alone in her room, she cries. • Mama does not want to marry Tio Luis, but, she does not want to leave the ranch either. 	Esperanza – calm Passage: <i>Esperanza is calm in front of the adults.</i>	Who can find what “respects” means? Passage: <i>Many people come to the ranch to pay their respects. They bring lots of flowers and food.</i>
3	servants poor box travel papers orchard figs	Esperanza and Mama must leave their home. <ul style="list-style-type: none"> • The fire spreads from the house to the stables and the vineyard. Soon everything is gone. • Mama decides to move to America. • Abuelita cannot go with them. She hurt her ankle in the fire. • That night Mama and Esperanza leave through the fig orchard. 	Change is hard <ul style="list-style-type: none"> • Mama does not want to marry Tio Luis. • Esperanza and Mama are poor now and have no money for clothes. • Esperanza is sad and angry about leaving the ranch. 	Esperanza – sad and angry Passage: <i>Esperanza is sad and angry about leaving the ranch.</i>	Who can find what “spreads” means? Passage: <i>The fire spreads from the house to the stables and the vineyard.</i>
4	guavas board peasant crocheting	It is a long journey to America <ul style="list-style-type: none"> • They ride in the cramped wagon for two days. • They ride on the train for 	Life is different for the poor <ul style="list-style-type: none"> • The car is loud and dirty. • Esperanza has never 	Miguel – happy Esperanza – cross Passage: <i>Miguel</i>	Who can find what “board” means? Passage: <i>They do not board the fancy</i>

Chapters	Key vocabulary	Main Idea & supporting detail	Theme & supporting detail	Character/ Traits	Passages for using context clues
		<p>several more days.</p> <ul style="list-style-type: none"> Mama passes the time crocheting lace doilies. 	<p>seen so many pheasants before.</p> <ul style="list-style-type: none"> Some people have animals with them. Esperanza is sure she does not belong here. 	<p>is as happy about going to America as Esperanza is cross.</p>	<p>car like she did once with Papa. Instead, they get on a car lined with benches and crowded with people.</p>
5	<p>border immigration papers Mexican National cantaloupes waiting patchwork</p>	<p>Esperanza has a new home.</p> <ul style="list-style-type: none"> Esperanza and Mama have to pass through immigration. Finally, he stamps each page with the words “Mexican National”. They board another train for Los Angeles. They crowd into an old truck. The Mexican camp where they will live and work is a long way away. 	<p>The danger of stereotypes</p> <ul style="list-style-type: none"> The officer questions Esperanza first. He looks at them a long time. Mama greets the campesino family warmly. Marta calls Esperanza a princess. 	<p>Esperanza – afraid Passage: <i>Esperanza is afraid she will say something wrong.</i></p>	<p>Who can find what “border” means? Passage: <i>The next morning they reach the border between Mexico and America.</i></p> <p>Option: “waiting” Passage: <i>Marta calls Esperanza a princess. She says no one will be waiting on her here.</i></p>
6-7	<p>horse stall platform shed onion skins brittle Cinderella almonds flan strike wages working conditions</p>	<p>At the camp, everyone must work.</p> <ul style="list-style-type: none"> Esperanza is not old enough to work in the shed like Mama. Instead, she watches the twins and sweeps the platform. Esperanza and Isabel shell almonds for Josefina. Josefina is making flan to sell at the fiesta tonight. 	<p>Overcoming adversity</p> <ul style="list-style-type: none"> Esperanza is not happy about the cabin. Mama tells her she can be miserable or happy. Marta sees Esperanza trying to sweep and laughs at her. Miguel teaches her to sweep. She doesn’t want to be made fun of again. 	<p>Esperanza – embarrassed Passage: <i>Esperanza is embarrassed. She runs back to the cabin.</i></p>	<p>Who can find what “shed” means? Passage: <i>Esperanza is not old enough to work in the shed like Mama.</i></p>

