

ENGLISH

CONTEMPORARY FICTION: *LETTERS FROM HEAVEN*



GRADE 4 UNIT 3 | TEACHER GUIDE

EDITION 1

Grade 4

Unit 3

Contemporary Fiction:
Letters from Heaven

Teacher Guide

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

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Introduction

CONTEMPORARY FICTION

This introduction includes background information needed to teach the *Contemporary Fiction* unit. Contemporary fiction is fiction that is set in the present day. This unit is students' first opportunity in the program to conduct an in-depth study of this genre. This unit should take no more than 15 days and contains twelve daily lessons, a culminating activity that serves as a unit assessment, and two Pausing Point days for differentiated instruction. Lessons and activities address various aspects of a comprehensive language arts curriculum. Each lesson requires 90 minutes.

WHY THIS UNIT IS IMPORTANT

Lydia Gil's novel *Letters from Heaven/Cartas del Cielo* centers on the main character's, Celeste's, journey after losing her grandmother. Celeste mysteriously receives letters from her grandmother, containing recipes for some of the family's favorite Cuban dishes. As she cooks her way through these dishes, Celeste begins to understand the importance of her grandmother's traditions. Students encounter a range of English and Spanish vocabulary, authentic recipes, and varied sentence structures with predominantly longer sentences that contain clauses and communicate the relationship between ideas. Use of this text with the G4 unit *Contemporary Fiction* calls for the unit's tasks and activities to contain some complexity.

In the novel, Celeste learns about the importance of the cooking traditions passed down by her grandmother who is no longer living. As a result, several excerpts from the text deal with loss and nostalgia. One excerpt features a bully character. Work with your school's administration or counselor to support students who may be dealing with these issues or for support with additional lessons. Remind students of the consequences of bullying and the negative impacts of bullying on victims.

Prior Knowledge

Students who have received instruction in the program in Grades K–3 and up to this point in Grade 4 will already have pertinent background knowledge for this unit. These students may have gained relevant background knowledge during the following units:

Fairy Tales and Folktales (Kindergarten)

Sharing Stories (Grade 1)

Fairy Tales (Grade 1)

Fairy Tales and Tall Tales (Grade 2)

Classic Tales: *The Wind in the Willows* (Grade 3)

Personal Narratives (Grade 4)

ACTIVITY BOOK

The Activity Book includes activity pages tied to each lesson and specific excerpts from the novel. Activity pages allow students to review material, answer questions, complete activities designed to increase their comprehension of that material, and compose original writing. A key objective of the unit is teaching students to write narrative prose, which allows for creative expression and the opportunity to implement skills learned in the lessons' reading components. Throughout the unit, students apply literary elements they explore in each excerpt; for example, using detailed descriptions, building a theme, and analyzing the contrast between different characters' perceptions. Students also compose a personal narrative through several lessons devoted to planning, drafting, and revising their work. In addition, students practice opinion writing using evidence from the text.

The Activity Book reinforces the unit's integration of reading and writing literature. By synthesizing these components, students will see that reading, writing, and understanding literature are inherently connected. The unit's final lesson sets students up to compose their own text in the Activity Book's extra pages.

TEACHER RESOURCES

The Teacher Guide includes daily lessons with detailed directions for comprehensive instruction. Lessons, instruction, and exercises should be taught in the order listed. The lessons also suggest group configurations (e.g., whole group, small group, partners, independent). Use your discretion in following the grouping suggestions and consider students' needs.

Vocabulary

The Teacher Guide identifies two types of vocabulary: Core and Literary. Core Vocabulary words appear in the excerpts and are needed to understand their meaning. Literary Vocabulary words appear directly in the lesson and are used to read and interpret literature. Both sets of vocabulary are defined in both the glossary and the lesson in which they appear.

Activity Types

Reading activities ask students to engage with text in various ways. Students read silently and aloud, with partners, in groups of varying sizes, and independently. They practice many approaches to the

text, including answering questions to measure and expand comprehension, using graphic organizers to gather and compare information, and using visuals to demonstrate their close reading of a richly detailed text. The reading activities are intentionally varied to demonstrate many different methods for exploring literature.

Writing activities take two forms. The first trains students in the craft of narrative, celebrating their creative potential while teaching them to apply and master their knowledge from understanding the unit's excerpts. The second asks students to write opinion statements backed by clear evidence.

Speaking and Listening activities help develop students' capacity for oral expression.



WRITING

TEKS 4.2.C

In Grade 4, students will write legibly in cursive to complete assignments. Writing legibly includes knowledge of how to connect letters, using appropriate spacing and letter height. In order to master these skills, encourage students to complete activities in cursive throughout the unit.

COMPREHENSION QUESTIONS

This unit's lessons feature text-dependent comprehension questions:

Literal questions assess students' recall of key details from the text by paraphrasing and/or referring to the text where the answer is provided.

Inferential questions ask students to infer information from the text and to think critically. These questions require students to draw connections that demonstrate comprehension of the text. They require students to summarize and/or refer to portions of the text that lead to and support their inferences.

Evaluative questions ask students to build on what they have learned from the text using analytical and application skills, often to form an opinion or make a judgment. These require students to paraphrase and/or refer to portions of the text that substantiate their argument or opinion.

DIFFERENTIATED INSTRUCTION

Opportunities for differentiation feature prominently in the program. We provide multiple suggestions to support and challenge students through optional questions, activities, and information labeled "Support" and "Challenge." Emergent Bilingual Students support sidebars provide differentiated prompts for students in different phases of English acquisition. Use these opportunities to address whole-class and individual student needs.



TEKS 4.2.C Write legibly in cursive to complete assignments.

The unit provides instruction for two Pausing Point days, which provide opportunities for remediation and enrichment based on students' needs. You may offer these opportunities to individual students, small groups, or the whole class.

SUPPLEMENTAL MATERIALS

Supplementary materials are available on the program's online materials.

Whenever a lesson suggests displaying materials, please choose the most convenient and effective method. You might make a transparency of the material and use an overhead projector; scan the page and project it on an interactive, electronic surface; or write the material on the board/chart paper.

Additionally, students may use the lined pages in the back of the Activity Book, or you may provide students with grade-appropriate writing paper.

BIOGRAPHY

Lydia Gil

Lydia Gil was born to Cuban parents in Mayagüez, Puerto Rico. She has published one bilingual children's book, *Mimi's Parranda / La parranda de Mimí*, and one bilingual novel, *Letters from Heaven / Cartas del cielo*. She holds a PhD in Spanish from the University of Texas at Austin.

1

Describing Characters

PRIMARY FOCUS OF LESSON

Reading

Students will make inferences based on the text and personal experience to visualize and annotate details of characterization. **TEKS 4.6.D; TEKS 4.6.F; TEKS 4.7.A; TEKS 4.7.C; TEKS 4.7.E; TEKS 4.10.F; TEKS 4.12.A**

Writing

Students will write their own detailed description of Celeste in *Letters from Heaven*. **TEKS 4.2.C; TEKS 4.10.A; TEKS 4.10.F; TEKS 4.11.B.ii; TEKS 4.11.C; TEKS 4.12.A**

FORMATIVE ASSESSMENT

- Activity Page 1.1** **Describing Celeste** Students will write a detailed description of Celeste in *Letters from Heaven* based on the author's use of language in the text. **TEKS 4.10.F; TEKS 4.12.A**
- Activity Page 1.2** **Drawing an Interaction** Students will draw their visualization of a scene showing Celeste interacting with another character. **TEKS 4.6.D; TEKS 4.6.F; TEKS 4.7.C; TEKS 4.7.E**
- Activity Page 1.3** **Writing a Description** Students will write a description of Celeste based on information in the text and inferences they can make using the text. **TEKS 4.2.C; TEKS 4.10.A; TEKS 4.10.F; TEKS 4.11.C; TEKS 4.12.A**

TEKS 4.6.D Create mental images to deepen understanding; **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.7.A** Describe personal connections to a variety of sources, including self-selected texts; **TEKS 4.7.C** Use text evidence to support an appropriate response; **TEKS 4.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 4.11.B.ii** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details; **TEKS 4.10.A** Explain the author's purpose and message within a text; **TEKS 4.10.F** Discuss how the author's use of language contributes to voice; **TEKS 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft; **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (70 min.)			
Close Reading	Whole Group	25 min.	<input type="checkbox"/> Excerpt 1, “Café con Leche” <input type="checkbox"/> Activity Pages 1.1, 1.2 <input type="checkbox"/> colored pencils, markers, or crayons
Annotating Character Interactions	Whole Group	30 min.	
Partner Discussion	Partner	15 min.	
Writing (20 min.)			
Creating Detailed Descriptions	Independent	15 min.	<input type="checkbox"/> Activity Page 1.3
Partner Feedback	Partner	5 min.	

ADVANCE PREPARATION

Reading

- Prepare enough copies of the excerpt “*Café con Leche*” from Chapter 1 of *Letters from Heaven* to distribute a copy to each student.
- Arrange students in pairs—ideally, students with different skills—and ensure that pairs have access to a range of different colored pencils, markers, or crayons.

Writing

- Make sure that all students have a partner for the purposes of sharing work and providing feedback.

Universal Access

Reading

- Prepare prompts to help students complete Activity Page 1.1.
 - What words could you use to describe Celeste’s personality? Why?
 - What lines from the text help you understand what Celeste is like?
 - How do you think Celeste felt about her experiences with her grandmother? How do you know?
- Prepare prompts to help students complete Activity Page 1.2.
 - Which other character interacts with, or speaks with, Celeste?
 - How do you picture this character based on what you know from the text?
 - What do the characters say or do?
 - How are the characters feeling?
 - How can you show this in your drawing?
 - What lines from the text can you quote or annotate in your drawing that you used to help you picture the interaction?

Writing

- Prepare questions and sentence frames to help students complete the activity.
 - I think Celeste is _____ (adjective) because _____.
 - Celeste reminds me of _____, who is _____ (adjective).
 - What do you know about Celeste's relationships with other characters so far in the story?
 - What kind of relationship does Celeste have with her grandmother? How can you tell?
 - How does the author use their relationship to help develop Celeste's voice?
 - What is Celeste's mood in the story and how do you know?

VOCABULARY

Core Vocabulary

café con leche, n. a drink made by mixing coffee with hot milk

tostaditas, n. a dish containing toasted tortilla chips

Literary Vocabulary

annotate, v. to add notes to a text or drawing to explain it or comment on it

characterization, n. a description of someone's features, including their thoughts and feelings, personality, perspective, and physical attributes

emphasis, n. extra stress added to words to indicate importance

inference, n. a conclusion or an opinion not stated directly in the text, based on evidence

visualization, n. the act of forming, or the images that have been formed, in one's mind

voice, n. the attitude, word choice, and point of view that distinguishes a piece of writing

Lesson 1: Describing Characters

Reading

70M

Primary Focus: Students will make inferences based on the text and personal experience to visualize and annotate details of characterization. **TEKS 4.6.D;**

TEKS 4.6.F; TEKS 4.7.A; TEKS 4.7.C; TEKS 4.7.E; TEKS 4.10.F; TEKS 4.12.A

CLOSE READING (25 MIN.)

Introduction to the Novel

- Introduce students to *Letters from Heaven* by Lydia Gil. This book is a work of fiction, consisting of many chapters. Explain that, for the next two weeks, students will be reading excerpts, or parts of the chapters, from the book.
- Explain that, throughout the unit, students will have the opportunity to write narrative prose. They will take what they learn from Lydia Gil and use these creative techniques in their own writing.
- Ask students what they think *close reading* means.
 - Close reading means reading and looking closely at texts to make observations, cite details, and synthesize to build meaning.
 - Today, students will read the first excerpt, “*Café con Leche*,” from Chapter 1 and pay attention to characterization in the novel.
- Explain to students that characterization is a description of someone’s features, including their thoughts and feelings, personality, perspective, and physical attributes. Tell students that authors sometimes use characterization in their writing to help readers develop a deeper understanding of people in a text.
 - Remind students of the text they read in the Personal Narratives unit, *The Year I Got Polio*. Tell students that, in this text, the author uses characterization when she describes herself as stronger than ever when she’s healthy enough to go back to school.

TEKS 4.6.D Create mental images to deepen understanding; **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.7.A** Describe personal connections to a variety of sources, including self-selected texts; **TEKS 4.7.C** Use text evidence to support an appropriate response; **TEKS 4.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 4.10.F** Discuss how the author’s use of language contributes to voice; **TEKS 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

1. **Evaluative.** What example(s) of characterization have you encountered in a text that you have read?

- » Answers may vary but should include examples of an author describing someone's features, thoughts, feelings, personality or perspective

2. **Evaluative.** Why is characterization important?

- » Answers may vary, but should include that characterization helps the reader to understand characters, including their mood, how they look, their motivations, the choices they make, and how they relate to other people in the story.

Note: Looking at characterization also provides a great opportunity to practice close reading. Close readers look for as many details as possible and then use those details to discover ideas and meaning in the text. Explain that, if characterization is done well, readers feel as if they know the characters personally and can make accurate predictions about how those characters will respond in certain situations. Tell students that as they continue through the unit, they will have an opportunity to learn more about the main characters.

Close Reading: Excerpt 1

- Explain that often, when we read books, we imagine what characters look like and how they act. This is an effective reading strategy. Today, as they read, students should try to picture Celeste in their minds based on the information in the text. Explain that this process is called *visualization*, and that students will be practicing it in more detail.
- Direct students to the excerpt “*Café con Leche*.”
- Read the first paragraph aloud.
- Instruct students to continue reading the excerpt silently on their own.
- When students have read the story once, ask them to read it again, this time looking carefully for details in the text.
- When students have finished reading the story a second time, ask them to close their eyes for five seconds to picture in their minds Celeste's mood, personality, and/or an interaction she had with a character in the story. Encourage students to use the details in the text to help create the images in their mind.

Teacher Note: Consider sharing passages from other texts students have read in previous units or class materials that emphasize descriptive details, asking students to practice creating mental images using textual evidence.

Challenge

Have students that finish early write down details they have learned about Celeste, including those used in creating their mental images.

Support

You may wish to highlight vocabulary words before students read the excerpt. Write the words on the board along with the definitions and point to the words as they come up in the reading.

Activity Page 1.1



Support

Remind students that quotation marks show someone's exact words, so when students do their annotations, they will only use quotation marks for words and phrases that appear in the actual text.

**EMERGENT
BILINGUAL
STUDENTS**



Reading
Reading Closely

Beginning

Help students identify individual words that they can use to describe Celeste. Use gestures and simple sentences to help get across their meaning.

Intermediate

Help students identify simple phrases that they can use to describe Celeste. Use the phrases in simple sentences to help clarify their meaning.

Advanced/Advanced High

Help students identify more complex phrases that they can use to describe Celeste. Guide students to use the phrases in simple sentences to help clarify their meaning.

ELPS 3.F



Check for Understanding

Have students turn to a neighbor and share a personality trait they inferred about Celeste

- Have students open their Activity Books to Activity Page 1.1. Have students read the prompt and respond to it.

Note: As seen with Activity Page 1.1 below, this unit reproduces some content from the student Activity Book. When appropriate, it also includes answers to questions contained on those pages.

Activity Page 1.1

Describing Celeste

Write a short 3-5 sentence paragraph describing Celeste. Use specific details in your descriptions. Remember that your goal is to help your reader imagine Celeste in a way that matches what you have read in *Letters from Heaven*.

Teacher Note: Responses will vary but may include details that describe Celeste feeling distracted, tired, moving slowly, sad about losing her grandmother, or confused about her new after school routine.

ANNOTATING CHARACTER INTERACTIONS (30 MIN.)

Find Details in the Description of a Character

- Review the process of visualization and give students time to picture Celeste as they did earlier.
- Remind students when visualizing to look closely at the details in the text to help create an image of the character in their minds. In addition, explain that readers can learn about a character's mood and personality by looking closely at the words Gil uses in the excerpt.
- Ask students to reread the first paragraph, in which Celeste recalls her day.
 1. **Literal.** What makes the "day feels like it's never going to end"?
 - » Celeste is distracted by thoughts of her grandmother. She imagines her grandmother in her favorite green dress.

- Read the following from Excerpt 1:

“I run outside even though I’m not sure if anyone will be out there waiting for me. I stand at the corner looking in all directions, waiting to see who’s going to pick me up today. Yesterday it was Doña Esperanza, our next-door neighbor. On Tuesday it was Lisa, my mom’s friend “

2. **Inferential.** Why might different people be picking Celeste up each day?

- » Answers may vary, but students may infer that daily life has changed for Celeste. Perhaps, Celeste’s grandmother used to pick her up and now that she is gone different people are filling that role.

- Read the following from Excerpt 1:

“Like your grandma Rosa always said, may she rest in peace, ‘full belly: happy heart.’”

“I keep walking as if I can’t hear what she is saying. I want to talk to her, but nothing comes out.

When we get in the car, Doña Esperanza takes my hand and says: “I really miss her too . . .”

3. **Evaluative.** What may be a reason that “nothing comes out” when Celeste wants to talk?

- » Answers may vary, but after reading the exchange, students might infer that it is difficult for Celeste to talk about her grandmother, she may be too emotional to speak, because they were very close.

- Ask students to share words and phrases that they can use to describe Celeste. Record this list on the board or on chart paper. These can come from their work on Activity Page 1.1 as well as from their more recent examination of the text. Have students say which of the story’s details they used to make their inferences.
- Have students add ideas from the list to Activity Page 1.1.
- Ask students to visualize an interaction between Celeste and another character from the text. For example, the interaction Celeste has with Doña Esperanza when Celeste is picked up from school or with her grandmother when Celeste is being taught how to make *café con leche*.
- Have students open their Activity Books to Activity Page 1.2. Ask them to use colored pencils, markers, or crayons to draw the interaction they visualized. Remind students that the author does not describe everything about the characters, but the inferences and visualization should be supported by details from the text.

Support

Review that an inference is a conclusion or opinion based on evidence, but inferences are not stated directly in text. Point out that nowhere in the text does it actually say that Celeste might feel distracted, but students can infer this by reading closely the text. For example, “Math, Science, English, Social Studies, it all blurs together in my head and the only thing I can think of is my grandmother’s green dress.”

Activity Page 1.2



- Also explain that details in the text provide evidence for some aspects of what the character may be feeling or thinking, their mood or their personality and that these details are especially important in helping to characterize the person.
- Introduce the idea of *annotation*. Explain that when people annotate, they add notes to a text or drawing to explain it or comment on it. Add that, in this case, students should annotate their drawings by writing direct quotes from the text to show the details they used to make their drawings. Discuss the differences between direct quotes and students' own words.
- Ask some students to show their drawings. If possible, project these so the entire class can see them easily.



Check for Understanding

Have students look at their lists of words and phrases that describe Celeste. Ask them to choose a word or phrase that describes Celeste, based on textual evidence (for example, Celeste loved her grandmother's cooking) and identify the detail in the text that tells them that this word or phrase describes the character. (*"But I always licked the plate clean. . . . my grandma's cooking, no matter what she made, was always the best in the world. At least for me."*)

Activity Page 1.2

Drawing an Interaction

Draw a picture of Celeste and another character from the text interacting together. Then annotate, using information from the text to show why you drew Celeste and the second character the way you did. If you are using words and phrases that appear in the text, enclose them in quotation marks.

1. Draw your picture here.

Pictures will vary, but should be supported by details in the text. Not all parts of the drawing may be explicitly described in the text, but students should be able to point to evidence in the text that supported their inferences and visualization.

2. Write your annotations here.

Answers will vary, but students should have sufficient quoted text evidence in their annotations to support how they came up with their illustrations. Sample quote that could be annotated: "My grandmother's cooking, no matter what she made, was always the best in the world."

PARTNER DISCUSSION (15 MIN.)

Annotating a Drawing

- Assign partners. If possible, mix reading levels so each pair includes students of varied abilities.
- Have pairs take turns telling what is happening in their pictures from Activity Page 1.2 and what the pictures show about the characterization of Celeste and/or the other character. Students should also read their annotations aloud to provide supporting details for their ideas.
- Have students make personal connections to their work by asking each other if they know anyone who is similar to one of the characters from the story. If they do, have them explain the similarities.
- Encourage students to ask each other questions about their work, such as “Which details in the text made you think that Celeste was _____?” or “Why did you draw the grandmother doing _____?”
- Encourage students to add to their work based on the discussion with their partner.
- Invite students to share their drawings by projecting them or holding them up in front of the class.
- Ask students to identify the activity the drawing depicts. Then ask them to offer something they like about the drawing or the annotation.
- You may wish to model class responses by pointing to something students have accurately depicted in the text.
- Ask students to compare and contrast the drawings of the same character by the two pairs.
- Transition to the writing activity.

Lesson 1: Describing Characters

Writing

20M

Primary Focus: Students will write their own detailed description of Celeste in *Letters from Heaven*.



TEKS 4.2.C; TEKS 4.10.A; TEKS 4.10.F; TEKS 4.11.B.ii; TEKS 4.11.C; TEKS 4.12.A

**EMERGENT
BILINGUAL
STUDENTS**



Writing

Beginning

Provide sentence frames to support student writing, such as *Celeste is* _____.
She likes to _____.

Intermediate

Ask questions to support student writing, such as *What does Celeste like to do?* or *What does Celeste make with her grandma?*

Advanced/Advanced High

Provide light prompting as needed and work with students to expand on details using their understanding of syntax and vocabulary.

ELPS 1.A; ELPS 5.G

CREATING DETAILED DESCRIPTIONS (15 MIN.)

- Instruct students that they will now practice writing. This is their chance to practice what they have learned about detailed descriptions of a character. They are going to write a description of Celeste based on information in the text and inferences they can make using the text.
- Remind students to use clues from the text to infer details about Celeste's personality.
- Model an example to show the importance of using thoughtful word choice when writing.
 - Write "I cross the street." on the board.
 - Ask the students to imagine Celeste crossing the street on her way to meet Doña Esperanza.
 - Now ask students to listen to the following from Excerpt 1: "I'm coming," I say, but I cross the street slowly, as if my feet ached.
 - Ask students which sentence puts a clearer picture in their head. Explain that thoughtful word choice is one way authors include descriptive details about a character.
- Introduce the concept of *voice*. Explain that this term refers to the mixture of attitude, word choice, and point of view in a particular piece of writing. Explain that authors often have a distinctive voice that helps identify their works as their own. Explain too that authors choose specific words and an attitude or feeling for each character they write, giving each character a distinct voice.



TEKS 4.2.C Write legibly in cursive to complete assignments; **TEKS 4.10.A** Explain the author's purpose and message within a text; **TEKS 4.10.F** Discuss how the author's use of language contributes to voice; **TEKS 4.11.B.ii** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details; **TEKS 4.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

- Provide examples of voice. In the text, Celeste says “I always licked the plate clean. Because my grandma’s cooking, no matter what she made, was always the best in the world. At least for me it was.” to describe her grandmother’s food. Explain to students that these words show Celeste’s enthusiasm. Point out that this is an example of voice, because the author chose words that elicit a specific feeling or attitude. This helps the reader to understand the character’s personality. Direct students to the following excerpt from Excerpt 1.

“If your face isn’t turning green, then you need to eat some more vegetables!” she’d add.

But I always licked the plate clean. Because my grandma’s cooking, no matter what she made, was always the best in the world. At least for me it was.

