



Literature

# Analyze Characters and Theme

## The House on Mango Street

This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.

# ***The Reading Edge Middle Grades 2nd Edition Teacher Edition***

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# Analyze Characters and Theme

## The House on Mango Street

### The Lightning Round

- Random Reporters share team responses; team reps from other teams may agree, disagree, or add on to these responses.
- Use the following rubrics to evaluate responses and give specific feedback.
- Award points to the teams with 100-pt. responses; add the points to the Team Celebration Points poster.
- Celebrate team successes.

<b>Strategy Use</b>	
The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and explains how using the strategy helped in better understanding the text.</b>
<b>90</b>	gives an 80-pt. response <b>and describes a problem and a strategy that was used to solve the problem.</b>
<b>80</b>	<b>identifies a problem that a team member had understanding the text.</b>

<b>Word Power</b>	
The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and expands on the meaning, for example, identifies</b> <ul style="list-style-type: none"> <li>• related words</li> <li>• a second meaning</li> <li>• a word connotation</li> <li>• an antonym</li> </ul>
<b>90</b>	gives an 80-pt. response <b>and explains the meaning in a definition and a meaningful sentence.</b>
<b>80</b>	<b>tells a word or phrase added to the word power journal and why it was added (what makes it important or interesting).</b>

<b>Summary</b>	
The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and uses key vocabulary correctly.</b>
<b>90</b>	gives an 80-pt. response <b>and clearly connects relevant ideas in a logical order.</b>
<b>80</b>	<b>presents main ideas and important details in his or her own words and without personal opinion.</b>

<b>Team Talk (oral and written)</b>	
The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and connects the answer to the supporting evidence and uses academic language.</b>
<b>90</b>	gives an 80-pt. response <b>and includes supporting evidence and examples (from the text or from experience).</b>
<b>80</b>	<b>uses full sentences to clearly and correctly answer the question.</b>

<b>Fluency</b>	
The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and reads smoothly and with expression (shows emotion and changes with punctuation and dialogue).</b>
<b>90</b>	gives an 80-pt. response <b>and reads at just the right pace to understand the text—not too slow and not too fast.</b>
<b>80</b>	<b>reads a short passage and pronounces most of the words correctly.</b>

<b>Graphic Organizer/Notes</b>	
The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and explains how the graphic organizer helped in understanding the text.</b>
<b>90</b>	gives an 80-pt. response <b>and includes main points or events and important details.</b>
<b>80</b>	<b>selects a graphic organizer that is appropriate for the text.</b>

## P Unit Objectives

**Reading:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to characters, setting, and plot.

**Writing:** Draw evidence from a literary text to support analysis.

## Unit Overview

This unit focuses on identifying the major theme or themes in the text and how they are developed through the characters in the story. Students will think about what characters do or say, or how they are described, and what this reveals about them. Students will identify how the theme is carried through the vignettes in the book. They will also interpret metaphors, similes, allusions, and other literary devices to understand the descriptions of the characters and what they might reveal about the theme(s). The writing activity asks students to examine the identity of a character and how that character's identity supports a theme in the story.

### Unit Topic/Content

Students will read *The House on Mango Street* by Sandra Cisneros. The text is a series of vignettes that cover a year in the life of the main character, Esperanza, and her experiences living on Mango Street, a typical big city ethnic neighborhood, where the population is mostly Latino/Hispanic. The text covers Esperanza and her friends' curiosity about their changing bodies and their attitudes toward relationships and working.

### Teacher's Note:

These vignettes may be difficult for middle school boys to read because the men and boys depicted are one-dimensional. Some critics have commented on the treatment of the male characters in these stories because they serve as antagonists, obstacles standing in the way of Esperanza's growth, rather than as well-developed characters seeking their own fortunes.

## Text and Media Selections

### Internet/Media Options

To expand your students' background knowledge, consider using Internet/media options with lessons. Always preview sites for availability and suitability. Please make sure you have the correct plug-ins.

## At a Glance

The House on  
Mango Street

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 3–16	
Lesson 2	pages 17–27	(Embedded) “Fluency”
Lesson 3	pages 28–42	
Lesson 4	pages 43–55	
Lesson 5	writing in response to reading	
Lesson 6	pages 56 and 57	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

The House on  
Mango Street

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 58–69	
Lesson 2	pages 70–80	
Lesson 3	pages 81–91	
Lesson 4	pages 92–107	
Lesson 5	writing in response to reading	
Lesson 6	pages 108–110	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	



## Cycle 1:

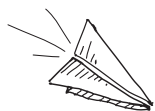
Analyze  
Characters  
and Theme

## Lesson 1

**Reading Objective:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to characters, setting, and plot.

**Teacher Background**

You will introduce the idea of connecting what you learn about characters to the theme of the story today. Students will begin to think about whether a home defines a person and who that person is.

**Active Instruction** tp

(22 minutes)

**Big Question**

Post and present this cycle's Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:** Do you think that where you are from defines who you are? Why or why not?

**Set the Stage**

1. Refer students to today's Big Question. Use **Think-Pair-Share** to ask:

**Do you think that where you are from defines who you are? Why or why not?**

*(Answers may vary.) I think it can. People identify with a neighborhood, state, region, or country where they were born or grew up. It might influence the way you speak or act, the kind of music you like, or the stories you tell.*

**What do you think is more important for defining who you are: your family or your environment? Why?**

*(Answers may vary.) I think your family is more important. They are the people who influence you the most. They are the people you interact with each day and the people you are most likely going to use as role models.*

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them they earn team celebration points during the Lightning Round.
3. Introduce the text, author, and reading objective.
4. Distribute copies of *The House on Mango Street*. Have students preview the text. Use **Think-Pair-Share** to ask:

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

**Is this literature or informational text? How do you know?**

*The text is literature. Students will cite evidence that the text is literature such as the use of the word story in the blurb on the back of the book or the titles in the table of contents.*

**After previewing *The House on Mango Street*, what do you think the book will be about? Explain the clues that you used to make this prediction.**

*Accept reasonable responses. For example, the book will be about growing up in a house on a street in a city. I think it will be about the experiences of the main character and her friends as they grow up. I see a lot of headings that have people's names in them. I think we'll learn about the main character's neighbors and what Mango Street is like.*

Build background about vignettes, poetry, and prose.

5. Tell students that the book they will be reading is a collection of vignettes, or very short stories or scenes written using a combination of poetry and prose. Explain that the word *vignette* comes from the French meaning a small picture on a page with a decorative border of twirling vines. Use **Think-Pair-Share** to ask:

**How might a collection of stories in a book fit the French meaning of *vignette*?**

*The stories are like little pictures into the lives of the characters in the book. The stories seem like they are individual stories, but they are all really connected to each other.*

**What do you think makes something poetry?**

*Something is poetry when creative words and descriptions are used. Poets often use metaphor, simile, and personification in poems. Poets may also use rhyme and rhythm in their writing.*

**How is prose different from poetry? Can prose have elements of poetry in it?**

*Prose is just the normal telling of a story. It doesn't have a structure, unlike a lot of different kinds of poems. But prose can have poetry in it. Authors may write something in a poetic way, or have characters talk through poetry.*

**Interactive Read Aloud**

1. **This cycle our reading objective is to determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to characters, setting, and plot.** Remind students that a theme is an idea that is repeated throughout the text. It is not an explicitly stated idea. A reader must read closely and analyze characters, setting, plot, and repeated images to determine theme. When a reader recognizes a theme, he or she is understanding why the author wrote the text. Remind students that a theme can be identified through the actions or words of

Review the skill as necessary.

Refer students to pages 3–5 in the text.

**Teacher:** Read aloud and think aloud to model target skill or strategy use.

**Students:** Actively listen.



the characters. Paying attention to what a character thinks is important and can help a reader identify a theme.

2. Read pages 3 and 4 (paragraph 3, “But the house...”) aloud. A sample Think Aloud follows.

### Sample Think Aloud

Already in this first page of the story, I can identify something that is very important to the main character: a home. She describes how she and her family have moved around a lot and tells about all the homes she lived in before moving to Mango Street. She is initially excited that her family has bought a home, but is disappointed when it turns out to be less than the “lottery ticket” house they were expecting. She describes everything her family wanted in a home, from running water and multiple bathrooms, to a big yard and grass. But the house they get doesn’t match this. There is one bathroom and one bedroom and very little yard.

3. Use **Think-Pair-Share** to ask:

**What do you learn about the narrator from her expectations of her home?**

*I learn that she identifies a lot with her home. She is looking for space when she thinks of her new home, since she is looking for multiple bathrooms.*

*I think she is really unhappy that she has to share one bedroom with her parents and her three brothers and sisters.*

**If I were to say that an important theme that is starting to develop is the idea of having a home of one’s own, would you agree with me? Why or why not?**

*Yes. The narrator has just told us a lot of reasons she is happy about having a home and no longer living in apartments or having to move around so often.*

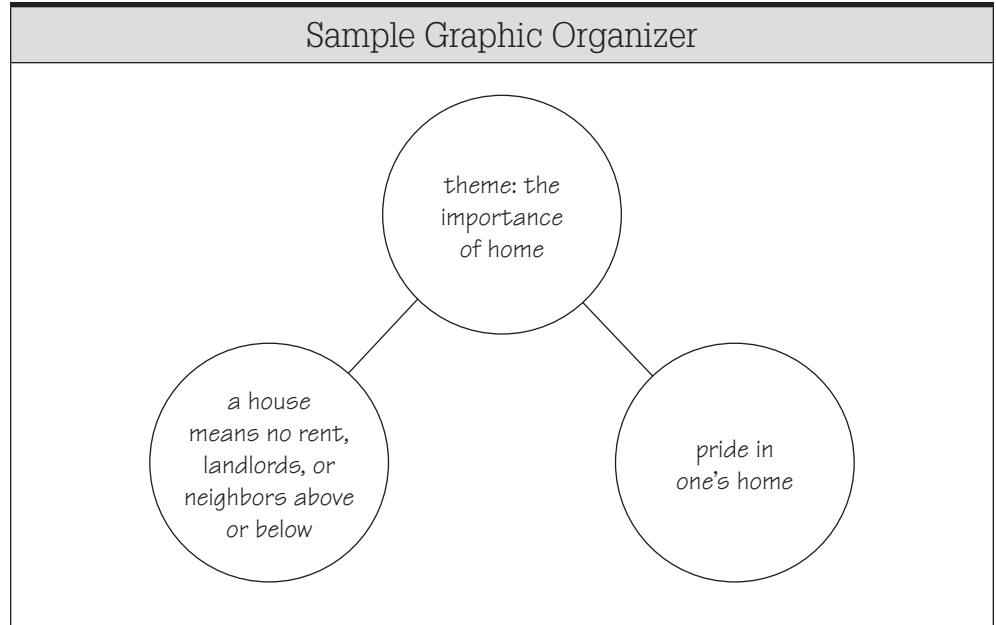
*Having a home is important to her. More importantly, having a home that makes you proud and happy is important. I think that’s what the narrator will be looking for in the story.*

4. Model creating a graphic organizer, such as a web, and making notes about the theme. A sample graphic organizer follows.

#### **Teacher’s Note:**

Point out to students that another graphic organizer, such as a T-chart, may make more sense for their thinking. Encourage students to use the graphic organizer best suited to them.

**Teacher:** Model making notes on a graphic organizer.



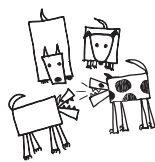
**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill/strategy.



5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read through page 5 and identify what they learn about the narrator in the rest of the reading that connects with the theme of importance of home.

Use **Random Reporter** to debrief.

*The narrator identifies closely with her homes. When a nun learns which apartment the narrator lives in on Loomis Street, she asks, “You live there?” Esperanza feels like nothing when the nun seems disgusted by her apartment with the peeling paint and bars on the windows. She feels her home is a reflection of her.*



## Teamwork tp

(20 minutes)

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**pages 6–16 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Cue students to use their student routines for partner reading, word power, and fluency.

Cue students to use their student routines for strategy use and Team Talk discussion.

### Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **Sf**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team's graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the "(Write)" question.

#### Team Talk Questions

1. On page 9, Esperanza says, "I am a red balloon, a balloon tied to an anchor." What or who is her anchor? What does an anchor do? How does this anchor affect Esperanza? **[DC, CV, RE]** (Team Talk rubric)

- A. her sister Nenny
- B. her friends
- C. her house
- D. the Vargas kids

**100** = *An anchor holds something down and keeps it from **drifting** away. Ships use anchors when they want to **remain** in one **location**. I think Nenny keeps Esperanza in one location because Esperanza is **responsible** for watching her. It is her job to watch Nenny and keep her out of trouble. **In the text**, Esperanza says, "She can't play with those Vargas kids or she'll turn out just like them." **This shows that Esperanza feels responsible for Nenny and knows she has to watch her and play with her, even though she would rather live her own life.***

**90** = *An anchor holds something down and keeps it from floating away. I think Nenny keeps Esperanza in one place because Esperanza has to watch over her. Esperanza wants to go out and live her own life and find a best friend, but she has to be with Nenny. She doesn't want to leave Nenny alone to play with the Vargas kids because she will turn out wild.*

**80** = *An anchor holds something down, just like Nenny keeps Esperanza from floating too far away and finding other friends. Esperanza has to keep watch over her little sister.*

*continued*

Team Talk Questions *continued*

2. On page 11, Esperanza is talking about her great-grandmother and says, “She looked out the window her whole life, the way so many women sit their sadness on an elbow.” Does Esperanza want to be like her great-grandmother? Use evidence from the text to support your answer. **[DC, SA]** (Team Talk rubric)

100 = *Esperanza does not want to be like her great-grandmother. According to the text, on page 11 she says, “I inherited her name, but I don’t want to inherit her place by the window.” She is describing how her great-grandmother was trapped by marriage and ended up watching from a window as life passed her by. She had to give up what she wanted to be. Esperanza wants to find her own way in life and not give up what she wants to be the way her great-grandmother did.*

90 = *Esperanza does not want to be like her great-grandmother because she says she doesn’t want to “inherit her place by the window.” Her great-grandmother couldn’t be what she wanted to be after she got married, so she stayed home and sat by a window.*

80 = *Esperanza’s great-grandmother wanted to be something, but then she got married. She ended up sitting by a window and being sad. So Esperanza doesn’t want to be like her.*

3. In “Cathy, Queen of Cats” on pages 12 and 13, why is Cathy about to move? How do you think her reasons affect Esperanza and the theme of the importance of having a home? **(Write) [DC, SA, AP]** (Team Talk rubric)

100 = *Cathy tells Esperanza that her family must move away because “the neighborhood is getting bad.” Since Esperanza’s family has just moved to Mango Street, she assumes that her family is part of what is making the neighborhood bad. Esperanza wants a home that she can be proud of, and so far, the house on Mango Street is not that home. I think it feels even less like that home after what Cathy says. Esperanza says that Cathy’s family must move “every time people like us move in.” Esperanza cannot be proud of living in a home or on a street that other people want to leave.*

90 = *Cathy says they are about to move because “the neighborhood is getting bad.” She means that too many poor families, like Esperanza’s, are moving in. Her family keeps moving to get away from people like Esperanza. I think the house on Mango Street feels less like a home because Esperanza is made to feel less proud about living there by Cathy.*

80 = *Cathy is about to move because “the neighborhood is getting bad.” Cathy’s comment makes Esperanza feel less proud of her home on Mango Street.*

*continued*

Team Talk Questions *continued*

4. How would you describe Cathy's character from what you learn about her on pages 12 and 13? How does this affect her opinions about Mango Street? Support your thinking with evidence from the text. **[RE, SA]** (Team Talk rubric)
- 100 = *I would describe Cathy as a snob based on her descriptions of the people who live in in the neighborhood. She describes neighbors as raggedy and introduces herself to Esperanza as the great-great-great-grand cousin of the queen of France. This leads me to believe that she believes she and her family are important because she says her father will have to fly to France one day to find these distant relatives and inherit the family house. Cathy thinks Mango Street is a place where poor and unimportant people live. She thinks her family is too good for the street and will keep moving to get further away from it.*
- 90 = *Cathy is a snob when she describes neighbors as raggedy and introduces herself as a cousin of the queen of France. She thinks she and her family are important for having this distant relation. I think Cathy thinks Mango Street is a place where poor and unimportant people live.*
- 80 = *I would call Cathy a snob from the way she describes her neighbors and the neighborhood, and because she thinks that her family's distant relations make them important.*
5. One of the themes in this book might be finding personal identity. In "Our Good Day" on pages 14–16, Esperanza describes becoming friends with Rachel and Lucy. How does her experience support the theme of finding personal identity? **[DC, SA, AP]** (Team Talk rubric)
- 100 = *In the story, Cathy tries to tell Esperanza to come away from Rachel and Lucy when the girls tell her that if she gives them five dollars, they will become friends and own a bike together. However, Esperanza ignores Cathy and finds money to pay for the bike. Therefore, this supports the theme of finding personal identity because Esperanza decides not to let Cathy tell her who she should be friends with. I think Rachel and Lucy must be the "girls raggedy as rats" that Cathy described earlier. Esperanza makes a decision about whom she wants to be friends with, even if that's not what other people think is right for her.*
- 90 = *Cathy tries to keep Esperanza from becoming friends with Rachel and Lucy when they tell her that if she gives them five dollars they will own a bike together. Esperanza decides not to let Cathy tell her whom she should be friends with just because Cathy thinks they are "raggedy as rats."*
- 80 = *Cathy tries to keep Esperanza from becoming friends with Rachel and Lucy, but Esperanza ignores her and becomes their friend anyway.*
4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.

Cue students to discuss strategy use, graphic organizers, and word power journals.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



## Class Discussion tp

(18 minutes)

### Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

### Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

# Lesson 2

**Reading Objective:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to characters, setting, and plot.

## Teacher Background

In today’s reading, we will read more about Esperanza’s early experiences living on Mango Street and some of her neighbors.

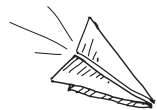
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Introduce vocabulary.



## Active Instruction tp

(25 minutes)

### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their word power journals and rate their knowledge of each as they arrive for class.
2. Spot check the Read and Respond homework.

### Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

Word	Pronunciation	Definition	Sample Sentence
<b>swollen</b> (adjective) page 4	swol-len (SWOH-luhn)	enlarged; puffed up	Jeremiah’s <i>swollen</i> right ankle looked twice the size of his left one after he sprained it during the baseball game.
<b>temporary</b> (adjective) page 5	tem-po-rar-y (TEM-puh-rer-ee)	lasting for a short time only; not permanent	I knew that fostering the dog was only a <i>temporary</i> job, but I continued hoping that I would get to keep him forever.

*continued*

Word	Pronunciation	Definition	Sample Sentence
<b>universe</b> (noun) page 8	u-ni-verse (YOO-nuh-vurs)	a world or sphere in which something exists	In my little brother's <i>universe</i> , bad guys are hiding around every corner, and he is the hero who saves the day from them.
<b>raggedy</b> (adjective) page 12	rag-ged-y (RAG-i-dee)	looking shabby, frayed, or wild	By the time Marco's youngest brother had gotten his hand-me-down play clothes, they looked quite <i>raggedy</i> and old.
<b>inherit</b> (verb) page 13	in-her-it (in-HER-it)	to receive property, usually after someone's death	Sandra's mother has always told her that she will <i>inherit</i> her great-great-grandmother's handmade quilt that has been passed from mother to daughter for many generations.
<b>sassy</b> (adjective) page 16	sas-sy (SAS-ee)	disrespectful; rude	"Don't you ever act <i>sassy</i> toward adults when they ask you a question; just answer it politely," Leandra's mother warned her.
<b>canteen</b> (noun) page 43	can-teen (KAN-teen)	cafeteria; place to eat food	The soldiers visited the base <i>canteen</i> after their morning exercises to have a hearty breakfast.
<b>anemic</b> (adjective) page 47	a-ne-mic (uh-NEE-mik)	lacking strength or life	My potted plants started looking <i>anemic</i> , so I made sure to water them well and give them fertilizer to help them regain health.

4. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
5. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

### Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. As students preview and prepare to read informational text, encourage them to use the text features to make predictions about the topic and ideas that will be presented in the text. Predicting what information an author is going to present and how will help students think about the ideas in the article, set up their notes, and improve their comprehension of the text.

## Predicting

### Informational Text

1. Before you read, ask:  
What clues can help me predict what this text is about?
  - titles
  - headings
  - bold text
  - captions
  - sidebars
  - pictures
2. Use clues to predict the topic of the text. Be prepared to explain your thinking.
3. Can you confirm your prediction?

### Literature

1. As you read, ask: What clues can help me predict what might happen?
  - setting
  - events
  - character's actions, thoughts, feelings
  - dialogue
2. Use clues to predict possible outcomes. Be prepared to explain your thinking.
3. Read on to find out if your prediction is confirmed.

You will refer students to the Predicting Strategy Card in their team folders. The Predicting Strategy Card is a tool that prompts your students to look for clues to predict what the text is about. Encourage students to use the Predicting Strategy Card during this unit and throughout the year to identify clues and make predictions, recognize information that confirms their predictions, and improve their comprehension of the text.



5. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their predictions and the clues they used to make the predictions.

Build background about the topic.



6. Tell students that today Esperanza mentions the word *marimbas* when she describes the sound coming from a music box. Explain that a marimba is an instrument that is popular in Latin America, but that originally came from Africa. It is similar to a xylophone, except with wooden bars that you strike with soft-headed mallets.

7. Use **Think-Pair-Share** to ask:

**How does hearing certain instruments or songs make you feel?**

*Some instruments make me happy because they sound bright and quick, while other instruments play deep sounds. They can sound angry or violent depending on the song. A song can make me feel happy, sad, or excited, like I just have to move and dance.*

**What about the song affects how you feel?**

*Sometimes it is the lyrics in a song that affect the way I feel. If the singer uses angry words, it will make me feel angry. Sometimes it is how the song is sung. If the singer is shouting, I feel angry, but if the singer is crooning or singing softly, I feel calm and relaxed.*

**Interactive Read Aloud**

1. **This cycle our reading objective is to determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to characters, setting, and plot. Remember that we are working on identifying important themes in the text and making connections to the characters, setting, or plot. We are also analyzing the characters through their dialogue and actions to learn more about them and make connections to the theme.**

2. Read 17 and 18 aloud. A sample Think Aloud follows.

Sample Think Aloud
In this passage, I learn more about Esperanza and her bond with her sister. She describes how she and Nenny don't look like they are related, unlike Rachel and Lucy. They share something deeper than just looks, though. Esperanza reflects on how they have the same explosive laugh and the same thoughts about the house that reminds them of Mexico.

3. Use **Think-Pair-Share** to ask:

**What do you learn about Esperanza and her relationship with Nenny?**

*(Answers may vary.) I think Esperanza is a little surprised that she and Nenny have the same thoughts about the house that looks like Mexico. She can't explain what it is about the house that reminds her of Mexico, so it's surprising that her younger sister gets the same feeling about the house as she does.*

Review the skill as necessary.

Refer students to pages 17 and 18 in the text.

**Teacher:** Read aloud and think aloud to model use of the target skill or strategy.

**Students:** Actively listen.

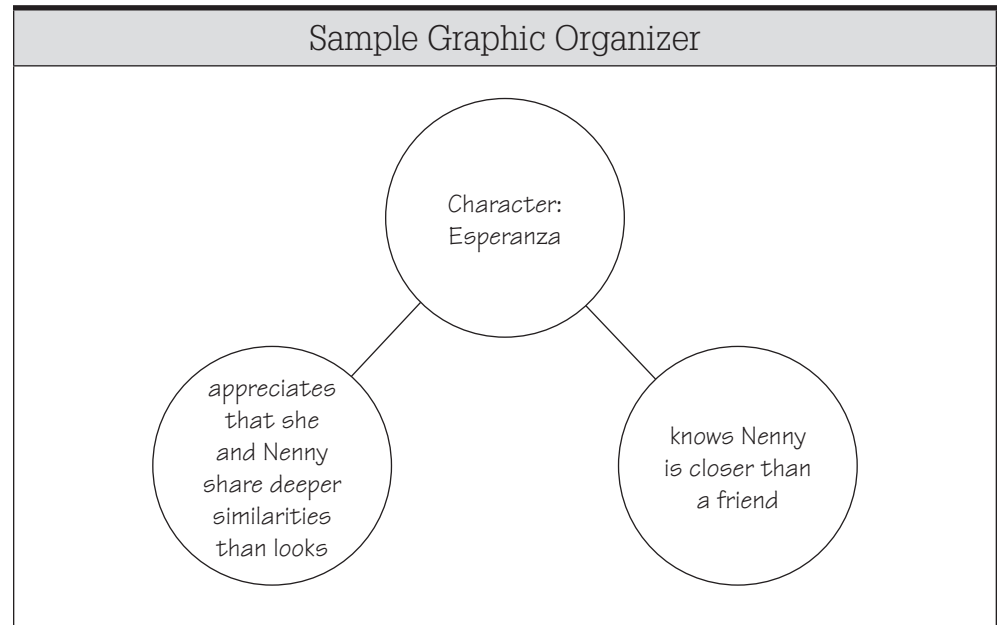


**How do Esperanza’s feelings about Nenny in this passage compare to her feelings in the story “Boys and Girls” on pages 8 and 9?**

*In “Boys and Girls,” Esperanza is annoyed that her sister is the only friend she has at the moment. She considers Nenny an anchor that keeps her tied down. She isn’t too happy that she has to always watch Nenny and pal around with her. Now it seems like she appreciates Nenny a little more because of their similarities.*

**Teacher:** Model making notes on a graphic organizer.

4. Model creating a graphic organizer, such as a web, and making notes. A sample graphic organizer follows.



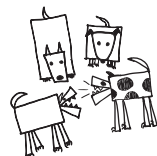
**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill/strategy.

5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Use **Think-Pair-Share** to ask:

**What did we learn about Esperanza that we should add to our web?**

*We learned that she appreciates Nenny for being her sister, and why their relationship is special.*

Use **Random Reporter** to debrief.



**Teamwork** tp

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**pages 19–27 aloud with partners.**

Cue students to use their student routines for partner reading, word power, and fluency.

Cue students to use their student routines for strategy use and Team Talk discussion.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion**

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **SF**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions
<p>1. In “Gil’s Furniture Bought and Sold” on pages 19 and 20, what do we learn about Nenny compared to Esperanza? What does Esperanza think of this difference? Support your thinking with evidence from the text. <b>[DC, SA]</b> (Team Talk rubric)</p> <p><i>100 = Nenny, although younger than Esperanza, is less afraid of <b>approaching</b> someone like the old man who owns the junk shop than her older sister. Esperanza says, “Nenny who thinks she is smart and talks to any old man, asks lots of questions. Me, I never said nothing to him except once when I bought the Statue of Liberty for a dime.” But Esperanza does not respect her sister for being braver about talking to people. <b>Even though</b> Esperanza likes the music that comes out of the music box, she turns away so Nenny doesn’t see that she likes it. She says that Nenny is stupider than she is and asks the old man how much it costs. <b>Esperanza automatically</b> thinks her sister isn’t as smart as she is because she is younger, even though her sister is willing to take a chance and ask questions.</i></p> <p><i>90 = Nenny is less afraid of talking to someone like the old man who owns the junk shop than her older sister. Esperanza says “Nenny who thinks she is smart and talks to any old man, asks lots of questions. Me, I never said nothing to him except once when I bought the Statue of Liberty for a dime.” But Esperanza does not respect her sister for being braver. She says that Nenny is stupider than she is for asking the price of the music box.</i></p> <p><i>80 = Nenny is braver than Esperanza about taking chances and asking someone questions. Esperanza thinks Nenny isn’t smart for asking so many questions and talking to people.</i></p>

*continued*

Team Talk Questions *continued*

2. On pages 21 and 22, what did Meme do that Esperanza wishes she could do? How do you think Meme might be different from Esperanza based on this answer? Support your thinking. **(Write) [DC, RE, SA]** (Team Talk rubric)

- A. He got to live in the big house Cathy lived in.
- B. He gave himself a new name.
- C. He owned a big dog.
- D. He won the First Annual Tarzan Jumping Contest.

100 = *I think Meme might be braver than Esperanza, since he has gone ahead and given himself a new name. He introduces himself as "Meme," even though his name is really Juan. Meme seems like he is brave and a little reckless. For example, they climb the big tree in his backyard and decide to hold a jumping contest to be like Tarzan. Meme wins the contest by jumping from the high branches, breaking both of his arms in the process. Esperanza doesn't seem to be as brave as Meme. Even though she wants to change her name and be called Zeze the X, she doesn't because I don't think she is ready to be that person yet.*

90 = *I think Meme might be braver than Esperanza because he has given himself a new name. He calls himself "Meme," even though his name is really Juan. Meme seems like he is brave and a little reckless. When they climb the big tree in his backyard, they decide to hold a jumping contest. Meme wins by jumping from the high branches and breaking both of his arms. Esperanza doesn't seem to be that careless or reckless, and isn't ready to change her name yet.*

80 = *Meme seems like he is braver and more willing to try to do reckless or careless things, from changing his name to jumping out of a tree. I don't think Esperanza is ready to change her name yet.*

3. Think about the description of Meme's home on pages 21 and 22. What do you think his house tells you about the setting of Mango Street? Support your thinking. **[RE, SA]** (Team Talk rubric)

100 = *I think the house reflects the general appearance of Mango Street as being full of poorly built and cared for homes. Meme's home is described as being a sort of crazy and crooked house, with slanting floors that go uphill and downhill, no closets, and twenty-one steps that are "all lopsided and jutting like crooked teeth." Esperanza explains that Cathy's father had built the steps lopsided on purpose. We know that Esperanza already feels like the house on Mango Street isn't the lottery ticket house she was expecting to live in. Meme's house shows another way that the neighborhood is poor, since the homes are not perfect or well built.*

90 = *I think Meme's house is like the houses on Mango Street because it is poorly built. Meme's home has slanting floors that go uphill and downhill, no closets, and twenty-one steps that are "all lopsided and jutting like crooked teeth." Esperanza's house on Mango Street isn't the lottery ticket house she was expecting.*

80 = *Meme's house is not well built and has slanting floors, no closets, and lopsided and crooked front steps. It shows that the neighborhood is poorer.*

*continued*

Team Talk Questions *continued*

4. In "Louie, His Cousin & His Other Cousin" on pages 23–25, what did Louie's cousin do that was important, according to Esperanza? Why do you think he did this? Support your reasoning. **[DC, SA]** (Team Talk rubric)

*100 = Louie's cousin pulled up in Mango Street's alley driving a big yellow Cadillac that was very **luxurious**. It had whitewall tires, white rugs, white leather seats, and power windows that opened and closed by pushing a button. **However**, it turned out that Louie's cousin stole the car, because as he was driving the kids around the block several times, they heard police sirens. He crashed it when he tried to escape from the police. His actions show that he was trying to look like a rich, important person on Mango Street. Most people on Mango Street would never own a luxurious car, so driving around in one, even if it was stolen, made him seem important.*

*90 = Louie's cousin pulled up in Mango Street's alley driving a big yellow Cadillac that was very fancy. It had whitewall tires, white rugs, white leather seats, and power windows that opened and closed by pushing a button. But he had stolen the car, and the police caught up to him. I think he did this because he was trying to look like a rich, important person on Mango Street.*

*80 = Louie's cousin showed up on Mango Street driving a big yellow Cadillac that impressed everyone, but it turned out that he stole the car. He wanted to seem like an important person to his friends and family.*

5. What is a synonym for the word *raggedy*? What is an antonym for the word *raggedy*? (Reminder: an antonym is a word meaning the opposite.) **[CV]**

*The word raggedy means looking shabby, so a synonym is the word tattered. An antonym for raggedy is new or neat.*

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Cue students to discuss strategy use, graphic organizers, and word power journals.

**Randomly select team representatives who will share:**

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



# Class Discussion tp

(15 minutes)

## Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.
3. Show the video “Fluency.”

## Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Analyze Characters and Theme

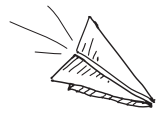
Word	Pronunciation	Definition	Sample Sentence
<b>swollen</b> (adjective) page 4	swol-len (SWOH-luhn)	enlarged; puffed up	Jeremiah's <i>swollen</i> right ankle looked twice the size of his left one after he sprained it during the baseball game.
<b>temporary</b> (adjective) page 5	tem-po-rar-y (TEM-puh-rer-ee)	lasting for a short time only; not permanent	I knew that fostering the dog was only a <i>temporary</i> job, but I continued hoping that I would get to keep him forever.
<b>universe</b> (noun) page 8	u-ni-verse (YOO-nuh-vurs)	a world or sphere in which something exists	In my little brother's <i>universe</i> , bad guys are hiding around every corner, and he is the hero who saves the day from them.
<b>raggedy</b> (adjective) page 12	rag-ged-y (RAG-i-dee)	looking shabby, frayed, or wild	By the time Marco's youngest brother had gotten his hand-me-down play clothes, they looked quite <i>raggedy</i> and old.
<b>inherit</b> (verb) page 13	in-her-it (in-HER-it)	to receive property, usually after someone's death	Sandra's mother has always told her that she will <i>inherit</i> her great-great-grandmother's handmade quilt that has been passed from mother to daughter for many generations.
<b>sassy</b> (adjective) page 16	sas-sy (SAS-ee)	disrespectful; rude	"Don't you ever act <i>sassy</i> toward adults when they ask you a question; just answer it politely," Leandra's mother warned her.
<b>canteen</b> (noun) page 43	can-teen (KAN-teen)	cafeteria; place to eat food	The soldiers visited the base <i>canteen</i> after their morning exercises to have a hearty breakfast.
<b>anemic</b> (adjective) page 47	a-ne-mic (uh-NEE-mik)	lacking strength or life	My potted plants started looking <i>anemic</i> , so I made sure to water them well and give them fertilizer to help them regain health.

## Lesson 3

**Reading Objective:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to characters, setting, and plot.

### Teacher Background

Today students will continue to read about Esperanza and her growing circle of friends on Mango Street. We also see her interest in maturing as a young woman when she and her friends wear high-heeled shoes for the first time.



## Active Instruction

(25 minutes)

### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.

### Sample Think Aloud

One of our vocabulary words is the word *inherit*. I found it on page 13 in the sentence “Cathy’s father will have to fly to France one day and find her great-great distant grand cousin on her father’s side and inherit the family house.” The word *inherit* reminds me of a word that might be related to it—*heir*. I know the word *heir* refers to a person who receives property from another, such as a relative, after that person dies. The word *heir* is a noun. The word *inherit* is a verb, and is the action an heir takes after someone has died. (Model looking up the dictionary definition of *inherit*.) The dictionary defines *inherit* as to take or receive (property, a right, a title, etc.) by succession or will, as an heir. So the words *inherit* and *heir* are closely associated with each other.

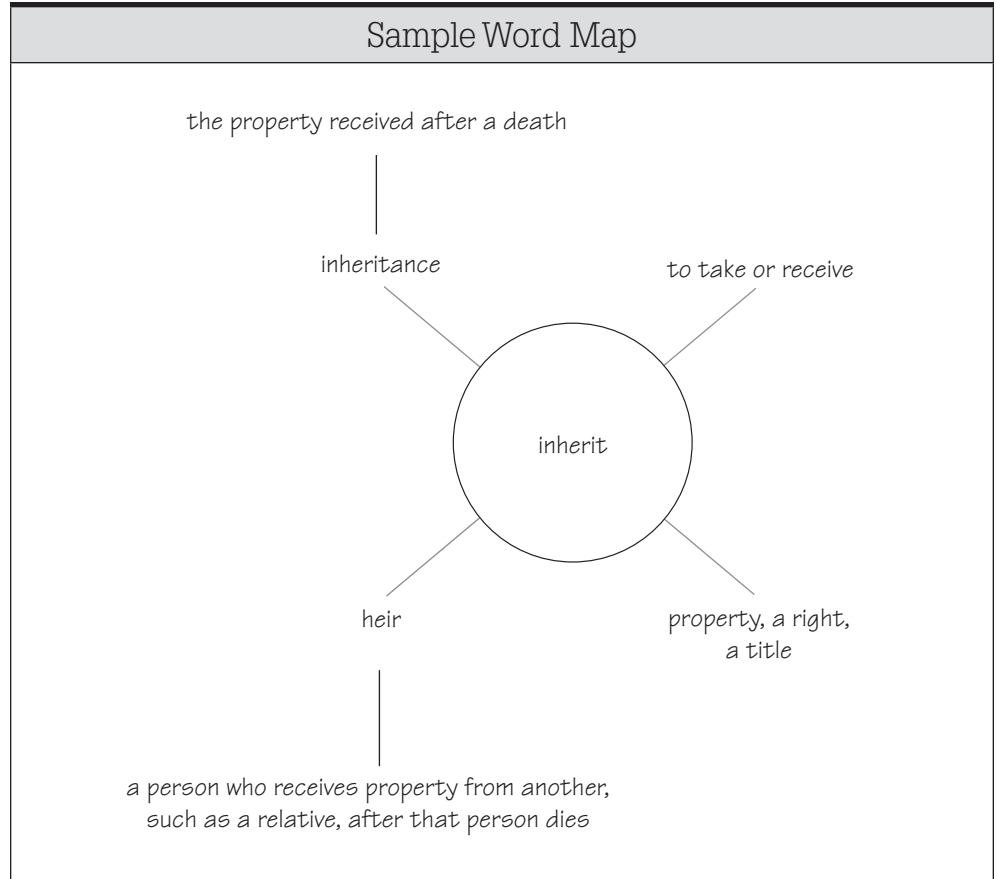
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.



Review Vocabulary Vault.

Teams review their cycle goals.

Post and present the reading objective.



Teams review notes, summarize story events, ask questions, and make predictions.

Build background about the topic.

4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

### Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Remind students to refer to their Predicting Strategy cards to help them make predictions. Use **Random Reporter** to have teams share their discussions.
5. State the expression “It takes a village to raise a child” to students. Lead a discussion about what this statement means and how this statement may or may not be true in the communities students live in.

tps

6. Tell students that Esperanza describes the life of a character who is trying to attend university while taking care of her family in today's reading. Use **Think-Pair-Share** to ask:

**What kind of sacrifices do you think a resident of Mango Street has to make to attend university?**

*I know that a lot of the people on Mango Street don't have a lot of money. I think that to attend university, it means someone has to work very hard in all aspects of their lives. He or she has to have a job to pay for the classes and books. He or she may have really long days between working and attending school and coming home to family later in the day. A person who wants to go to university might not be able to buy all the things he or she wants, or do all the things he or she wants to do.*

### Interactive Read Aloud

1. **This cycle our reading objective is to determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to characters, setting, and plot.**
2. Read page 28 aloud. A sample Think Aloud follows.

#### Sample Think Aloud

Esperanza describes how she thinks it's silly that strangers who come into her neighborhood are scared that someone will attack them. I don't think Esperanza likes being identified as dangerous or violent. But she goes on to describe how she feels the same when she is a stranger in another neighborhood.

3. Remind students that a story can have several themes. In this passage, what is important to Esperanza is her personal identity: how she is seen and how she sees herself. Another theme in this book may be finding one's personal identity. Use **Think-Pair-Share** to ask:

**How does this passage support the theme of finding one's personal identity?**

*Esperanza is upset about people assuming the residents of Mango Street are dangerous. She knows that people who live on the street aren't going to hurt anyone. It hurts her to be considered a dangerous person just because of where she lives. She knows this is not who she is.*

4. Model making notes about a theme. A sample graphic organizer follows.

Review the skill as necessary.