Chapters	Key vocabulary	Main Idea & supporting detail	Theme & supporting detail	Character/ Traits	Passages for using context clues
		<ul style="list-style-type: none"> Women sell food on tables covered with bright tablecloths. They need their jobs. 	<ul style="list-style-type: none"> Many people come from all over to attend the fiestas. She tells them to strike for higher wages and better working conditions. 		
8-9	dust storm Valley Fever infection contagious depressed potato eyes	<p>Esperanza must be brave.</p> <ul style="list-style-type: none"> It is a dust storm! Everyone is covered in dry dirt. The dust storm ruined the cotton. Mama does not get better. Esperanza needs a job to make money. Esperanza is afraid. Esperanza misses her family. 	<p>Overcoming adversity</p> <ul style="list-style-type: none"> Esperanza’s camp has voted not to strike. Still, many workers have no work. Mama will not be able to work for a long time. Mama does not get better. She is depressed. She gets a job cutting potatoes eyes. But, if they refuse to work, they will lose their cabins or be sent back to Mexico. If they do not strike, they might be hurt by the strikers. 	<p>Mama – depressed</p> <p>Passage: <i>Mama does not get better. She is depressed.</i></p>	<p>Who can find what “pottery” means?</p> <p>Passage: <i>Everyone is covered in dry dirt. They look like pottery.</i></p> <p>Option: “eyes”</p> <p>Passage: <i>New potatoes will grow from the eyes when they are planted.</i></p>
10	estimates money order avocados glycerin pneumonia market	<p>Esperanza saves her money.</p> <ul style="list-style-type: none"> Esperanza estimates that if she works until peach season she will have enough money to bring Abuelita to Mama. 	<p>The importance of family</p> <ul style="list-style-type: none"> On the way home, they see Marta and her mother walking along the road. They are living at a 	<p>Esperanza – kind</p> <p>Passage: <i>A man from the camp asks Esperanza for food. His</i></p>	<p>Who can find what “market” means?</p> <p>Passage: <i>Esperanza and Miguel go to the market for</i></p>

Chapters	Key vocabulary	Main Idea & supporting detail	Theme & supporting detail	Character/ Traits	Passages for using context clues
	piñata	<ul style="list-style-type: none"> • Every other week, she buys a money order with the money she saves. • Esperanza tells him she is saving money for Abuelita's travel. 	<p>strikers' farm.</p> <ul style="list-style-type: none"> • Many people are living on the farm. • A man from the camp asks Esperanza for food. His family is starving. 	<p><i>family is starving.... Esperanza fills his hat with beans. She gives his children the piñata.</i> (Note – the word “kind” is not used in the text, but illustrated by her actions.</p>	<p><i>groceries.</i></p> <p>Option: “ground” Passage: <i>Some live in tents. Others live on the ground.</i></p>
11	<p>strikers asparagus picket line sweep immigration</p>	<p>Esperanza is afraid.</p> <ul style="list-style-type: none"> • Armed guards stand outside the shed to protect them. • They shout and throw rocks at them to keep them from working. • The strikers frighten Esperanza. • The strikers hide rats, snakes, razor blades, and shards of glass in the asparagus. • They stop strikers and demand to see their papers. • The guards keep Esperanza and the other workers safe from the immigration officers. 	<p>Strength in unity; change is hard</p> <ul style="list-style-type: none"> • Strikers want more money for working. • But to get to the shed, they must cross the picket line. • The strike goes on for days. • Immigration officers make them get on a bus and send them back to Mexico. • The farmers need the workers to harvest the fields. 	<p>Esperanza – frightened Passage: <i>The strikers frighten Esperanza.</i></p>	<p>Who can find what “picket line” means? Passage: <i>But to get to the shed, they must cross the picket line.</i></p> <p>Option: “sweep” Passage: <i>One day, there is a sweep. It goes quiet outside. Immigration officers and police appear. They bring many buses and police cars. They stop strikers and demand to see their papers.</i></p>
12-13	peaches	Esperanza wants Mama and	The importance of family	Esperanza –	Who can find what


Chapters	Key vocabulary	Main Idea & supporting detail	Theme & supporting detail	Character/ Traits	Passages for using context clues
	second-class citizens valise furious	Abuelita home. <ul style="list-style-type: none"> Mama comes home. Esperanza tells her about the money to bring Abuelita to America. 	<ul style="list-style-type: none"> One day, Miguel comes home on a bus. Mama and Esperanza are so happy to see Abuelita. Abuelita says the Tio Luis was very mad with they left. Esperanza tells Abuelita everything that has happened since they last saw her. 	impatient Passage: <i>Miguel says to be patient. But, Esperanza is tired of waiting.</i> (Note – the word “impatient” is not used in the text explicitly, but can be implied from the text).	<p>“patient” means? Passage: <i>Miguel says to be patient. But, Esperanza is tired of waiting.</i></p> <p>Option: “seasons” Passage: <i>She does not measure time by the usual seasons.</i></p>
Students can also act out chapters by assigning different roles to each student. Nonverbal students can read their lines using an alternative communication device.					