1. How does Celeste’s memory of her Grandmother help illustrate the characters’ personalities and their relationship?

Students may note that the grandmother seems playful and that Celeste’s response is kind and shows respect.

- Have students open their Activity Book to Activity page 1.3
- Encourage students to think about their own writing voice as they complete the assignment. Students are expected to write legibly in cursive to complete assignments.
- Allow 15 minutes for writing, then transition to partner feedback.

Activity Page 1.3

Writing a Description

Excerpt 1 from *Letters from Heaven* introduces the character Celeste. After reading, write a paragraph describing this character’s mood, interests, and the way she acts toward other people. Some of this information appears directly in the text, but you may have to make inferences about other parts of Celeste’s personality. Focus on details from the text and word choice that the author uses when writing about the character. Remember that authors choose specific words and an attitude or feeling for each character they write, giving each character a distinct voice.

Activity Page 1.3



Support

When students are adding details, help them with examples of adjectives and other phrases to make the description more specific. For example, if they have written “Celeste seems confused,” they could write, “Celeste seems confused, because she doesn’t know who is picking her up from school.”

Challenge

Have students write their paragraphs; then have them rewrite a sentence or two from their work using a different voice. Ask them to describe the voices they used and explain how those voices are different.



Check for Understanding

Circulate and ensure that students are writing. If needed, offer prompts to help them get started.

PARTNER FEEDBACK (5 MIN.)

- After students write their descriptions, have them share their writing with a partner.
- Encourage students to identify one part of their partner's description that they thought was especially vivid or accurate, and have them explain why they think so. Then have students identify one part of their partner's description that can be improved with more details.
- Direct students to return to their paragraphs and underline areas to be revised based on their partner's feedback. If their partner did not have constructive feedback, encourage the student to identify a place to add a descriptive detail or improve word choice.

End Lesson

2

Discovering a Theme

PRIMARY FOCUS OF LESSON

Writing

Students will use peer feedback to revise and strengthen their descriptions of a character. **TEKS 4.2.C; TEKS 4.11.B.ii; TEKS 4.11.C**

Students will make inferences about a character, supported by evidence from the text. **TEKS 4.6.F; TEKS 4.7.C**

Reading

Students will identify themes in the text. **TEKS 4.8.A**

Students will compare and contrast the themes appearing in two excerpts. **TEKS 4.6.C; TEKS 4.6.G; TEKS 4.6.H; TEKS 4.7.C; TEKS 4.8.A**

FORMATIVE ASSESSMENT

Activity Page 2.2

Celeste's Feelings Students will describe Celeste's feelings in Excerpt 1 supported by evidence from the text. **TEKS 4.11.B.ii; TEKS 4.11.C; TEKS 4.6.F; TEKS 4.7.C**

Activity Page 2.5

Compare and Contrast Excerpts 1 and 2 Students will describe how Excerpts 1 and 2 are alike and different, especially with regard to the mood of the main character and the theme. **TEKS 4.6.G; TEKS 4.6.H; TEKS 4.7.C; TEKS 4.8.A**

TEKS 4.2.C Write legibly in cursive to complete assignments; **TEKS 4.11.B.ii** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details; **TEKS 4.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.7.C** Use text evidence to support an appropriate response; **4.8.A** Infer basic themes supported by text evidence; **TEKS 4.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 4.6.G** Evaluate details read to determine key ideas; **TEKS 4.6.H** Synthesize information to create new understanding.

LESSON AT A GLANCE

	Grouping	Time	Materials
Writing (35 min.)			
Revising Descriptions	Partner	15 min.	<input type="checkbox"/> Excerpt 1, “ <i>Café con Leche</i> ” <input type="checkbox"/> Activity Pages 1.2 and 1.3, 2.1, 2.2
Inferring Character Feelings	Independent/ Whole Group	20 min.	
Reading (55 min.)			
Looking for Theme in Excerpt 1	Whole Group	15 min.	<input type="checkbox"/> Excerpt 1, “ <i>Café con Leche</i> ” <input type="checkbox"/> Excerpt 2, “ <i>Cangrejitos de Guayaba y Queso</i> ” <input type="checkbox"/> Activity Pages 2.3, 2.4, 2.5 <input type="checkbox"/> markers, colored pencils, or crayons
Reading Excerpt 2	Independent	20 min.	
Comparing Theme in Excerpt 1 and Excerpt 2	Whole Group	20 min.	

ADVANCE PREPARATION

Writing

- Ensure that students sit with the same partners they were with during the previous lesson.

Reading

- Prepare to make copies of the excerpt “*Cangrejitos de Guayaba y Queso*” from Chapter 2 of *Letters from Heaven* and distribute a copy to each student.
- Provide a range of colored pencils, markers, and crayons for students to use in drawing.

Universal Access

Writing

- Prepare additional questions to help students complete Activity Page 2.1 if extra support is needed
 - How would you describe Celeste’s personality based on the text? Is this included in the character description?
 - How does Celeste act towards other people? Is this included in the character description?
 - What quotes from the text help you understand Celeste’s personality, relationships, thoughts and feelings? Did you include these quotes in your character description?

Reading

- Prepare sentence frames and questions to help students complete the activities.
 - In Excerpt 1, Celeste is _____, but in Excerpt 2, she _____.
 - Celeste seems different in Excerpt 2 because _____.
 - How would you feel if you got the letter that Celeste received? Why? How do you think Celeste feels? What evidence from the text helps you draw that conclusion?
 - How do you think Celeste's grandmother arranged to send the letter and the ingredients?

VOCABULARY

Core Vocabulary

addressed, v. wrote instructions for delivery

appointment, n. a pre-set time and place for a meeting

cangrejitos de guayaba y queso, n. croissants made with guava and cheese

croissants, n. a soft half-moon shaped pastry

elegant, adj. stylish and of high quality in appearance or manner

guava, n. a tropical fruit

immediately, adv. without waiting for any time to go by

script, n. handwritten letters

unexpectedly, adv. in a way that is not anticipated

Literary Vocabulary

theme, n. a universal idea presented in a text that speaks to a common human experience

Lesson 2: Discovering a Theme

Writing

35M

Primary Focus

Students will use peer feedback to revise and strengthen their descriptions of a character. **TEKS 4.2.C; TEKS 4.11.B.ii; TEKS 4.11.C**

Students will make inferences about a character, supported by evidence from the text. **TEKS 4.6.F; TEKS 4.7.C**

REVISING DESCRIPTIONS (15 MIN.)

- Inform students that today they will start by revising their descriptions from yesterday.
- Ask students why revision is an important part of every writer's process.
 - Explain that all authors make improvements through revisions such as adding descriptive details, changing the text's order, or replacing a word with a better choice. Remind students that in Unit 1 they strengthened their own writing by revising their work.
 - Explain that adding, moving and removing text are important revision strategies that authors use to make their message clearer for the reader.
 - Tell students that they will be providing feedback on each other's work to help with their revisions, but that not all students will include the same quotes or details from the text. Everyone's descriptions will be different and therefore may include different supporting evidence.
- Ask students to sit with the same partner from the previous lesson and open their Activity Books to the descriptions and drawings they created on Activity Pages 1.2 and 1.3.
- Read aloud the instructions on Activity Page 2.1.

Note: The following content is from Activity Page 2.1.

Activity Pages 1.2, 1.3



Activity Page 2.1



TEKS 4.2.C Write legibly in cursive to complete assignments; **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.7.C** Use text evidence to support an appropriate response; **TEKS 4.11.B.ii** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details; **TEKS 4.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

Activity Page 2.1

Revising Your Description

Excerpt 1: “*Café con Leche*”

Refer back to Activity Pages 1.2 and 1.3 and Excerpt 1: “*Café con Leche*.” You and your partner will provide feedback on each other’s descriptions on Activity Page 1.3 to make them better. Have your partner look at your drawing of Celeste interacting with another character on Activity Page 1.2. Then read your description of Celeste on Activity Page 1.3 to your partner. Ask your partner the following questions and listen carefully to their answers. Write your partner’s answers below to the questions.

1. Was there anything in my description that was confusing or that you weren’t sure of?
2. What could have made my description clearer? Are there any details from the text I can add to improve my description?
 - Sample Response: I am not sure what you mean by “Celeste is kind” in your description. I think you should add the detail that Celeste makes *café con leche* for her grandmother and brings it to her when she is sick. Adding this detail from the text would make your description of Celeste clearer.

Now go back to your writing and revise your work based on your partner’s feedback.

You may wish to add words or sentences to the bottom, or cross out words or sentences to replace them.

- Direct students back to Activity Page 1.3 to revise their work. Students are expected to write legibly in cursive to complete assignments.
- As students work, circulate and help them choose details that could be clearer or more specific.
- Point out that there is space on the back of the Activity Book for exploring creative writing. Once they have finished, students can create new descriptions of a different character here or continue their revisions.

Note: The objective of this writing is not to complete a polished and perfect piece of writing but to help students develop skills in revising details and incorporating feedback.



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Writing Revisions

Beginning

Provide simple sentence frames to support revisions, such as *I liked _____ in your description. I am not sure what you mean by _____.*

Intermediate

Ask students questions to help them provide feedback, such as *What evidence from the text did your partner use? What details could they add?*

Advanced/Advanced High

Encourage students to provide feedback on their partner’s use of details and ways they can increase clarity.

ELPS 5.G

INFERRING CHARACTER FEELINGS (20 MIN.)

- Explain to students that now that they have revised their character descriptions, they are going to continue to make inferences about characters in the text. Review the skills that students applied in lesson 1 by asking the questions below:

1. **Evaluative.** How does visualizing and describing characters help readers understand the text?
 - » Answers may vary but should include that visualizing and describing characters helps readers to more deeply understand characters including their mood, how they look, their motivations, the choices they make, and how they relate to other people in the story.
- Congratulate students on accomplishing an important task of close reading: observing the details.
2. **Literal.** What is an inference?
 - » A conclusion or an opinion not stated in the text, based on evidence.
- Direct students to Activity Page 2.2. This activity asks students to make inferences about the character's feelings, supported by evidence from the text in Excerpt 1.
- Ask students to complete the exercise in their Activity Books. Remind them that they should be looking for a quote or quotes in the text to justify their answers.

Note: The following content is from Activity Page 2.2 and contains suggested answers.

Activity Page 2.2

Celeste's Feelings

Excerpt 1: "Café con Leche"

Read and answer the questions below about Celeste's feelings in Excerpt 1. Use evidence from the text to support your responses. You may use one or more quotes from Excerpt 1 to justify how Celeste feels about something and why.

1. How does Celeste feel about her relationship with her grandmother?
 - » Answers will vary. Sample responses could be: *She had a close relationship with her grandmother and misses her now* or *Celeste shared a special bond with her grandmother*. Possible quotes: "I imagine that when I get there my after-school snack will be waiting on the kitchen table. Grandma always had a warm cup of

Activity Page 2.2



café con leche and toast for me. But when she got sick, I had to learn to prepare it myself.”

2. How does Celeste feel about her grandmother's cooking?

- » Answers will vary. Sample responses could include that Celeste was *excited about*, *impressed by*, or *loved her grandmother's cooking*. Possible quote: “Because my grandma’s cooking, no matter what she made, was always the best in the world.”

3. How does Celeste feel about the *café con leche* that she makes for her grandmother?

- » Answers will vary. Sample word could be *proud*; possible quotes: “This coffee is ready to be entered in a contest.”; “Now, this cup takes first place!”



Check for Understanding

After students answer the first question, take a class poll to see which words or phrases students chose for Celeste’s relationship with her grandmother. Answers will vary but may include they were close, shared a special bond, or her grandmother took care of her. Encourage students to use textual evidence to support their answers.

- You can work as a class question by question, or have students work independently or with a partner.
- After students answer all three questions, go through the answers and ask students to share the quotes they provided as evidence.

Challenge

Have students think of multiple words to describe Celeste’s feelings in each situation.

Support

Provide students with the following word bank to choose from for their responses: *excited*, *ashamed*, *proud*, *happy*, *unhappy*, *disappointed*, *bored*, *sad*. Provide students with the sentence stem: I think the most important word to describe Celeste’s feelings is _____ because the excerpt says _____.

Lesson 2: Discovering a Theme

Reading

55M

Primary Focus

- ✚ Students will identify themes in the text. **TEKS 4.8.A**
- Students will compare and contrast the themes appearing in two excerpts.
- ✚ **TEKS 4.6.C; TEKS 4.6.G; TEKS 4.6.H; TEKS 4.7.C; TEKS 4.8.A**

LOOKING FOR THEME IN EXCERPT 1 (15 MIN.)

Note: In this exercise students will build on their inferences from the previous exercise about the character's feelings and trace patterns and big ideas that arise. Noticing patterns in how the characters feel, act, and respond will help them to discover a theme. Potential themes students may uncover are those of loss or hopefulness. Remind students that in order to discover patterns and themes, they will need to make inferences in addition to considering what is described directly in the text.

1. **Evaluative.** What have we learned about close reading so far?
 - » Answers will vary, but they may include how to look for details in the text to make observations and build meaning. This includes using descriptions of characters to make inferences about them.
 - Introduce the literary term *theme*: a universal idea in the text.
 - Explain that a theme is a big idea that comes up repeatedly in a text. A theme touches on ideas that connect all people, such as loneliness, friendship, and bravery.
 - Explain that today students will learn how to look for a theme in the text.
2. **Evaluative.** How is a theme like a pattern?
 - » Explanations will vary, but they may include that patterns repeat, as do themes.
 - Repetitions and patterns in a story indicate a theme.
 - Have students review Excerpt 1, "*Café con Leche*." Review student's ideas about how Celeste feels about her grandmother and the details in the text that supported their responses.

✚ **TEKS 4.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 4.6.G** Evaluate details read to determine key ideas; **TEKS 4.6.H** Synthesize information to create new understanding; **TEKS 4.7.C** Use text evidence to support an appropriate response; **TEKS 4.8.A** Infer basic themes supported by text evidence.

- Ask students to identify a pattern in the excerpt regarding how Celeste acts and feels when she thinks about her grandmother. Ask students how they might characterize her emotions. Have students discuss why Celeste may have these emotions based on the text. Ask students what word(s) they could use to describe this theme.
- Ask students whether they see any other theme in this excerpt. Review that a theme is a main idea that connects to common human experiences. It may repeat like a pattern in a text.
 - Student answers will vary but may include observations that Celeste is undergoing many changes in her life and relationships or that Celeste remains very appreciative of her grandmother's cooking, care, and their bond. These may turn into themes later in the book. However, if students do not pick up on specific themes at this point in their reading, encourage them to identify some patterns in the text.
- Encourage students to consider patterns that help them to determine themes as they read further.
- Have students complete Activity Page 2.3, which asks them to draw a picture and write a caption describing patterns they notice involving the main character Celeste.

Activity Page 2.3

Patterns in the Excerpt

Think about the patterns or big ideas you noticed in Excerpt 1, "Café con Leche." Draw a picture of the main character, Celeste, as she moves through the day that is described in the excerpt. Illustrate any patterns or big ideas that you notice in the excerpt. Then write a caption to describe the patterns or big ideas you have drawn. Share your work with a partner.

- » Answers will vary but may include illustrations and captions that demonstrate that Celeste thinks about her grandmother throughout the day, such as when she is picked up, on her way home, and when she arrives home from school.

READING EXCERPT 2 (20 MIN.)

- Direct students to turn to the next excerpt, "Cangrejitos de Guayaba y Queso."
- Remind students to look for what is revealed about characters in this excerpt, as they think about patterns, or big ideas that are repeating.
- Read the first two paragraphs aloud.

Activity Page 2.3



Support

You may wish to read the directions for Activity Page 2.3 aloud.

Challenge

Have students make predictions about what will happen regarding the main character, Celeste as they read further. What text details support that prediction?

Activity Page 2.4



Evaluative. What can you learn about the character, Celeste, from these two paragraphs, and why?

- » Possible responses: She is obedient because she doesn't open the door until the mail carrier has moved on; she is curious because she wants to know what is in the box.

Inferential. Predict what might be in the package and who might have sent it to Celeste. Use details from the text to support your prediction.

- » Responses will vary but should be supported by details from the text.
- Ask students to continue reading the rest of the excerpt independently and in silence.
- After students have read the remainder of the excerpt, ask them to carry out the activity on Activity Page 2.4. This activity will help them with their close reading and help them think further about the question of theme. Point out that the pattern they identified in Excerpt 1 may still appear in Excerpt 2, or a new theme or pattern may emerge.

Activity Page 2.4

Theme in “*Cangrejitos de Guayaba y Queso*”

Use your practice looking for patterns or repeating big ideas to think about a theme described in Excerpt 2, “Cangrejitos de Guayaba y Queso.” Draw a picture of Celeste after she opens the package and reads the letter from her grandmother. Then write what you think the theme is at this point in the narrative. Share your work with a partner.

- Responses will vary. Possible response: The theme is one of hope. The words in the letter are one example of hope. For instance, the letter from her grandmother says, “While I may no longer be there with you, there’s a way you can feel that we’re still together.” Another example of hope is the opportunity for the traditional Cuban food Celeste loves that her grandmother used to make, to return to Celeste’s life now that she has the recipes. At the end, Celeste is excited to receive the note and the ingredients for the dish, and she is smiling because she has hope that there may still be a way to connect with her grandmother.

- Have students share their ideas about the theme or themes described in this excerpt. Remind them to justify their ideas using information from and inferences they made about the text.
- Based on student responses, guide them to understand that themes can appear continuously throughout a text, but new ones can emerge as well. For example, while Celeste may still be feeling a sense of sadness about the loss of her grandmother, she may feel hopeful now about being able to remember, and feel connected with, her grandmother through cooking.
 - Emphasize other lines from the letter such as “I promise you that the first bite will take you back to when we were together!” and “While I may no longer be there with you, there’s a way you can feel that we’re still together.”

COMPARING THEME IN EXCERPT 1 AND EXCERPT 2 (20 MIN.)

- Remind students that the two excerpts, “*Café con Leche*” and “*Cangrejitos de Guayaba y Queso*,” come from the same story, but point out that different themes may emerge.
- Have students discuss with a partner how the two excerpts are alike and how they are different.
 - Emphasize how the character of Celeste varies from Excerpt 1 to Excerpt 2.
 - Remind students that characters’ actions and responses can often help us identify themes.
 - How would you describe Celeste’s actions and responses in Excerpt 1? How would you describe Celeste’s actions and responses in Excerpt 2?
- Have students open their Activity Books to Activity Page 2.5, “Compare and Contrast Excerpts 1 and 2.” Students should use information and inferences from these discussions, along with the pictures they drew on earlier Activity Pages, to help them complete the assignment.

Activity Page 2.5



Activity Page 2.5

Compare and Contrast Excerpt 1 and 2

Compare and contrast the two excerpts, “*Café con Leche*” and “*Cangrejos de Guayaba y Queso*.” Think about the following:

- What happens in each excerpt
- Celeste’s actions or responses in each excerpt
- How the character’s actions and responses are related to patterns, or big ideas in the excerpt
- Explain at least one theme that exists in each excerpt and why you think so using evidence from the text

Student answers on theme may vary, but possible responses may include:

What Happens

Excerpt 1	Excerpt 2
Celeste is picked up from school and comes home. She’s thinking a lot about her grandmother, who died recently.	Celeste receives a package and a letter that turn out to be from her grandmother. The package contains ingredients for making a special dish, <i>cangrejos de guayaba y queso</i> .

Celeste’s Mood

Excerpt 1	Excerpt 2
Celeste is sad and tired. She misses her grandmother when she comes home and imagines that her grandmother has made her after-school snack, but it isn’t there.	Celeste is excited when she receives a package addressed to her, and discovers a letter and guava paste from her grandmother. Celeste is hopeful when her grandmother suggests a way that she can feel they are still together in her letter.

Theme

Excerpt 1	Excerpt 2
The main theme is one of loss.	The main theme is one of hopefulness.

- Wrap up by having students share their thoughts. Guide students to see the differences in character actions and theme, in particular, between the two excerpts.
- Have students make predictions about what will come next in the story. Have students discuss identified themes, and ask them whether they think the theme of loss, the theme of hopefulness, or a different theme will continue throughout the story. Have students explain their reasoning using textual evidence.



Check for Understanding

Ask students to describe the changes between Excerpt 1 and Excerpt 2 regarding character actions and theme. Students should support their identified themes with details from the text. Elicit a possible theme that, after receiving and opening the package, Celeste is feeling more hopeful and better connected to her grandmother.

End Lesson

AFTER CLASS

- Go through the Activity Books and review students' work.
 - Activity Pages 1.3, 2.1: Assess whether students took steps to revise their work, particularly adding details or clarifying parts of their descriptions and provide feedback they can use in future writing assignments in this unit.
 - Activity Page 2.2: Check that students have supported each answer with quotes from the text.
 - Activity Page 2.5: Check that students completed the table. If any cells or charts are incomplete, provide remediation for this activity.



**EMERGENT
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Reading Reading Closely

Beginning

Use discussion and allow students to use gestures or illustrations to indicate understanding that a theme is a big idea.

Intermediate

Provide specific text evidence to help students see that a theme is usually repeated in a text.

Advanced/Advanced High

Discuss how the idea of theme is similar to the idea of pattern.

ELPS 4.F

3

Investigating Characters

PRIMARY FOCUS OF LESSON

Speaking and Listening

- ✚ Students will read Excerpt 3 for dialogue and action. **TEKS 4.8.C**
- ✚ Students will act out a scene from the narrative. **TEKS 4.1.D; TEKS 4.7.E**

Reading

- Students will draw on details from the text to analyze the character of Mami,
- ✚ including her dialogue, actions, and motivation. **TEKS 4.6.F; TEKS 4.8.B**

Writing

- Students will discuss and apply word choice from Excerpt 3 to inform their writing.
- ✚ **TEKS 4.2.C; TEKS 4.7.E; TEKS 4.8.B**
 - ✚ Students will brainstorm ideas for a personal narrative. **TEKS 4.11.A**

FORMATIVE ASSESSMENT

- Activity Page 3.1** **Dialogue and Action in Excerpt 3** Students will distinguish dialogue from actions in the first scene of Excerpt 3. **TEKS 4.1.D; TEKS 4.7.E**
- Activity Page 3.2** **Acting and Directing** Students will act out a scene from the narrative. **TEKS 4.1.D; TEKS 4.7.E**

- ✚ **TEKS 4.8.C** Analyze plot elements, including the rising action, climax, falling action, and resolution; **TEKS 4.1.D** Work collaboratively with others to develop a plan of shared responsibilities; **TEKS 4.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.8.B** Explain the interactions of the characters and the changes they undergo; **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

LESSON AT A GLANCE

	Grouping	Time	Materials
Speaking and Listening (35 min.)			
Reading for Dialogue and Action	Independent	15 min.	<input type="checkbox"/> Excerpt 3, “Synchronized Eating” <input type="checkbox"/> highlighters <input type="checkbox"/> simple props for acting out the scene <input type="checkbox"/> Activity Pages 3.1, 3.2
Acting Out the Scene	Small Group	20 min.	
Reading (20 min.)			
Character Investigation	Whole Group	20 min.	<input type="checkbox"/> Excerpt 3, “Synchronized Eating” <input type="checkbox"/> Activity Page 3.3
Writing (35 min.)			
Close Read and Quick Write: Word Choice in Dialogue	Independent	15 min.	<input type="checkbox"/> Excerpt 3, “Synchronized Eating” <input type="checkbox"/> Activity Pages 3.4, 3.5
Brainstorming	Independent	20 min.	