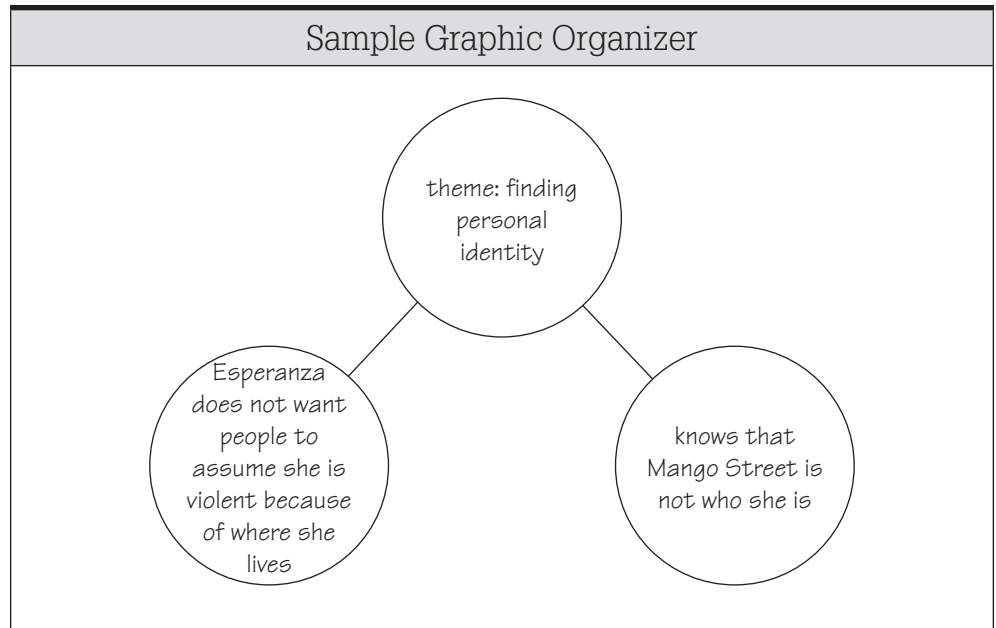
Refer students to page 28 in the text.

**Teacher:** Read aloud and think aloud to model target skill or strategy use.

**Students:** Actively listen.

tps

**Teacher:** Model making notes on a graphic organizer.



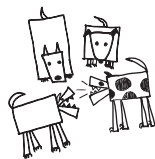
**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill/strategy.

5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Use **Think-Pair-Share** to ask:

**What evidence should we add to the graphic organizer about the theme we discussed today?**

*Esperanza thinks people are stupid for assuming she or other people on Mango Street are violent. That is not who she is.*

Use **Random Reporter** to debrief.



## Teamwork tp

(20 minutes)

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: **Sr**  
**pages 29–42 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Cue students to use their student routines for partner reading, word power, and fluency.

Cue students to use their student routines for strategy use and Team Talk discussion.

### Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **Sf**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team's graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the "(Write)" question.

#### Team Talk Questions

1. Describe the Vargas children in the story "There was an Old Woman She Had So Many Children She Didn't Know What to Do" on pages 29 and 30. What do you think would change the neighbors' attitude toward the children? **[DC, RE, SA]** (Team Talk rubric)
  - 100 = *The Vargas children run wild in the neighborhood, without any rules or anyone to tell them to stop. **The author states** that Rosa Vargas "is tired all the time from buttoning and bottling and babying, and who cries every day for the man who left without even leaving a dollar for bologna or a note explaining how come." I think it is hard for her to clothe, feed, and love each of her children by herself. **In consequence**, the children are wild and rude, playing where they shouldn't be playing, and playing in dangerous ways. I think Angel may have been **seriously** hurt when he jumped from a high place and hit the ground. I think that If Rosa Vargas **controlled** her children and made them behave and follow rules, the neighbors might have more **patience** with them. **The neighbors don't want to raise her children for her because she made mistakes in life.***
  - 90 = *The Vargas children run wild in the neighborhood, without any rules or anyone to tell them to stop. Rosa Vargas "is tired all the time from buttoning and bottling and babying, and who cries every day for the man who left without even leaving a dollar for bologna or a note explaining how come." The neighbors are tired of trying to tell the children how to behave, but if Rosa Vargas were a better mother, they would be more willing to help.*
  - 80 = *The Vargas children are wild and rude because their mother is too busy and sad to really care for them and raise them better. If she dealt with the children better, the neighbors might be more willing to help.*

*continued*

Team Talk Questions *continued*

2. In “Alicia Who Sees Mice” on pages 31 and 32, what is Alicia afraid of? Why? How does this support the theme of personal identity? **(Write) [DC, SA, AP]** (Team Talk rubric)

100 = *On page 32, Esperanza says that Alicia is afraid of nothing except “four legged fur” and fathers. Alicia stays up late to study and has to get up early to care for the family; therefore, she often sees mice in the apartment. Because she wants more from life than making tortillas or working in a factory, she is afraid that her father may prevent her from succeeding by keeping her home, tied to these duties. This supports the theme of finding your personal identity because that is what Alicia wants to do. Alicia wants to find her own future and make her own home, even if it means she has to see the mice.*

90 = *Alicia is afraid of nothing except “four legged fur” and fathers. Alicia took on her mother’s jobs when she died. She stays up late to study and has to get up early to care for her family, so she often sees mice in the apartment. I think she is afraid of her father because she is afraid that her father may keep her from going to the university and being more than a factory worker or housewife.*

80 = *Alicia is afraid of nothing except “four legged fur” and fathers. She stays up late and wakes up early to make more from her life than her mother was able to do.*

3. In “Darius & the Clouds” on pages 33 and 34, which of the following best describes Darius’s character? Support your choice with evidence from the text. **[RE, SA]** (Team Talk rubric)

- A. flat and unchanging
- B. a cruel bully
- C. never correct or wise
- D. conflicted and surprising

100 = *Darius is conflicted and surprising because he tries to behave a certain way and have a certain personality at school. Esperanza says “Darius, who doesn’t like school, who is stupid and mostly a fool, said something wise today.” It sounds like Esperanza is surprised by Darius because she always sees Darius portray himself as a bully. She sees him look up at the clouds and make a simple statement about them. I think she is surprised by his statement because she thinks it is beautiful in its own way. I think she realizes that everyone can be someone different when they want to be.*

90 = *Darius behaves like a tough guy and bully at school, but he surprises Esperanza by saying something wise one day. I think she believes his simple statement about the clouds is beautiful in its own way.*

80 = *Esperanza usually sees Darius act like a bully, so she is surprised by his comment about the clouds.*

*continued*

Team Talk Questions *continued*

4. In “And Some More” on pages 35–38, Esperanza and her friends turn a discussion about names of snow into a fight. What do you think the last two lines in the story mean? Support your answer. **[DC, SA]** (Team Talk rubric)

100 = *The last two lines of the story, “Who’s stupid? Rachel, Lucy, Esperanza, and Nenny,” are Esperanza’s way of saying that the fight and name calling she and her friends get into is **pointless**. They start calling each other names and **insulting** their mothers, just because they are **discussing** different kinds of snow and clouds. They aren’t really listening to each other or being fair to each other’s ideas. As far as I can tell, there is no real reason for the girls to fight, so it is silly that they are insulting each other. I think Esperanza realizes this too, but knows this is not the kind of fight that breaks up friendships.*

90 = *The lines “Who’s stupid? Rachel, Lucy, Esperanza, and Nenny” are Esperanza’s way of saying that the fight and name calling she and her friends get into is silly. There is no real reason for the girls to fight, and Esperanza realizes this, so she says that they are all stupid.*

80 = *I think this is Esperanza’s way of saying that she and her friends fighting and name calling is silly. They are not really angry with one another.*

5. What word from the vocabulary list belongs in the blank? How do you know? **[CV]**

Franny’s \_\_\_\_\_ attitude often made her mother worry that Franny was watching too much television meant for adults.

Sassy. *The word attitude is a clue. An attitude is how someone behaves, and sassy is a word that describes behavior.*

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Cue students to discuss strategy use, graphic organizers, and word power journals.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



# Class Discussion

(15 minutes)

## Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

## Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Celebrate team successes!

The top team chooses a cheer.

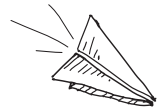
Remind students of the Read and Respond homework assignment.

## Lesson 4

**Reading Objective:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to characters, setting, and plot.

### Teacher Background

In today's reading, Esperanza learns more about herself as she matures and cares more about receiving attention from boys and making a good impression.



## Active Instruction

(25 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Teams review notes, summarize story events, ask questions, and make predictions.



### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

### Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Remind students to refer to their predicting strategies cards to help them make predictions about characters, events, or themes. Use **Random Reporter** to have teams share their discussions.

Build background about the topic.



Refer students to pages 43 and 44 (paragraph 3, “Okay, okay...”) in the text.



**Teacher:** Read aloud.

**Students:** Actively listen.

**Partner pairs:** Think aloud to practice the skill/strategy.

5. Tell students that in today’s readings, Esperanza expresses her feelings about being awkward and embarrassed at various times. Use **Think-Pair-Share** to ask:

**What makes being a young teenager, or between the ages of twelve and fourteen, such an awkward time in life?**

*(Answers may vary.) I think it’s awkward because you no longer feel like a little kid. You feel like you should be grown up, but you aren’t always ready to act like a grown-up. You still want to do the things you did when you were young.*

**Interactive Read Aloud**

1. Read pages 43 and 44 (paragraph 3, “Okay, okay...”) aloud.
2. Use **Think-Pair-Share** to ask:

**What do you learn about Esperanza in this section of the text?**

*I learn that Esperanza is jealous of the children who get to eat at the school canteen. They seem special to her because they wear keys around their necks and don’t have to walk home for lunch like she does.*

**Do you think this supports the theme of finding personal identity? Why or why not?**

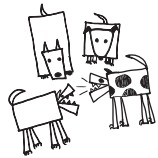
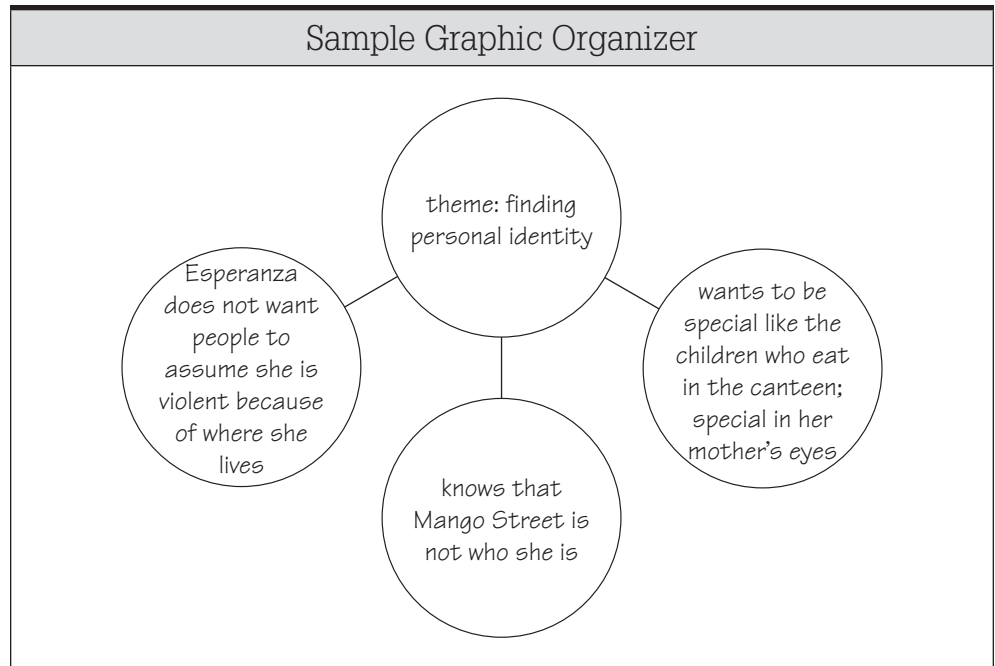
*Yes. I think Esperanza is looking to be special. She wants to eat in the canteen like the other children that she sees as being special. She also thinks it will make her more special in her mother’s eyes because her mother will miss her during the day.*

3. Use **Think-Pair-Share** to ask:

**What evidence should we add to the graphic organizer about the theme we discussed today?**

*Esperanza wants a new identity as one of the special children that eat in the canteen. She wants her mother to appreciate her more.*

**Partner pairs:** Identify important events or details to add to the graphic organizer.



## Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading, word power, and fluency.

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**pages 44 (paragraph 4, “Mondays or Fridays...”)-55 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

### Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

Cue students to use their student routines for strategy use and Team Talk discussion.

3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the "(Write)" question.

Team Talk Questions	
<p>1. How did Esperanza's experience of eating in the canteen turn out differently than she expected? <b>[DC, RE]</b> (Team Talk rubric)</p>	<p><i>100 = Esperanza sees the children who eat in the canteen at lunch as special or important because they bring their lunches to school and wear keys around their necks. She wants to be <b>similar</b> to them. <b>However</b>, she doesn't feel special after Sister Superior makes her <b>ashamed</b> of wanting to eat in the canteen when she lives so close by, and she feels even more ashamed when the nun points out the worst houses in the neighborhood and <b>assumes</b> that Esperanza lives in them. She doesn't enjoy her lunch because her sandwich's bread has turned greasy and the rice is cold. <b>She realizes that she is lucky to be able to go home and eat a fresh lunch, rather than have to carry one because no one is home to make lunch for her.</b></i></p> <p><i>90 = Esperanza thought she would feel important by eating in the canteen with the other children who cannot go home for lunch, but Sister Superior makes her feel bad for wanting to eat in the canteen. Her bagged lunch is not as good as going home for lunch because her sandwich bread has turned greasy and the rice is cold.</i></p> <p><i>80 = Esperanza thought that eating her lunch in the canteen would make her feel special, but it doesn't. She is made to feel bad about her home and does not enjoy the lunch her mother packed.</i></p>
<p>2. In "Chanclas" on pages 46–48, Esperanza is disappointed when her mother forgets to buy her new shoes for her cousin's baptism. How do the events in the story support the theme of finding personal identity? <b>(Write) [DC, SA, AP]</b> (Team Talk rubric)</p>	<p><i>100 = Esperanza is embarrassed that she has to wear her ugly brown and white school shoes with her new outfit to a baptism. She <b>avoids</b> dancing with a boy who asks her and <b>continues</b> acting this way until her Uncle Nacho forces her to get up and dance with him. <b>As a result</b>, she forgets about her <b>appearance</b> because everyone is watching them dance and <b>applauding</b> them. She notices that the boy is watching her dance. <b>This supports the theme of finding personal identity because Esperanza realizes that no one is paying attention to her shoes, but they are noticing her.</b></i></p> <p><i>90 = Esperanza is embarrassed that she has to wear her old brown and white saddle shoes that she wears to school every day. She feels that her shoes are all anyone sees about her new outfit, and stays in her seat during the party to hide her feet. She forgets about her shoes when her Uncle Nacho forces her to get up and dance with him. She learns that people are paying attention to her.</i></p> <p><i>80 = Esperanza is embarrassed that she has to wear her ugly brown and white school shoes with her new outfit to a baptism. She learns that no one at the party actually sees what is on her feet.</i></p>

continued

Team Talk Questions *continued*

3. In “Hips” on pages 49–52, Esperanza says Nenny is “in a world we don’t belong to anymore.” What does she mean by that statement? Use evidence from the text to support your thinking. **[DC, SA]** (Team Talk rubric)

*100 = Esperanza is **highlighting** how much younger Nenny is than her, Rachel, and Lucy when she makes that statement. The older girls have been **discussing** growing up and **developing** hips. As they begin jumping rope, Nenny doesn’t follow the other girls’ leads by making up a song about growing hips, but sings the old familiar songs she knows already. Esperanza sees that Lucy and Rachel are disgusted because Nenny is childish. The world Nenny belongs to is the world of childish **innocence**. Esperanza realizes that she and the other girls have left that behind.*

*90 = Esperanza is showing how much younger Nenny is than her, Rachel, and Lucy. The older girls talk about growing hips, probably because they are at an age when their bodies are changing. Esperanza and the older girls think Nenny is acting like a child when she says that you will turn into a man if you don’t grow hips and when she sings old songs while jumping rope instead of continuing their songs.*

*80 = Esperanza is pointing out how much younger Nenny is than her and her friends because Nenny has silly ideas about growing hips. Nenny also sings childlike songs while jumping rope.*

4. In “The First Job” on pages 53–55, what causes Esperanza to come home from school wet? What does this tell you about Esperanza? Support your thinking. **[RE, SA]** (Team Talk rubric)

- A. Tito pushes her in front of an open fire hydrant.
- B. She is splashed by a car driving through a puddle.
- C. Her Aunt Lala spills her mug of coffee on her.
- D. She leaves her umbrella at home and it begins to rain.

*100 = I learn that Esperanza is interested in boys after she comes home from school with wet clothes. She says that Tito pushed her in front of the hydrant, but also admits, “only I had sort of let him.” **For this reason**, I think she probably thought it was fun because she and Tito were flirting. She liked the attention she was receiving from him. If she wasn’t interested in attention from boys, she would not have let Tito get her clothes wet.*

*90 = I can tell that Esperanza likes boys and is starting to get attention from them. She says that she “sort of let him” push her into the open fire hydrant. I don’t think she put up as much of a fight as she would if she didn’t really want Tito to push her into the water.*

*80 = Esperanza is interested in boys and enjoys getting attention from them and flirting with them. She doesn’t get angry with Tito for getting her wet.*

5. “Bricks are crumbling in places, and the front door is so swollen you have to push hard to get in.” In this sentence, the word *swollen* most nearly means— **[CV]**
- A. injured.
  - B. bitten.
  - C. expanded.
  - D. shrunken.

Cue students to discuss strategy use, graphic organizers, and word power journals.

**Randomly select team representatives who will share:**

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection

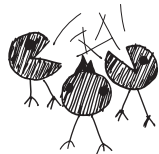


Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.



## Class Discussion tp

(15 minutes)

### Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

### Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

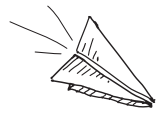
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Lesson 5

**Writing Objective:** Draw evidence from a literary text to support analysis.

### Teacher Background

In this lesson you will model predicting and organizing evidence from the text.



## Active Instruction tp

(10 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

### Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Remind students that they have analyzed characters in the story and thought about how their actions and dialogue support the themes in the story. If necessary, remind students of the two themes discussed in the cycle: the importance of home and finding personal identity.

Explain that students will analyze an event and actions in a story during the writing activity. Point out that students will need to provide support for their analysis in their answer to the prompt. Explain that an analysis is really their

opinion and interpretation of the text, and they need to be able to support that opinion with evidence.

5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

Read the prompt aloud.

Writing Prompt
In "The Family of Little Feet," how does the girls' adventure with the high-heeled shoes help us understand the changes that the girls are going through both physically and emotionally? How does it support the theme of the story? Use evidence from the text to support your answer.



Use **Think-Pair-Share** to ask:

**Read the prompt. What is it asking you to do: support a claim with reasons, explain ideas or information on a topic, or write a literary response? How do you know?**

*It is asking me to write a literary response. I know this because it asks me for my analysis of an event in the story, and it asks me to use evidence from the text to support that analysis.*

Students identify the purpose for writing.

6. Refer students to the following writer's guide in their student editions. Point out that the writer's guide for writing a literary response is the criteria for writing. Point out that using the writer's guide will help them write a quality response.

Refer students to the appropriate writer's guide in their student editions.

Writing a Literary Response	
<b>Ideas</b>	<ul style="list-style-type: none"> <li>• Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style.</li> <li>• Support your point with evidence from the text.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Begin by making a clear point about an aspect of the literary work.</li> <li>• In the middle, support your point with examples and evidence from the text.</li> <li>• End with a closing statement.</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>• Choose and quote words, phrases, and dialogue from the text to support your point.</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>• Use correct punctuation, capitalization, spelling, and grammar.</li> </ul>

Highlight the writing objective.

Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.