BUILD TOWARDS GRADE LEVEL COMPETENCE (Level 4 Text): Read *Esperanza Rising* aloud to the students but use the actual non-adapted text. This will provide students with an opportunity to hear more complex vocabulary, literary elements, and author's tone that may have been removed when creating the adapted text. Here are some comprehension questions to use for each chapter.

Chapters	“Wh” questions	Additional vocabulary for this chapter
1	<p>Why did Esperanza and her father lie on the ground? What crop did Esperanza’s family mainly grow? What is the setting of the story at the beginning of the chapter, “Las Uvas?” What is the entire Ortega family celebrating at the beginning of Las Uvas? What was Esperanza’s injury, and what did it foreshadow?</p>	vineyard, valley, tendril, cuidate los dedos (watch your fingers), El Rancho de las Rosas, Sierra Madre, premonition, despair
2-3	<p>How does the chapter’s title, “Las Papayas” connect with the story? What was Esperanza’s favorite birthday gift? Why Mama did not inherit the land from the ranch? How did Tio Luis react when Mama refused to sell him the ranch house? Who said, “In Mexico, we stand on different sides of the river”? Why was the fig orchard an important place?</p>	anguish, mending, grief, rosary, Don Quixote, embroidered, porcelain, inherit, indignation, stables, corrals, salvage, tatters
4-5	<p>What is the significance of the chapter’s title, “Las Guayabas”? Why does Hortensia tell the story about the bandits? How does the train ride in Hortensia’s story contrast with Esperanza’s train ride now?</p>	wealthy, arroyo, Okies, brooded, crippled, documents, herded
6-7	<p>Who did Esperanza think sounded like people talking with sticks in their mouths? Why did Marta laugh at Esperanza and call her “Cinderella”? Where did Esperanza and Mama live at the camp? What did Alfonso and Miguel bring from the ranch?</p>	pang, cringed, bestowed, café (coffee), chorizo (sausage), tortillas, humiliation, jamaica, taunting, andale (hurry)
8-9	<p>Why did the babies get sick? What was the goal of the Mexican strikers? What event kept the strike from happening? Who got very sick after the dust storm? What was Esperanza’s first farming job?</p>	rapido (quickly), needlework, sympathetic, listless, weeping, claro (certainly), mañana (tomorrow), hija (my daughter), La Navidad, (Christmas), empanadas, tamales
10-11	<p>Why did Hortensia use avocados? Why did the doctor ask Esperanza and Miguel not to visit Mama? Why did Esperanza and Miguel go to Mr. Yakota’s market? What did Esperanza do with the donkey piñata? How did the strikers attempt to hurt those still on the job?</p>	shifted, routines, guacamole, practical, Por favor (please), aqui (right here), spigot, gracias (thank you)

Chapters	“Wh” questions	Additional vocabulary for this chapter
	Why was Marta’s camp deserted?	
12-13	Why did Esperanza doubt that Isabel would be chosen to be Queen of May? What did Esperanza give Isabel instead? Why did Esperanza leave work early one day with Alfonso? Who did Miguel bring from Mexico? When could Mexicans swim in the Okies new pool?	skeptically, novena, relapse, bushels, supervisor, spans

BUILD TOWARDS INDEPENDENT READING (Using text at 1st to 2nd grade reading level.) Have the student read the text aloud (or silently) and then answer each comprehension question.

	<p>Chapter 1 – Las Uvas (grapes) Hi! My name is Esperanza. I am 12 years old. I live with Papa and Mama on a ranch. A ranch is a big farm. This year, I have a special job. I will begin the grape harvest. Tomorrow is my birthday. We will have a fiesta. Papa will sing to me. I will open gifts. Papa always gives me a special doll. Today, Papa is late. Mama is worried. I wait with Mama and Abuelita, Mama’s mother. Abuelita teaches me to crochet. She is a kind person. Then, a wagon comes with a body in the back.</p>	<p>Questions:</p> <ol style="list-style-type: none"> 1. Who is this story about? (Esperanza) 2. Where do they live? (ranch, a large farm) 3. What is Esperanza’s special job? (begin the grape harvest) 4. Why is Esperanza excited? (her birthday, fiesta) 5. What does Papa give Esperanza on her birthday? (doll) 6. Who teaches Esperanza to crochet? (Abuelita) 7. Do you think Papa is dead? Why or why not.
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GENERALIZATION ACROSS MATERIALS - Biography. Repeat this lesson using a biography of Cesar Chavez instead of a story. Cesar Chavez was a Union leader and labor organizer who dedicated his life to improving the working conditions of migrant farmers. The biography is located in the materials section along with a response board. Cesar Chavez. (2013). *The Biography Channel website*. Retrieved 07:07, Feb 24, 2013, from <http://www.biography.com/people/cesar-chavez-9245781>