ADVANCE PREPARATION

Speaking and Listening

- Prepare to make copies of Excerpt 3, “Synchronized Eating,” from Chapter 3 of *Letters from Heaven* and distribute a copy to each student.
- Provide highlighters to help students mark off actions from dialogue.
- Assign students to groups of three to rehearse and perform their scenes. If the number of students is not evenly divisible by three, you can have one or two groups do the activity without a director or have two students work together to fill this role.
- Provide simple props as needed for the acting of the scene.

Reading

- Assign partners or have students choose their own.
- Draw a table with three columns on the board or chart paper, with the headers “beginning”, “middle” and “end”. This table will be filled out during the lesson

Writing

- Be prepared to help students choose a line of dialogue from the first scene of excerpt 3.
- Assign partners or have students select their own. You can have students keep the same partners as in the previous Reading activity, but this is not required.

Universal Access

Speaking and Listening

- Prepare sentence frames, prompts, and questions to help students complete Activity Page 3.1 by identifying and distinguishing dialogue from actions.
 - Dialogue appears inside _____.
 - How are actions different from dialogue?
 - You can tell who is speaking a line of dialogue because _____.
 - Who says the first line of dialogue in this scene? How do you know?
 - What action is happening in this scene?
 - Who is performing the action? How do you know?
 - Some actions I did today include _____ and _____.

- Some lines of dialogue I spoke today include _____ and _____ when I was talking to _____.

Reading

- Help students identify details in the text. Review that in this context, the word *details* means the same thing as the word *evidence*.
 - Remind students that they are looking for details or evidence that supports the claim they are making.
- Use sentence frames and other supports to help students find their evidence and record it on Activity Page 3.3.
 - One piece of evidence I found was _____.
 - This detail is important because _____.
 - It shows that Mami's mood is _____.
 - I can make an inference from this detail that Mami is feeling/thinking about _____.

VOCABULARY

Core Vocabulary

furiously, adv. angrily, or in a hurried or intense manner

salutation, n. a way of greeting someone

Literary Vocabulary

dialogue, n. words or sentences spoken by characters to one another in a poem, play, or story

rehearse, v. to practice

scene, n. unit of division of an act

action, n. something that is done, such as any movement or activity

Lesson 3: Investigating Characters

Speaking and Listening

Primary Focus

- Students will read Excerpt 3 for dialogue and action. **TEKS 4.8.C**
- Students will act out a scene from the narrative. **TEKS 4.1.D; TEKS 4.7.E**

READING FOR DIALOGUE AND ACTION (15 MIN.)

- Inform students that they will be moving on to the third chapter of *Letters from Heaven*. Tell them that this excerpt will give more information about a character who is important to the story—the character of Mami, who is Celeste’s mother.
- Explain that there are other characters who appear in this excerpt as well, but the focus of the instruction will be on the character of Mami.
- Inform students that this excerpt involves dialogue.
- Explain that *dialogue* is words or sentences spoken by characters to one another in a poem, play, or story. Ask students to name a story or novel they have read that includes dialogue. Have them tell the name of a character who speaks the dialogue and, if possible, something that one of the characters says.
- Explain that in texts, dialogue is usually written in quotation marks. Show students one example of quotation marks used as punctuation in dialogue in the excerpt. Tell them that they will be identifying dialogue as they read by noticing the phrases or sentences that use quotation marks.
- Tell students that stories with plenty of dialogue can easily be converted into *scenes*, or units of division of an act, which are parts of a play. Explain that students will turn part of this excerpt into a play and that each student will have a chance to play a part as an actor or serve as the scene’s director.
- Explain that before students rehearse their scenes, the class needs to identify the dialogue in the text.

- Literal.** What punctuation mark will help you to identify dialogue while reading?

» quotation marks

- TEKS 4.1.D** Work collaboratively with others to develop a plan of shared responsibilities; **TEKS 4.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 4.8.C** Analyze plot elements, including the rising action, climax, falling action, and resolution.

Support

Point out that the line of dialogue beginning with *No, Mami* is broken into two parts by the words *I tell her*. Show students that *I tell her* is not a part of the dialogue but that the parts of the sentence that appear on both sides of *I tell her* are things that the character of Celeste says.

Challenge

Point out that the second line of dialogue does not have a phrase such as *I say* or *she tells me* that explains who is speaking. Ask students how they can tell who the speaker is. Note that there may be multiple responses to this question.

- Direct students to Activity Page 3.1. Have them read the directions. Tell students that they will work on this page individually before meeting in small groups to rehearse, or practice, the scene.

Note: The following content is from Activity Page 3.1.

Activity Page 3.1

Dialogue and Action in Excerpt 3

- Follow the instructions.
 1. **Literal.** Who are the characters in the scene that makes up the first part of Excerpt 3?
 - » Celeste and her mother, Mami
 2. **Evaluative.** Underline the dialogue in the paragraphs below.
 Mami gets home from the factory exhausted, like always. She opens the door, throws her bag on the floor, takes off her shoes and falls onto the couch.
“Mami, Mami! Close your eyes!” I say eagerly.
“Ay, cielo. I’m so tired that if I close my eyes I’ll fall asleep right here.”
“No, Mami, close your eyes for a second.” I tell her, “and smell.”
 I watch her close her eyes and her lips slowly curl up into a little smile.
“Something smells wonderful,” she says.
“Don’t open your eyes just yet.” I say, running to get the tray of *cangrejos*.
“Now,” I tell her.
 When she sees them, the smile is erased from her face and she begins to cry. I start to cry too. I place the tray on the table so that the *cangrejos* don’t get wet with tears and I hug her. We stay like that for a while until we catch the scent of the *cangrejos* again and we devour them in silence.
 3. **Evaluative.** Now highlight the actions in the scene—something that is done, such as any movement or activity, by the characters.

Activity Page 3.1



**EMERGENT
BILINGUAL
STUDENTS**

Reading for Literature
Reading Closely

Beginning

Point to the first time Celeste speaks as an example of dialogue. Have students point to the first time Mami speaks as another example of dialogue. Continue in this way, alternating lines of dialogue.

Intermediate

Ask students to find the quotation marks that show when Mami and Celeste are speaking. Guide them to examples if necessary. Point out the words *I* and *she* and say that they explain who is speaking each line of dialogue.

Advanced/Advanced High

Support students’ understanding of the differences between dialogue and action, and help them find both.

ELPS 4.G



Check for Understanding

Choose a student and ask what they underlined as the first line of dialogue. Then poll the class to agree or disagree. Ask another student to name the last action, and poll for agreement or disagreement. Clarify any misconceptions about dialogue and action before moving forward.

ACTING OUT THE SCENE (20 MIN.)

- Arrange students in groups of three. Designate one student to be the director, and assign the roles of Celeste and Mami to the other two students. Alternatively, you can allow students to choose their assignments themselves.
- Instruct students that they will now rehearse the scene they have been working on. Help them understand that *rehearse* means to practice. Remind them to say lines exactly as they appear in the text and to act out all of the actions. Encourage them to read their dialogue with expression and to think about how each character feels as they carry out the action or speak the dialogue.
- Direct students to instructions on Activity Page 3.2. If you wish, go over the responsibilities of the actors and director before students rehearse. Tell students that they will participate as audience members later in the lesson.
- Allow students 10 minutes to work on their scenes and practice. Circulate and check in with students; if some say they have finished early, encourage them to perform the dialogue and actions in a way that conveys how the character is feeling and their motivations. .

Note: The following content is from Activity Page 3.2.

Activity Page 3.2

Acting and Directing

In your group of three, one of you will be the director, and the other two will play Celeste and her mother in the first scene of Excerpt 3 from Letters from Heaven.

The director's job is to make sure the scene accurately shows what the characters say, do and how they feel. To do that, the director has to concentrate

Activity Page 3.2



on the text, listen to the actors, and give them feedback. The actors have to make the audience believe they are the mother and Celeste and accurately convey their feelings.

Read and think about the following questions to prepare for your role.

1. As Celeste, think about:

- How would your character show that she is eager to talk to Mami?
- Why does your character begin to cry when Mami cries?
- Why does your character want her mother to close her eyes before your character brings out the tray of *cangrejitos*?

2. As Mami, think about:

- How is your character feeling when she arrives home? Why?
- Why does your character curve her lips into a smile?
- How does your character's feelings change as the scene continues?

3. As the director, think about:

- Are the characters standing or sitting? Where are they looking?
- How do they emphasize their words?
- How does what one character says impact the other character?

4. When listening as an audience, think about:

- How did the actors show the emotions of the characters?
- Did what they say and do match the text?
- Look at the actors' facial expressions. How do they change throughout the scene?



Check for Understanding

While students are rehearsing, circulate and make sure each student is following their assigned role and responsibility. Use the questions on Activity Page 3.2 to keep students on task, if necessary.

Support

You may wish to reinforce the idea of action words by writing action words on the board and having students complete the actions. Use words from the text like *throw*, *fall*, and *devour* as well as other verbs such as *point*, *jump*, and *hurry*.

Perform Scenes

- Ask for volunteers to perform their scenes. Decide how many scenes you will look at, depending on time and the interest of your students.
- Direct students to the “When listening as an audience...” notes on Activity Page 3.2 before they watch each performance. Review the questions that audience members ask themselves with the class before the first scene is performed. After each performance, ask for volunteers to answer one of the questions provided for audience members.
- Ask students what emotions Celeste and her mother seemed to show at the beginning of the scene and at the end of the scene. Congratulate the actors and director on performing and focusing on how to portray the characters.
- Transition to writing by informing students they will now use their insights into the characters and this scene to write about it.

Lesson 3: Investigating Characters

Reading




Primary Focus: Students will draw on details from the text to analyze the character of Mami, including her dialogue, actions, and motivation. **TEKS 4.6.F; TEKS 4.8.B**

CHARACTER INVESTIGATION (20 MIN.)

Facilitate a discussion to introduce character investigation.

- Tell students that their performances have helped them to more deeply understand how the characters feel, which they will continue to examine in the text. Explain that just like people, characters' feelings often change throughout a text and that Mami experiences several different feelings during the course of the scene in Excerpt 3.
 - Have students reread Excerpt 3.
1. **Literal.** What words and phrases in the dialogue or actions indicate Mami's moods?
 - » Answers will vary. Possible responses include *exhausted, happiness, sadness, falls onto the couch, "I'm so tired," her lips slowly curl up into a little smile, "something smells wonderful,"* and *she begins to cry, the smile is erased from her face.*
 - Direct students to the three-column chart you prepared in advance. Point to and read each header—beginning, middle, and end—aloud. Have students brainstorm Mami's feelings for each part of this excerpt, and share their evidence from the text. Responses will vary, but ensure they can be supported by dialogue or actions from the excerpt, in chronological order. (Sample response: She is tired when she first comes home, happy when she smells the *cangrejos*, and sad when she starts thinking about Celeste's grandmother.)
 - **Think, Pair, Share:** Ask students to discuss, with a partner, the differences between Mami's moods, using evidence from the text. Encourage students to compare and contrast Mami's feelings at the beginning of the scene and her feelings at the end of the scene by answering the following questions:
2. **Inferential.** What inferences can you make about Mami's moods when reading the excerpt?
 - » Answers will vary.

 **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.8.B** Explain the interactions of the characters and the changes they undergo

Challenge

Have students compare Mami's feelings in the excerpt to those of Celeste's. Have students explain how the interactions between the two characters impact their emotions.

3. **Inferential.** Explain how Mami's mood changes throughout the scene. What do you think causes her mood to change?
 - » Answers will vary. Students may recognize that Mami is exhausted at the beginning of the scene and happy when smelling the food. Students may also notice that even though Mami is sad at the end of the scene, she and Celeste are hugging each other and sharing their feelings of sadness about Celeste's grandmother.
 4. **Evaluative.** Do you think it's possible for characters to have multiple feelings at the same time? Why or why not?
 - » Answers will vary. Based on student responses, you can elevate the idea that characters, just like us, can feel different emotions at the same time. For example, in the excerpt Mami smiles when she smells the familiar scent of the *cangrejos*, showing her happiness, but starts to cry when she sees them, showing the reader that seeing these brings up the memory of her mother which makes her feel sadness as well.
- Wrap up this part of the conversation by having volunteers describe their investigation and analysis of the character, Mami, in this excerpt.
 - Have students open their Activity Books to Activity Page 3.3. Have students read the directions independently.
 - Tell students that they will need to use Excerpt 3 to find important details about Mami's moods to record on Activity Page 3.3. Remind them that they are only looking at the first scene in Excerpt 3, to describe Mami's moods, not the scene with Celeste's friends Silvia and Karen at school that follows it.
 - Ask students to write in complete sentences. Review proper capitalization and punctuation as needed.
 - Review use of quotation marks when taking material directly from the text.
 - Remind students that they may use details provided in character dialogue or actions.
 - Tell students that they should include different moods, with supporting evidence for each, if they think Mami's moods change in the excerpt.
 - As needed, provide sentence frames such as *I know Mami is (tired) because _____* or *One detail that shows Mami's mood when she smells the cangrejos is _____*.
 - Once students have completed AB 3.3, have students share their work with partners. Have students add to their work as needed, based on feedback.

Note: The following content is from Activity Page 3.3.

Activity Page 3.3

Describing Moods: Mami

Describe Mami's moods in Excerpt 3 using details from the text. Explain how Mami is feeling in each part of the excerpt, and how you know. Use complete sentences and quotes from the text to support your response.

- » Responses will vary, but should be supported by evidence in the text. Students should include more than one feeling/mood that Mami experiences in different parts of excerpt, with supporting details quoted from actions or dialogue.

Activity Page 3.3



Support

Provide students with sentence stems such as:
One piece of evidence I found was _____. This detail is important because _____. It shows that Mami's mood is _____. I can make an inference from this detail that Mami is feeling/thinking about _____.

Lesson 3: Investigating Characters

Writing



Primary Focus

Students will discuss and apply word choice from Excerpt 3 to inform their

✚ writing **TEKS 4.2.C; TEKS 4.7.E; TEKS 4.8.B**

✚ Students will brainstorm ideas for a personal narrative. **TEKS 4.11.A**

CLOSE READ AND QUICK WRITE: WORD CHOICE IN DIALOGUE (15 MIN.)

- Have students review their work on Activity Page 3.1, when they noted which parts of the scene involving Mami and Celeste consisted of dialogue and which parts consisted of actions. Tell students to think about how they used dialogue to describe Mami's mood in Activity Page 3.3.
- Ask students to cite, or locate one of the lines of dialogue in this part of the excerpt.
 - They should choose the line they think is interesting or revealing about the characters.
- Ask students to synthesize, or put together their knowledge of the characters to think about what the line of dialogue says about either Mami or Celeste or both. Remind students to pay attention to the words the author uses to

✚ **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 4.8.B** Explain the interactions of the characters and the changes they undergo; **TEKS 4.11.A** plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

show the character's thoughts and feelings. It may be helpful to point out the dialogue tags and adjectives used in the dialogue.

1. **Inferential.** What does the dialogue show about what the character is thinking?
 2. **Inferential.** How does the dialogue reveal the characters' feelings?
 3. **Inferential.** How does the dialogue show the characters connecting with each other or with other characters who may not appear in the scene?
- Students should open their Activity Books to Activity Page 3.4. They should read the directions on their own.
 - Then students should write one or two paragraphs explaining what the dialogue they chose reveals about that character. Remind students to include the author's word choice in their explanation.
 - Remind students to write in complete sentences, using punctuation and capitalization, appropriately. Students are expected to write legibly in cursive to complete assignments.

Note: The following content is from Activity Page 3.4.

Activity Page 3.4



Activity Page 3.4

Dialogue and Character

Choose a line of dialogue from the first part of Excerpt 3. Copy it here, remembering to use quotation marks to identify the text as a line of dialogue:

Write the name of the speaker:

Write one or two paragraphs that describe how the dialogue you chose helps you understand the feelings and thoughts of the character that is speaking. Write in complete sentences, using punctuation and capitalization appropriately. Use details from the text to support your response.

Support

Read the directions for Activity Page 3.4 aloud.

- As time permits, have students share their work with partners.
- Ask students to identify one thing about their partner's work that they found especially insightful and explain why.

BRAINSTORMING (20 MIN.)

- Tell students they will now apply what they have learned about characterization to write about a special person in their own life in a personal narrative.
- Ask students to think back to the personal narrative they wrote in Unit 1. Review what they remember about this genre.
 - Student response may include the following:
 - Personal narratives are stories with a beginning, middle, and end
 - They are true stories
 - They are told from a first person perspective with the "I" as the narrator
- Explain that *Letters from Heaven* is not a personal narrative because it is fiction. However, it is written from a first person perspective with Celeste as the narrator. It is also a story with a beginning, middle, and end.
- Just like Celeste in *Letters from Heaven*, you will reflect on an important relationship in your life and use it to create a story. Your story will be true and you will be the narrator.
- Direct students to Activity Page 3.5 and read the directions together. Give them the remaining time in the lesson to complete it individually.

Note: The following content is from Activity Page 3.5

Activity Page 3.5

Brainstorming Your Personal Narrative

Think of an event or series of events you would like to write about in your personal narrative. The event should involve a person with whom you have a special relationship. Write a sentence or two describing the event.

Then fill in the boxes in the graphic organizer to tell about the person involved in the event.



**EMERGENT
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STUDENTS**

Writing Writing

Beginning

Provide simple sentence frames for student work: "This helps me understand the character's feelings by _____."

Intermediate

Provide prompts for student work: "How does this help you understand the character's feelings?"

Advanced/Advanced High

Provide light prompts. Encourage students to work toward clarity in their writing.

ELPS 1.C; ELPS 5.G

Activity Page 3.5



The event I plan to write about is

How long have you known this person?

What is your connection to this person?

Name of Person

What makes this person special to you?