Use **Think-Pair-Share** to ask:

**Which guidelines relate to our writing objective: draw evidence from literary text to support analysis?**

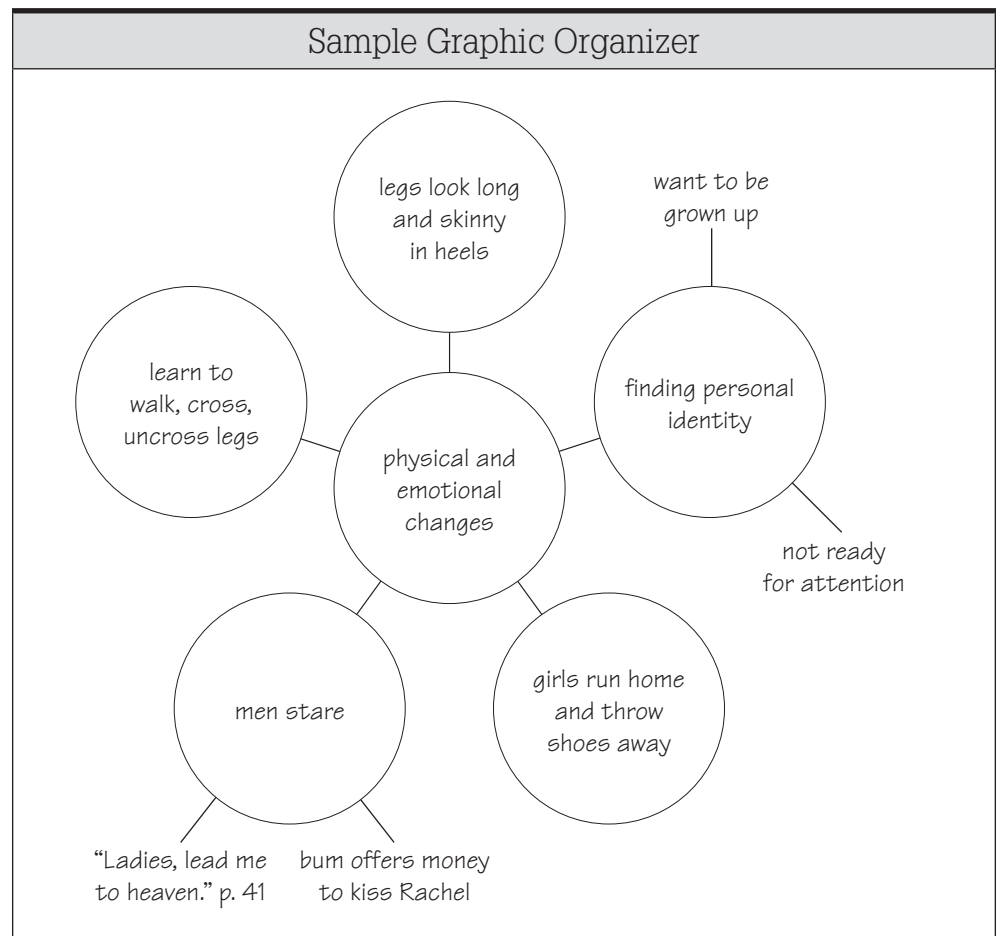
*Support your point with evidence from the text and choose and quote words, phrases and dialogue from the text to support your point are the guidelines that relate to the writing objective.*

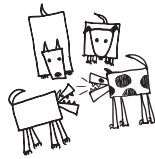
- Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.

**Model a Skill**

Model planning using a graphic organizer.

- Remind students that the first step in the writing process is planning, or prewriting. Model using the writing prompt and writer’s guide to create a prewriting graphic organizer. Point out that planning helps them organize their ideas and makes drafting easier.
- Model using a graphic organizer, such as a web or other organizer, to record ideas.





## Teamwork tp

(20 minutes)

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

### Independent Work

Tell students that they have 10 minutes to plan and write drafts of their responses to the writing prompt. Remind them to write on every other line to leave room for revisions. Suggest that they refer to the writing prompt to be sure that they include all the required elements and to the writer's guide to check the quality of their response.

### Team Discussion

1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.
2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.
3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.



## Class Discussion tp

(30 minutes)

Display and evaluate randomly selected writing projects using the writer's guide.

### Lightning Round

Randomly select a writing project from one or two teams' piles without revealing their authors. Display a writing project, and read it aloud.

Refer students to the writer's guide for writing a literary response and the writing objective—draw evidence from a literary text to support analysis.

Using the writer's guide, discuss and evaluate the selected writing project(s) with the class.

For example, ask:

- **Does the writer make a clear point about the characters and how their actions and dialogue relate to the theme?**
- **Does the writer use correct punctuation, spelling, and grammar?**
- **Does the writer use description and dialogue to reveal a character's point of view?**

Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

### Reflection on Writing

Have students reflect on their use of the writing process. Ask:

**How did creating and using a graphic organizer work for you? How did it help you write your draft?**

*Answers will vary.*

**What was the most useful feedback that you received? How did it affect your revisions?**

*Answers will vary.*

**Was it easy or difficult to find dialogue or character actions in the reading to support your analysis?**

*Answers will vary.*

### Celebrate

Celebrate team successes!

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

The top team chooses a cheer.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Remind students of the Read and Respond homework assignment.

## Writing Prompt

In “The Family of Little Feet,” how does the girls’ adventure with the high-heeled shoes help us understand the changes that the girls are going through both physically and emotionally? How does it support the theme of the story? Use evidence from the text to support your answer.

Writing a Literary Response	
<b>Ideas</b>	<ul style="list-style-type: none"><li>• Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style.</li><li>• Support your point with evidence from the text.</li></ul>
<b>Organization</b>	<ul style="list-style-type: none"><li>• Begin by making a clear point about an aspect of the literary work.</li><li>• In the middle, support your point with examples and evidence from the text.</li><li>• End with a closing statement.</li></ul>
<b>Style</b>	<ul style="list-style-type: none"><li>• Choose and quote words, phrases, and dialogue from the text to support your point.</li></ul>
<b>Mechanics</b>	<ul style="list-style-type: none"><li>• Use correct punctuation, capitalization, spelling, and grammar.</li></ul>

## Lesson 6

**Reading Objective:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to characters, setting, and plot.

**Writing Objective:** Draw evidence from a literary text to support analysis.

### Teacher Background

This cycle, students focused on learning about the characters and how the characters' actions and dialogue helped support the themes in the story. They also learned how the theme develops across the text.

Today students will read about an important moment in Esperanza's father's life, and what this moment teaches Esperanza about herself.

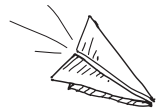
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.



## Active Instruction

(5 minutes)

### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading and writing objectives.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.



## Prepare Students for the Test tp

(5 minutes)

### Partner Review

1. Remind students that as they have been reading *The House on Mango Street*, they have been practicing analyzing a literary text and supporting their conclusions with evidence. Tell students that they will use these skills as they take the cycle test.
2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.

### Test Directions

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.
2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.
3. Point out that question #5 asks about theme.
4. Ask students to identify key words or phrases in question #5.

5. What do you think Sandra Cisneros is trying to tell us about Esperanza in today's story? How does this support the theme of the book? Support your thinking. **[DC, SA, AP]**

5. Introduce the text that students will read. Tell what it is about, but do not give additional information or details.

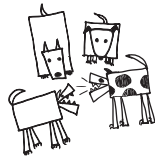
**Today you will read another vignette about Esperanza's life, this one concerning her father.**



## Test tp

(30 minutes)

Tell students that they have 30 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.



## Teamwork tp

(10 minutes)

Teams discuss the answers to the test questions.

### Team Discussion

1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.
3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.



## Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



1. Use **Random Reporter** to have teams share team discussions of the test questions and explain their thinking.

**Growing up was one of the themes we discussed throughout the cycle. Do you think Esperanza has grown up though the course of the reading until today? Why or why not?**

*(Answers may vary.) Yes. I think Esperanza has grown up through the course of the reading until today. For much of the reading, she is focused on herself and how she feels about things. For example, she doesn't like having to watch and play with Nenny all the time. She wants her mother to pack her a lunch to eat at school, no matter how much it affects her. But now she realizes that she has to take some responsibility for her family while her dad works through his grief.*

2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

### Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Celebrate team successes!

## Analyze Characters and Theme

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Cycle 1 Test

## Analyze Characters and Theme

**Directions:** Read *The House on Mango Street*, pages 56 and 57, and answer the following questions on a separate piece of paper. Some of the questions are based on today's reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

**Part I. Comprehension** (100 points)

1. On pages 6 and 7, when Esperanza describes her mother's hair, what is the most important thing she is telling the reader about her mother? Support your thinking. **[DC, SA]**

*20 points = I think the most important thing Esperanza is telling us about her mother is that her mother makes her feel safe. In the story, Esperanza describes smelling her mother's hair when she holds her close. She says that her mother's hair smells like warm bread before you bake it. The smell of bread is comforting and happy. She also describes a situation when she would feel warm and safe. She describes smelling her mother's hair when she climbs into bed and sleeps near her. This tells me that being near her mother and smelling her hair makes Esperanza feel safe and comfortable.*

*15 points = I think the most important thing Esperanza is telling us about her mother is that her mother makes her feel safe. Esperanza describes her mother's hair as smelling like warm bread before it has been baked. That is a pleasant smell. Then she describes smelling her mother's hair when she climbs into bed with her to sleep. She feels safe and comfortable in bed with her mother.*

*10 points = I think the most important thing Esperanza is telling us about her mother is that her mother makes her feel safe. When she smells her mother's hair when they hug, it makes her feel safe.*

2. On page 28, how does Esperanza describe strangers who wander into her neighborhood? Do you think Esperanza is similar to or different from these strangers? Give evidence from the text. **[DC, RE]**

*20 points = Esperanza describes strangers who wander into her neighborhood as scared and stupid. She says that these strangers think the residents will attack them with knives. However, Esperanza shows she is similar to the strangers by describing how she and her friends or family act when they enter a different neighborhood. Likewise, they roll up the windows in the car and look straight ahead so they don't make eye contact with anyone. She describes how their knees shake. This shows that Esperanza is similar to the strangers and is just as scared when she visits other neighborhoods.*

*15 points = Esperanza describes strangers who wander into her neighborhood as scared and stupid. She says that the strangers think they will attack them with knives, but Esperanza knows the neighborhood*

*is OK. She feels just as scared when she wanders into a different neighborhood. Everyone rolls up the windows and looks straight ahead while driving through strange places.*

*10 points = Esperanza describes strangers who wander into her neighborhood as scared and stupid. Esperanza is similar to them because she is afraid when she goes into strange neighborhoods.*

3. Who has died in the story on pages 56 and 57? How do you know who died? Give evidence from the text and your own thinking. **[DC, SA]**
- A. Esperanza's friend Alicia's mother
  - B. Esperanza's father's father
  - C. Esperanza's uncle
  - D. Esperanza's father's best friend

*20 points = I think that Esperanza's grandfather is the person who died because **first of all**, her father is very upset, so he must be someone that Papa is very close to. I know that he is upset because Esperanza says her brave father is crying and she has never seen him cry before. On page 57, Esperanza says, "And I think if my own Papa died what would I do." I also read the word abuelito. I know that is the Spanish word for grandfather. **This tells me it must be her Papa's father.***

*15 points = I think Esperanza's grandfather is the person who died because her father is upset. He was close to the person who died. Esperanza says her father is crying, and she has never seen him cry before. **She also wonders what she would do if Papa died.***

*10 points = I think that Esperanza's grandfather is the person who died. Her father is very upset and is crying.*

4. When the author says that Esperanza's father "crumples like a coat," this is an example of— **[AC, SA]**
- A. a vignette.
  - B. prose.
  - C. *simile*.
  - D. a lie.

What does this phrase describe? Support your thinking.

*20 points = The author is describing how Esperanza's father looks and acts after he tells her that his father has died. He **collapses** onto her bed to cry. When you take a coat off your body, it has no shape. If you threw a coat on the bed, it would fall **crumpled** and flat, **which describes** how Esperanza's father looks. He is probably **huddled** over instead of sitting up straight and strong. **This is how the author uses a simile to describe Esperanza's father while he cries.***

*15 points = The author is describing how Esperanza's father looks and acts after he tells her that his father has died. He falls on her bed and*

*is probably bent over as he cries. A coat that has been taken off and thrown somewhere has no shape and looks flat.*

*10 points = It is a simile that describes how Esperanza's father looks after he tells her that his father has died. He sits and cries. It reminds Esperanza of how a coat looks when someone takes it off.*

5. What do you think Sandra Cisneros is trying to tell us about Esperanza in today's story? How does this support the theme of the book? Support your thinking. **[DC, SA, AP]**

*20 points = I think Sandra Cisneros is telling us that Esperanza is growing up and maturing. She is able to put herself in her father's position, and she realizes what she should do to help him. She holds him in her arms to comfort him. She also knows what her job is for the day. In addition, she is the oldest, making it her job to tell her younger siblings what happened and why they have to be quiet and not play that day. It supports the theme of finding personal identity because Esperanza is realizing something about herself. She is important to her family, especially her father, at this moment. She has her dreams, but she also has to learn how to be mature and help her family.*

*15 points = I think Sandra Cisneros is telling us that Esperanza is growing up. She comforts her father by holding him in her arms. She also knows it is her job to tell her brothers and sister about their grandfather and why they need to be quiet. She is learning that she is important to her family and needs to help them.*

*10 points = I think Sandra Cisneros is telling us that Esperanza is growing up in today's story. She comforts her father and takes responsibility for her brothers and sisters.*

## **Part II. Writing** (100 points)

Write at least one paragraph to answer the following question:

Why did the author choose the name Esperanza for the narrator? Why doesn't the character like her name? Does this have anything to do with the theme?

Explain and support your answer with evidence from the text.

*Esperanza does not like her name because it means hope in Spanish, and to her, hope means sadness and waiting. To her, hope implies a future never realized, just like her great-grandmother with the same name. She was forced to marry young—"carried away like a fancy chandelier." Her great-grandmother spent her life looking out a window at other people's adventures. Esperanza says that her name is "too soft, like silver." She wants a new name, something like "Zeze the X," that would tell people more about the real person she is now and show her strength and the "wild horse" side. I think this contributes to the theme of finding personal identity that Cisneros is developing in all the stories. I think that Cisneros is using Esperanza to show how hard finding personal identity will be for the next generation and the conflicts that may arise within families as girls search for their own futures.*

The following guide is used to score part II of the cycle test.

Writing a Literary Response		
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Makes a clear point about an aspect of the literary work such as characters, setting, plot, theme, style</li> <li>Supports the point with evidence from the text</li> </ul>	<b>0–25 pts.</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Begins by making a clear point about an aspect of the literary work</li> <li>In the middle, supports the point with examples and evidence from the text</li> <li>Ends with a closing statement</li> </ul>	<b>0–25 pts.</b>
<b>Style</b>	<ul style="list-style-type: none"> <li>Quotes words, phrases, and dialogue from the text to support the point</li> </ul>	<b>0–25 pts.</b>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Uses correct punctuation, capitalization, spelling, and grammar</li> </ul>	<b>0–10 pts.</b>
<b>Writing Objective</b>	<ul style="list-style-type: none"> <li>Draws evidence from a literary text to support analysis</li> </ul>	<b>0–15 pts.</b>

**Part III. Vocabulary** (100 points)

1. What is an antonym for the word *sassy*? What is a synonym for the word *sassy*? **[CV]**

*An antonym for the word sassy is the word polite. A synonym for sassy is impudent.*

2. The tiny kitten looked very \_\_\_\_\_ when it came into the shelter, but a couple days of food and water had it healthy again.

Choose the word that belongs in the blank. **[CV]**

- A. raggedy
- B. sassy
- C. anemic
- D. swollen

3. Write a meaningful sentence using the word *inherit*. **[CV]**

*I know that when my dad retires from his bakery, I will inherit the business and keep it running.*

4. “The boys and the girls live in separate worlds. The boys in their universe and we in ours.” In this context, the word *universe* most nearly means— **[CV]**

- A. a different time.
- B. a different type of world.
- C. a different state of being.
- D. a different planet home.

5. What is a synonym for the word *temporary*? What is an antonym for the word *temporary*? **[CV]**

*A synonym for temporary is brief. An antonym for temporary is permanent.*

6. Write a meaningful sentence using the word *canteen*. **[CV]**

*I didn't want to eat in the canteen during my lunch break, so I went outside and sat at a picnic table.*

7. "I want you to throw out that \_\_\_\_\_ looking shirt and buy a new one that you can wear to school instead," Larry's mother said.

Choose the word that belongs in the blank. **[CV]**

- A. temporary
  - B. anemic
  - C. swollen
  - D. raggedy
8. What is a synonym for the word *swollen*? What is an antonym for the word *swollen*? **[CV]**

*A synonym for swollen is increased. An antonym for swollen is emptied.*

9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. **[CV]**

*A word we explored was canteen. A canteen is a place you eat, like a cafeteria. The hungry workers went to the factory's canteen to take a break and eat lunch.*

10. As used in the sentence "His feet were fat and doughy like thick tamales, and these he powdered and stuffed into white socks and brown leather shoes," *doughy* most nearly means— **[CV]**

- A. soft.
- B. bony.
- C. sharp.
- D. long.

Explain how you figured out the meaning of *doughy*.

*Students will explain their thinking. For example, I know that dough is used to make bread, and that things made from dough are usually soft. The other words don't describe dough as well.*

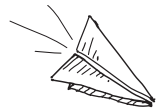
Question Codes			
<b>[DC]</b>	Make inferences; interpret data; draw conclusions.	<b>[AA]</b>	Analyze an argument.
<b>[SA]</b>	Support an answer; cite supporting evidence.	<b>[AP]</b>	Identify author's intent or purpose.
<b>[MI]</b>	Identify the main idea that is stated or implied.	<b>[RE]</b>	Analyze relationships (ideas, story elements, text structures).
<b>[CV]</b>	Clarify vocabulary.	<b>[AC]</b>	Author's craft; literary devices

## Lesson 7

**Reading Objective:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to characters, setting, and plot.

**Teacher Background**

During Class Discussion, students orally present evaluations of their homework reading selections. During Teamwork, students use their Read and Respond notes and answers to the homework questions to make final preparations for these presentations. Team members share their responses and give one another feedback. During the oral presentations, students use their revised responses to the questions to describe the kind of texts they read, the strategies that helped them understand the text, and whether they will recommend their reading selections to others.

**Active Instruction** 

(20 minutes)

**Two-Minute Edit**

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.

**Vocabulary**

Ask teams if they have a Vocabulary Vault word that they would like to share. Award team celebration points.

**Set the Stage**

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.

Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.

4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.

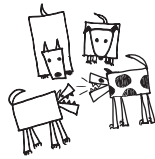
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



# Teamwork tp

(25 minutes)

## Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.
2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.
3. As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Students prepare, share, and revise presentations about their reading selections.

Give students feedback on classwork.

### Teacher's Note:

Have students who are ready for a new selection take turns choosing reading material from the classroom library. Make sure that every student has a Read and Respond form for next cycle.

## Read and Respond Questions

1.	Is your selection informational or literature? Summarize your reading. (summary rubric)
2.	Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)
3.	Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)
4.	Write down a question that you had or a prediction that you made as you read. Were you able to answer or confirm it? Explain. (strategy-use rubric)
5.	Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)
6.	Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric)



# Class Discussion

(15 minutes)

Team responses  
and feedback



Teams report on their  
review of the texts and Read  
and Respond discussions.

Celebrate team successes!

Final tally for this cycle

Record team celebration  
points on the teacher cycle  
record form.

Collect Read and Respond  
forms for this cycle.

## Lightning Round

Use **Random Reporter** to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions). Use rubrics to evaluate responses, give specific feedback, and award points.

## Celebrate

1. Tally up this cycle's points on the poster.
2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams' test scores will determine which teams earn the status of super team, great team, or good team for the cycle.
3. Be sure to record each team's total celebration points from the poster into the teacher cycle record form. Remind students that team celebration points and team test averages are used to determine team scores.
4. Collect students' Read and Respond forms, and pass out new forms.
5. Tally up the number of Read and Respond signatures on students' forms, and record the number on the teacher cycle record form after class.

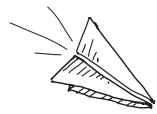
# Lesson 8

**Objectives:** Celebrate successes, and set new goals. Hold a Class Council.

## Teacher Background

In the first part of this lesson, students review their test results and their final scores for the cycle and compare them with their goals. They celebrate success and set new objectives for further improvement.

In the second part of the lesson, students participate in Class Council.



## Active Instruction tp

(2 minutes)

### Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.