Biography	“Wh” questions	Topic/ main idea/ theme	Context clues	Other ideas
Read the biography of Cesar Chavez aloud	Who is this biography about? (Cesar Chavez) Where was he born? (Yuma,	What is this biography about? - improving the lives of migrant workers -grapes are good for	Who can find the meaning of “toiled” using the words around it? Passage: <i>When he was young, Chavez and his</i>	Timeline. Show students a timeline of Cesar Chavez’s life. Point out that Cesar Chavez was born and lived around the same time as Esperanza and her family. The timeline at the PBS link (below) has

	<p>Arizona) <i>When</i> was he born? (1927) <i>Who</i> did he want to improve the working conditions for? (migrant workers) Was he a migrant worker? (yes) <i>How</i> do you know? (find sentence in text) <i>How</i> did Chavez bring attention to the problems of farm workers? (boycotts, hunger strikes) <i>What</i> did Chavez asks people to boycott in 1968? (grapes)</p>	<p>you -Labor Unions in America -pesticides are dangerous</p>	<p><i>family toiled in the fields as migrant farm workers.</i></p> <p>Who can find the meaning of “plight” using the words around it? Passage: <i>As a labor leader, Chavez employed nonviolent means to bring attention to the plight of farm workers.</i></p> <p>Who can find the meaning of “merged” using the words around it? Passage: <i>A year later, the two unions merged, and the resulting union was renamed the United Farmer Workers in 1972.</i></p>	<p>several pictures that would make good discussion starters. Students may want to make their own timelines with pictures to display in the classroom. The Cesar Chavez timeline is found at: http://www.pbs.org/itvs/fightfields/timeline.html</p> <p>Watch a Documentary. A 2-hour documentary, The Fight in the Fields: Cesar Chavez and the Farmworkers’ Struggle, covers the full arc of Cesar Chavez life. The film can be ordered from Amazon.com.</p> <p>A Migrant Harvester’s Letters Home. Your students may also enjoy reading some letters from a migrant worker to his family in Mexico. Bernabe Garay wrote the letters to keep in touch with his family during the more than twenty years he worked as a migrant worker in the United States. Several of his letters can be found at: http://www.pbs.org/itvs/fightfields/book2.html</p>
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GENERALIZATION ACROSS MATERIALS –Poetry. Repeat this lesson using a poem instead of a story. Here is a poem and the responses you can use. The poem can be found at: <http://seedagents.wordpress.com/grow/life-of-a-plant/>. Response boards are provided in the teacher materials.

Poem	“Wh” questions	Topic/ main idea/ theme	Context clues	Other ideas
<p>Read the poem aloud</p> <p>Life of a Plant</p>	<p><i>What</i> do plants grow from? (seeds) <i>Where</i> do flowers bloom? (on stems)</p>	<p>What is this poem about? -how a plant grows -eating fruits and vegetables -a windy day</p>	<p>“Then come stems, some tall, some stout, And next the branches spread about.”</p> <p>Let’s find out what</p>	<p>After reading the poem, watch a video on the life cycle of a seed. Here is the link for one on YouTube: (1:08) http://www.youtube.com/watch?NR=1&feature=endscreen&v=zXzOi7-nx_w</p>

	<p><i>What</i> do plants give us? (fruits and vegetables) <i>How</i> do seeds travel? (by wind and water) Do you think seeds can travel other ways? (Yes/No) <i>How?</i> (student generates ideas) [e.g., insects, animals]</p>	<p>-riding a bike</p>	<p>stout means. What part of the plant is the author talking about? (stems) What other word does she use to describe stems? (tall) Tall means to grow up. Sometimes, before things grow up, they grow out. Knowing this, what do you think “stout” means? [e.g., big, fat].</p>	<p>Plant a seed and observe its growth. Record observations in a notebook or with photos</p> <p>Place pictures of the plant life cycle in order</p>
<p>REAL LIFE READING. After completing a chapter in class, send a copy of the chapter and a list of comprehension questions with a response board home for homework practice. Also, allow the student to review completed chapters during free time to encourage reading as a leisure pursuit. You may even want to start your own classroom library of adapted books. Other activities to consider include having students write a get-well letter to someone who is sick or preparing some of the food described in the story following a recipe.</p>				