Why is this relationship important?

~~~~~ End Lesson ~~~~~

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## **AFTER CLASS**

Go through students' activity pages and review their work.

- Activity Page 3.1: Check for underlining of dialogue and highlighting of actions, and note any misunderstandings.
- Activity Page 3.4: Evaluate pieces for understanding of how dialogue reveals character. Make notes regarding possible revisions for each student
- Activity Page 3.5: Ensure all parts of Activity 3.5 are completed by students. Note any incomplete sections to be completed at a later time.



## 4

# Comparing and Contrasting Characters

## PRIMARY FOCUS OF LESSON

### Reading

Students will determine where to place quotation marks to set apart dialogue in a text. **TEKS 4.11.D.x**

Students will compare and contrast two characters in Excerpt 4 from *Letters from Heaven*. **TEKS 4.6.G; TEKS 4.6.H; TEKS 4.7.B**

### Writing

Students will plan to write a personal narrative involving a relationship that is important to them. **TEKS 4.2.C; TEKS 4.11.A; TEKS 4.11.B.i; TEKS 4.12.A**

## FORMATIVE ASSESSMENT

**Activity Page 4.1 Dialogue and Quotation Marks** Students will determine where to place quotation marks to set apart dialogue. **TEKS 4.11.D.x**

**Activity Page 4.2 Compare and Contrast Lisa and Mami** Students will determine whether the characters of Lisa and Mami are more different or more alike.

**TEKS 4.6.G; TEKS 4.6.H; TEKS 4.7.B**

**TEKS 4.11.D.x** Edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; **TEKS 4.6.G** Evaluate details read to determine key ideas; **TEKS 4.6.H** Synthesize information to create new understanding; **TEKS 4.7.B** Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 4.11.B.i** Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion; **TEKS 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

## LESSON AT A GLANCE

|                             | Grouping    | Time    | Materials                                                                                       |
|-----------------------------|-------------|---------|-------------------------------------------------------------------------------------------------|
| Reading (60 min.)           |             |         |                                                                                                 |
| Close Reading Excerpt 4     | Whole Group | 30 min. | <input type="checkbox"/> Excerpt 4, “Congr”<br><input type="checkbox"/> Activity Pages 4.1, 4.2 |
| Comparing and Contrasting   | Whole Group | 30 min. |                                                                                                 |
| Writing (30 min.)           |             |         |                                                                                                 |
| Personal Narrative Planning | Whole Group | 25 min. | <input type="checkbox"/> Activity Page 3.5<br><input type="checkbox"/> Activity Page 4.3        |
| Sharing                     | Partner     | 5 min.  |                                                                                                 |

## ADVANCE PREPARATION

### Reading

- Assign partners in advance for the reading of dialogue. These may be the same pairs as in the previous component of the lesson but do not need to be.

### Writing

- Assign partners for sharing students' plans for writing a personal narrative. These may be the same pairs as in other parts of this lesson but do not need to be.

### Universal Access

#### Reading

- Provide prompts, questions, and sentence frames for students to discuss dialogue and quotation marks.
  - Who speaks the line of dialogue beginning \_\_\_\_\_? How do you know?
  - Where do the quotation marks belong in this sentence? Why?
  - What words did you have to change to put the line of dialogue in the voice of the actual speaker? Why?
- Guide students to use the Venn diagram on Activity Page 4.2 to help them compare and contrast Lisa and Mami. Use questions and sentence frames as needed.
  - What do you put into the area where the circles come together?
  - Lisa and Mami are both \_\_\_\_\_, but only Lisa \_\_\_\_\_.
  - Mami is \_\_\_\_\_, but Lisa is not.
  - Lisa and Mami are different because \_\_\_\_\_.

#### Writing

- Review the differences between planning a personal narrative (or any other piece of writing) and actually writing or drafting a personal narrative.
  - Planning includes taking notes, which may be in bullet form, in complete sentences, or in a graphic organizer as in lesson 3.
  - Writing or drafting involves complete sentences, transitions, and more formal connections between ideas.

- Guide students to use the graphic organizer on Activity Page 4.3 to help them plan their writing.
  - Where do you write the name of the person who plays an important role in the narrative?
  - Where do you write about this person's characteristics and qualities?
  - How can you use time order to tell your story?

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## VOCABULARY

### Core Vocabulary

**broadcasting, v.** sending a signal

**cheerfully, adv.** happily

**congrí, n.** a Cuban dish made from black beans and rice

**rotisserie, n.** a cooking appliance on which food is turned over a fire or other heat source

### Sayings and Phrases

**"It occurred to me",** I realized or had an idea

## Lesson 4: Comparing and Contrasting Characters

## Reading

60M

## Primary Focus

Students will determine where to place quotation marks to set apart dialogue in a text. **TEKS 4.11.D.x**

Students will compare and contrast two characters in Excerpt 4 from *Letters from Heaven*. **TEKS 4.6.G; TEKS 4.6.H; TEKS 4.7.B**

## CLOSE READING EXCERPT 4 (30 MIN.)

## Reading the Excerpt

- Inform students that today they will read a new excerpt, and continue to close read, citing and synthesizing details from the text to make inferences about Celeste.
- Remind students that a theme is a big idea that comes up repeatedly in a text. A theme touches on ideas that connect all people, such as loneliness, friendship, and bravery. Ask students to share themes they remember from analyzing Excerpt 2. Sample responses may include: sorrow, loss, or hope.
- Ask students to turn to the new excerpt, “*Congrí*.” Ask students to predict the meaning of the word *congrí*, based on the focal points of the novel thus far and the titles of the first two excerpts, “*Café con Leche*” and “*Cangrejitos de Guayaba y Queso*.” Elicit that just like these two excerpt titles, *congrí* is likely to be the name of a traditional Cuban food that the grandmother used to prepare for Celeste and her mother.
- Read the first paragraph of Excerpt 4 aloud, using expression, especially when you reach the exclamation mark.
  1. **Inferential.** Who is telling the story in this excerpt?
    - » The narrator is Celeste.
  2. **Literal.** Which character do we meet in person for the first time?
    - » Lisa appears in the story for the first time.
  3. **Literal.** What does the narrator tell us about Lisa?
    - » Lisa doesn’t own a car, doesn’t use makeup

**TEKS 4.6.G** Evaluate details read to determine key ideas; **TEKS 4.6.H** Synthesize information to create new understanding; **TEKS 4.7.B** Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; **TEKS 4.11.D.x** Edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.

4. **Evaluative.** What is the narrator's overall opinion of Lisa? How do you know?

- » Answers will vary but students should include evidence from the text to support their response.

- Give students 15 minutes to read the rest of the excerpt silently.
- Remind students that during the previous lessons, they investigated Celeste's and Mami's feelings, and how their feelings were impacted by other people. Explain that today, students will continue looking at the same ideas with a new character, Lisa, in a new excerpt.

## Dialogue

- Point out that dialogue was important in the previous excerpts, and explain that it remains important in this excerpt as well.

5. **Literal.** Who is speaking the line of dialogue "Hi, beautiful!"?

- » Lisa

6. **Evaluative.** What can you infer from this line of dialogue about Lisa's attitude toward Celeste?

- » Responses may vary, but could include that Lisa wants to make Celeste feel good about herself.

7. **Literal.** What punctuation mark is used to indicate that someone is speaking in a text?

- » Quotation marks are used to show that someone is speaking.

- Have students read aloud different lines of dialogue from the middle paragraphs of the excerpts.
  - Point out that some of this dialogue is very short ("no" and "yeah"), while other statements and questions are more complex ("Your mami told me that you made some delicious *cangrejitos* . . .").
  - Encourage students to think carefully about the feelings and thoughts of the speaker and say the dialogue in a manner that matches the feeling. Point out that students can identify feelings and moods by using the length of the dialogue, word choice, the punctuation the author provides (such as the exclamation mark after "Hi, beautiful!"), and clues from elsewhere in the narrative (such as Celeste admitting that she doesn't feel like talking).
- Call students' attention to the first paragraph of the excerpt. Show the class that there are no quotation marks in this paragraph. Explain that this is because no one is actually speaking during this part of the story.
- Point out, however, that the word *says* appears three times in the paragraph.

## Support

Work with students to see how these pronouns change and why. Point out that they would not say “She doesn’t need a car” when they are referring to themselves. Use colored markers to identify the different pronouns in the two sentences.

Tell students that this word appears because Celeste is remembering times when one of the story’s characters was speaking.

- Direct students’ attention to the sentence “She says she doesn’t need one, that with her own two feet she can walk or pedal to wherever she has to go.” Point out that *she* in this sentence refers to Lisa and *one* refers to a car.
- Ask students to imagine that they are Lisa, and have volunteers say the words that Lisa would say to get across the idea that Lisa does not think that she needs a car. (“I don’t need a car. With my own two feet I can walk or pedal to wherever I have to go.”) As before, have students say the dialogue with appropriate expression.
- On the board, write the sentences *Lisa says, “I don’t need a car. With my own two feet I can walk or pedal to wherever I have to go.”* and *She says she doesn’t need one, that with her own two feet she can walk or pedal to wherever she has to go.*
- Have students compare the two sentences on the board.
  - Emphasize the role of the quotation marks in the first sentence, which begin when the speaker begins to talk and close when she is finished speaking.
  - Point out that the pronouns in the second sentence *she* and *her* changed to *I* and *my* in the first sentence with dialogue, because those are the words Lisa would use when she is speaking rather than the words Celeste would use when describing the situation.
  - Point out other differences between the sentences, including that the word *one* has been changed to *a car*, that *doesn’t* has changed to *don’t* to agree with the subject *I*, and that the word *that* is missing because Lisa would not actually say this word in her sentence.
- Have students open their Activity Books to Activity Page 4.1. Read the instructions aloud.
- Tell students that you will share a few examples that are not from the text before they do Activity Page 4.1 independently. Ask students to give a thumbs up or thumbs down to show whether or not quotation marks are needed. Read the following sentences aloud to students, pausing to emphasize when quotation marks are needed.
  - The teacher told us that we should all do our homework. (Thumbs down)
  - Johnny said, “Let’s go get some ice cream.” (Thumbs up)
  - His mom said we could get ice cream after we did our homework. (Thumbs down)
  - “You have to do your homework first,” said Mom. (Thumbs up)

**Note:** The following content is from Activity Page 4.1.



## Activity Page 4.1

### Dialogue and Quotation Marks

Reread the first paragraph of Excerpt 4 and locate the three uses of the word *says* in the text. In each of these sentences, Celeste is retelling in her own words what Mami and Lisa are saying. Mami and Lisa are not actually speaking.

Suppose that Mami and Lisa were actually speaking. How would you write what they say as dialogue?

The sentences with *says* are written below. Rewrite each sentence as if Mami and Lisa are actually speaking. Don't forget to begin each sentence with *Mami says* or *Lisa says*, followed by a comma. Then write the dialogue, enclosing the spoken words in quotation marks. You may need to change pronouns to match what the speaker would say.

1. She says she doesn't need one, that with her own two feet she can walk or pedal to wherever she has to go.
  - » Answers will vary. Possible response: *Lisa says, "I don't need a car. With my own two feet I can walk or pedal to wherever I have to go."*
2. She says that Lisa is like her sister, even though they don't look anything alike.
  - » Answers will vary. Possible response: *Mami says, "Lisa is like my sister, even though we don't look anything alike."*
3. Mami says that Lisa doesn't use makeup because she doesn't need it.
  - » Answers will vary. Possible response: *Mami says, "Lisa doesn't use makeup because she doesn't need it."*

### Support

Allow students to copy the first sentence from the board as needed.

### Challenge

Challenge students to write what the characters may say in various ways



### Check for Understanding

Have students identify where the dialogue they wrote begins and where it ends. Ask them to explain to you how they knew where to place the quotation marks.

- When students have finished the assignment, have them form pairs and take turns reading the dialogue, paying attention to the expression that the character (Lisa or Mami) would likely use.



## COMPARING AND CONTRASTING (30 MIN.)

- Briefly review the excerpt. Then review the way Mami is described in previous excerpts.
  - Ask students to share words and phrases that describe Mami based on what they know about her so far in the text, and write their responses on the board. Ensure that students' responses can be supported by the excerpts.
- Point out that while Mami does not actually appear in this scene in Excerpt 4, she is mentioned several times and that many of these references compare or contrast her to Lisa.
- Tell students that they will be comparing and contrasting the characters Mami and Lisa. Have students reread the excerpt to look for ways in which Lisa and Mami are alike. Then have them reread to find ways in which the two characters are different. If needed, review that finding similarities is often referred to as comparing and that finding differences is often called contrasting.
- Explain that students will use a Venn diagram to help them compare and contrast the characters of Mami and Lisa. Then explain that they will use this information to write a short paragraph telling how the characters are alike and how they are different.
- Tell students to open their Activity Books to Activity Page 4.2. Read the directions aloud. Students who participated in the program in earlier grades are familiar with using Venn Diagrams. You may wish to review the Venn Diagram before students begin the activity. Remind students that Venn diagrams are thinking tools that help us organize information.
  - Emphasize that each circle tells about one of the two characters.
  - The section in the middle includes information that is true about both Mami and Lisa.
  - The other sections of the circle give information that is true about one character but not about the other.

**Note:** The following content is from Activity Page 4.2.

### Activity Page 4.2



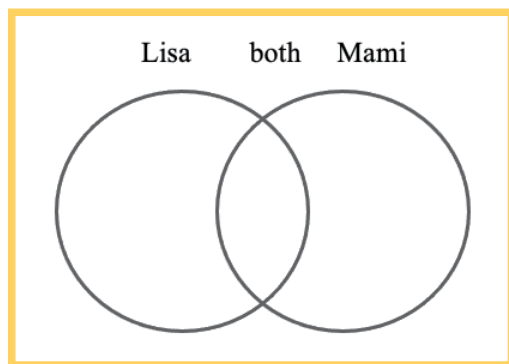
### Activity Page 4.2

#### Compare and Contrast Lisa and Mami

In the first four excerpts from *Letters from Heaven*, you have learned a lot about the characters Lisa and Mami. You've learned about how they look,

and you've also learned about how they act. In this activity, you will compare and contrast what you know about these two characters.

First, fill in the Venn diagram to tell how the characters are alike and how they are different. You can use words and short phrases. On the left, write information that applies only to Lisa. On the right, place information that applies only to Mami. In the middle, write information that applies to both Lisa and Mami.



- » Answers will vary. Possible response: *Lisa only: uses no makeup, dresses “strange.” Mami only: wears makeup, dresses so her clothing matches. Both: Friends, like Celeste, and look out for her.*

Now, write a paragraph using the information in the Venn diagram. Explain how Mami and Lisa are alike and how they are different. Use full sentences with proper punctuation.

- » Answers will vary. Possible response: *Mami and Lisa are very different in some ways. Mami dresses well and always uses makeup, but Lisa doesn’t use makeup and dresses in a way that Celeste thinks is a little bit strange. Celeste also says that they don’t look anything alike, which is another difference. At the same time, they are alike because they are very close friends and because they are both very fond of Celeste and look out for her to make sure she is okay.*



### Check for Understanding

Ask students whether they think Lisa and Mami are more different or more alike. Have them explain their thinking.

- When students have completed their paragraphs, have each trade with a partner and read the partner’s work. Encourage them to discuss where they agree with each other and where they disagree. Remind students that any conclusion is permissible as long as it is supported by evidence.



**EMERGENT  
BILINGUAL  
STUDENTS**

### Reading Compare and Contrast

#### Beginning

Use objects to introduce the words *alike* and *different*. For example, hold up two pencils and say, “These are alike.” Then hold up a ruler and a pencil and say, “These are different.”

#### Intermediate

Use objects to reinforce the terms *alike* and *different*. For example, hold up two pencils and say “These are alike because they both write.” Then hold up a ruler and a pencil and say, “These are different because they do not both write.”

#### Advanced/Advanced High

Use objects to reinforce and extend understanding of the terms *alike* and *different*. For example, hold up two pencils of different lengths and ask, “How are these alike? How are they different?” Provide sentence frames as needed.

**ELPS 2.C**

## Lesson 4: Comparing and Contrasting Characters

# Writing



**Primary Focus:** Students will plan to write a personal narrative involving a relationship that is important to them.

**TEKS 4.2.C; TEKS 4.11.A; TEKS 4.11.B.i; TEKS 4.12.A**

### PERSONAL NARRATIVE PLANNING (25 MIN.)

#### Personal Narratives

- Remind students that a personal narrative is a piece of nonfiction writing told in the first person by someone who was involved in the events being described.
- Personal narratives are true stories. Authors use their memory of the events to include detailed descriptions of real events that happened.

**Teacher Note:** Emphasize for students that *Letters from Heaven* is fiction with the narrator, Celeste, telling the story from a first person point of view, but their personal narratives will be nonfiction from their first person point of view. Students should understand that fiction written from a first person point of view is NOT the same as their nonfiction personal narrative writing.

- Students will use what they have learned about writing personal narratives from their Unit 1 writing experience.
- Remind students that the basic structure of a personal narrative tells the events in the order that they happened.
  1. **Evaluative.** Why do you think many personal narratives are written in chronological order?
    - » It is one way to make the story easier to follow and understand.
- Review that a personal narrative should have a beginning, middle, and end.
- Explain that students will use their brainstorming from the last lesson to continue to plan a personal narrative of their own.
  - Emphasize for students that they will not actually write narratives during this lesson but will focus instead on the prewriting step of the writing process to plan their personal narratives.

**TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 4.11.B.i** Organizing with purposeful structure, including an introduction, transitions, and a conclusion; **TEKS 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

- Tell students that they will plan their personal narratives about an experience shared with another person who is special in their lives. This is someone with whom they have a special relationship with and may be a family member, a friend, a trusted adult, a classmate, and so on.
- You will use your ideas from Activity Page 3.5 to help you generate descriptive details for this plan. Refer back to your brainstorming page to remind yourself of the special person you selected and your relationship with them.
- Have students open their Activity Books to Activity Page 4.3. Point out that there is a graphic organizer on this page. Explain that this organizer will help students organize their thoughts about the special person that will be the subject of their writing and the sequence of events in the experience they have shared. Students are expected to write legibly in cursive to complete assignments.

**Note:** The following content is from Activity Page 4.3.

## Activity Page 4.3

### Planning a Personal Narrative

*Letters from Heaven* is about Celeste's relationship with someone who is special to her. You will be writing a story about someone who is special to you.

Fill in the chart below to help you plan Descriptive details and experience to include in your personal narrative.

|                                         |                    |     |
|-----------------------------------------|--------------------|-----|
| Who are you writing about?:             |                    |     |
| Descriptive Details                     |                    |     |
| Physical Appearance                     | Personality Traits |     |
|                                         |                    |     |
| Experience                              |                    |     |
| What experience are you writing about?: |                    |     |
| Beginning                               | Middle             | End |
|                                         |                    |     |

- Give students time to fill out Activity Page 4.3. Circulate and check that students are on task and following the directions.

## Activity Pages 3.5, 4.3



- Ask students how they can use chronological order in their narratives. When students are finished, assign them a partner and move into the Sharing segment of the lesson.

### **SHARING (5 MIN.)**

- Have students work in pairs to share their planning for their personal narratives.
- Encourage students to ask each other questions about the experience and about the person they are describing.
- Ask students to identify an event or experience on their partners' Activity Page 4.3 that makes them look forward to reading the completed personal narrative.

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End Lesson

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## **AFTER CLASS**

- Go through students' activity pages and check their work. Provide feedback as needed.

## 5

# Identifying Sensory Language

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will orally share a personal experience, using a graphic organizer to detail the experience with sensory language. **TEKS 4.6.E; TEKS 4.7.F; TEKS 4.10.G**

### Writing

Students will draft their personal narrative writing.

**TEKS 4.2.C; TEKS 4.7.F; TEKS 4.10.E; TEKS 4.11.B.i; TEKS 4.11.B.ii; TEKS.4.12.A**

### Reading

Students will look for sensory language in Excerpt 5 from *Letters from Heaven* and use context clues to determine the meaning of words.

**TEKS 4.1.A; TEKS 4.6.D; TEKS 4.6.E; TEKS 4.6.F; TEKS 4.6.G;**  
**TEKS 4.7.F; TEKS 4.8.A; TEKS 4.10.G**

## FORMATIVE ASSESSMENT

**Activity Page 5.1** **Personal Experience** Students will identify a sensory word that describes a personal experience.

**TEKS 4.6.E; TEKS 4.7.F**

**TEKS 4.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 4.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 4.10.G** Identify and explain the use of anecdote; **TEKS 4.10.E** Identify and understand the use of literary devices, including first- or third-person point of view; **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.11.B.i** Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion; and **TEKS 4.11.B.ii** Developing an engaging idea with relevant details; **TEKS 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft. **TEKS 4.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 4.6.D** Create mental images to deepen understanding; **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.6.G** Evaluate details read to determine key ideas; **TEKS 4.8.A** Infer basic themes supported by text evidence.

## LESSON AT A GLANCE

|                                         | Grouping                | Time    | Materials                                                                                                           |
|-----------------------------------------|-------------------------|---------|---------------------------------------------------------------------------------------------------------------------|
| <b>Speaking and Listening (20 min.)</b> |                         |         |                                                                                                                     |
| Sharing Your Experiences                | Whole Group/<br>Partner | 20 min. | ☐ Activity Page 5.1                                                                                                 |
| <b>Writing (30 min.)</b>                |                         |         |                                                                                                                     |
| Drafting a Personal Narrative           | Partner                 | 30 min. | ☐ Activity Page 3.5<br>☐ Activity Page 4.3<br>☐ Activity Page 5.2                                                   |
| <b>Reading (40 min.)</b>                |                         |         |                                                                                                                     |
| Close Reading Excerpt 5                 | Whole Group             | 40 min. | ☐ Excerpt 5, “ <i>Mariquitas</i> ”<br>☐ Sensory Language chart (see<br>Advanced Preparation)<br>☐ Activity Page 5.2 |



## ADVANCE PREPARATION

### Writing

- Provide lined paper for writing additional pages of the personal narrative draft.

### Reading

- Keep the same partners from the previous lesson segment, or assign new ones.
- Create a simple two-column chart to show examples of sensory language. The headers for the columns should be Sensory Language and Mental Image. Alternatively, you may wish to create the chart on the board during the lesson.
- **Teacher Note:** This lesson refers to the idea of “family” repeatedly, due to the content of the narrative. Students who may be sensitive to the term “family” may need other language used, or other options provided. For example, “family” can often be used as a broader term to reflect the relationships and people with whom we choose to surround ourselves.

### Universal Access

#### Writing

- Provide a transition words and phrases bank to assist students with the chronology of their drafts.
  - First / In the beginning/ At the start
  - Then / Later/ Next
  - Finally / As the day ended/ Then

## VOCABULARY

### Core Vocabulary

**hilarious, adj.** very funny

***mariquitas*, n.** Cuban dish made with green plantains

**nostalgia, n.** wishing for a past period of time

**novela, n.** a Spanish television soap opera show, short for “telenovela”

***qué bueno*, adj.** how wonderful

**suspects, v.** believes to be true

**plantains, n.** a tropical green fruit that looks similar to a banana

### Literary Vocabulary

**anecdote, n.** a short narrative that describes an interesting incident or event

**sensory language, n.** language that appeals or refers to the five senses: taste, smell, sight, hearing, and touch

## Lesson 5: Identifying Sensory Language

# Speaking and Listening

20M

**Primary Focus:** Students will orally share a personal experience, using a graphic organizer to detail their experience with sensory language.

**TEKS 4.6.E; TEKS 4.7.F; TEKS 4.10.G****SHARING YOUR EXPERIENCES (20 MIN.)**

- Point out to students that some of Celeste's most important experiences have to do with a connection to family. For example, she bonded with her grandmother over cooking (use the incident with the plantains and the *mariquitas* as an example of text evidence).
- Ask students to think briefly about the personal narrative they began planning in a previous lesson. Remind them that the personal narrative involves a special person who has been important in their lives.
- Allow student volunteers to share and explain one detail about the selected relationship that makes it special to them.
- Review that both Grandma and Doña Esperanza felt a connection when they thought of their earlier lives on a Caribbean island. Explain that in this part of the lesson, students will share a personal experience with a partner.
- Review the meaning of an *anecdote*, a short narrative that describes an interesting incident or event and explain that the personal experience they will be writing will be an anecdote.
- Tell students that this anecdote should be true and involve an important relationship in some way and that it can build on a sense of connection, if students wish.
- Explain also that students will use a graphic organizer to record the overall outline of their anecdote. Tell students that they will use sensory language to describe their experiences.
- Tell students that sensory language is language that appeals or refers to the five senses: taste, smell, sight, hearing, and touch. Students should ask themselves: What did they see? What could they hear? If food was involved, how did it taste and smell?

- Emphasize that students will not need to write up the full experience in story form but that they should remember that the experience is still connected to their narratives involving the special person they selected.
- Give students a few minutes to prepare their thoughts. Then have students take turns sharing their anecdotes with a partner. You may wish to limit the amount of time they have to tell the anecdote.
- Have students open their Activity Books to Activity Page 5.1. Read the instructions aloud.