## Celebrate/Set Goals

(20 minutes)

1. Distribute students' scored cycle tests. Allow a few moments for students to review them.
2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle's top-scoring teams are determined by their points on the poster and their test scores.
3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members' cycle scores.
4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss students' scores.

**What was your team's highest score?**

**What score do you want to improve?**

**What can the team do to improve that score?**

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



Use **Random Reporter** to ask:

**What is your team's goal for the next cycle? Why did you choose that goal?**

*Accept supported answers.*

5. Use the poster to award team celebration points for responses that include the team's reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.
6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.



## Class Council

(30 minutes)

1. Share class compliments.
2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?
3. Discuss a class concern, or use the scenario and discussion hints provided.
4. Have teams discuss and then use **Random Reporter** to share responses.
5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.



## Brain Game

(5 minutes)

1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

**What did this game require your brain to do?**

**How will use of this skill improve your success in other classes?**

## Cycle 2:

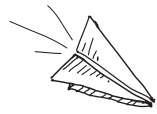
Analyze  
Characters  
and Theme

## Lesson 1

**Reading Objective:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to characters, setting, and plot.

**Teacher Background**

This half of the text marks a shift in Esperanza's thinking, where she is much more earnest about escaping from life on Mango Street and finding a place she really wants to call home. Today students will understand more about the influences in Esperanza's life that give her the idea that she can be more than what life on Mango Street expects of her.

**Active Instruction** tp

(22 minutes)

**Big Question**

Post and present this cycle's Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:**

Have you ever dreamed of a home of your own? If you could live anywhere and have any career, where would you live and what would you do?

**Set the Stage** tp

1. Refer students to today's Big Question. Use **Think-Pair-Share** to ask:

**Have you ever dreamed of a home of your own? If you could live anywhere and have any career, where would you live and what would you do?**

*(Answers will vary.) Yes, I have dreamed of owning my own home. I would like to live out in the country where there is a lot of space for me to have a big house and a lot of property. I would like to raise horses, so I'd need a lot of space to raise, run, and train horses.*

**If you chose to live somewhere different, why did you choose that location? If you chose to stay where you are, why did you choose that?**

*(Answers will vary.) I chose to live somewhere different because I want to experience a different place. I think it would be interesting to be in a new environment where there are new sights and smells. I also would not be able to do my job where I currently live.*

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

Teams review notes, summarize story events, ask questions, and make predictions.



become super teams. Tell them that they can earn team celebration points during the Lightning Round.

3. Introduce the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.
5. Have students think back to what you discussed in the first cycle about vignettes, poetry, and prose. Use **Think-Pair-Share** to have students discuss the following:

**Earlier I asked if a collection of stories could fit the dictionary definition of a vignette. After reading half of *The House on Mango Street*, do you think the definition of *vignette* fits a collection of stories? Why or why not?**

*Yes. The stories are little pictures into the lives of the main character, her family, friends, and neighbors. Even though the stories are not necessarily in a sequence and the events in one story do not always affect what happens in the next one, they are tied together in a related theme.*

**How does the author mix poetry and prose in the book?**

*She has Esperanza talk in very poetic ways while telling the story of her life on Mango Street. Esperanza uses a lot of metaphors and similes to create descriptions of people and places in her neighborhood. Sometimes Esperanza rhymes when she is describing people or places. The author also repeats words and phrases a lot.*

### Interactive Read Aloud

1. Read pages 58 and 59 (paragraph 5, “Sometimes you get...”) aloud.
2. Use **Think-Pair-Share** to ask:

**How is the Aunt Lupe that Esperanza knows different from the Aunt Lupe of the photographs?**

*Esperanza only seems to know an Aunt Lupe who is sick with a disease that keeps her in bed. Aunt Lupe’s legs and bones are weak and bunched under the sheets, and her head is thrown back like a thirsty woman. She reflects on how Aunt Lupe used to be a swimmer who was strong, fit, and good looking. She compares her appearance in photographs to Joan Crawford. Esperanza says that this Aunt Lupe is hard to imagine.*

**Think of the theme of finding personal identity. How do you think Esperanza feels that Aunt Lupe’s identity has been affected?**

*Esperanza feels that Aunt Lupe’s identity as a strong, healthy swimmer was taken away from her; either by disease or by an accident. Now all anyone sees about Aunt Lupe is her sick body, trapped in the apartment. No one recognizes the Aunt Lupe who was a swimmer anymore.*

Refer students to pages 58 and 59 (paragraph 5, “Sometimes you get...”) in the text.

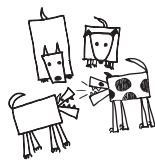
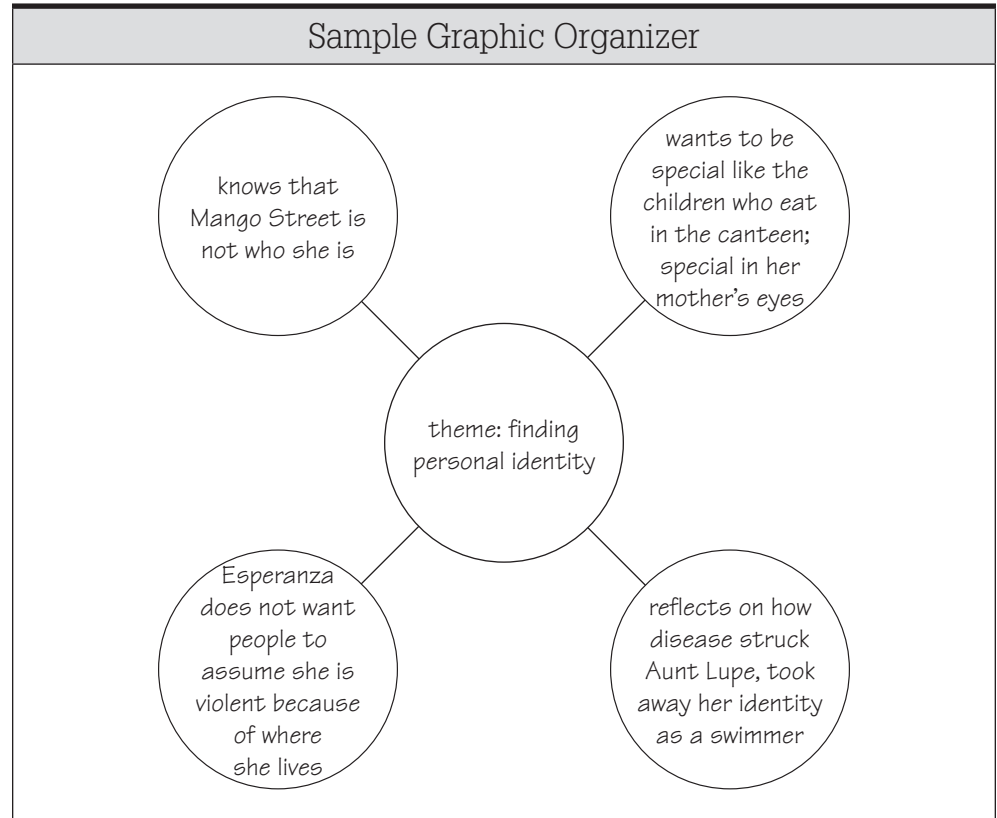
**Teacher:** Read aloud.  
**Students:** Actively listen.  
**Partner pairs:** Think aloud to practice the skill/strategy.

**Partner pairs:** Identify important events or details to add to the graphic organizer.

3. Use **Think-Pair-Share** to ask:

**What evidence should we add to the graphic organizer about the theme we discussed today?**

*Esperanza thinks disease stole Aunt Lupe’s identity as a swimmer, so people only see her as sick.*



## Teamwork tp

(20 minutes)

### Partner Prep

Cue students to use their student routines for partner reading, word power, and fluency.

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**pages 59 (paragraph 6, “It was a game...”)-69 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Cue students to use their student routines for strategy use and Team Talk discussion.

**Team Discussion**

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **SF**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions
<p>1. Why does Esperanza like her Aunt Lupe? <b>[RE]</b> (Team Talk rubric)</p> <p><i>100 = Aunt Lupe listened to Esperanza read stories that they both liked. <b>Most importantly</b>, she listened to one of Esperanza’s own poems. She told Esperanza that her poem was very good and <b>encouraged</b> her to keep writing. She told Esperanza that it would keep her free. After her aunt died, Esperanza began to realize how much her aunt must have cared for her and what she meant when she said that her writing would mean freedom.</i></p> <p><i>90 = Aunt Lupe listened to Esperanza read stories and some of her own poetry. She told Esperanza to keep writing because it would help her be free.</i></p> <p><i>80 = Aunt Lupe listened to Esperanza read stories and enjoyed hearing Esperanza’s own poems. She told her to write.</i></p> <p>2. Esperanza asks, “What does it matter?” multiple times in “Geraldo No Last Name.” What happens to Geraldo in the story? Do you think this matters to Esperanza? <b>(Write) [DC, SA, AP]</b> (Team Talk rubric)</p> <p><i>100 = <b>In the story</b>, Geraldo is a young man who is killed in a hit-and-run accident after going out dancing with Marin. <b>Unfortunately</b>, no one knows who Geraldo is, so no one knows whom to inform about his death. I think his death does matter to Esperanza because she describes what she imagines his life to be like. <b>For example</b>, she says, “They never saw the kitchenettes. They never knew about the two-room flats and sleeping rooms he rented, the weekly money orders sent home, the currency exchange.” She cares because she can imagine who he was and how important he was to someone else.</i></p> <p><i>90 = Geraldo is killed in a hit-and-run accident after going out dancing with Marin. No one knows who he is because he was an immigrant and Marin had only just met him. Esperanza cares that he died because she imagines what his life was like. She says, “They never saw the kitchenettes. They never knew about the two-room flats and sleeping rooms he rented, the weekly money orders sent home, the currency exchange.”</i></p> <p><i>80 = Geraldo is hit by a car and dies after leaving a dance with Marin, but Marin cannot tell the hospital anything about him. Esperanza cares about his death because she can imagine who he was.</i></p>

continued

Team Talk Questions *continued*

3. What is Esperanza hoping to learn from Elenita in the story on pages 62–64? Does she hear what she wants to hear? **[RE]** (Team Talk rubric)
- 100 = *I think Esperanza is **expecting** to learn about the house she will move into so she can escape Mango Street. She describes Elenita as a witch woman who reads fortunes with cards. When she learns about being jealous and feeling sorrow, she asks, “What about a house, I say, because that’s what I came for.” **However**, she does not get a clear answer about the house. Elenita says, “Ah, yes, a home in the heart. I see a home in the heart.” **For this reason**, Esperanza is **disappointed** in her fortune. I think she is looking for a straightforward answer, but this one does not make sense to her yet.*
- 90 = *Esperanza is hoping to learn about a house when she visits Elenita for a fortune. When she learns about feeling jealous or sorrowful from the cards, she asks Elenita, “What about a house, I say, because that’s what I came for.” Elenita tells her she sees a home in the heart, but that does not make sense to Esperanza. She is unhappy with her fortune.*
- 80 = *Esperanza is hoping to learn about a house when she visits Elenita for a fortune. She learns many things about herself, but her fortune about finding a home in the heart does not make sense to her.*
4. Which of the following best describes Ruthie in the story on pages 67–69? What information from the story supports this description? **[RE, SA]** (Team Talk rubric)
- A. confident and happy
- B. lonely and bored
- C. *talented but frightened*
- D. clownish but wise
- 100 = *Esperanza describes Ruthie as a talented whistler who has had a lot of **opportunities** in life. She says that Ruthie can sing and dance and had a lot of job offers when she was younger. One day Ruthie tells Esperanza that she used to write children’s books, which tells me that she must have enjoyed writing and had a good imagination at one time. **Yet** it seems like Ruthie is afraid to do anything and make her own decisions. She is married and has a house outside of the city, but she continues to live with her mother. She asks her mother **multiple times** if she should go play bingo, until she ends up staying home. **Ruthie is someone who has a lot of potential but is afraid to act on it.***
- 90 = *Ruthie is a talented whistler who could have done a lot of things. Esperanza says Ruthie could sing and dance, she could have had a lot of different jobs, and she used to write children’s books. But Ruthie seems to be too afraid to make her own decisions, even about going out with friends to play bingo.*
- 80 = *Ruthie is a talented person who could have done a lot of things in life. But she is too afraid to make her own decisions and doesn’t do anything.*

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

Cue students to discuss strategy use, graphic organizers, and word power journals.

**Randomly select team representatives who will share:**

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.



## Class Discussion tp

(18 minutes)

### Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

### Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

# Lesson 2

**Reading Objective:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to characters, setting, and plot.

## Teacher Background

Today students will get a closer look at the lives some women on Mango Street live, most of which reinforce Esperanza’s desire to get out. They will also learn how Esperanza’s growing interest in boys is making her curious.

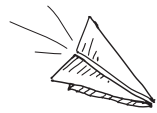
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

Teams discuss their vocabulary ratings.



Introduce vocabulary.



## Active Instruction tp

(25 minutes)

### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their word power journals and rate their knowledge of each as they arrive for class.
2. Spot check the Read and Respond homework.

### Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

Word	Pronunciation	Definition	Sample Sentence
<b>luxury</b> (noun) page 63	lux-u-ry (LUHG-zhuh-ree)	an object used for elegant or refined living	The fancy sunglasses from the store in the mall were a small <i>luxury</i> Janet could afford after babysitting on weekends.
<b>somersault</b> (verb) page 71	som-er-sault (SUHM-er-sawlt)	to roll forward or backward	We always know spring is here when we see lazy moths and butterflies <i>somersault</i> through the air.

*continued*

Word	Pronunciation	Definition	Sample Sentence
<b>ferocious</b> (adjective) page 74	fe-ro-cious (fuh-ROH-shuhs)	relentless; ravenous	Cami had a <i>ferocious</i> thirst after playing soccer in the hot summer sun, so she took a break to drink some water.
<b>droop</b> (verb) page 74	droop	to sag or hang down, as from a lack of support	If you don't set the tent poles up properly, the tent will <i>droop</i> and fall on our heads while we sleep at night.
<b>content</b> (adjective) page 86	con-tent (kuhn-TENT)	satisfied with what one has	Jerome was <i>content</i> to make the basketball team as a freshman, even if it wasn't in a starting position.
<b>threshold</b> (noun) page 88	thresh-old (THRESH-hohld)	entrance to a house or building; doorway	For some newly married couples, it is a custom for the groom to carry the bride over the <i>threshold</i> to their home after the wedding.
<b>velvety</b> (adjective) page 90	vel-vet-y (VEL-vi-tee)	smooth or soft, suggestive of the feel of velvet	After a long day of playing in the snow, the <i>velvety</i> hot chocolate warmed me up from the inside out.
<b>twangy</b> (adjective) page 94	twang-y (TWANG-ee)	having a nasal or plucked sound	Many people prefer the <i>twangy</i> notes of an acoustic guitar over the harsher sounds of an electric one.

4. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
5. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Teams review notes, summarize story events, ask questions, and make predictions.



Refer students to pages 70 and 71 in the text.



**Teacher:**  
Read aloud.

**Students:** Actively listen.

**Partner pairs:** Think aloud to practice the skill/strategy.

4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.

**Interactive Read Aloud**

1. Read pages 70 and 71 aloud.
2. Use **Think-Pair-Share** to ask:

**What do you learn about Esperanza’s neighbor Earl from the last paragraph of the reading?**

*We learn that Earl most likely doesn’t have a wife, because everyone seems to see him with a different woman whenever he brings one home. No one can agree on what his wife looks like because of this.*

**How do you think Esperanza feels about Earl because of this?**

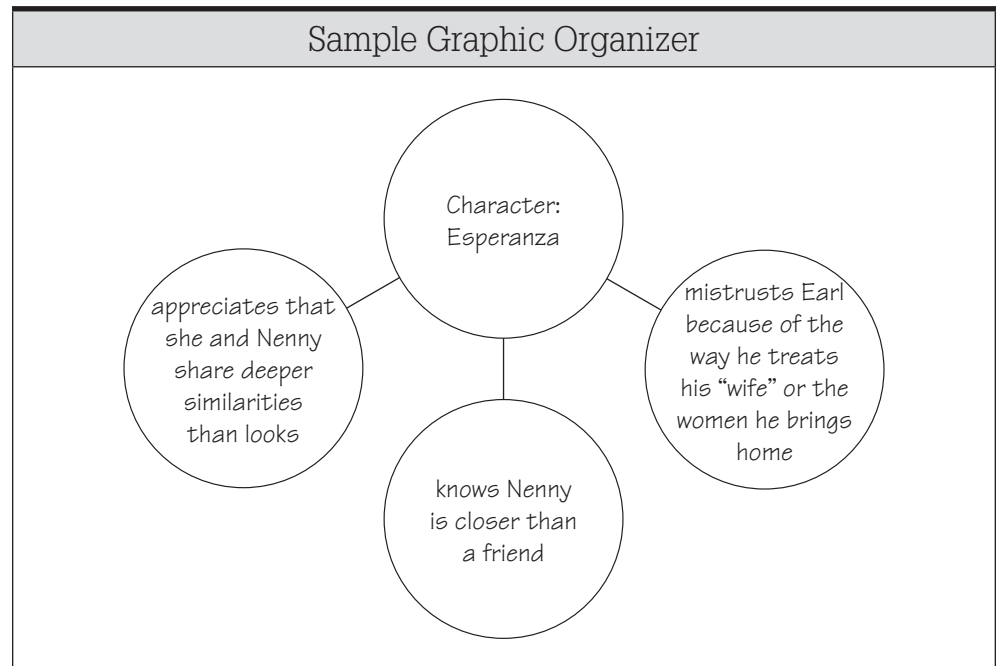
*I think Esperanza probably mistrusts Earl. She doesn’t describe him pleasantly, since she usually describes his home as smelling of mold and damp. She also describes how Earl behaves whenever he brings a woman home to his apartment. He holds her by the arm and rushes her inside, like he is trying to hide her or keep her from leaving him. He probably doesn’t treat women the way Esperanza thinks they should be treated.*

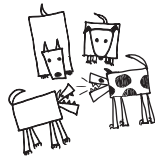
3. Use **Think-Pair-Share** to ask:

**What details about Esperanza should we add to the graphic organizer?**

*Esperanza mistrusts Earl because of the way he treats his “wife” or the other women he brings home.*

**Partner pairs:** Identify important events or details to add to the graphic organizer.





# Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading, word power, and fluency.

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: **Sf**  
**pages 72–80 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **Sf**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Cue students to use their student routines for strategy use and Team Talk discussion.

## Team Talk Questions

1. What does Esperanza mean when she says that she understands the “four skinny trees” and they understand her? How does this story support the theme of the book? Support your thinking. **(Write) [DC, SA, AP]** (Team Talk rubric)

*100 = I think that Esperanza is writing about herself when she talks about the trees. For example, she says that they look like her because they are skinny and pointy, and they are planted somewhere that they don't really belong. As they grow, they teach her to keep growing and reaching. She says, "Four who reach and do not forget to reach. Four whose only reason is to be and be." For this reason, I think this story supports the theme of finding personal identity because Esperanza is reminded to keep working toward her goals and the things she wants in life. I think she is saying that she is waiting for her future when she can be whatever she wants to be.*

*90 = Esperanza is writing about herself when she talks about the trees. They are like her because they are skinny and pointy, and they are planted somewhere that they don't really belong. Esperanza is reminded to keep working toward her goals and the things she wants in life because the trees keep growing.*

*80 = Esperanza is comparing herself to these four trees growing out of the sidewalk in front of her house. They remind her that if they can grow on Mango Street, then so can she.*

2. Which of the following best describes a theme in the story “No Speak English”? What evidence from the text supports your thinking? **[DC, SA, AP]** (Team Talk rubric)

- A. Transitioning to a new apartment is hard.
- B. It takes time to learn English.
- C. Be patient with the ones you love.
- D. Language is important to one's identity.