**Note:** The following content is from Activity Page 5.1.

## Activity Page 5.1

### Personal Experience

Think about sensory language you could use to help you describe your personal experience. Then use the graphic organizer to record your ideas. Write one or two sentences to respond to each question.

| Sense   | Question                                                                                                                                                                                                                                                      | Answer |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Sight   | <p>What could you see during the experience?</p> <p>Think about:</p> <ul style="list-style-type: none"> <li>– what colors you saw</li> <li>– how bright the light was</li> <li>– what you saw that moved or stayed still</li> </ul>                           |        |
| Hearing | <p>What sounds do you associate with this experience?</p> <p>Think about:</p> <ul style="list-style-type: none"> <li>– whether it was loud or quiet</li> <li>– whose voices you heard</li> <li>– the emotions you felt when you heard these sounds</li> </ul> |        |

## Support

Help students remember the various parts of this assignment by making a list on the board to show what they must cover in their personal experience: a true story, a connection with a person, and sensory language.

## Activity Page 5.1





## Reading Sentences

### Beginning

Provide simple sentence frames to help students respond to the questions, such as *It felt \_\_\_\_\_* or *It tasted \_\_\_\_\_*. Have students choose a response from two choices, such as *It felt soft/It felt hard*.

### Intermediate

Provide more complex sentence frames to help students respond to the questions, such as *The \_\_\_\_\_ felt \_\_\_\_\_* or *The \_\_\_\_\_ tasted \_\_\_\_\_*.

### Advanced/Advanced High

Have students work together to make a list of sensory words for each sense, such as *soft* for touch and *sweet* for taste. Have them use these words in their responses to the questions.

### ELPS 5.G

|       |                                                                                                                                                                                                   |  |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Touch | What objects did you touch during this experience?<br><br>Think about:<br><br>– whether they were warm or cold<br><br>– whether they were hard or soft<br><br>– whether they were bumpy or smooth |  |
| Taste | What foods did you eat during this experience? What did they taste like?                                                                                                                          |  |
| Smell | What foods or other smells were part of this experience? What did they smell like?                                                                                                                |  |

» Answers will vary. It is possible that taste was not a part of an individual student's experience. If that is the case, it is fine for the student to leave that section blank.



### Check for Understanding

Ask students to tell you a sensory word that describes an important part of their personal experience.

## Lesson 5: Identifying Sensory Language

# Writing



**Primary Focus:** Students will draft their personal narrative writing.

**TEKS 4.2.C; TEKS 4.7.F; TEKS 4.10.E; TEKS 4.11.B.i; TEKS 4.11.B.ii; TEKS 4.12.A**

### DRAFTING A PERSONAL NARRATIVE (30 MIN.)

- Tell students that today they will draft their personal narrative.
- Ask students the following questions:
  - “What are two things a story needs to be a personal narrative?” (*It must be a true story and told in a first person voice, from the perspective of the person who experienced the events.*)
  - “What does first-person sound like? What words would the author use?” (*First-person voice uses the pronouns I, me, and my instead of the name of the narrator or third-person pronouns such as she and her.*)
  - What point of view is *Letters from Heaven* written in? (*It uses the first-person perspective. The book tells about things that happen to Celeste from her point of view using I/me/my pronouns.*)
- Remind students that a personal narrative is about real events. Authors use their memory of the events to include detailed descriptions of real events that happened, including dialogue, actions or descriptive words, to the best of their ability.
- Explain that students will now write a personal narrative of their own using their plan from the last class. Direct students to Activity Pages 3.5 and 4.3. Tell students they should use their plan to help them keep the events in order and include descriptive details of the characters. Students are expected to write legibly in cursive to complete assignments.
- Direct students to Activity Page 5.2 and read the directions together. Then students should begin their draft on the activity page, using additional lined pages in the back of the Activity Book as needed. Students are expected to write legibly in cursive to complete assignments.

**Note:** The following content is from Activity Page 5.2.

**TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.11.B.i** Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion; **TEKS 4.10.E** identify and understand the use of literary devices, including first or third person point of view; **TEKS 4.11.B.ii** Developing an engaging idea with relevant details; **TEKS 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

Activity Pages  
3.5, 4.3, 5.2



## Activity Page 5.1

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### Personal Narrative Draft

- *Review your personal narrative plan. Look back at the order of events for your experience under the beginning, middle, and end columns. Use this page to develop the beginning, middle, and end of your experience with descriptive details to explain more about what happened. Use transition words between events. Suggestions for transition words include:*
    - *First, In the beginning, At the start*
    - *Then, Later, Next*
    - *Finally, As the day ended*
  - *Each time you mention your special person, add a descriptive detail. This could include;*
    - *How they speak*
    - *How they move*
    - *What they look like*
    - *What they are feeling*
    - *What they liked or disliked about the event or experience*
- 
- Move into the Reading portion of the lesson by explaining that students will now read another excerpt from the novel to determine what happens next in the narrative.

## Lesson 5: Sensory Language

# Reading



**Primary Focus:** Students will look for sensory language in Excerpt 5 from *Letters from Heaven* and use context clues to determine the meaning of words.

✚ **TEKS 4.1.A; TEKS 4.6.D; TEKS 4.6.E; TEKS 4.6.F; TEKS 4.6.G; TEKS 4.7.F; TEKS 4.8.A; TEKS 4.10.G**

### CLOSE READING EXCERPT 5 (40 MIN.)

- Remind students that they have been identifying themes in *Letters from Heaven*. Ask students to share the main themes that have emerged so far in the text. Ask students to share what in the text supports the themes they have discovered.
  - *Responses will vary, but may include major themes of relationships, loss, and hope.*
- Remind students that a text can have more than one theme.
- Tell students that in this lesson, we will be looking closer at the theme of relationships in *Letters from Heaven*.
  - Remind students that relationships can involve the connection between people or things.
- Ask students the following questions:
  1. **Inferential.** Which two characters' relationship in this text involves a strong connection to food and cooking?
    - » The relationship between Celeste and her grandmother.
  2. **Literal.** What are some of the foods that Celeste's grandmother used to cook that Celeste has learned to cook?
    - » *cangrejitos de guayaba con queso, café con leche, congrí*
  3. **Evaluative.** Why are food and cooking so important to Celeste?
    - » Answers will vary but may include that cooking is one of the special ways that Celeste feels connected with her grandmother, or reminds Celeste of experiences with her grandmother.

✚ **TEKS 4.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 4.6.D** Create mental images to deepen understanding; **TEKS 4.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.6.G** Evaluate details read to determine key ideas; **TEKS 4.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 4.8.A** infer basic themes supported by evidence **TEKS 4.10.G** Identify and explain the use of anecdote.



### Support

Review several common English contractions with students, such as *do not* → *don't*, *I am* → *I'm*, and *you have* → *you've*.

### Support

Show students a world map and point out the location of Cuba on the map.

4. **Evaluative.** From where did Celeste's grandmother get her recipes and why is this important?

» They come from Cuba, the country where Celeste's grandmother grew up.

Answers will vary about why this is important, but may include because the food provides a link to Celeste's and her grandmother's cultural heritage.

- Explain that today students will read Excerpt 5, in which readers will learn about more foods from Cuba.
- Ask students to turn to the new excerpt, "*Mariquitas*." Read aloud the first two paragraphs of the excerpt. Be sure to pronounce the *j* in *m'ija* as an *h*, and, if needed, explain that the word is a contraction that is short for *mi hija*, meaning *my daughter*.
- You may also need to explain that Social Security is a government program that provides income for many people, especially those who are retired or disabled. Explain that this program paid money to Celeste's grandmother, but, following her death, the money stopped.
- Point out that Celeste realizes something about her mother in the beginning of this excerpt.

1. **Literal.** What does Celeste realize about her mother?

» Celeste realizes that Mami doesn't want to talk about her grandmother.

2. **Inferential.** What does Celeste think about Mami's actions regarding her grandmother? How do you know from the text?

» Responses will vary, but may include that Celeste thinks it is strange or odd that her mother doesn't want to talk about her grandmother, or that it makes Celeste upset. I know because in the text Celeste says "Now that I think about it, she doesn't talk about Grandma at all!" "Or, even worse, as if she'd never even been here with us."

3. **Evaluative.** Why do you think Celeste's mother is behaving in this way?

» Answers will vary but may include that it may be too sad for Mami to think about the death of her mother, the grandmother.

- Have students read the rest of the excerpt on their own. Provide about 15 minutes.
- Explain the following:
  - Puerto Rico, like Cuba, is an island in the Caribbean Sea where Spanish is spoken. However, Puerto Rico is a territory of the United States, while Cuba is an independent country.

- Though students will learn about *ropa vieja* in an upcoming excerpt, for now they only need to know that it is a traditional stew popular in Cuba.
- Tell students that plantains are a green tropical fruit that look similar to bananas, and that are used in many Cuban recipes.
- Focus on the word *nostalgia*, which is used in the paragraph describing the relationship between Grandma and Doña Esperanza.
- Ask students what they think *nostalgia* means in this context. If necessary, explain that nostalgia is wishing for an earlier period of time, when life was easier and things were better—or at least they appear so in memory.
- Have students turn to the scene where Celeste remembers her grandmother serving plantains to Karen and Silvia.
- Tell students to close read this scene in the excerpt.
- Ask students what details they observe about the different languages used in the excerpt.
  - Answers will vary but students should be able to cite examples of English and Spanish.
- Allow students to share examples cited of both English and Spanish being used in this scene.
- Point out the line where Celeste’s Grandmother says “Ma-ri-qui-ta,” slowly to Silvia. Then point out the line where Silvia says “Ladybug” and Celeste’s Grandmother repeats “Lei-di-bog.”, slowly.
- Ask students the following questions to allow for synthesizing:
  1. **Inferential.** What do you think is happening in this exchange between Silvia and Celeste’s Grandmother?
    - » Responses will vary, but students should pull out that Silvia and Celeste’s Grandmother are teaching each other how to say words in a different language.
  2. **Inferential.** Why do you think they are saying words slowly?
    - » Responses will vary, but may include that they are saying the words slowly to help teach and learn the words in a new language.
  3. **Evaluative.** Have you ever learned a new language or has someone ever spoken to you in an unfamiliar language?
    - » Responses will vary, but allow students to make personal connections to the text.

## Challenge

Have students find the relative positions of Cuba and Puerto Rico on a map.



**Reading  
Vocabulary**

**Beginning**

Focus on the words *taste* and *smell*. Display an apple or a picture of an apple. Point to your mouth and say, "I can taste an apple." Point to your nose and say, "I can smell an apple." Have students repeat.

**Intermediate**

Focus on the words *taste* and *smell*. Display an apple or a picture of an apple. Point to your mouth and say, "I can taste an apple." Point to your nose and say, "I can smell an apple." Have students repeat. Then ask, "What can you taste? What can you smell?" Have students answer in single words.

**Advanced/Advanced High**

Focus on the words *taste* and *smell*. Display an apple or a picture of an apple. Point to your mouth and say, "I can taste an apple. What can you taste?" Point to your nose and say, "I can smell an apple. What can you smell?" Have students answer the questions in full sentences.

**ELPS 3.D**

- Explain that the word *mariquitas* is a multiple meaning word. One meaning is a type of thin chip made from plantains.
- 4. **Literal.** What is the other meaning of the word *mariquitas* introduced in the text?
  - » ladybugs
- 5. **Literal.** What are some words in English with more than one meaning?
  - » Answers will vary. Possible answers include *fan*, *bat*, *top*.
- Ask students to recall from their oral sharing with their partners in this lesson what an anecdote is.
  - Students should recall that an anecdote is a short narrative that describes an interesting incident or event.
- Ask students to identify the anecdote that is described within this excerpt.
- Ask students to explain how they knew this part of the excerpt was an anecdote. If students need support identifying it, encourage them to pay attention to the tense, or time that different parts of the excerpt take place.
  - Students should identify that the anecdote describes a memory of Celeste's when Silvia and Karen came over and Grandma brought out a ripe plantain.
  - Elicit from students that although the story is told in chronological order, this part of the excerpt moves backward in time and is rooted in a memory, which we know because it starts with *One time*.
- Call students' attention to the paragraph that begins "When plantains are fried green . . ." toward the end of the excerpt. Explain that this paragraph includes several examples of what is called sensory language.
- 6. **Literal.** What are the five senses?
  - » The five senses are hearing, sight, touch, smell, and taste.
- 7. **Evaluative.** What do you think the term *sensory language* refers to?
  - » Answers will vary but may include that the term *sensory language* refers to words and phrases that appeal to one or more of the five senses.
- Tell students that sensory language helps readers create mental images in their mind while they are reading. Have students identify examples of sensory language from this paragraph.

- Examples of words and phrases referring to the senses include color words, such as *yellow* and *black*, along with words that have to do with texture and taste, such as *crunchy* and *sweet*.
- Tell students that you will give students an example of how the author uses sensory language to create mental images for the reader. Explain that when the text says, “She pointed to the plantain’s little black specks,” you imagine something that looks like the inside of a banana. Grandma is holding a small slice of the plantain, pointing to the black seeds on the inside. Celeste is beside Grandma, examining the plantain closely. Tell students that they must use the sensory language in the text and apply their own understanding in order to create a mental image.
- Have students explain what they pictured in their mind while reading sensory words and phrases from Excerpt 5.
- Display the two-column sensory language chart you prepared in advance. Alternatively, create one on the board with the following headers for the columns: Sensory Language and Mental Image.
  - Have students look through the excerpt in search of words and phrases that function as sensory language.
  - Ask students to locate and give examples of sensory language.
  - Guide students to tell you in which column of the chart to place their examples. Write the words and phrases in the appropriate place.
  - Ask students to explain the mental image that each example of sensory language creates for them. Write their explanations on the chart.
- Review the words and phrases on the chart. Point out that because the excerpt and the novel are largely about cooking and food, there will likely be other examples of sensory language involving taste and smell later in the novel. Encourage students to think of other words and phrases about cooking and food that the author might use to create mental images for the reader. Add them to the chart if time permits.

End Lesson

## Challenge

Have students think of synonyms and near-synonyms for words in this paragraph that have to do with texture and taste. How else can we refer to something that is crunchy or sweet? Have students describe the mental images that these synonyms create to a partner.

## 6

# Exploring Figurative Language

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

- Students will identify imagery and discuss settings in Excerpt 5 from *Letters from Heaven*. **TEKS 4.1.A; TEKS 4.8.D**

### Reading

- Students will discuss, define, and create similes. **TEKS 4.6.F; TEKS 4.10.D**  
Students will do a close reading of Excerpt 6 from *Letters from Heaven*.  
**TEKS 4.6.F; TEKS 4.7.E; TEKS 4.10.D**

### Writing

- Students will complete a paragraph focused on sensory language and figurative language. **TEKS 4.2.C; TEKS 4.12.A**  
Students will engage in peer review of personal narrative drafts.  
**TEKS 4.10.D; TEKS 4.11.B.ii; TEKS 4.11.C; TEKS 4.12.A**

## FORMATIVE ASSESSMENT

- Activity Page 6.1 Identify Settings** Students will identify and describe the settings in Excerpt 5. **TEKS 4.8.D**
- Activity Page 6.2 Similes** Students will identify words that signal similes and interpret the meanings of similes. **TEKS 4.10.D**
- Activity Page 6.4 Draft a Personal Narrative** Students will identify and explain an example of figurative language in an original work. **TEKS 4.2.C; TEKS 4.10.D**

- TEKS 4.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 4.8.D** Explain the influence of the setting, including historical and cultural settings, on the plot; **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.10.D** Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes; **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.7.E** Interact with sources in meaningful ways such as

## LESSON AT A GLANCE

|                                                        | Grouping    | Time    | Materials                                                                                                                                |
|--------------------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------------------------------------------------------|
| Speaking and Listening (20 min.)                       |             |         |                                                                                                                                          |
| Identifying Imagery in Excerpt 5                       | Whole Group | 20 min. | <input type="checkbox"/> Excerpt 5, “ <i>Mariquitas</i> ,” from <i>Letters from Heaven</i><br><input type="checkbox"/> Activity Page 6.1 |
| Reading (30 min.)                                      |             |         |                                                                                                                                          |
| Identifying Simile                                     | Whole Group | 10 min. | <input type="checkbox"/> Excerpt 6, “ <i>Ropa Vieja</i> , Part 1”<br><input type="checkbox"/> Activity Pages 6.2, 6.3                    |
| Close Reading of Excerpt 6                             | Whole Group | 20 min. |                                                                                                                                          |
| Writing (40 min.)                                      |             |         |                                                                                                                                          |
| Writing Using Sensory Language and Figurative Language | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 6.5<br><input type="checkbox"/> Activity Page 5.2 (personal narratives drafts)                    |
| Peer Review                                            | Partners    | 25 min. |                                                                                                                                          |

✚ notetaking, annotating, freewriting, or illustrating; **TEKS 4.11.B.ii** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details; **TEKS 4.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

## ADVANCE PREPARATION

### Reading

- Write the lesson vocabulary on an anchor chart.

### Writing

- Write the model text on board/chart paper.

### Universal Access

### Speaking and Listening

- Help students identify setting and imagery by using the following sentence frames:
  - One scene in the excerpt takes place in \_\_\_\_\_.
  - Another scene takes place in \_\_\_\_\_.
  - One type of imagery is \_\_\_\_\_.
  - You can use a simile to \_\_\_\_\_.
  - Does this sentence mean exactly what the words say?
  - What do you think this sentence really means?
  - Is this literal or figurative language?
  - How does this help you create a picture in your mind? What do you picture based on the words?

### Reading

- Guide students to complete the reading assignments by using the following prompts and questions:
  - Tell me what a simile is.
  - Find the two things that are being compared.
  - Find the word that compares them.
  - Where does Excerpt 6 begin?
  - What characters are in the first scene?
  - Where is the dream in this excerpt? Whose dream is being told?

## Writing

- As students work on their personal narratives, provide assistance, as needed. Review the parts the narrative must have:
  - a person with whom the writer has a strong relationship
  - first-person narration
  - chronological order
  - an appropriate conclusion
  - at least two examples of imagery or figurative language
  - at least one simile

## VOCABULARY

### Core Vocabulary

**afar, n.** far away

**tornado, n.** a high-speed wind in a funnel-shaped cloud that often destroys property and plant life

### Literary Vocabulary

**hyperbole, n.** an exaggerated statement not meant to be taken literally; for example, “I’ve been waiting forever” uses hyperbole to state that the speaker has waited a long time

**figurative language, n.** words or phrases that mean more than their dictionary definition; similes and metaphors are two examples of figurative language

**imagery, n.** descriptive language in which the author creates images in a reader’s mind often figuratively through comparison, symbols, or exaggeration

**literal language, n.** words and phrases that mean the dictionary definition of the words

**setting, n.** the time and place when and where the events in a piece of literature happen

**simile, n.** a type of figurative language that compares two things using the words *like* or *as*



## Lesson 6: Exploring Figurative Language

## Speaking and Listening

20M

**Primary Focus:** Students will identify imagery and discuss settings in Excerpt 5 from *Letters from Heaven*. **TEKS 4.1.A; TEKS 4.8.D**

## IDENTIFYING IMAGERY IN EXCERPT 5 (20 MIN.)

- Have students return to Excerpt 5, “*Mariquitas*.”
- Remind students that they read this excerpt during the previous lesson. Tell them that today they will reread the excerpt, focusing on two things: imagery and setting.
- Explain that the term *imagery* is a type of descriptive language used in writing that is sometimes figurative and therefore not to be taken literally.
  - Review that figurative language means words or phrases that mean more than their dictionary definition; similes, metaphors, and hyperbole are examples of figurative language.
  - Review that literal language means words and phrases that mean the dictionary definition of the words: *That dog has sharp teeth* is literal and means that the dog has sharp teeth.
  - In contrast, *That dog’s teeth are as sharp as knives* is figurative imagery and simply means that the dog’s teeth are very sharp. It does not mean that the teeth are actually as sharp as knives.
  - Explain that this type of imagery is a simile that uses hyperbole, or exaggeration. Ask students what they remember about similes. If needed, remind students that similes are direct comparisons between two things, and often use the words “as” or “like” to compare. Tell students that hyperbole is used in the excerpt they will examine from *Letters from Heaven*.
- Have students find the dialogue in the supermarket between Celeste and Doña Esperanza in Excerpt 5, starting with “Rice, Beans, Bread”.



**TEKS 4.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 4.8.D** Explain the influence of the setting, including historical and cultural settings, on the plot.

- Tell students that Doña Esperanza has a line of dialogue in this scene that is an example of imagery and figurative language. Challenge them to find this line and explain why it is an example of imagery and figurative language
- Students should recognize that the line “That woman is so thin that if a strong wind hit her, she’d end up miles away” is an example of figurative language.
  1. **Evaluative.** Why is this sentence an example of figurative language?
    - » Answers will vary but should include that it is not true that a strong wind would actually blow Lisa “miles away.”
  2. **Evaluative.** Why is this sentence an example of imagery?
    - » Answers will vary, but students should recognize that this is an example of imagery because it helps to create an image in the reader’s mind.
- Point out that students can easily form an image in their heads of a very thin woman being blown away by a powerful wind. Explain that this connection to images is the reason why this device in storytelling is known as *imagery*.
- 3. **Evaluative.** Why is this sentence an example of hyperbole?
  - » It overstates or exaggerates the truth.
- Have students turn to the end of the excerpt. Remind them that this scene takes place in Celeste’s kitchen and involves Celeste, her grandmother, and her friends, Karen and Silvia. Tell them to look for a line of dialogue that uses imagery or figurative language.
- Students should identify Karen’s statement, “Celeste, you’re going to kill me,” as an example of figurative language.
  4. **Evaluative.** Why is this an example of figurative language?
    - » Answers will vary but may include that this is an example of figurative language because Celeste isn’t actually going to kill Karen. The actual meaning of the sentence is different from the words stated.
  5. **Evaluative.** What is the figurative meaning of the sentence?
    - » Answers will vary but may include that Celeste is trying to make Karen sick.
  6. **Evaluative.** What kind of figurative language is being used here? What text evidence helps us know that the language is figurative?
    - » Hyperbole, because Karen’s statement exaggerates or overstates the truth. Answers will vary, but students should cite Karen’s thoughts and words, as well as Celeste’s grandma’s reaction to Karen’s statement in the text. Answers may include that Karen thinks that she is going to get sick from eating the black plantains, which she thinks are spoiled, and the green plantains, if they were

actually filled with ladybugs. We also know Karen is kidding, because she makes Celeste's grandmother laugh.

If students use the word *exaggeration*, remind them of the literary term for this type of figurative language is *hyperbole*.

**Note:** Ensure that students understand that the character is exaggerating in this instance, and doesn't really mean she is going to be killed. Explain to students that while the author uses this in her novel, it is not a phrase that should be used lightly.

- Explain that students will look at imagery and figurative language again later in the lesson.
- Tell students that in this section of the lesson they will also be looking at the setting of the story. Remind students that they have worked with setting in the past, and ask students what the word *setting* means in relation to a story or other literary work.
  - » The setting is the time and place of the action in the story.
- Emphasize that an element of the setting is the time period during which the story happens.
- Explain that stories may take place in the past and that these stories may be examples of historical fiction. Add that some stories take place in the future and that, if stories do not specify a time period, readers can expect that they take place in the present
- Explain that stories often have sections that take place in different settings.
- Read the following list of places aloud and ask students to raise their hands if what you say is a setting in the story: Celeste's school (*yes*), Lisa's house (*no*), the factory where Mami works (*no*), Celeste's living room (*yes*), Grandma's house in Cuba (*no*), the path between Celeste's school and her home (*yes*).
- Have students open their Activity Books to Activity Page 6.1. Have students read the instructions. Explain that two parts of this excerpt are memories. Ask students when memories take place. If needed, tell students that in these parts Celeste is remembering something that happened in the past, or before most of the story took place.

**Note:** The following comes from Activity Page 6.1.

### Challenge

Ask students to name three books or stories they have read and identify the main setting for each.

### Support

Consider reading the instructions aloud while students follow along.

### Activity Page 6.1



## Activity Page 6.1

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### Identify Settings