*100 = In the story, the character Mamacita is brought from her home country to live with her husband on Mango Street, but she only knows eight words in English. Soon after she moves to Mango Street, she is homesick for her country, and I think this is part of the reason she does not learn more English. She wants to return there and asks when their family can move back. When her baby begins talking, he sings the song he heard in a commercial in English. This upsets Mamacita, and she cries while repeating “No speak English.” I think Mamacita is afraid of losing her identity if she learns English and forgets Spanish.*

*90 = Mamacita moves from her home country, where she speaks Spanish, to live with her husband on Mango Street. She only knows eight words in English. I think she is homesick and wants to go back home, and this is why she does not want to learn more English. She becomes very upset when her baby learns to speak English instead of Spanish. She repeats “No speak English” when she hears him.*

*80 = Mamacita moves from her Spanish-speaking home country to Mango Street, where her husband wants her to learn more English. She just wants to go home.*

*continued*

Team Talk Questions *continued*

3. Esperanza repeats the word *baby* as she describes Lois in the story "Sire." What do you think Esperanza is trying to say about Lois? Support your thinking. **[DC, AC, SA]** (Team Talk rubric)
- 100 = *Esperanza is describing Lois as too young and **immature** to be dating someone like Sire. She describes Lois as tiny and smelling like baby's skin, and says, "I saw her barefoot baby toenails all painted pale pink, like little pink seashells, and she smells pink like babies do." Esperanza also **points out** that Lois cannot tie her own shoelaces and that Sire does it for her. I think that **despite** saying that Lois has big girl hands, long bones like a lady, and that she wears makeup, Esperanza thinks she is too young to be in a relationship. Lois may be growing and changing, but she is still just a child.*
- 90 = *Esperanza thinks Lois is too young and immature to be dating boys. She says she is tiny and smells like baby skin and has baby toes and smells pink like babies. Lois cannot tie her own shoelaces, while Esperanza can. She thinks this is something that someone old enough to date should be able to do.*
- 80 = *Esperanza is saying that Lois is too young and childish to be dating already. The way she smells, looks, and acts is too much like a baby, despite her having grown-up features.*
4. In "Rafaela Who Drinks Coconut & Papaya Juice on Tuesdays," Rafaela wishes she were free like other women to go to the dance hall instead of being locked indoors by her husband. Does Esperanza think Rafaela's life would be different if she was not married? **[DC, RE, AC]** (Team Talk rubric)
- 100 = *Esperanza does not think Rafaela's life would be any different if she was still single and free to go to dance halls. She describes the women who "throw green eyes easily like dice and open homes with keys." Rafaela **views** those women as free, **whereas** Esperanza does not, saying, "And always there is someone offering sweeter drinks, someone promising to keep them on a silver string." She is saying that those women will **eventually** become trapped, just like Rafaela. The women in their community risk this when they go out to meet men.*
- 90 = *Esperanza does not think Rafaela's life would be any different if she was still single and free to go to dance halls. Rafaela wants to be like the other women because they seem to have freedom. Esperanza says, "And always there is someone offering sweeter drinks, someone promising to keep them on a silver string." She knows they will end up like Rafaela too.*
- 80 = *Rafaela's life would not be any different if she was still single and could go dancing like the older women at the bar. Esperanza believes that they will all marry someone who will keep them trapped.*

*continued*

Team Talk Questions *continued*

5. In which of the following sentences is the word *content* used incorrectly? **[CV]**
- As a child, you should be content with the toys you have instead of asking your parents for every new toy you see.
  - Mindy was content to miss her favorite band's concert when she was sick with the flu.*
  - We were content to sit quietly on the beach and listen to the waves instead of wandering down to the boardwalk.
  - I had a hard time deciding what flavor of ice cream to get, but I was content with my decision to have strawberry.

Cue students to discuss strategy use, graphic organizers, and word power journals.

- Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.
- Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
- Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
- If some teams finish ahead of others, have them practice their fluency.
- Award team celebration points for good team discussions that demonstrate 100-point responses.

**Randomly select team representatives who will share:**

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



## Class Discussion tp

(15 minutes)

### Lightning Round

- Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
- Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

### Celebrate

- Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Celebrate team successes!

## Analyze Characters and Theme

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

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<b>ferocious</b> (adjective) page 74	fe-ro-cious (fuh-ROH-shuhs)	relentless; ravenous	Cami had a <i>ferocious</i> thirst after playing soccer in the hot summer sun, so she took a break to drink some water.
<b>droop</b> (verb) page 74	droop	to sag or hang down, as from a lack of support	If you don't set the tent poles up properly, the tent will <i>droop</i> and fall on our heads while we sleep at night.
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<b>threshold</b> (noun) page 88	thresh-old (THRESH-hohld)	entrance to a house or building; doorway	For some newly married couples, it is a custom for the groom to carry the bride over the <i>threshold</i> to their home after the wedding.
<b>velvety</b> (adjective) page 90	vel-vet-y (VEL-vi-tee)	smooth or soft, suggestive of the feel of velvet	After a long day of playing in the snow, the <i>velvety</i> hot chocolate warmed me up from the inside out.
<b>twangy</b> (adjective) page 94	twang-y (TWANG-ee)	having a nasal or plucked sound	Many people prefer the <i>twangy</i> notes of an acoustic guitar over the harsher sounds of an electric one.

## Lesson 3

**Reading Objective:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to characters, setting, and plot.

### Teacher Background

Today students will continue reading about Esperanza's curiosity about boys as she figures out how to avoid the traps many women find themselves in. They will also learn more about her desire to find a home in a better place while not forgetting where she came from.

#### Teacher's Note:

Use the Interactive Read Aloud if your students need additional support. Otherwise, build background, and then go directly to teamwork. Adjust partner reading page numbers accordingly.

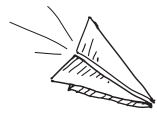
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.



## Active Instruction tp

(15–25 minutes)

### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

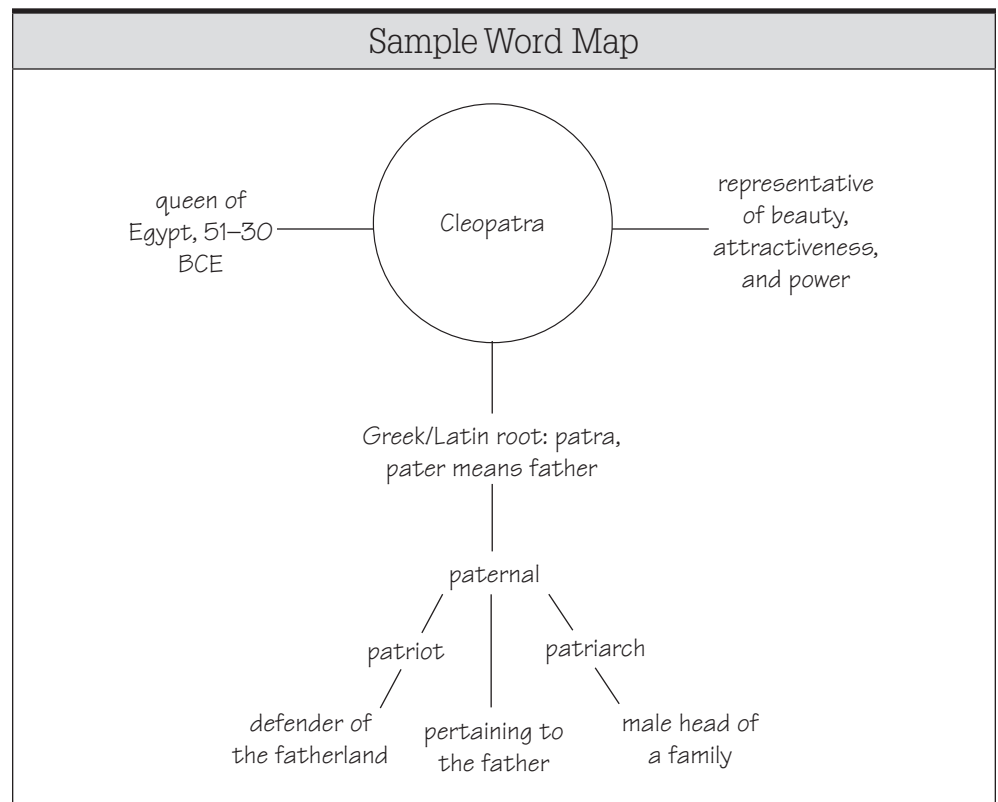
### Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.

### Sample Think Aloud

An interesting word I found in the text is the name Cleopatra. Esperanza mentions this name in the sentence “Sally, who taught you to paint your eyes like Cleopatra” on page 81. She is referencing the queen of Egypt who reigned from the years 51–30 BCE. Cleopatra was famous for her beauty and allure, and she used these to her advantage to help take the throne of Egypt from her brother. Esperanza specifically refers to Cleopatra’s eyes. In Egypt at the time, women and men lined their eyes with dark makeup to make them stand out and appear more beautiful. Cleopatra has long been representative of beauty and attractiveness in literature. I can also see a Latin and Greek root in her name. The word *patra* comes from both Greek and Latin and means father. I know I have seen the roots *patra* or *pater* in many words, such as *paternal* or *patriarch*.

### Sample Word Map



Review Vocabulary Vault.

4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Teams review their cycle goal.

Post and present the reading objective. Teams review notes, summarize story events, ask questions, and make predictions.



Refer students to pages 81 and 82 (paragraph 2, “Cheryl, who is not...”) in the text.



**Teacher:** Read aloud.  
**Students:** Actively listen.  
**Partner pairs:** Think aloud to practice the skill/strategy.

### Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.

### Interactive Read Aloud

1. Read pages 81 and 82 (paragraph 2, “Cheryl, who is not...”) aloud.
2. Use **Think-Pair-Share** to ask:

#### **What do you learn about Esperanza from this section of the text?**

*I learn that Esperanza is envious of Sally and wants to do the same things she does. She thinks Sally is beautiful with her silky hair and makeup. She wants to wear nylon stockings and black shoes like Sally wears because all the boys think Sally is attractive. I think Esperanza wants to feel grown up and attractive like Sally.*

#### **How do you think Esperanza’s feelings support the theme of finding personal identity?**

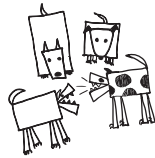
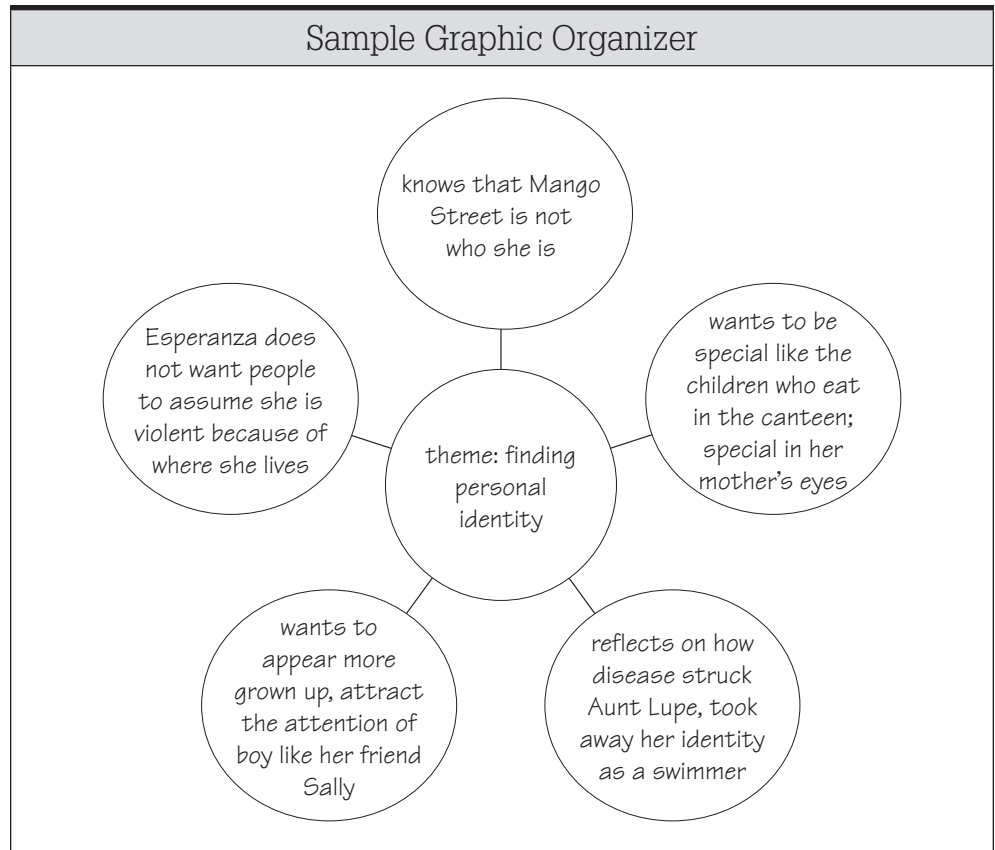
*I think her feelings support the theme because she is looking for a way to change. She wants to be beautiful and attractive by wearing makeup and nylons. She says that she will ask her mother if she can wear some of the same clothes Sally wears when her mother is in a better mood. She doesn’t want to be plain Esperanza like her parents want her to be.*

3. Use **Think-Pair-Share** to ask:

#### **What evidence should we add to the graphic organizer about the theme we discussed today?**

*Esperanza wants to appear more grownup and attract the attention of boys like Sally.*

**Partner pairs:** Identify important events or details to add to the graphic organizer.



## Teamwork tp

(20–30 minutes)

Cue students to use their student routines for partner reading, word power, and fluency.

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**pages 82 (paragraph 3, “The stories...”)-91 aloud with partners.**  
**(if skipping Interactive Read Aloud, pages 81–91)**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Cue students to use their student routines for strategy use and Team Talk discussion.

**Team Discussion**

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **Sf**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions
<p>1. On pages 88 and 89, how and why does Esperanza plan to be “beautiful and cruel”? How does this story support the theme of the book? Support your thinking. <b>(Write) [DC, SA, AP]</b> (Team Talk rubric)</p> <p><i>100 = Esperanza is <b>concerned</b> about all the women she has seen in her neighborhood who are waiting for a husband or someone else to tell them what to do. She says, “but I have decided not to grow up tame like others who lay their necks on the threshold waiting for the ball and chain.” She wants to be like the women she sees in movies, who are beautiful and <b>receive</b> attention but laugh it all away. This <b>supports</b> the theme of finding personal identity because Esperanza is saying that she <b>dislikes</b> the <b>standards</b> her <b>community</b> has for her. She wants to be her own person and not accept the discrimination the women around her have to live with because they are women.</i></p> <p><i>90 = Esperanza doesn’t want to “grow up tame like the others who lay their necks on the threshold waiting for the ball and chain” by waiting for a man to tell her what to do. She wants to be like the women in movies who are beautiful and get attention but laugh it away. She wants to make her own decisions in life. Esperanza has plans for how she wants to be different from the other women in her life.</i></p> <p><i>80 = Esperanza wants to be beautiful and strong, like the women she sees in movies, and does not want to rely on getting married or waiting for someone else to tell her what she should do.</i></p> <p>2. What does Esperanza mean when she says that “she leaves the table like a man” on page 89? <b>[DC]</b> (Team Talk rubric)</p> <p><i>100 = Esperanza says that she will be the one who leaves the table without putting her chair back in place or picking up her dirty plate. I think that she is <b>rebellious</b> against having to do what others want her to do—she wants to have power over her own life the way men seem to have power over their lives.</i></p> <p><i>90 = Esperanza says that she will leave the table without putting her chair back in place or picking up her dirty plate. That is how people expect her to behave. She is going against what others want her to do.</i></p> <p><i>80 = Esperanza is saying that she will not do what others expect her to do anymore.</i></p>

continued

Team Talk Questions *continued*

3. On pages 82 and 83, Esperanza asks the question “Sally, do you sometimes wish you didn’t have to go home?” What is Esperanza really expressing in her question for Sally? **[DC]** (Team Talk rubric)

100 = Esperanza is **expressing** how she feels about living on Mango Street and her hopes for her own life as she grows up. She describes all the things she wants—a house far away from other people, freedom from the **expectations** of others, and the chance to just be herself. I think she is hoping that Sally has the same dreams and expectations in life as she does.

90 = Esperanza tells her own hopes and dreams for leaving Mango Street as she grows up. She describes all the things she wants, like a house far away from other people where she is free to be anyone she wants. Esperanza hopes that Sally has the same dreams and hopes for her life that she has.

80 = Esperanza describes the things she wants in life because she hopes that Sally really wants those things too. She is afraid Sally will be trapped in life on Mango Street.

4. Which of the following best describes how Esperanza feels at the end of the story “Minerva Writes Poems”? Use information from the text to support your choice. **[DC, RE]** (Team Talk rubric)

- A. hopeless and powerless
- B. confident and aggressive
- C. downtrodden and defeated
- D. joyful and compassionate

100 = Esperanza makes a **connection between herself and Minerva** because they both enjoy writing poems and sharing them. **However**, Esperanza knows that Minerva is living a life that she wants to **avoid**. Minerva has a husband who **continuously** abuses her, leaves her, and then comes back apologizing. She **notes** that even when Minerva decides to kick her husband out, she accepts his apologies and takes him back. I think Esperanza is afraid that even though she wants to write and escape Mango Street, she might be **powerless** to escape a life like Minerva’s.

90 = Esperanza likes that she and Minerva both like writing poetry and sharing their poems, but she is afraid of the life Minerva is living. Minerva is married to a husband who abuses her, leaves, and then returns with an apology, only to do it all over again. Esperanza doesn’t want that to happen to her.

80 = Esperanza and Minerva both like writing and sharing their poetry, but Esperanza fears that she will also share Minerva’s life of being trapped with an abusive husband.

5. What word from the vocabulary list belongs in the blank? How do you know? **[CV]**

Pedro’s parents decided that cable television was a \_\_\_\_\_ they could do without and decided to cancel their subscription to save money.

Luxury. The clue was cable television. I know that you have to pay for cable television and that it is a nice thing to have. It gives you access to a lot of television shows.

Cue students to discuss strategy use, graphic organizers, and word power journals.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection

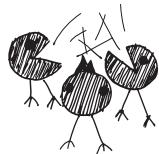


Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.



## Class Discussion tp

(20 minutes)

### Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

### Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Lesson 4

**Reading Objective:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to characters, setting, and plot.

### Teacher Background

In today's reading, Esperanza experiences an unsettling series of events that make her question her desire to grow up and be mature like her friend Sally. What Sally and Esperanza experience in the stories "The Monkey Garden" and "Red Clowns" is implied but is never directly stated. These experiences strengthen Esperanza's desire to escape Mango Street.

#### Teacher's Note:

Use the Interactive Read Aloud if your students need additional support. Otherwise, build background, and then go directly to teamwork. Adjust partner reading page numbers accordingly.

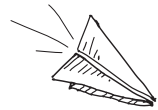
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.



## Active Instruction tp

(15–25 minutes)

### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Teams review their cycle goal.

Post and present the reading objective.



Teams review notes, summarize story events, ask questions, and make predictions.

Refer students to pages 92 and 93 in the text.



### Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.

### Interactive Read Aloud

1. Read pages 92 and 93 aloud.
2. Use **Think-Pair-Share** to ask:

#### **What do you learn about Sally in this section of the text?**

*I learn that Sally is often abused by her father, who does not trust her. He believes that she will run off and make him ashamed, the same way his sisters ran away and made his family ashamed. Sally tries to lie about her bruises, but Esperanza and other people know where she gets them.*

#### **How do you think Sally's desire to stay with Esperanza's family supports a theme of the book?**

*Sally wants to get away from her abusive home by staying with Esperanza's family. She knows she will be safe there and will escape her home, where she is not trusted.*

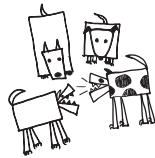
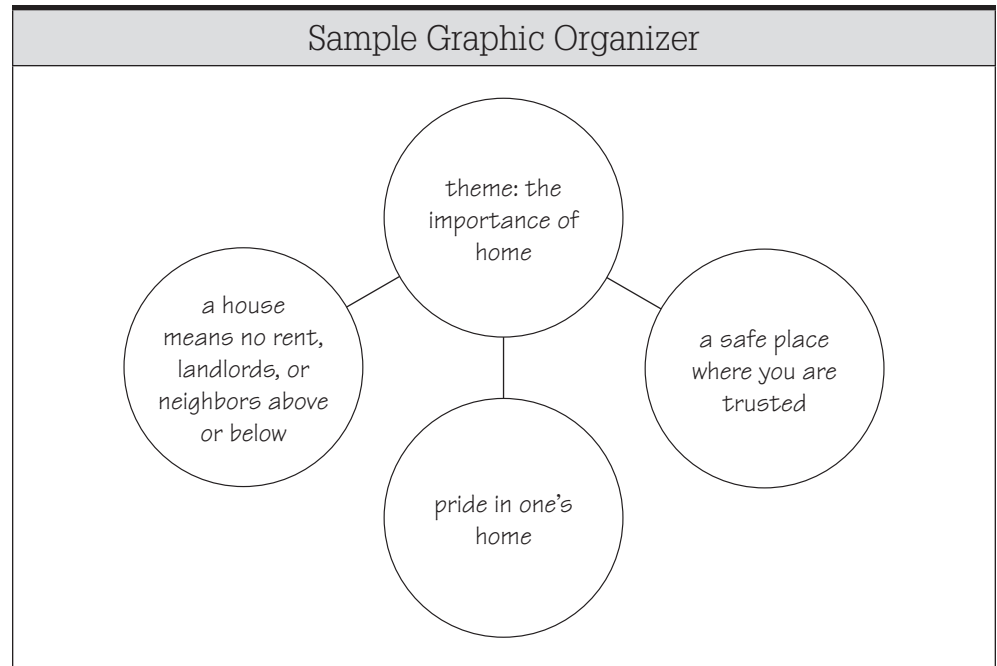
#### **How does Sally's experience in the story reflect the experiences of other characters, such as Minerva?**

*Sally's experience reflects the experiences of other characters because she forgives a man who was hurting her, only to be hurt by him again. Sally returns home with her father after he comes to Esperanza's house to apologize and shows that he had been crying about what he did to her. Things are fine for a while, but when her father gets mad at her for talking to a boy, he abuses her again, forcing her to miss several days of school.*

3. Use **Think-Pair-Share** to ask:

#### **What evidence should we add to the graphic organizer about the theme we discussed today?**

*Home is a place where you should feel safe and trusted, unlike Sally's home.*



## Teamwork tp

(20–30 minutes)

Cue students to use their student routines for partner reading, word power, and fluency.

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**pages 94–107 aloud with partners.**  
**(if skipping Interactive Read Aloud, pages 92–107)**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

### Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team's graphic organizer/notes during Class Discussion as indicated.

Cue students to use their student routines for strategy use and Team Talk discussion.

3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the "(Write)" question.

Team Talk Questions	
<p>1. How does Esperanza describe the setting of the monkey garden at the start of the story on pages 94–98? How does the setting change by the end of the story? <b>[RE]</b> (Team Talk rubric)</p>	<p><b>100</b> = <i>At first, Esperanza describes the monkey garden as a <b>pleasant</b> and wild place in the middle of the city that the children enjoy playing in. There are big sunflowers, cockscombs, and other flowers that make the garden colorful and <b>fragrant</b>. The children can <b>explore</b> and play in their own little world of the garden, even as it becomes overgrown and full of abandoned cars. Esperanza says that "Things had a way of disappearing in the garden," and I think they thought of it as a somewhat magical place. <b>But by the end of the story, Esperanza wants to avoid the garden again because Sally allowed the boys to tease her and force her to kiss them there. I think the garden loses some of its magic and <b>innocence</b> as a playground because Sally loses her innocence there.</b></i></p> <p><b>90</b> = <i>In the beginning of the story, the monkey garden is a fun and wild place to play in the middle of the city. The children play in the garden as it becomes overgrown and full of old cars. Esperanza says that "Things had a way of disappearing in the garden," and I think they thought of it as a somewhat magical place. Then the garden becomes a place Esperanza does not want to visit because Sally lets the boys force her to kiss them there.</i></p> <p><b>80</b> = <i>Esperanza describes the garden as a fun, overgrown wilderness at first, where the children all go to play. But Esperanza does not want to play there after Sally lets the boys force her to kiss them.</i></p>
<p>2. How would you describe the way Esperanza feels toward Sally in "Red Clowns" on pages 99 and 100? Why? <b>[DC, RE]</b> (Team Talk rubric)</p>	<p><b>100</b> = <i>Esperanza is <b>disappointed in</b> and angry with Sally after she doesn't meet her at the red clowns by the Tilt-A-Whirl <b>as she agreed</b>. I think Esperanza feels <b>betrayed</b> by Sally for leaving her by herself. <b>Because</b> she was alone, a group of boys grabbed her and hurt her. She says, "Sally Sally a hundred times. Why didn't you hear me when I called? Why didn't you tell them to leave me alone?" I think that Esperanza feels that if Sally had been with her like she promised, she would not have been attacked by the boys and hurt. <b>She is angry because Sally left to be with a boy instead of helping to keep her safe, like Esperanza tried to do for Sally that day in the garden.</b></i></p> <p><b>90</b> = <i>Esperanza is angry with Sally after she doesn't meet her at the red clowns by the Tilt-A-Whirl like she said she would, and let a group of boys grab her and hurt her. She says, "Sally Sally a hundred times. Why didn't you hear me when I called? Why didn't you tell them to leave me alone?"</i></p> <p><b>80</b> = <i>Esperanza is angry because Sally left her alone, allowing a group of boys to grab her and hurt her.</i></p>

continued

Team Talk Questions *continued*

3. Which of the following best matches the tone in which Esperanza describes Sally's new married life in "Linoleum Roses" on pages 101 and 102? Use examples from the story to support your thinking. **[DC, RE]** (Team Talk rubric)

- A. depressed
- B. scornful
- C. pleased
- D. jealous

100 = Esperanza is **scornful** of how Sally has followed the life **expected** of girls on Mango Street. She says, "Sally got married like we knew she would, young and not ready, but married just the same." Esperanza **realized** that Sally wouldn't escape Mango Street like she plans to, but she is disappointed in her because of it. She also **points out** how Sally's happy married life is a **contradiction**. For example, Sally says she gets to buy her own things, but only when her husband gives her money. She says her husband is OK, **except** when he gets angry and kicks in the door. I think Esperanza expected more out of Sally and is angry that Sally didn't live up to her expectations.

90 = Esperanza is angry that Sally has followed the life expected of girls on Mango Street. She says, "Sally got married like we knew she would, young and not ready, but married just the same." She shows how Sally's happy married life is a lie, like how she can buy things, but only when her husband gives her money.

80 = Esperanza is angry that Sally has gotten married too young and followed the lives of other women on Mango Street instead of making her own decisions.

4. In "The Three Sisters" on pages 103–105, what is Esperanza told about herself? How does this support the theme of the book? Support your thinking. **(Write)** **[DC, SA, AP]** (Team Talk rubric)

100 = Esperanza meets three **elderly** sisters who visit Rachel and Lucy's house to **mourn for** their baby sister who died. They tell Esperanza that she is special and that she will go very far. The sisters tell her that her wish will come true, **even though** they do not know what she wished for. One sister says, "You must remember to come back. For the ones who cannot leave as easily as you." I think this **supports** the theme of finding personal identity because Esperanza learns that other people believe in her too **and think she will be able to follow her dreams to live her own life.**

90 = Esperanza meets three old sisters who visit Rachel and Lucy's house to pay their respects to their baby sister who died. They say that Esperanza is special and that she will go very far. They say that her wish to leave Mango Street will come true, but that she "must remember to come back. For the ones who cannot leave as easily as you." Esperanza learns that other people believe in her too.

80 = Esperanza is told that her wish to leave Mango Street and live a better life will come true. She learns that there are other people who believe in her.

*continued*

Team Talk Questions *continued*

5. Choose a word from the vocabulary list, and write a meaningful sentence using the word correctly. **[CV]**  
*Accept a sentence that shows students knows the meaning of the word and can use it correctly. For example: Angela didn't like how her stuffy nose made her voice sound twangy when she talked to her friends.*

Cue students to discuss strategy use, graphic organizers, and word power journals.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

**Randomly select team representatives who will share:**

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



## Class Discussion tp

(20 minutes)

### Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

### Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Lesson 5

**Writing Objective:** Draw evidence from a literary text to support analysis.

### Teacher Background

Provide instruction to improve students' writing skills based on previous lesson 5 activities.

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.

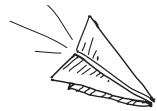


Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.



## Active Instruction

(10 minutes)

### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

### Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Remind students that they have analyzed characters in the story and thought about how their actions and dialogue support the themes in the story. Have teams review the themes they have been discussing in the story. Use **Random Reporter** to select students to share.

Explain that students will analyze whether a vignette within *The House on Mango Street* contributes to a central theme in the story. Remind students that they will need to provide support for their analysis in their answer to the prompt.

5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

Read the prompt aloud.

Writing Prompt
Does the story "Bums in the Attic" on pages 86 and 87 contribute to a central theme in <i>The House on Mango Street</i> ? Support your answer with examples from the story.



Use **Think-Pair-Share** to ask:

**Read the prompt. What is it asking you to do: support a claim with reasons, explain ideas or information on a topic, or write a literary response? How do you know?**

*It is asking me to write a literary response. I know because it asks me to make a point about a theme in the story and support my point with examples from the story.*

Students identify the purpose for writing.

6. Refer students to the following writer's guide in their student editions. Point out that this is the criteria for writing a literary response. Point out that using the writer's guide will help them write a quality response.

Refer students to the appropriate writer's guide in their student editions.

Writing a Literary Response	
<b>Ideas</b>	<ul style="list-style-type: none"> <li>• Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style.</li> <li>• Support your point with evidence from the text.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Begin by making a clear point about an aspect of the literary work.</li> <li>• In the middle, support your point with examples and evidence from the text.</li> <li>• End with a closing statement.</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>• Choose and quote words, phrases, and dialogue from the text to support your point.</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>• Use correct punctuation, capitalization, spelling, and grammar.</li> </ul>

Highlight the writing objective.

Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.

Use **Think-Pair-Share** to ask:

**Which guidelines relate to our writing objective: draw evidence from a literary text to support analysis?**

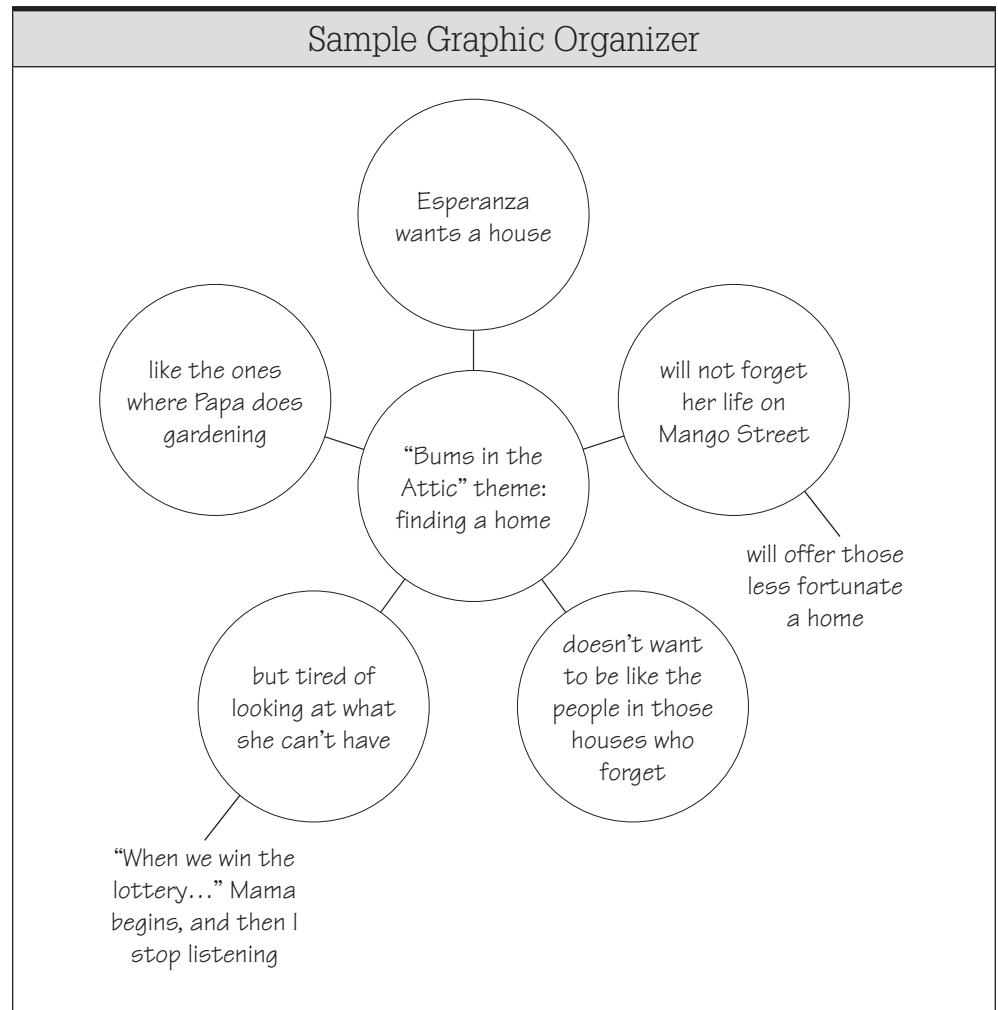
*The guideline for ideas: support your point with evidence from the text, and the guideline for organization: In the middle, support your point with examples and evidence from the text, and the guideline for style: choose and quote words, phrases, and dialogue from the text to support your point all relate to the writing objective.*

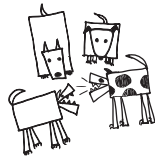
7. Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.

**Model a Skill**

Model planning using a graphic organizer.

Remind students that the first step in the writing process is planning, or prewriting. Model using the writing prompt and writer’s guide to create a prewriting graphic organizer. Point out that planning helps them organize their ideas and makes drafting easier.





## Teamwork tp

(20 minutes)

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

### Independent Work

Tell students that they have 10 minutes to plan and write drafts of their responses to the writing prompt. Remind them to write on every other line to leave room for revisions. Suggest that they refer to the writing prompt to be sure that they include all the required elements and to the writer's guide to check the quality of their response.

### Team Discussion

1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.
2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.
3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.



## Class Discussion tp

(30 minutes)

Display and evaluate randomly selected writing projects using the writer's guide.

### Lightning Round

Randomly select a writing project from one or two teams' piles without revealing their authors. Display a writing project, and read it aloud.

Refer students to the writer's guide for writing a literary response and the writing objective—draw evidence from literary text to support analysis.

Using the writer's guide, discuss and evaluate the selected writing project(s) with the class.

For example, ask:

- **Does the writer make a clear point about an aspect of the literary work such as characters, setting, plot, theme, or style?**
- **Does the writer support his or her point with examples and evidence from the text?**
- **Does the writer choose and quote words, phrases, and dialogue from the text to support his or her point?**
- **Does the writer use correct punctuation, spelling, and grammar?**

Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

### Reflection on Writing

Have students reflect on their use of the writing process. Ask:

**How did creating and using a graphic organizer work for you? How did it help you write your draft?**

*Answers will vary.*

**What was the most useful feedback that you received? How did it affect your revisions?**

*Answers will vary.*

**Did you find it easy or difficult to choose the most important details to include in your writing? How might choosing a different graphic organizer help you?**

*Answers will vary.*

### Celebrate

Celebrate team successes!

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

The top team chooses a cheer.

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

Remind students of the Read and Respond homework assignment.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Writing Prompt

Does the story “Bums in the Attic” on pages 86 and 87 contribute to a central theme in *The House on Mango Street*? Support your answer with examples from the story.

Writing a Literary Response	
<b>Ideas</b>	<ul style="list-style-type: none"> <li>• Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style.</li> <li>• Support your point with evidence from the text.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Begin by making a clear point about an aspect of the literary work.</li> <li>• In the middle, support your point with examples and evidence from the text.</li> <li>• End with a closing statement.</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>• Choose and quote words, phrases, and dialogue from the text to support your point.</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>• Use correct punctuation, capitalization, spelling, and grammar.</li> </ul>

## Lesson 6

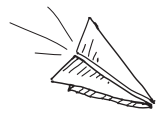
**Reading Objective:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to characters, setting, and plot.

**Writing Objective:** Draw evidence from a literary text to support analysis.

### Teacher Background

In this cycle, students continued to analyze the theme of the text and its relationship to the characters, setting, and plot of the story. They also continued to analyze what they could learn about characters through their dialogue and actions.

In today's reading, Esperanza shows that she really believes that she will escape the trap of Mango Street to live a successful life on her own terms. She also comes to realize that she will be able to return and help others have the same success she knows she will have.



## Active Instruction tp

(5 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading and writing objectives.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.



# Prepare Students for the Test tp

(5 minutes)

## Partner Review

1. Remind students that they have been practicing determining a theme or central idea of a text and analyzing its development over the course of the text, including its relationship to characters, setting, and plot. Point out that they have also been identifying particular lines of dialogue or incidents in the story that reveal aspects of a character and point to the theme.

Tell students that they will use these skills as they take the cycle test.

2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.

## Test Directions

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.
2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.
3. Point out that question #4 asks about theme.
4. Ask students to identify key words or phrases in question #4.

4. In “Mango Says Goodbye Sometimes” on pages 109 and 110, what has Esperanza finally learned about herself? How does this support the theme of the book? Use evidence from this section of the text. **[DC, SA]**

5. Introduce the text that students will read. Tell what it is about, but do not give additional information or details.

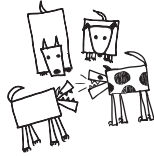
**Today you will read the last two stories in *The House on Mango Street* and find out how much Esperanza has grown over her year on Mango Street.**



## Test tp

(30 minutes)

Tell students that they have 30 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.



## Teamwork tp

(10 minutes)

Teams discuss the answers to the test questions.

### Team Discussion

1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.
3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.



## Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



### Lightning Round

1. Use **Random Reporter** to have teams share team discussions of the test questions and explain their thinking.
2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

### Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Cycle 2 Test

## Analyze Characters and Theme

**Directions:** Read *The House on Mango Street*, pages 108–110, and answer the following questions on a separate piece of paper.

Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

**Part I. Comprehension** (100 points)

1. How does Esperanza show that she is a conflicted character in “Sire” on pages 72 and 73? Support your thinking with evidence from the text. **[DC, RE]**

*20 points = Esperanza shows that she is conflicted by having different thoughts about how she feels when Sire, a neighborhood boy, looks at her while she walks down the street. On one hand, she is trying to show the boys that she is not afraid of or intimidated by them. She looks forward and walks by quickly. But she says that it made her blood freeze to have Sire look at her that way. On the other hand, she is flattered that he looked at her. She repeats, “Somebody looked at me.” Later, she thinks about Sire and his girlfriend and seems jealous. She wants to go out with a boy and be bad. She isn’t sure how she should feel because her emotions keep changing.*

*15 points = Esperanza keeps having different thoughts when Sire looks at her. She tries to show that she isn’t afraid of him by looking straight ahead when she walks by, but she is afraid and says his stare makes her blood freeze. She is also flattered by his looking at her. She repeats, “Somebody looked at me.” Then she wants to know what it’s like to be bad with a boyfriend.*

*10 points = Esperanza’s emotions about Sire keep changing from feeling brave, afraid, complimented, and jealous. She doesn’t know how to feel about a boy.*

2. What best describes what happened to Esperanza in “The Monkey Garden” on pages 94–98? What evidence from the text supports your thinking? **[DC, SA]**

- A. Esperanza lost her childhood and sense of innocence.
- B. Esperanza lost her friend Sally.
- C. Esperanza lost her respect for Tito’s mother.
- D. Esperanza lost her love and enjoyment of gardens.