Excerpt 5 takes place in different settings. Reread the excerpt carefully and use details in the text to determine two of the settings. Below, write the name of the setting and then write two or three sentences describing what happens in that place. Be as specific as possible, including when it took place.

*Possible responses:*

Setting 1: This setting is in Celeste's house. Celeste is eating dinner with her mother and Lisa, who are enjoying the food very much. Celeste is missing her grandmother, because Mami doesn't want to talk about her. This takes place in the present.

Setting 2: This setting is the supermarket. Doña Esperanza and Celeste are shopping. Celeste is thinking about the foods she might like to cook and talking with Doña Esperanza. This takes place in the present.

**Note:** Students may identify the kitchen in Celeste's memory as a specific setting in the house. Clarify for students that these scenes take place in the past. In this memory, Celeste is remembering a day when Karen and Silvia came over. Karen thought the plantains in the kitchen were bad, but Grandma explained that they were good to eat and made excellent *mariquitas*.

- 
- Check that students have found two settings. Then tell students that they will return to the study of figurative language in the next part of the lesson.

## Lesson 6: Figurative Language

# Reading

30M

### Primary Focus

Students will discuss, define, and create similes.

✚ **TEKS 4.6.F; TEKS 4.10.D**

Students will do a close reading of Excerpt 6 from *Letters from Heaven*.

✚ **TEKS 4.6.F; TEKS 4.7.E; TEKS 4.10.D**

### IDENTIFYING SIMILE (10 MIN.)

- Ask student volunteers to share their understanding of definitions discussed earlier in the lesson about figurative language, hyperbole, and imagery.
  - Tell students that we will bring that discussion of writers' use of hyperbole and imagery into our reading, through the identification of a figurative language device called simile in the text.
  - Read the following two lines from Excerpt 1 aloud. You can also write them on the board. Have students listen for how the excerpts are alike.
    - Excerpt 1: "Such a bright green, like grass after a good rain."
    - Excerpt 1: "... the next day it might taste just like laundry water."
1. **Literal.** What do you notice about each of these lines taken from Excerpt 1 of the text?
    - » Student answers should include that both lines use the word *like* and are types of figurative language.
  2. **Evaluative.** What function does the word *like* play in each of these sentences?
    - » It allows the author to compare one thing to another.
- Remind students that comparisons involving *like* or *as* are known as similes. Explain that similes often compare one thing to another that is actually not very much like the first.

✚ **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 4.10.D** Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.

3. **Evaluative.** Ask students why the second simile, “. . . the next day it might taste just like laundry water” is an example of figurative language?

» Answers will vary but should include that it won't actually taste like laundry water. The sentence doesn't mean what the words actually say.

- Point out that since it is doubtful that the *café con leche* described in the second excerpt tastes exactly like laundry water—water left over from washing clothes, and therefore comparing the *café con leche* to laundry water is a hyperbole, since it is making an exaggeration.

4. **Evaluative.** What does Grandma mean when she compares the *café con leche* to laundry water?

» She means that it tastes bad.

5. **Literal.** In the first example, what is being compared to green grass after the rain?

» Celeste is comparing her grandmother's dress to the grass when it is brightest.

6. **Evaluate.** Why does this simile and use of figurative language show something important to the main character?

» Celeste is showing how she thinks of her grandmother often and thinks fondly of her.

- Tell students to open their Activity Books to Activity Page 6.2. Read the instructions aloud or have students read them silently.

**Note:** The following comes from Activity Page 6.2.

## Activity Page 6.2

### Similes

The sentences and phrases below are similes. For each simile, underline the word that lets you know it is a simile. Then, write the meaning of the phrase.

1. The stars look like diamonds tonight.

» Meaning: The stars are very bright and sparkly.

2. She is as hungry as a bear in the springtime.

» Meaning: She is very, very hungry!

3. The clouds are like marshmallows.

» Meaning: The clouds look white, fluffy, and light.

### Challenge

Challenge students to identify similes in previous excerpts they have read in the novel..

### Activity Page 6.2





### **Beginning**

Guide students to visualize each image to help them through the meanings. Show them how to circle the words that describe what is being compared.

### **Intermediate**

Suggest that students use visualization and circle the words that describe what is being compared to help them identify the meanings.

### **Advanced/Advanced High**

Have students visualize each image and describe it in their own words to help them identify the meaning.

### **ELPS 4.G**

### **Support**

Instead of having students explain the similes on their own, have them work with partners or in a group that you lead.

4. His laughter was loud as thunder.

- » Meaning: His laughter was extremely loud or booming, and could be heard from far away.

5. Their kitchen is as small as a doughnut hole.

- » Meaning: Their kitchen is tiny or extremely small.

6. Stop sitting there like a bump on a log!

- » Meaning: The person is just sitting and not doing anything.

Now write a simile of your own. Use an object in the classroom and compare it to something else using *like* or *as*.

- » Answers will vary.

- Use prompts such as the following to guide students to complete the first example:

- How do you know this sentence is a simile?
  - It uses the word *like* to compare two things.
- What is the sentence about?
  - Stars
- What are the stars being compared to?
  - Diamonds
- What do you know about diamonds?
  - They are shiny; they are clear; they are very hard; they are valuable.
- What is the simile saying about the stars?
  - They are bright and sparkly, in the same way that diamonds are bright and sparkly.

- Have students fill in the meaning for the example of stars and diamonds. Then have them continue working on the Activity Page on their own.
- Point out that at the bottom of the page students are given space to create their own simile. When students are finished, have them share their similes with partners. Have partners check that the similes include *like* or *as* and then determine meaning.



### Check for Understanding

Have students choose one of the similes they analyzed and explain its meaning to you.

### CLOSE READING EXCERPT 6 (20 MIN.)

- Tell students that they will be doing a close reading of Excerpt 6. Remind them that Excerpt 5 ended with the statement “But Monday will be another day.” Encourage students to look back at the text to review this statement.
- Using this clue, have students predict when the first part of Excerpt 6 will take place.
  - Students should predict that it will take place on Monday.
- Read the first paragraph of Excerpt 6 aloud. Check on students’ predictions; ask students to cite any details from the text that may support or refute their predictions.
  1. **Literal.** What are Mami and Celeste having for breakfast?
    - » They are having cereal, *café con leche*, and toast.
  2. **Inferential.** Who do you think made the *café con leche*? Why do you think so?
    - » Celeste. Reasons will vary but may include that we know Celeste knows how to make very good *café con leche*.
- Have students read the rest of Excerpt 6 on their own. Ask them to read the excerpt closely to look for examples of similes and other figurative language.
- Ask students to name the similes they found. Write the similes on the board. Ask students how they know these statements are similes. Underline the word *like* in each, and guide students to explain the meaning.
- If students share other examples of figurative language or imagery, ask them to explain if this is a simile and why. Students should synthesize what they have learned about similes into their explanations.



- Students may cite the following sentences from the excerpt that contain similes, among other examples:
  - “I fell to the floor like a ripe mango.”
  - “From afar, they look like a perfect ten. . . .”
  - “. . . . I sound like an old lady.”
- Call students’ attention to the part of the excerpt in which Celeste describes her dream. Ask students to describe the dream in their own words, referring back to the text as needed.
  3. **Evaluative.** Was this a good dream or a bad one? How do you know?
    - » Answers will vary, but may include that it was a bad dream because it was scary. No one wants to be picked up by a tornado or to scream without anyone coming to help.
  4. **Literal.** What does Mami tell Celeste when she hears about the dream?
    - » “*Cielo*... I’m always near you.”
  5. **Evaluative.** What does Mami mean when she says this?
    - » Answers will vary, but may include that she means that Celeste is never truly alone, regardless of how she felt in the dream.
- Have students think about the following aspects of the dream and make observations using the text to synthesize their ideas. Encourage them to consider what these aspects mean for Celeste.
  - What did Celeste do in the dream that is one of her favorite things to do? (dance)
  - Why didn’t Celeste like the dancing she did in the dream? (It was too fast and made her feel out of control.)
  - What happened when she fell? (She couldn’t get up and no one came to help her when she screamed.)
- Ask students to consider connections Celeste may have with other people in her life, and how that might have impacted her dream. Direct students to examine the text and discuss how her dream may be related to recent events in Celeste’s life.
  - Student responses may vary, but may include that she is missing her grandmother and may be worried that other people in her life will go away as well, leaving her without anyone to help her.

### Challenge

Point out that in Celeste’s dream the activity that she enjoys so much, dancing, scares her. Have students write two or three sentences explaining why this might be and what it says about Celeste’s life at this point.

- Ask what Celeste’s current life has to do with the part of the dream in which she is dancing faster and faster. Students should synthesize using textual evidence to build their ideas. Challenge students to refer back to previously read excerpts.
  - Encourage students to use the concept of figurative language to explain what “dancing faster and faster” might refer to, and how that might make someone feel.
  - For example, students may use a simile to complete one of the sentence frames: In her dream, Celeste was dancing like a \_\_\_\_\_, because she felt \_\_\_\_\_.; In her dream, Celeste was dancing as fast as a \_\_\_\_\_, because she felt \_\_\_\_\_. Allow students to explain the simile they used and how this could connect with how Celeste feels in her current life.
  - Students may infer that after Grandma’s death, Celeste likely feels as though she can’t control anything, and the dream suggests that she isn’t in control of much.
  - Call students’ attention to the simile in the retelling of the dream: *I fell to the floor like a ripe mango*. Explain that a mango is a kind of tropical fruit shaped like an oval, with a large stone or pit in the middle and that grows on trees. Consider showing students a picture of a mango or mango tree.
  - Think, Pair, Share: Allow students to turn to a partner to briefly discuss their analysis of Celeste’s dream and their answers to the question: Have you ever had an experience that you can connect to the feelings Celeste has in her dream? Explain.
- Tell students to open their Activity Books to Activity Page 6.3. Read the instructions aloud or have students read them silently.

**Note:** The following comes from Activity Page 6.3.

### Activity Page 6.3

#### Celeste’s Dream

Celeste’s dream had four parts. In the boxes below, draw the four parts of Celeste’s dream and write a sentence to explain what is happening in each part. Then answer the question about the simile *I fell to the floor like a ripe mango*.

### Activity Page 6.3





**Reading  
Close Reading**

**Beginning**

Help students associate the terms *first*, *second*, *third*, and *fourth* with the numbers one through four. Say *One is first*; *two is second*, and so on, and have students repeat after you.

**Intermediate**

Write the numbers one through four and the terms *first*, *second*, *third*, and *fourth* on cards. Have students pair the cards, one with *first*, and so on. Use sentence frames such as *One is \_\_\_\_\_* (first) and have students complete the frames.

**Advanced/Advanced High**

Write the numbers one through four and the terms *first*, *second*, *third*, and *fourth* on cards. Have students pair the cards, one with *first*, and so on. Have students explain the relationships in their own words.

**ELPS 3.D**

[Possible answers; check students' drawings.]

|                                                                               |                                                                           |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| First, Celeste is lifted up by a tiny tornado.<br><br>Check student drawings. | Second, Celeste started spinning.<br><br>Check student drawings.          |
| Third, Celeste fell to the floor.<br><br>Check student drawings.              | Fourth, Celeste screamed, but no one came.<br><br>Check student drawings. |

The simile, *I fell to the floor like a ripe mango*, means that:

One possible answer is that the simile means Celeste is feeling helpless. When a mango ripens, it falls to the ground and does not move. The simile shows that she can't do anything to stop the bad things that are happening. Another possible meaning of the simile is that growth or development of a relationship, such as the one with her grandmother, has stopped abruptly. Encourage students to think of other possible answers, including the meaning of the word "ripe".

- As time permits, have two or three students share their interpretation of the simile.
- Wrap up this section of the lesson by noting that students will continue working with imagery and similes in their writing.

## Lesson 6: Figurative Language

# Writing



### Primary Focus

Students will complete a paragraph for their personal narrative writing focused on

✚ sensory language and figurative language. **TEKS 4.2.C; TEKS 4.12.A**

Students will engage in peer review of personal narrative drafts.

✚ **TEKS 4.10.D; TEKS 4.11.B.ii; TEKS 4.11.C; TEKS 4.12.A**

### WRITING USING SENSORY DETAILS AND FIGURATIVE LANGUAGE (15 MIN.)

- Tell students that they will be thinking about figurative language and sensory details, which they explored in the last lesson, during this writing exercise.
- Ask student volunteers to recall sensory language. If needed, remind students that sensory language appeals or refers to the five senses: taste, smell, sight, hearing, and touch.
- Tell students that today, they are going to write about the experience they had with the special person they have selected for their personal narratives using sensory details and figurative language.
- Ask students to take a moment to think about parts of their experience that appealed to their senses (sight, smell, touch, taste and hearing). Have a few student volunteers share. If students need support, provide them with examples such as “the cake smelled like sweet vanilla frosting” or “the basketball was rough in my hand.”
- Provide students with the following example of an experience. “Last summer, I played basketball with my dad.” Ask students how they can describe how the basketball felt using figurative language.
  - Student responses will vary.
  - Write and think aloud the following example for students:
  - Last summer, I played basketball with my dad. The basketball was as rough and bumpy as a toad’s skin. When I threw the basketball towards the

✚ **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.10.D** Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes; **TEKS 4.11.B.ii** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details; **TEKS 4.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

hoop, it felt as light as a feather floating through the air. As I went up for a slam dunk, I felt the wind in my hair, and I heard cars honking to cheer me on as they passed by our driveway. I could play basketball with my dad forever.

- Ask student volunteers to identify the figurative language in your paragraph. Allow other student volunteers to identify the sensory details in your paragraph and which of the five senses are included.
- Tell students that they are not expected to use all five of the senses but should include at least two of the senses in their details.
- Have students open their Activity Books to Activity Page 6.4. Explain that students will be writing their own sensory paragraph. They will produce a rough draft that they can add to their personal narratives later.
- Read the instructions on Activity Page 6.4 aloud. Emphasize that students must write about an activity they share or shared with their special person using two literary devices: sensory details and figurative language. Students are expected to write legibly in cursive to complete assignments.

**Note:** The following content is from Activity Page 6.4.

### Activity Page 6.4

#### Sensory Paragraph

Think about the experience you shared with your special person. Draft a paragraph describing what this activity was like. Include sensory language and figurative language to describe the activity.

» Answers will vary.



#### Check for Understanding

Ask students which of the five senses they will include in their sensory details.

- Wrap up the activity by having students share examples of sensory details and figurative language from their paragraphs. For each example, invite classmates to identify which of the five senses is included in the writing.

### Activity Page 6.4



## PEER REVIEW (25 MIN.)

- Assign students to work with a partner or have students choose partners themselves.
- Hand back the students' Activity Page 5.2 to review their personal narrative drafts.
- Tell students that today they will be taking part in peer review. Explain that the term *peer review* means that each person in the pair will share their plans for their personal narrative.
- Students will listen to or read their partners' plans with thoughtfulness. Then they will use a checklist to provide feedback on the plan.
  - Review how to give feedback in a way that is positive, respectful, and encouraging. If necessary, model how to do this.
- Have students turn to Activity Page 6.5 in their Activity Books. Explain that after reading each other's drafts, they will switch Activity Books to complete the peer review checklist in each other's books. They will read the statements on the checklist and add marks in the "yes" and "no" columns for each corresponding statement. They may also add comments to the checklist that helps the writer think about how to improve their writing. The goal is to provide feedback in a way that is easy to understand.
- Read the directions aloud. Then review the items on the checklist.
  - Point out that since the personal narrative is a first draft, some checklist items may be missing or unclear.
  - Tell students that it is fine to add comments that answer for the writer, "How can I improve my writing?"
  - Students should understand that the comments they give their peers should be specific and can be a good way of reminding the writers to keep particular ideas or details in mind when they revise.
- Give students an opportunity to share their work either by reading their drafts aloud to partners or by reading the partner's work silently.
- Provide one or two minutes for questions and answers as needed.
- Have students switch Activity Books to complete the checklists. Circulate, checking that students are on task.

**Note:** The following content is from Activity Page

## Activity Pages 5.2, 6.5



## Activity Page 6.5

### Checklist

Give this page to your partner. Have your partner use this checklist to carry out a peer review on your personal narrative draft. Your partner should check one box in each row and add comments, if necessary.

Answers will vary.

| Statement                                                                                   | Yes | No | Not Sure | Comments |
|---------------------------------------------------------------------------------------------|-----|----|----------|----------|
| 1. The narrative tells a true story.                                                        |     |    |          |          |
| 2. The narrative uses first-person pronouns, such as <i>I</i> , <i>me</i> , and <i>my</i> . |     |    |          |          |
| 3. The narrative involves another important or special person.                              |     |    |          |          |
| 4. It is clear who this other person is and why that person is important to the narrator.   |     |    |          |          |
| 5. The setting of the story is clear.                                                       |     |    |          |          |
| 6. The scenes in the narrative will be told in chronological order.                         |     |    |          |          |
| 7. There is a clear conclusion.                                                             |     |    |          |          |
| 8. The plan makes me want to read the finished story.                                       |     |    |          |          |
| 9. The narrative includes sensory and figurative language.                                  |     |    |          |          |



### Check for Understanding

- Ask students to answer the Short Constructed Response Writing Question:

Aaron wants to combine the ideas in sentences 1 and 2 in their personal narrative. In the space provided, write a new sentence that combines these ideas in a clear and effective way.

(1) My heart fluttered with nerves and excitement. (2) He told me it was my turn to take the mic.

- Describe the criteria students need to follow in order to obtain full credit (1 point):

To obtain full credit (1 point), the student will:

- » create one complete sentence.
- » combine the ideas in both sentences effectively.
- » write clearly.



- Then ask students to rewrite the sentence. **TEKS 4.11.C**
  - » Correct Answer: My heart fluttered with nerves and excitement when he told me it was my turn to take the mic.
- Last, have students identify an example of first person perspective in the sentence.

- Wrap up the lesson by having students reread their work and make any needed changes.

End Lesson




## 7

# Summarizing

## PRIMARY FOCUS OF LESSON

### Reading

Students will make inferences about characters in *Letters from Heaven*.

 **TEKS 4.6.F; TEKS 4.8.B**


Students will do a close reading of Excerpt 7 from *Letters from Heaven* and produce an oral summary of what they read.

 **TEKS 4.6.G; TEKS 4.6.I; TEKS 4.7.D; TEKS 4.8.B**

### Writing

Students will revise dialogue and actions in their personal narratives.


Students will revise and expand their personal narratives about a relationship

 that is important to them. **TEKS 4.2.C; TEKS 4.11.C**

## FORMATIVE ASSESSMENT

### Activity Page 7.1

**Character Interactions** Students will make inferences about characters based on Excerpt 7. **TEKS 4.8.B**

 **TEKS 4.6.F.** Make inferences and use evidence to support understanding; **TEKS 4.6.I** monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down; **TEKS 4.6.G** Evaluate details read to determine key ideas; **TEKS 4.7.D** Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; **TEKS 4.8.B** Explain the interactions of the characters and the changes they undergo; **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.11.C.** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

## LESSON AT A GLANCE

|                                     | Grouping    | Time    | Materials                                                                                                                                                                                    |
|-------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading (40 min.)                   |             |         |                                                                                                                                                                                              |
| Making Inferences About a Character | Whole Group | 20 min. | <input type="checkbox"/> Excerpt 7, “ <i>Ropa Vieja</i> , Part 2”<br><input type="checkbox"/> Activity Page 7.1                                                                              |
| Close Reading of Excerpt 7          | Whole Group | 20 min. |                                                                                                                                                                                              |
| Writing (50 min.)                   |             |         |                                                                                                                                                                                              |
| Revising Dialogue and Actions       | Independent | 20 min. | <input type="checkbox"/> Activity Page 5.2<br><input type="checkbox"/> Activity Page 6.4<br><input type="checkbox"/> Activity Page 7.2<br><input type="checkbox"/> Personal Narrative Drafts |
| Personal Narrative Revision         | Independent | 30 min. |                                                                                                                                                                                              |

## ADVANCE PREPARATION

### Reading

- Be ready to assign partners for discussion or allow students to choose their own.

### Writing

- You may opt to have colored highlighters for students to use in the writing section.

## Universal Access

### Reading

- Provide questions and prompts to help students with their discussion of how to summarize the excerpt:
  - What idea is most important in this section of the story?
  - If you had to choose one word to describe the action in the excerpt, what would it be?
  - Tell your partner what makes Amanda important in the story right now.
  - Explain to your partner how Celeste is feeling in the excerpt.
  - Tell your partner one part of the narrative that is less important and shouldn't be part of a summary. Explain why.

## VOCABULARY

### Core Vocabulary

**plastered, v.** fixed in place

**recital, n.** a performance, usually by music or dance students

### Literary Vocabulary

**summary, n.** a brief statement that explains the main points of a literary work

**tone, n.** the attitude that a character, narrator or author conveys through their words, expressed through style and word choice

## Lesson 7: Summarizing Reading



### Primary Focus

Students will make inferences about characters in *Letters from Heaven*.

✚ **TEKS 4.6.F; TEKS 4.8.B**

Students will do a close reading of Excerpt 7 from *Letters from Heaven* and produce an oral summary of what they read.

✚ **TEKS 4.6.G; TEKS 4.6.I; TEKS 4.7.D; TEKS 4.8.B**

### MAKING INFERENCES ABOUT A CHARACTER (20 MIN.)

- Introduce Excerpt 7 by explaining that this part of the story immediately follows the previous excerpt, in which Celeste talked to Silvia and Karen about not wanting to go to dance class any more. Note to the class that Celeste admits to the reader that this is not the truth.
- Explain that a new character is introduced in this part of the excerpt. Tell students that the new character is named Amanda and that she is a fellow student with whom Celeste and her friends have a difficult relationship.
- Tell students that, as they read the excerpt, they should look for information about Amanda and her connection to the other characters, making sure to use textual evidence to support their observations and ideas with details.
- Read aloud the first two paragraphs of Excerpt 7 as students follow along, stopping at “I’d be so happy”. Point out the word *mockingly*, which describes how Amanda is speaking.
- Ask students to explain the meaning of *mockingly*.
  - Students should make inferences from the text that if something is said mockingly, it is in a rude or contemptuous way. When someone is mocking another, they are usually making fun of the person.
  - Point out that “So the ghost of your grandmother writes you letters” is a line of dialogue in the novel, and that it is spoken by Amanda.
  - Ask students to put their thumbs up if they think this line of dialogue is said mockingly by Amanda.

✚ **TEKS 4.7.F** Make inferences and use evidence to support understanding; **TEKS 4.6.G** Evaluate details read to determine key ideas; **TEKS 4.6.I** monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down; **TEKS 4.7.D** Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; **TEKS 4.8.B** Explain the interactions of the characters and the changes they undergo.

**Support**

To help students further understand the emotions in this scene, have students read other lines aloud. Coach them as necessary to get the right intonation and expression.

- Ask students to put their thumbs down if they think this line of dialogue is not said mockingly by Amanda.
  - Allow student volunteers to share and explain their choices using evidence from the text.
  - Remind students that mocking (and bullying) are not qualities of a good friend.
1. **Inferential.** What inferences can you make about Amanda just from reading the dialogue?
    - » Answers will vary but may include that Amanda is saying unkind things to Celeste and in a rude way, so she seems to be a mean person who doesn't like Celeste.
  2. **Evaluative.** What ideas about Amanda's personality might you get as a reader from the image in your mind of her "swinging her long blond braids" as she walks?
    - » Answers will vary but may include that she is confident and even the way Amanda walks might be seen as a challenge to other people.
    - Have students read the rest of the excerpt independently.
  3. **Literal.** What is Celeste's reaction to Amanda's treatment?
    - » Celeste tells Amanda to stop and walks away. She stands up for herself verbally by threatening to make the ghost of her grandmother haunt Amanda.
    - Point out that Celeste refuses help from Silvia because she says she can handle it on her own.
  4. **Literal.** What is the relationship like between Silvia and Celeste right now? Why?
    - » Responses will vary but may include that the relationship between the two girls is not as good as usual. Silvia is surprised by Celeste saying she doesn't want to dance anymore, and Celeste refuses Silvia's help when Amanda is mean to her. In addition, Silvia did not believe Celeste about receiving letters from her grandmother, which have hurt Celeste's feelings