*20 points = Esperanza describes the incident that made her lose her childhood innocence and marked the last time she went in the Monkey Garden. Tito and his friends were teasing Sally by taking her keys from her, saying she had to kiss each of them to get her keys back. Sally agreed to play their game, and this upset Esperanza. She did several things to defend Sally—she tried to tell*

*Sally not to go with the boys; she tried to tell Tito's mother what he and his friends were going to make Sally do; she ran to defend Sally with three sticks and a brick. **Unfortunately**, when these don't work, she says, "And the garden that had been such a good place to play didn't seem mine [anymore]." **This shows that she feels too old to play in the garden now.***

*15 points = Esperanza tells how one day Tito and some other boys teased Sally by stealing her keys and saying she had to kiss them to get the keys back. This upset Esperanza, and she tried to stop Sally from playing the game with the boys. When nothing worked, Esperanza cried and thought about how the garden was no longer a playground.*

*10 points = Esperanza lost some of her childhood when Sally, Tito, and some other boys play a game where Sally had to kiss the boys to get her keys back. Esperanza stopped thinking the garden was a place to play.*

3. What do you think Esperanza means when she describes her house as "clean as paper before the poem" in "A House of My Own" on page 108? **[CV, AC]**

*20 points = I think that Esperanza is **envisioning** the house she will have someday where she will be able to write. It will be all hers, and she will not have anything that belongs to anyone else. She says, "Not a flat. Not an apartment in back. Not a man's house. Not a daddy's." She sees writing and telling stories as an important part of who she will be. **Consequently**, only she will be **responsible** for the house, herself, and what she will write. **I think she means more than just a clean house, but rather a clean start in life. I think she means that it will be a place where no one else will tell her what to do with her life.***

*15 points = I think that Esperanza is dreaming of the house she will have someday where she will be able to write. She says, "Not a flat. Not an apartment in back. Not a man's house. Not a daddy's." Writing and telling stories will be an important part of who she is. She will be in charge of the house, herself, and what she will write. Her house will be a clean start in life.*

*10 points = I think Esperanza is dreaming of the house she will have someday where she will be able to write. It will be her own house, where she can get a clean start in life.*

4. In "Mango Says Goodbye Sometimes" on pages 109 and 110, what has Esperanza finally learned about herself? How does this support the theme of the book? Use evidence from this section of the text. **[DC, SA]**

*20 points = Esperanza has learned that she likes to tell stories. She has also learned that she belongs to Mango Street even though she thought that she really didn't want to. It sounds like she realizes that writing helps her **express** her feelings. She says, "I put it down on paper and then the ghost doesn't ache so much." She also seems to finally understand that she can grow up and leave*

*Mango Street, but that she can come back and always belong to the people there. **She says about** Mango Street, "She does not hold me with both arms. She sets me free." She ends by saying that she will leave, but will still come back for those who cannot leave. I think it **supports** the theme of finding personal identity because Esperanza really learns that she wants to be a writer, and that is what will help her leave Mango Street.*

*15 points = Esperanza has learned that she likes to tell stories and write. She also knows that she belongs to Mango Street even though she didn't want to. Writing helps her tell about her feelings. She says, "I put it down on paper and then the ghost doesn't ache so much." She knows that she can grow up and leave Mango Street, but that it is OK to come back.*

*10 points = Esperanza has learned that she likes to tell stories, and that is who she is. She has learned that she can grow up and leave Mango Street, but that she will always be welcomed back.*

5. Esperanza received a fortune that told her she would have a home in her heart. Do you think this fortune makes more sense to her now, at the end of the story, than it did when she received it? Explain your thinking. **[DC, RE]**

*20 points = I think Esperanza's fortune that she will have a home in her heart does make more sense to her now than it did when she received it. When she first received the fortune, she was **disappointed**. I think she was **expecting** the cards to show her **precisely** when and where she would get the house and home she always wanted away from Mango Street. **After first hearing** the fortune, she asks, "Is that it?" She sounds **displeased** with what she heard. Now, I think she better understands what the fortune meant. I think she has learned that a home isn't just a physical place you live, but a place where you feel comfortable, welcomed, or loved.*

*15 points = I think Esperanza's fortune does make more sense to her now than it did when she received it. She was unhappy when she first heard the fortune. She asked Elenita, "Is that it?" I think she knows now that a home is more than a place to live. She knows that Mango Street will always be a part of her heart.*

*10 points = I think Esperanza's fortune does make more sense to her now than when she received it because she understands that a home is more than just a physical place to live.*

**Part II. Writing** (100 points)

Write at least one paragraph to answer the following question:

Do all the stories in *The House on Mango Street* contribute to a central theme? Support your answer with examples from the stories.

*I think that all the stories in The House on Mango Street do contribute to the central theme of finding personal identity in some way. Throughout the story, we mainly learn about how Esperanza grows and finds her own identity, but we learn about the other characters as well. The other characters provide examples to Esperanza for the life she wants to lead and the one she wants to avoid. For example, in "Edna's Ruthie," Esperanza admires Ruthie a little because she knows Ruthie owns a little house outside the city with her husband, but she wonders why Ruthie chooses to stay on Mango Street with her mother when she could live in a better place. I think Esperanza wonders if Ruthie regrets not doing some of the things that Esperanza knows she would do if she had the opportunity.*

*In the story "A Smart Cookie," Esperanza describes her mother's lost opportunities in life. Her mother can do a lot of things, such as speak two languages, sing operas, and fix things. She used to draw, but now she works. She would like to go to the ballet or see a play, but she has to borrow records from the library instead. Her mother tells her to go to school and study hard, and then tells Esperanza she quit school because she didn't have nice clothes. Esperanza describes her mother as looking disgusted as she says, "Yup. I was a smart cookie then." Her mother is warning Esperanza not to lose her identity or opportunities in life like she did.*

*Another example of finding personal identity is at the end of the text in the story "Mango Says Goodbye Sometimes." Esperanza finally learns what she wants to do. She wants to write because she enjoys telling stories and makes them up about every step in her life. She realizes that she will one day be able to leave Mango Street and go out into the world to write. But she also knows that Mango Street is part of her identity and that she will always come back. She says, "They will not know I have gone away to come back. For the ones I left behind. For the ones who cannot." She knows that she'll be able to do something that many of her friends and neighbors will not be able to do.*

The following guide is used to score part II of the cycle test.

Writing a Literary Response		
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Makes a clear point about an aspect of the literary work such as characters, setting, plot, theme, style</li> <li>Supports the point with evidence from the text</li> </ul>	<b>0–25 pts.</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Begins by making a clear point about an aspect of the literary work</li> <li>In the middle, supports the point with examples and evidence from the text</li> <li>Ends with a closing statement</li> </ul>	<b>0–25 pts.</b>
<b>Style</b>	<ul style="list-style-type: none"> <li>Quotes words, phrases, and dialogue from the text to support the point</li> </ul>	<b>0–25 pts.</b>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Uses correct punctuation, capitalization, spelling, and grammar</li> </ul>	<b>0–10 pts.</b>
<b>Writing Objective</b>	<ul style="list-style-type: none"> <li>Draws evidence from a literary text to support analysis</li> </ul>	<b>0–15 pts.</b>

**Part III. Vocabulary** (100 points)

1. Can someone with a *velvety* voice also sound *twangy*? **[CV]**

*No. Someone who has a velvety voice has a voice that sounds smooth and soft. I picture it to sound deep. A twangy voice is higher pitched and nasal sounding.*

2. Some plants have such heavy flowers that their stems will \_\_\_\_\_ if you do not support them with stakes or string.

Choose the word that belongs in the blank. **[CV]**

- A. luxury
- B. somersault
- C. content
- D. droop

3. Write a meaningful sentence using the word *ferocious*. **[CV]**

*Lavon had a ferocious desire to learn how to hit a baseball accurately, so he practiced at the batting cages every night for a week.*

4. In which of the following sentences is the word *luxury* used incorrectly? **[CV]**

- A. The neighbors showed off their new car, a luxury they could buy after winning the lottery.
- B. Ulrike enjoyed going to thrift stores to buy luxury items such as broken watches that needed to be repaired to work.
- C. Nino didn't mind not eating a luxury like T-bone steak because he preferred eating roasted chicken or turkey instead.
- D. An in-ground pool is a luxury most people don't have, so that is why there are public pools for everyone to enjoy.

5. Once you cross the \_\_\_\_\_ of the school and the bell rings, you have to follow their rules or risk being punished for misbehavior.

Choose the word that belongs in the blank. **[CV]**

- A. *threshold*
- B. *twangy*
- C. *somersault*
- D. *content*

6. Write a meaningful sentence using the word *twangy*. **[CV]**

*For being such a big dog, Brutus had a twangy bark that surprised everyone who walked in our door, expecting to meet a toy poodle.*

7. In which of the following sentences is the word *somersault* used incorrectly? **[CV]**

- A. You want to throw a football so it flies in a tight spiral rather than somersault end over end to the receiver.
- B. The puppy was running so quickly down the steep hill that it tripped and began to somersault to the bottom of the hill.
- C. *“If you’re going to somersault, practice outside where you won’t bump into any of the furniture!” Dale’s mother warned.*
- D. The acrobat leapt onto the giant trampoline and performed a somersault in the air before landing on his feet.

8. Write a meaningful sentence using the word *content*. **[CV]**

*Jorge was content that he had made the right decision in adopting the older dog that was already house and leash trained.*

9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. **[CV]**

*A word we explored was apostrophe. An apostrophe is a curved mark you make above and in between letters in writing to show where another letter has been omitted, or to show possession. The contraction it’s needs an apostrophe between the t and s, but the word its does not need one to show possession.*

10. As used in the sentence “Earl lives next door in Edna’s basement, behind the flower boxes Edna paints green each year, behind the dusty geraniums,” *geraniums* most nearly means— **[CV]**

- A. a type of furniture.
- B. window curtains or blinds.
- C. old screen doors.
- D. *flowering plants*.

Explain how you figured out the meaning of *geraniums*.

*Students will explain their thinking. For example, I used the context. The passage refers to flower boxes in front of the basement apartment. I think that if Earl lives behind the flower boxes and the geraniums, then geraniums are most likely flowers planted in the boxes.*

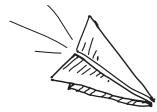
Question Codes			
<b>[DC]</b>	Make inferences; interpret data; draw conclusions.	<b>[AA]</b>	Analyze an argument.
<b>[SA]</b>	Support an answer; cite supporting evidence.	<b>[AP]</b>	Identify author's intent or purpose.
<b>[MI]</b>	Identify the main idea that is stated or implied.	<b>[RE]</b>	Analyze relationships (ideas, story elements, text structures).
<b>[CV]</b>	Clarify vocabulary.	<b>[AC]</b>	Author's craft; literary devices

## Lesson 7

**Reading Objective:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to characters, setting, and plot.

### Teacher Background

During Class Discussion, students orally present evaluations of their homework reading selections. During Teamwork, students use their Read and Respond notes and answers to the homework questions to make final preparations for these presentations. Team members share their responses and give one another feedback. During the oral presentations, students use their revised responses to the questions to describe the kind of texts they read, the strategies that helped them understand the text, and whether they will recommend their reading selections to others.



## Active Instruction

(20 minutes)

### Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.

### Vocabulary

Ask teams if they have a Vocabulary Vault word that they would like to share. Award team celebration points.

### Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.

Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.

4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.

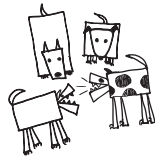
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



# Teamwork tp

(25 minutes)

## Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.
2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.
3. As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

### Teacher's Note:

Have students who are ready for a new selection take turns choosing reading material from the classroom library. Make sure that every student has a Read and Respond form for next cycle.

Students prepare, share, and revise presentations about their reading selections.

Give students feedback on classwork.

## Read and Respond Questions

<b>1.</b>	Is your selection informational or literature? Summarize your reading. (summary rubric)
<b>2.</b>	Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)
<b>3.</b>	Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)
<b>4.</b>	Write down a question that you had or a prediction that you made as you read. Were you able to answer or confirm it? Explain. (strategy-use rubric)
<b>5.</b>	Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)
<b>6.</b>	Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric)



# Class Discussion tp

(15 minutes)

Team responses  
and feedback



Teams report on their  
review of the texts and Read  
and Respond discussions.

Celebrate team successes!  
Final tally for this cycle

Record team celebration  
points on the teacher cycle  
record form.

Collect Read and Respond  
forms for this cycle.

## Lightning Round

Use **Random Reporter** to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions). Use rubrics to evaluate responses, give specific feedback, and award points.

## Celebrate

1. Tally up this cycle's points on the poster.
2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams' test scores will determine which teams earn the status of super team, great team, or good team for the cycle.
3. Be sure to record each team's total celebration points from the poster into the teacher cycle record form. Remind students that team celebration points and team test averages are used to determine team scores.
4. Collect students' Read and Respond forms, and pass out new forms.
5. Tally up the number of Read and Respond signatures on students' forms, and record the number on the teacher cycle record form after class.

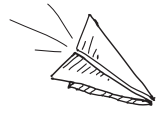
# Lesson 8

**Objectives:** Celebrate successes, and set new goals. Hold a Class Council.

## Teacher Background

In the first part of this lesson, students review their test results and their final scores for the cycle and compare them with their goals. They celebrate success and set new objectives for further improvement.

In the second part of the lesson, students participate in Class Council.



## Active Instruction tp

(2 minutes)

### Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.



## Celebrate/Set Goals

(20 minutes)

1. Distribute students' scored cycle tests. Allow a few moments for students to review them.
2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle's top-scoring teams are determined by their points on the poster and their test scores.
3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members' cycle scores.
4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss students' scores.

**What was your team's highest score?**

**What score do you want to improve?**

**What can the team do to improve that score?**

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



Use **Random Reporter** to ask:

**What is your team's goal for the next cycle? Why did you choose that goal?**

*Accept supported answers.*

5. Use the poster to award team celebration points for responses that include the team's reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.
6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.



## Class Council

(30 minutes)

1. Share class compliments.
2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?
3. Discuss a class concern, or use the scenario and discussion hints provided.
4. Have teams discuss and then use **Random Reporter** to share responses.
5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.



## Brain Game

(5 minutes)

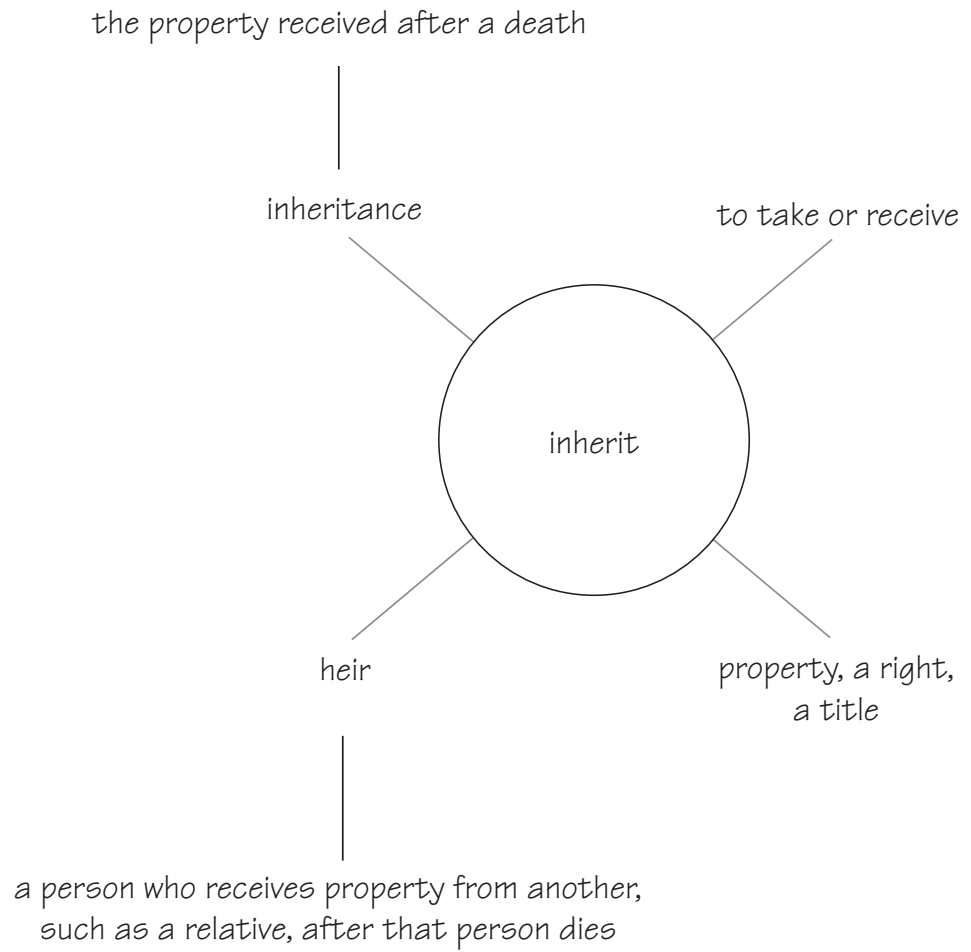
1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

**What did this game require your brain to do?**

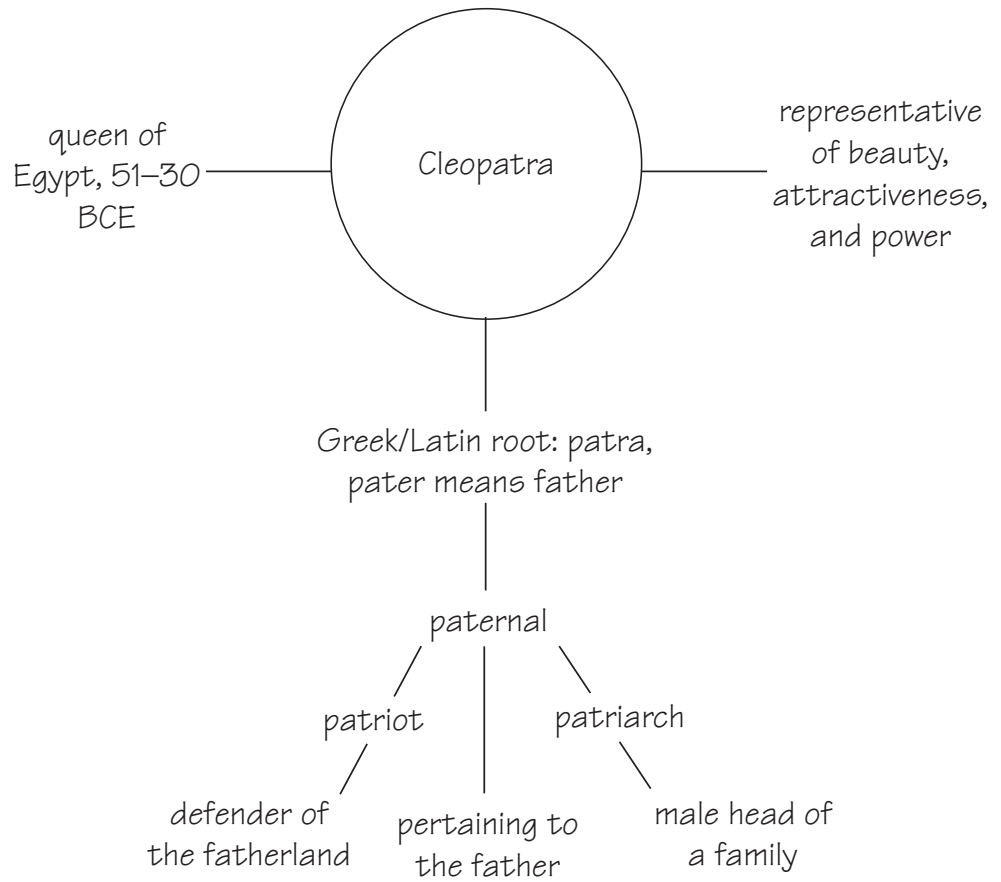
**How will use of this skill improve your success in other classes?**

Word Power Journal Sample Entries

Sample Word Map  
Cycle 1



Sample Word Map  
Cycle 2



## Common Core State Standards

The following Common Core State Standards are addressed in this unit.

Full program alignments can be found on the Reading Edge online resources.

Contact your SFA coach for more information.

### Level 8 Analyze Characters and Theme

#### **English Language Arts Standards: Reading: Literature**

##### **Key Ideas and Details**

RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

##### **Craft and Structure**

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

#### **English Language Arts Standards: Writing**

##### **Text Types and Purposes**

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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