  5. **Evaluative.** How might the current relationship affect Celeste's feelings about receiving Silvia's help in dealing with Amanda?
    - » Answers will vary but may include that it might mean that Celeste feels like she is on her own and has no other choice but to stand up for herself, she doesn't want to receive Silvia's help
    - Ask students to recall what they have learned about the concept of *voice*. If needed, remind students that voice is the expression of an author's or narrator's point of view and attitude about what's going on in the story.

- Introduce the concept of *tone*. Tell students that *tone* means the attitude that a character, narrator or author conveys through their words, expressed through style and word choice.
  - Tell students that both voice and tone help reveal the thoughts and emotions of characters.
6. **Evaluative.** How would you describe the voice and tone used by Celeste as she narrates the encounter with Amanda? What does it tell you about what she is thinking and feeling?
- » Answers will vary but may include that her narrated voice is assertive or matter of fact, and the tone makes her character seem angry and hurt. Support students as needed with this response, and reread lines from the excerpt aloud that demonstrate her tone if necessary. Encourage students to cite details and use the text to make their observations.
- Ask students what words and phrases Celeste uses to describe her feelings and thoughts. Help students understand how descriptions such as “if only I could hibernate” and “trying to hide the fury in my voice” show Celeste’s state of mind.
  - Have students discuss with a partner how they feel voice and tone are used to help the reader understand Amanda’s character.
  - Invite students to share the results of their conversations.
  - Encourage students to discuss phrases such as *a toothy smile plastered on her face*.
  - Ask students to make inferences about what the phrase means in context of the excerpt.
    - Answers will vary but students should make inferences using textual evidence.
  - Hand out students’ Activity Books and have students open the books to Activity Page 7.1. Read the instructions aloud or have a student volunteer do so. Emphasize that students should look at both dialogue and actions to help them fill out the organizer.

**Note:** The following comes from Activity Page 7.1.

## Activity Page 7.1

### Character Interactions

Think about the relationships between Amanda, Celeste, and Silvia as they are described in Excerpt 7. Then fill out the graphic organizer. Be sure to use evidence from the text.



**EMERGENT  
BILINGUAL  
STUDENTS**

### Reading Relationships

#### Beginning

Encourage students to visualize the expressions on Amanda’s and Celeste’s faces. Have them draw simple pictures showing their expressions. Help them use single words to identify the emotions.

#### Intermediate

Encourage students to visualize the expressions on Amanda’s and Celeste’s faces. Have them draw simple pictures showing their expressions. Help them use single words and simple phrases to identify the emotions.

#### Advanced/Advanced High

Encourage students to visualize the expressions on Amanda’s and Celeste’s faces. Have them draw simple pictures showing their expressions. Help them use complex phrases and full sentences to identify the emotions.

### ELPS 4.G

### Activity Page 7.1



**Note:** Answers will vary but possible responses are provided below.

| Question                                                              | Answer                                                                                                                                                                                 | Evidence                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. How would you describe the interaction between Celeste and Amanda? | <ul style="list-style-type: none"><li>• The interaction between Celeste and Amanda involves a disagreement in this excerpt. Amanda makes Celeste angry and Celeste responds.</li></ul> | <ul style="list-style-type: none"><li>• “Leave me alone!” I tell her and keep walking. Or “Get lost, Amanda,” I tell her, trying to hide the fury in my voice.</li></ul>                                                                                                                 |
| 2. How does Celeste feel about Silvia?                                | <ul style="list-style-type: none"><li>• She isn’t sure whether to trust Silvia, even though they have been very close friends.</li></ul>                                               | <ul style="list-style-type: none"><li>• When Silvia tries to help her deal with Amanda, Celeste says she can do it herself. “Thank you, Silvia, but I can take care of myself.”</li></ul>                                                                                                |
| 3. How does Amanda feel about Celeste?                                | <ul style="list-style-type: none"><li>• Amanda’s mocking makes it seem as if she doesn’t like Celeste or wants to make Celeste feel bad about herself.</li></ul>                       | <ul style="list-style-type: none"><li>• She speaks “mockingly” to Celeste and makes fun of her regarding her grandmother. She also says Celeste isn’t a good dancer. “Competition? Seriously? You think you’re my Competition?”; “No, Celeste, you’re the one that has to go.”</li></ul> |

- Wrap up this part of the lesson by having students share their work with a partner. If time permits, encourage them to add information to their work.



### Check for Understanding

Ask students to describe Celeste’s attitude toward Amanda in a few words and then give one piece of evidence from the text to support their conclusion.

## CLOSE READING EXCERPT 7 (20 MIN.)

- Explain that students will summarize Excerpt 7 after you model summarizing Excerpt 6.
- Ask students for a definition of the terms *summarize* and *summary*. Students should remember that these terms mean giving a brief statement that explains the main points of a literary work, such as this excerpt.
- Model *summarizing* as follows:
  - Tell students that you are going to summarize what they read in Excerpt 6. Then say the following:
  - Let me remind myself what we know about the excerpt. The excerpt starts with Celeste complaining to Mami about her having to work so much. There are a lot of lines of dialogue between Celeste and Mami, but I don't need to include them in my summary. Remember that a summary is a brief statement, so I don't put in dialogue and every detail. All I need to say to summarize is this:

*Celeste tells her mother that she wants her to be home more and work less, but Mami assures Celeste that it's all right and won't last forever.*

- Let me think about what happens next. Then Celeste tells Mami about her dream. The most important things about her dream are that it was a nightmare and that it involved being blown by the wind, being dropped onto the floor, and screaming without anybody coming to help. I don't need to put in all the information about the dream, just the most important parts. So I'll summarize this part by saying:

*Celeste tells her mother about a bad dream she had in which the wind was blowing her back and forth. Later she fell and started to scream, but nobody came to help her.*

I'll add one more detail to my summary that is important to understanding the story:

*Her mother tells Celeste that she will always be there for her.*

- Tell students to reread the next part of Excerpt 6, about Celeste, Karen and Silvia at school. Ask students to think about how they might summarize this part of the excerpt in a sentence or two.
- Remind students: There's a lot of dialogue in this scene that doesn't need to be included in the summary. Remind students that a summary is short and only includes the most important details.



- Have students share their summaries of the last scene in the excerpt.
- After a few volunteers share a summary of the second half of Excerpt 6, you may
- model summarizing as follows:

*Celeste's friends ask whether she danced at the studio during the weekend, and Celeste tells them she isn't interested in dance any more—which isn't true.*

### Challenge

Have students give a brief summary of a book or short story they recently read. Remind them to keep it short.

### Support

Some students may have difficulty taking notes while speaking. If that is the case, they can ask their partners to take notes that both students can use.

- Review with students the characteristics of a summary: it is brief and tells the most important things that happen. Add that summaries of stories usually follow the sequence of the story in order. You may wish to write your summary of Excerpt 6 on the board, annotating the sequence of events by numbering each detail.
- Tell students that they will now work with a partner to read then summarize Excerpt 7 orally.
- Point out that Excerpt 7 has two scenes, both of them involving Amanda.
- Have students reread Excerpt 7. Then have them practice summarizing the excerpt with their partners. Encourage students to include information on the relationship between the characters in their summary.
- Circulate, making sure that students are on task and working to find the most important parts of the excerpt. Tell students that they may wish to annotate by circling key lines in the excerpt or jotting down a note of their thoughts.
- Remind students that they can ask each other questions about the details in the excerpts to monitor each other's comprehension.
- When students have completed their discussions, move on to the Writing portion of the lesson.

## Lesson 7: Summarizing

# Writing



### Primary Focus

Students will revise dialogue and actions in their personal narratives.

**TEKS 4.2.C; TEKS 4.11.C**

Students will revise and expand their personal narratives about a relationship

that is important to them. **TEKS 4.11.C**

### REVISING DIALOGUE AND ACTIONS (20 MIN.)

- Tell students that they will now revisit their personal narratives they have been working on. Remind students that in the last lesson, they received feedback from a partner on their personal narrative. Tell students that now, they will look back at their writing again and focus on revising their work to improve details.
- Remind students that in Unit 1, they revised their personal narratives to include sensory details. Explain that they will use the skill of revising again to make their narrative seem more real to the reader.
- Have students take out Activity Page 6.4. Allow students to silently reread their sensory paragraphs.
- Tell students that their first opportunity to revise their writing will be to find a spot in their personal narrative where they can add this sensory paragraph.
- Direct students to their personal narrative draft, beginning on Activity Page 5.2. Give students five minutes to revise their personal narrative by adding their sensory paragraph. Students are expected to write legibly in cursive to complete assignments.
- Tell students that the other revisions they will make in this lesson will be to show personality traits and the relationship between people in their narrative. Explain that they will do so by rereading their writing and finding where people interact with each other. Tell students to underline these places in their draft and number them in the margin.
- After students have underlined the interactions in their narratives, direct students to use the underlined text to complete the chart on Activity Page 7.2. Explain that they will start by writing down the interaction in the first column. Then, students will add dialogue and action details, to help show

Activity Pages  
6.4, 5.2, 7.2



**TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity

the personality traits of the people in their story. For instance, in Excerpt 6 when Celeste’s mother is speaking to her, the Excerpt says: “*Cielo*,” she says tenderly. “I’m always near you.” The author used the word “tenderly” to show that Celeste’s mother is a loving person. Tell students that this also helps the reader to understand the relationship between Celeste and her mother.

- Tell students that after completing their revisions table, they will share their revisions with a partner who can provide additional suggestions. In the last row of their chart, they should add any changes needed based on the peer review. After completing the chart, it will be time to return to the drafts and make the revisions.

**Note:** The following content is from Activity Page 7.2

### Activity Page 7.2

#### Revising Dialogue and Actions

*Now that you have identified the interactions in your narrative it is time to improve the details that show the personality traits and the relationships between people. List the interactions you underlined in the left column. Add dialogue and action details to the middle and right columns. Ensure the details you add help the reader to further understand peoples’ personalities or the relationship between them. In the final row, add any additional revisions needed based on your peer review.*

| Interaction                      | Dialogue Details | Action Details |
|----------------------------------|------------------|----------------|
|                                  |                  |                |
|                                  |                  |                |
|                                  |                  |                |
| Additional Peer Review Revisions |                  |                |
|                                  |                  |                |

### **PERSONAL NARRATIVE REVISION (30 MIN.)**

- Tell students that they should now add the details from their revision chart to their drafts.
- Remind students that revisions can include adding, deleting, or moving details in their drafts.
- Explain that they will edit their writing for errors in spelling, capitalization, punctuation, and grammar next class.

End Lesson

## 8

# Looking at Perspective

## PRIMARY FOCUS OF LESSON

### Reading

- Students will do a close reading of Excerpt 8 from *Letters from Heaven* and
- ✚ compare and contrast perspectives in the text. **TEKS 4.8.B**
  - Students will discuss the meaning of the word *advertisement* as it appears in the text. **TEKS 4.6.G; TEKS 4.7.F; TEKS 4.8.B**

### Writing

- ✚ Students will apply feedback and make revisions **TEKS 4.2.C; TEKS 4.11.C**
- Students will edit their writing for standard English language conventions. **TEKS 4.7.E; TEKS 4.11.C; TEKS 4.11.D.vii; TEKS 4.11.D.x**

## FORMATIVE ASSESSMENT

**Activity Page 8.1 Perspectives** Students will explain differing perspectives held by characters in *Letters from Heaven*.

✚ **TEKS 4.8.B**

**Activity Page 8.2 Editing Checklist** Students will identify and explain an edit that they made to their personal narratives.

✚ **TEKS 4.2.C; TEKS 4.7.E; TEKS 4.11.C; TEKS 4.11.D.vii; TEKS 4.11.D.x**

- ✚ **TEKS 4.8.B** Explain the interactions of the characters and the changes they undergo; **TEKS 4.6.G.** Evaluate details read to determine key ideas; **TEKS 4.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 4.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 4.11.D.vii** Edit drafts using standard English conventions including: pronouns, including reflexive; **TEKS. 4.11.D.x** Edit drafts using standard English conventions including: punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.

## LESSON AT A GLANCE

|                             | Grouping    | Time    | Materials                                                                                                       |
|-----------------------------|-------------|---------|-----------------------------------------------------------------------------------------------------------------|
| <b>Reading (30 min.)</b>    |             |         |                                                                                                                 |
| Close Reading Excerpt 8     | Whole Group | 30 min. | <input type="checkbox"/> Excerpt 8, “ <i>Ropa Vieja</i> , Part 3”<br><input type="checkbox"/> Activity Page 8.1 |
| <b>Writing (60 min.)</b>    |             |         |                                                                                                                 |
| Final Revisions and Editing | Independent | 60 min. | <input type="checkbox"/> Activity Page 7.2<br><input type="checkbox"/> Activity Page 8.2                        |

## ADVANCE PREPARATION

### Reading

- Consider preparing an image of traditional *ropa vieja* to show students.

### Universal Access

#### Reading

- Use sentence frames and questions, such as the following, to help students understand the idea of perspective in literature:
  - Silvia thinks \_\_\_\_\_, but Celeste thinks \_\_\_\_\_.
  - Celeste is worried about \_\_\_\_\_, but Lisa \_\_\_\_\_.
  - How does Celeste react to the letter from Grandma with the recipe for *ropa vieja*? How is this like the way Doña Esperanza reacts? How is it different?
  - What does Dona Esperanza do when she finds out about the *ropa vieja* recipe? Why do you think she does this?

## VOCABULARY

### Core Vocabulary

**advertisement, n.** a notice or announcement, especially one intended to sell a product or service

### Literary Vocabulary

**brainstorm, v.** to come up with new ideas, often by having a discussion

**perspective, n.** a way of looking at something

**presentation, n.** the act of showing or explaining something to an audience

## Lesson 8: Looking at Perspective

## Reading



## Primary Focus

Students will do a close reading of Excerpt 8 from *Letters from Heaven* and compare

and contrast perspectives in the text. **TEKS 4.8.B**

Students will discuss the meaning of the word *advertisement* as it appears in the

text. **TEKS 4.6.G; TEKS 4.7.F; TEKS 4.8.B**

## CLOSE READING EXCERPT 8 (30 MIN.)

- Ask students to recall what it means to summarize. Remind students that they worked on oral summaries in the previous lesson with their partners. Have students help you give a brief review of the events of Excerpt 7.
- Elicit that this excerpt showed Amanda mocking Celeste and ended with Celeste feeling furious because of Amanda's actions.
- Explain that students will now read Excerpt 8, "Ropa Vieja, Part 3." Tell students that this excerpt begins soon after the previous one ends.

1. **Literal.** What details do you recall about the ending of Excerpt 7?

- » Answers will vary but students should recall the argument at the end of Excerpt 7.

- Read the first eight sentences of Excerpt 8 aloud as students follow along.

2. **Inferential.** Why do you think Silvia and Karen gave each other a look?

- » Answers will vary, but may include that they are worried about Celeste, or they think that she hasn't accepted that her grandmother died and is making up the letters.

3. **Inferential.** Why do you think Silvia tells Celeste that she has to accept that her grandma died forever?

- » Answers will vary, but may include her concern for Celeste's struggle to cope/process/understand the changes in her life.

## Challenge

Have students explain what we can tell about Celeste's mood based on her response "Don't ask!" to Lisa. Challenge students to consider voice and tone, as learned in the previous lesson.

## Support

The death of a loved one may be a sensitive topic for some students. Remember to practice sensitivity around this topic.

**TEKS 4.6.G** Evaluate details read to determine key ideas; **TEKS 4.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 4.8.B** Explain the interactions of the characters and the changes they undergo.



## Support

Point out the following examples of figurative language, and help students explain the meaning:

- “I think we’re going to start laying eggs.” (We are eating so much chicken it feels like we are becoming chickens ourselves.)
- “She’s like a walking supermarket.” (She’s carrying a lot of groceries.)
- “My eyes burn.” (My eyes hurt a lot.)

### 4. **Inferential.** Why does Celeste snap at Silvia?

- » Answers will vary, but may include that she is sick of Silvia’s comments, she is upset her friends don’t believe her, or she could be holding in a lot of emotions related to the changes in her life lately.

### 5. **Evaluative.** Have you ever had a different point of view regarding a matter with a friend?

- » Student responses will vary.
  - Return to the line “I’m not in control of what I’m about to say.” Ask students what they think this means, and what the result could be.
  - Ask students to predict what will happen between Silvia and Celeste as a result of this scene. Explain that they will learn more about this issue in the next excerpt.
  - Remind students that they should be close reading by looking back at the text, making observations, citing examples, and synthesizing (putting all of the information gathered together) to make connections or build on their knowledge.
  - Have students continue reading the excerpt on their own.
1. **Inferential.** Based on the list of ingredients, how do you think *ropa vieja* may taste? What do you think *ropa vieja* is?
- » Answers may vary, but could consider that it is a dish similar to stew that is made with beef and vegetables.

**Teacher Note:** This may be a good opportunity to discuss the legend of Cuban *ropa vieja* for student reference. (*Ropa vieja* translates to “old clothes,” and is said to have come from a penniless man who couldn’t feed his family, so he shredded and cooked his own clothes. As he cooked, he prayed, and a miracle was said to occur - the mixture turned into a meat-filled stew.) Consider showing students the image of traditional *ropa vieja* you prepared in advance.

- Explain that both Celeste and Doña Esperanza clearly like *ropa vieja*. Ask students what textual evidence supports this.
- Explain that different people have different perspectives, or ways of looking at something. Celeste begins crying while they cook, but Doña Esperanza does not. What could explain these different reactions to the same activity?
- Tell students to think about the perspectives or points of view in Excerpt 8. As the narrator, the entire story is told from Celeste’s point of view. We know more about Celeste’s perspective than that of any other character. There are also opportunities in the story to figure out other characters’ points of view.

- Give an example of different perspectives using the following Think Aloud:
  - I'm looking at the argument between Silvia and Celeste. Both girls have a very different way of looking at what happened. We can say their perspectives are not the same.
  - We can compare and contrast their perspectives—(ask students to recall what *compare* and *contrast* means from their previous learning.)
  - From Celeste's point of view, the argument happened because Silvia keeps making comments. On this day Silvia tells Celeste that she has to recognize that her grandmother is dead. That makes Celeste angry. She can't control herself, so she lashes out and says "leave me alone" in a tone that demonstrates her frustration.
  - We can figure out a character's perspective by paying close attention to what they say and do.
  - We can make an inference that Silvia thinks there's something wrong with Celeste when she says, "Celeste, you worry me..." But when Silvia says, "you have to accept that your grandma died, forever" to Celeste, Celeste responds in anger.
- 2. **Literal.** Who are the other characters that will have different perspectives in this excerpt?
  - » Karen, Lisa, and Doña Esperanza
- Have students open to Activity Page 8.1. Read the instructions aloud or ask a student volunteer to do so.

**Note:** The following comes from Activity Page 8.1.

## Activity Page 8.1

### Perspectives

Think about the perspectives or points of view of the different characters in this excerpt. Then write a description of what they think in response to each question. Remember to include evidence from the text to determine their perspective.

## Activity Page 8.1



| Question                                                                                       | Response                                                                                                                                                                                                                                             | Textual Evidence                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. What is Celeste's perspective regarding the argument she is having with Silvia?             | <ul style="list-style-type: none"> <li>Celeste thinks she is justified in being mad because Silvia keeps trying to tell her that her grandmother is dead, which Celeste knows. However, she also feels bad about what she said to Silvia.</li> </ul> | <ul style="list-style-type: none"> <li>"I immediately feel horrible about saying that. But I'm so sick of her comments. What does she know about what's happening to me?"</li> </ul> |
| 2. What is Lisa's perspective regarding the letters Celeste is receiving from her grandmother? | <ul style="list-style-type: none"> <li>Lisa isn't at all surprised that Celeste is still hearing from her grandmother, because Lisa personally believes that when people die, part of them is still able to teach.</li> </ul>                        | <ul style="list-style-type: none"> <li>"When people die, there's a part of them that stays here, with us . . . and they continue to talk to us and teach us things."</li> </ul>      |
| 3. What is Celeste's perspective regarding the letter she receives from her grandmother?       | <ul style="list-style-type: none"> <li>Celeste is excited and delighted, but she's also a little bit sad because she thinks this might be the last letter.</li> </ul>                                                                                | <ul style="list-style-type: none"> <li>"Grandma's letter leaves me feeling a bit sad. I wonder if this will be the last I receive."</li> </ul>                                       |
| 4. What is Doña Esperanza's perspective regarding this letter?                                 | <ul style="list-style-type: none"> <li>Doña Esperanza is incredibly excited, partly because she really wants to have Grandma's recipe for <i>ropa vieja</i>.</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>She hurries over with groceries and tears the letter out of Celeste's hands to read it properly.</li> </ul>                                   |

- Possible answers given.



### Check for Understanding

Ask students to compare and contrast the perspectives of Doña Esperanza and Celeste about the last letter that arrived.

- Tell students that people form their perspectives for many reasons. One way that people form their perspective is through their experiences. Have the students imagine a noisy lunchroom on the first day of school. Some people may enjoy this and have fun. Others may find it overwhelming. Different people can feel different ways about the same situation depending on their personal backgrounds and experiences.
- Close this part of the lesson by asking two or three volunteers to share their answer to one of the items on Activity Page 8.1.

### WHAT IS AN ADVERTISEMENT?

- Have students look at the sentence in which Celeste looks at the mail. Call students' attention to the phrase *in between the bills and advertisements*.
  1. **Literal.** What is an advertisement?
    - » An advertisement is a notice or announcement, especially one intended to sell a product.
  2. **Inferential.** What is the purpose of advertising?
    - » Advertising tries to get people to buy goods or services or sometimes to support a cause.
- Tell students that they can find advertisements in many places, including: on TV, within locally approved resources, in newspapers or magazines, in phone apps, on buildings, billboards, trains or buses. Ask students to think of an advertisement they have seen that they thought was effective in getting people to buy a product. Have one or two students share the ads they are thinking of, and have them explain why they thought the ad was effective.
  - Answers will vary. Help students distinguish between ads that they thought were funny or entertaining and ads that they thought were successful in getting someone to buy a product.



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### Reading Reading

#### Beginning

Have students use the sentence frame “Silvia is mad at \_\_\_\_\_” and “Celeste is mad at \_\_\_\_\_,” replacing the second blank with a character’s name.

#### Intermediate

Have students use the sentence frame “\_\_\_\_\_ is mad at \_\_\_\_\_,” replacing each blank with a character’s name.

#### Advanced/Advanced High

Have students use the sentence frame “\_\_\_\_\_ is mad at \_\_\_\_\_ because \_\_\_\_\_,” replacing each of the first two blanks with a character’s name and the last blank with a reason.

#### ELPS 3.B

### Support

Support students in their understanding of the word *advertisement* by showing realia with various examples of real advertisements (i.e. newspaper or magazine ads, online ads, billboards, mailers, etc.).

## Lesson 8: Looking at Perspective

# Writing



### Primary Focus

Students will apply feedback and make revisions.



**TEKS 4.2.C; TEKS 4.11.C**

Students will edit their writing for standard English language conventions.



**TEKS 4.7.E; TEKS 4.11.C; TEKS 4.11.D.vii; TEKS 4.11.D.x**

### FINAL REVISIONS AND EDITING (60 MIN.)

- Tell students that in the rest of this lesson they will revise and edit their personal narratives. They will also have the opportunity to have a writing conference with the teacher for additional feedback, as needed.
- Point out or remind students of the difference between revising and editing a document.
- When writers revise, they are concerned mainly with bigger-picture items, such as organization, adding, and deleting details; when they edit, they tend to be more concerned with grammar, punctuation, and capitalization.
- Remind students that they have edited their work in previous units. In this lesson, students will finish any remaining revisions from the last class and then move on to editing.
- Explain that when students revise, they will pay close attention to the details they have worked on in previous lessons such as sensory details, dialogue, actions, and figurative language.
- Use the following questions to get students thinking about relationships in stories and other pieces of writing.



**TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 4.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 4.11.D.vii** Edit drafts using standard English conventions including; pronouns, including reflexive; **TEKS. 4.11.D.x** Edit drafts using standard English conventions including; punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.

- Ask students to think about the relationships they are describing in their personal narratives. Remind students that they originally described the importance of the relationship between themselves and one other person. Remind students that in the text they are reading, some of Celeste's relationships in *Letters from Heaven* were impacted by other people or events. Tell students that sometimes relationships change or can be impacted by other people or things. Have students consider the following questions for their personal narrative:
  - Tell students to think about the relationship they wrote about in their personal narratives. Did another person or event ever change your relationship with this individual?
  - Remind students of the importance of food in the narrative *Letters from Heaven*. Ask them what helped connect the people in their narratives. What interests did they share? What places were important to them? How did they know each other?
- When students are ready, instruct them to collect the pieces of their personal narratives, including their peer feedback, revision checklist, and editing checklist.
- Direct students to use Activity Page 7.2, where they revised dialogue and actions in their narratives, to complete their revisions.
- Next, have students edit their documents. Tell students to open to Activity Page 8.2. Tell students that they will use this as an editing checklist. Review rules of punctuation, especially end punctuation and capitalization. Emphasize the need to put dialogue inside quotation marks. Remind students that they thought about pronouns earlier in the process; tell them to be sure their pronoun use is correct.

**Note:** The following comes from Activity Page 8.2.

#### Activity Page 7.2



#### Activity Page 8.2



## Activity Page 8.2

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### Editing Checklist

*Use this checklist to help you edit your personal narrative.*

- |                                                                          |                              |                             |
|--------------------------------------------------------------------------|------------------------------|-----------------------------|
| 1. I have used capital letters at the beginning of sentences.            | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2. I have used capital letters to begin proper nouns.                    | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 3. I have used periods appropriately at the ends of sentences.           | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 4. I have used question marks appropriately at the ends of sentences.    | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 5. I have used exclamation marks appropriately at the ends of sentences. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 6. I have put dialogue inside quotation marks.                           | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 7. I have used correct spelling.                                         | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 8. I have used pronouns appropriately.                                   | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
- 

- The final step students should complete is to publish their work using the lined pages in the back of their Activity Book . You may also opt to have students type their published copy using a word processor. The final product should be legible and ready to share during the next lesson. Students are expected to write legibly in cursive to complete assignments.
- While students are working on their drafts, the teacher should meet with individual students for writing conferences, as time allows. It is recommended that you meet with students who need the most support, as determined by teacher observation and formative assignments up to this lesson, first. During the conference you should:
  - Review the student's writing, their dialogue and actions revisions (from Activity Page 7.2), and their editing checklist (Activity Page 8.2)
  - Ask the student to offer areas of strength and areas in need of improvement
  - Offer specific feedback to support student mastery of the unit's writing objectives for personal narratives such as: word choice, characterization details, and plot sequence, in addition to editing.

- Support the application of your feedback with notes on the draft or the editing checklist. Notes can be written by the teacher or by the student, according to need and ability.

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End Lesson



## 9

# Examining Characters' Emotions and Relationships

## PRIMARY FOCUS OF LESSON

### Reading

Students will do a close read of Excerpt 9 from *Letters from Heaven*, with an emphasis on learning about Celeste's emotions and relationships.

✚ **TEKS 4.6.F; TEKS 4.8.B**

Students will analyze the text to draw conclusions about Celeste's emotions and relationships, using annotation and textual evidence to support their thinking.

✚ **TEKS 4.1.C; TEKS 4.2.C; TEKS 4.6.F; TEKS 4.6.H; TEKS 4.6.I; TEKS 4.7.C; TEKS 4.8.A; TEKS 4.8.B**

### Speaking and Listening

Students will present their personal narratives to peers.

✚ **TEKS 4.1.A; TEKS 4.13.H**

## FORMATIVE ASSESSMENT

### Activity Page 9.1

**Relationships** Students will identify the evidence they used from the text to explain Celeste's relationships with other characters.

✚ **TEKS 4.2.C; TEKS 4.6.F; TEKS 4.6.I; TEKS 4.8.B**

### Personal Narrative Presentation Rubric

**Personal Narrative Presentations** Students will present examples of their writing of personal narrative genre traits including plot sequence and characterization. **TEKS 4.13.H**

✚ **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.8.B** Explain the interactions of the characters and the changes they undergo; **TEKS 4.1.C** Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.6.H** Synthesize information to create new understanding; **TEKS 4.6.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down; **TEKS 4.7.C** Use text evidence to support an appropriate response; **TEKS 4.8.A** Infer basic themes supported by text evidence; **TEKS 4.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 4.13.H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

## LESSON AT A GLANCE

|                                         | Grouping    | Time    | Materials                                                                                                                                                          |
|-----------------------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading (60 min.)                       |             |         |                                                                                                                                                                    |
| Close Reading Excerpt 9                 | Whole Group | 30 min. | <input type="checkbox"/> Excerpt 9, “Misunderstandings”<br><input type="checkbox"/> Previous excerpts from the novel<br><input type="checkbox"/> Activity Page 9.1 |
| Partner Read                            | Whole Group | 30 min. |                                                                                                                                                                    |
| Speaking and Listening (30 min.)        |             |         |                                                                                                                                                                    |
| Personal Narrative Presentations: Day 1 | Whole Group | 30 min. | <input type="checkbox"/> Personal Narrative Final Drafts<br><input type="checkbox"/> Activity Page 9.2                                                             |

## ADVANCE PREPARATION

### Reading

- Assign partners for Partner Reading in advance, or allow students to choose partners on their own.

### Writing

- Create a list on chart paper or on the board of important parts of a presentation for students to keep in mind. Ensure you keep this for Lesson 10.
  - Speak clearly and not too rapidly.
  - Connect with the audience.
  - Keep the presentation within appropriate time limits.

## Universal Access

### Reading

- Provide sentence frames and prompts as needed to help students discuss the topics in this section of the lesson:
  - I think Celeste is feeling \_\_\_\_\_ because \_\_\_\_\_.
  - At the beginning of the story, Celeste was \_\_\_\_\_. Now she is \_\_\_\_\_.
  - The text says that Celeste is \_\_\_\_\_.
  - Another important piece of textual evidence is \_\_\_\_\_ because \_\_\_\_\_.
  - If I were Celeste, I would be feeling \_\_\_\_\_.
  - How are Celeste and Silvia feeling about each other in this scene?
  - How are Celeste and her mother feeling about each other in this scene?

## VOCABULARY

### Core Vocabulary

**condolences, n.** ways of showing sympathy

## Lesson 9: Examining Characters' Emotions and Relationships

## Reading

60M

## Primary Focus

Students will do a close read of Excerpt 9 from *Letters from Heaven*, with an emphasis on learning about Celeste's emotions and relationships.

✚ **TEKS 4.6.F; TEKS 4.8.B**

Students will analyze the text to draw conclusions about Celeste's emotions and relationships, using annotation and textual evidence to support their thinking.

✚ **TEKS 4.1.C; TEKS 4.2.C; TEKS 4.6.F; TEKS 4.6.H; TEKS 4.6.I; TEKS 4.7.C; TEKS 4.8.A; TEKS 4.8.B**

## CLOSE READING EXCERPT 9 (30 MIN.)

- Allow student volunteers to summarize the events of their previous reading, Excerpt 8, "*Ropa Vieja*, Part 3."
- 1. **Literal.** What made Celeste feel angry in the excerpt "*Ropa Vieja*, Part 3"? Be sure to use evidence from the text to support your answer.
  - » Silvia tells Celeste she needs to accept that her grandma died.
- 2. **Inferential.** How does Celeste show her feelings of anger?
  - » Answers will vary but should include that Celeste loses control of her words. She tells Silvia to leave her alone.
- 3. **Inferential.** How does Celeste feel when she receives the letter from her grandmother? How does Celeste feel when she gets to cook *ropa vieja* with Doña Esperanza? How do you know?
  - » Answers may vary, but should include evidence from the text to support their answers.
- 4. **Evaluative.** What are some of Celeste's emotions you've noticed so far in your reading? Cite events in the text when her emotions have impacted a relationship.

✚ **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.8.B** Explain the interactions of the characters and the changes they undergo; **TEKS 4.1.C** Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.6.H** Synthesize information to create new understanding; **TEKS 4.6.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down; **TEKS 4.7.C** Use text evidence to support an appropriate response; **TEKS 4.8.A** Infer basic themes supported by text evidence.

- » Answers will vary, but should include textual evidence.
  - Explain that in this lesson students will read Excerpt 9, “Misunderstandings,” to find out more about the characters’ feelings.
  - Read the first paragraph of the excerpt aloud while students follow along, then ask students the following questions.
5. **Literal.** What is happening in this paragraph?
- » Celeste and her mother are walking to the principal’s office. The principal of the school asked to speak to them.
6. **Inferential.** Why is Celeste feeling ashamed? Use evidence from the text to explain.
- » Celeste feels ashamed because she lost control of herself and had an argument with a friend.
7. **Inferential.** Why might the principal want to speak to Celeste’s mom?
- » Answers may vary, but may include that the principal was worried about Celeste or wanted to help.



### Check for Understanding

Ask students to answer the following question: How did Celeste’s feelings change in this part of the text and why?

- Explain that students should use evidence from the text to answer questions like these and that they should pay close attention to the details in the text as they read.
- Tell students that in this excerpt, we will be focusing on details that help us to understand Celeste’s emotions, or feelings, and how those emotions are related to her relationships with other characters.
- Have students read the rest of the excerpt independently. You may need to explain that the word *beyond* in the phrase *from the beyond* means “past the end of the grandmother’s life.”
- When students have completed the reading, tell them that they will look at the excerpt once more and find evidence that tells about Celeste’s emotions and relationships.
  - Remind them that they will use evidence from the text to help them identify the information they need.

## Support

Be sure students know where to find the answers to the questions by helping students to locate these events, actions, and lines of dialogue in the text.

- Point out that the text doesn't directly state everything important about Celeste's emotions and relationships, so students will need to make inferences about what they read. Remind students that they have had experience making inferences about characters' thoughts and feelings throughout this unit.
  - Use the following questions to help students determine Celeste's state of mind and her emotions during the scene in the principal's office.
8. **Literal.** What is Celeste's reaction when Silvia says that Celeste has been talking about her grandmother's letters? Use a quotation from the text to answer the question.
- » Celeste says, "I wish I could strike her down with my eyes."
9. **Inferential.** What does Celeste mean by saying this?
- » Responses will vary, but may include that she means that she is very angry with Silvia.
10. **Inferential.** Why is Celeste so angry?
- » Answers will vary, but may include that Celeste is angry because she feels that Silvia is giving away a big secret.
11. **Evaluative.** Do you think Celeste regrets keeping the letters a secret from her mother? Why or why not?
- » Answers will vary, but should include textual evidence to support the response.
12. **Literal.** What does Celeste apologize for? What does she refuse to apologize for?
- » She apologizes for being rude and unkind to Silvia. She does not apologize for saying that she is receiving letters from her grandmother.
13. **Literal.** Why won't Celeste apologize for saying that she is receiving letters from her grandmother? Use a quotation from the text to support your answer.
- » Celeste says, "I haven't done anything wrong" and "If I'm in this mess, it's for having told the truth!" She doesn't want to apologize for telling what really happened.
14. **Inferential.** How does each character feel at the end of the excerpt? Look back at the text to support your inferences.
- » Answers will vary but should include evidence from the text.

- Have students generate words and phrases to describe Celeste's emotions during this scene. Possible answers include *sad, uncomfortable, angry, hurt, embarrassed, frustrated, and ashamed* among others.
  - Encourage students to explain how they knew the word or phrase applied to Celeste by using textual evidence.
  - For example, *Celeste is uncomfortable because she can't wait to get out of the principal's office.*
- Review/summarize the questions and answers to help students get a better sense of Celeste's relationships, especially with Silvia. Remind students we are using details from the text to support our thinking. Ask the following questions:
  1. **Evaluative.** Do you think Silvia is justified in being worried about Celeste? Why or why not?
    - » Answers will vary.
  2. **Evaluative.** Do you think Celeste is justified in being angry with Silvia? Explain.
    - » Answers will vary.
  3. **Inferential.** How do Celeste's emotions change over the course of the scene in the principal's office? What happens that leads you to make this inference?
    - » Answers may vary, but students may reference Celeste's interactions with Silvia. Remind students to use textual evidence to support their responses.
  4. **Evaluative.** Do you think Celeste's apology is genuine? Why or why not?
    - » Answers may vary; students should support their inferences with textual evidence.
  5. **Evaluative.** What do you notice about Celeste's comment to her mother, "Of course Grandma has been writing to me"?
    - » Students may point out that she says this line of dialogue in Spanish.
  6. **Evaluative.** Why do you think she says this line in Spanish?
    - » Answers will vary, but might include that it's possible she thinks no one else in the room will understand her if she speaks in Spanish, and she wants to keep the communication just between her and her mother.
  7. **Literal.** Why does Celeste say she didn't tell her mother about the letters earlier? Use evidence from the text to support your answer.
    - » She didn't want to make her mother feel sad.

### Challenge

Have students develop their own questions like these relating to Celeste's emotions and relationships. Have partners ask and answer each other's questions.

8. **Evaluative.** What does this say about Celeste's relationship toward her mother?

- » Answers will vary but may include that she cares deeply about her mother's well-being.

### **PARTNER READ (30 MIN.)**

- Ask students to explain the definition of theme from earlier in the unit.
- Remind students that a text can have multiple themes.
- Allow students to share themes that have come up in the excerpts of the novel they have read so far.
  - Answers will vary, but students should recall that themes are big ideas that come up repeatedly in a text and touch on ideas that connect all people.
- Tell students that they will be working with a partner to discuss the theme of relationships in the novel. Explain that they will primarily use Excerpt 9 as a reference point but that they may also need to use earlier excerpts to help them answer some of the questions.
- Tell students that they will be looking at Celeste's relationships with others—in particular, with Silvia, Mami, Doña Esperanza, and Lisa. Explain that partners will choose three of these relationships to look at in depth, using evidence from the text to describe these relationships and, if appropriate, to show how the relationships grow and change.
- Assign partners or have students find their own.
- Have students open to Activity Page 9.1.
- Read the instructions aloud. Have students follow along.
- Walk students through the process on the board, using the example of the relationship between Doña Esperanza and Lisa. Draw a row from the chart on the board, and fill in the first blank with the words "Doña Esperanza and Lisa." Then use a Think Aloud such as the following:
  - Earlier in the book we learned that Doña Esperanza thought that Lisa shouldn't be a vegetarian, so I think that the relationship between them is a little bit difficult and that Doña Esperanza judges Lisa.
  - I'll write that in the second box, because it's my opinion, or 'What I Think.'
  - In the third box I'll put my evidence, which is that Doña Esperanza calls Lisa "that Lisa," which doesn't sound very nice, and is critical of her eating habits. This is a way of annotating to show what I think.

### **Activity Page 9.1**



### **Support**

Explain to students that a vegetarian is a person who chooses not to eat meat. They may make this choice for their health, religion, or personal ethical reasons.



- But there might be other perspectives about the relationship between Lisa and Doña Esperanza. My partner might have a different opinion.
- Maybe my partner thinks that they really like each other; it's just that Doña Esperanza likes to tease Lisa. That would be another opinion, and I'll write that in the fourth box, 'What My Partner Thinks.'
- Any opinion is valid as long as we can support our opinions with what is in the text.
- Be sure that students understand that they only need to annotate and provide textual evidence for their own ideas, not their partners'; they just need to record what their partner thinks.
- Point out that relationships between characters change over the course of the novel; encourage students to include changes in the relationships as part of their work.
- Students are expected to write legibly in cursive to complete assignments.
- Have students complete Activity Page 9.1 while you circulate, making sure students are having productive discussions that are on topic.

**Note:** The following comes from Activity Page 9.1.

## Activity Page 9.1

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### Relationships

You and your partner will choose three of the following characters: Doña Esperanza, Mami, Lisa, and Silvia.

Describe the relationship between Celeste and each of these people. Explain how the relationship changes over time in the novel. Write what you think, and write what your partner thinks too. Annotate by using quotes and other evidence from the novel to support your ideas.

| Character | What I Think | Textual Evidence | What My Partner Thinks |
|-----------|--------------|------------------|------------------------|
|           |              |                  |                        |
|           |              |                  |                        |
|           |              |                  |                        |

- Answers will vary according to the characters chosen and students' opinions.



### Check for Understanding

Have students choose one of the characters they wrote about. Have them tell you the annotations or textual evidence they used to support their opinion of that character's relationship with Celeste.

- If time permits, wrap up this part of the lesson by asking students to share their work. If possible, ask them to share a relationship about which they disagreed with their partners. Remind students that as long as they can produce textual evidence to support their opinion, their ideas are legitimate and make sense.



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**Reading  
Reading**

### Beginning

Guide students to use one or two words to describe the relationship between Celeste and the chosen character.

### Intermediate

Guide students to use two or more words or a short phrase to describe the relationship between Celeste and the chosen character.

### Advanced/Advanced High

Guide students to use phrases and short sentences to describe the relationship between Celeste and the chosen character.

**ELPS 5.F**

## Lesson 9: Examining Characters' Emotions and Relationships

# Speaking and Listening

30M

**Primary Focus:** Students will present their personal narratives to peers.

✚ **TEKS 4.1.A; TEKS 4.13.H**

### PERSONAL NARRATIVE PRESENTATIONS: DAY 1 (30 MIN.)

- Tell the students that today is the first of two days in which they will share and celebrate their personal narratives.
- Since the time allotted for this part of the lesson is about 30 minutes, be aware that students' presentations should be brief.
  - Before students begin, determine how much time they will have, based on the time available and the number of students who will need to present.
  - For lengthy pieces, you may ask the students to share their best examples of characterization and word choice. Be sure to review the entirety of the student's writing when finalizing your assessment on the teacher rubric.
- Post the following list, that you prepared in advance, on the board for students to keep in mind while presenting, and review them with students.
  - Speak clearly and not too rapidly.
  - Connect with the audience.
  - Keep the presentation within appropriate time limits.
- You may want to elicit ideas from students about how they can connect with the audience. Ideas may include maintaining eye contact, using intonation in their voice, hand gestures, etc.
- Have students open their Activity Books to Activity Page 9.2. Read the directions aloud. Be clear that students will need to fill in both columns. They should fill in the first checklist (preparation) now to show that they are prepared to present, and they will fill in the second checklist (listening) after another student has presented based on that student's presentation.
- After students fill out the preparation column of their Presentation Checklist, have them begin their presentations.
- As students present, they should be assessed using the Personal Narratives Presentation Rubric. This can be found in the Teacher Resources.

#### Activity Page 9.2



#### Personal Narratives Presentation Rubric



✚ **TEKS 4.13.H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

**Note:** The following content is from Activity Page 9.2.

## Activity Page 9.2

### Presentation Checklists

Fill out the Preparation Checklist to show that you are prepared for your own presentation.

Fill out the Listening checklist to evaluate another student's presentation.

| Preparation                                                           |                                                             | Listening<br>(Presenter Name: _____)                            |                                                             |
|-----------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------|
| I completed my personal narrative.                                    | Yes <input type="checkbox"/><br>No <input type="checkbox"/> | The presenter spoke clearly and not too fast.                   | Yes <input type="checkbox"/><br>No <input type="checkbox"/> |
| I am able to show examples of thoughtful word choice.                 | Yes <input type="checkbox"/><br>No <input type="checkbox"/> | The presenter connected with the audience often.                | Yes <input type="checkbox"/><br>No <input type="checkbox"/> |
| I am able to show examples of characterization details.               | Yes <input type="checkbox"/><br>No <input type="checkbox"/> | The presenter described the experience effectively.             | Yes <input type="checkbox"/><br>No <input type="checkbox"/> |
| I am able to show examples of first-person perspective in my writing. | Yes <input type="checkbox"/><br>No <input type="checkbox"/> | The presenter used time effectively.                            | Yes <input type="checkbox"/><br>No <input type="checkbox"/> |
| I will remember to speak clearly and connect with the audience.       | Yes <input type="checkbox"/><br>No <input type="checkbox"/> | The presenter expressed a connection with their special person. | Yes <input type="checkbox"/><br>No <input type="checkbox"/> |

- Assess the remaining student presentations with the Personal Narrative Presentation Rubric.
- Note who presented during this lesson so that you can have the remaining students present during Lesson 10.



### Check for Understanding

Ask students what they thought they did best in their presentations and what they think they need to work on for next time.

End Lesson

## 10

# Recognizing Changes in Characters

## PRIMARY FOCUS OF LESSON

### Reading

Students will describe changes in the characters Celeste and Mami and in their relationship. **TEKS 4.6.F; TEKS 4.6.H; TEKS 4.7.A; TEKS 4.7.D; TEKS 4.8.B**

### Writing

Students will write an opinion paragraph about Celeste's choice to keep her grandmother's letters secret from her mother. **TEKS 4.2.C; TEKS 4.6.H; TEKS 4.11.B.ii; TEKS 4.12.C**

### Speaking and Listening

Students will present their personal narratives to peers. **TEKS 4.1.A; TEKS 4.13.H**

## FORMATIVE ASSESSMENT

### Activity Page 10.1

**Discussion Questions** Students will answer questions about the changes to the characters Mami and Celeste and their relationship. **TEKS 4.8.B**

### Personal Narrative Presentation Rubric

**Personal Narrative Presentations** Students will present examples of their writing of personal narrative genre traits including plot sequence and characterization. **TEKS 4.13.H**

**TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.6.H** Synthesize information to create new understanding; **TEKS 4.7.A** Describe personal connections to a variety of sources; **TEKS 4.7.D** Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; **TEKS 4.8.B** Explain the interactions of the characters and the changes they undergo; **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.11.B.ii** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details; **TEKS 4.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft; **TEKS 4.10.E** Identify and understand the use of literary devices, including first- or third-person point of view; **TEKS 4.1.A** The student is expected to listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 4.13.H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

## LESSON AT A GLANCE

|                                         | Grouping    | Time    | Materials                                                                                                     |
|-----------------------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>                |             |         |                                                                                                               |
| Close Reading Excerpt 10                | Whole Group | 45 min. | <input type="checkbox"/> Excerpt 10, "Asking for Help, Part 1"<br><input type="checkbox"/> Activity Page 10.1 |
| <b>Writing (15 min.)</b>                |             |         |                                                                                                               |
| Writing an Opinion Paragraph            | Independent | 15 min. | <input type="checkbox"/> Activity Page 10.2                                                                   |
| <b>Speaking and Listening (30 min.)</b> |             |         |                                                                                                               |
| Personal Narrative Presentations: Day 2 | Whole Group | 30 min. | <input type="checkbox"/> Personal Narrative Final Drafts<br><input type="checkbox"/> Activity Page 9.2        |

## ADVANCE PREPARATION

### Reading

- Assign partners for discussion or allow students to choose their own.
- Ensure that students have pencils to underline during their partner work.

### Speaking and Listening

- Note who has not yet presented their personal narratives to share during today's lesson.
- Have the important parts of a presentation list that you prepared for Lesson 9 available to post on the board for students during their presentations.

### Universal Access

#### Reading

- Provide sentence frames and questions to help students with the close reading and the follow-up discussion.
  - Celeste used to be \_\_\_\_\_. Now she is \_\_\_\_\_.
  - She changed because \_\_\_\_\_.
  - Some of the people who helped her change include \_\_\_\_\_ and \_\_\_\_\_.
  - Some of the events that led to these changes include \_\_\_\_\_ and \_\_\_\_\_.
  - The changes in Mami's life include \_\_\_\_\_.
  - How have these changes affected Mami's life and way of thinking?
  - The relationship between Celeste and Mami was \_\_\_\_\_. Now it is \_\_\_\_\_.
  - What is the main reason for this change?

#### Writing

- Review what it means to *state a claim* about a topic, and relate it to stating an opinion.

## VOCABULARY

### Core Vocabulary

**protesting, v.** disapproving or objecting of something

**cíelo, n.** darling

## Lesson 10: Recognizing Changes in Characters

## Reading




**Primary Focus:** Students will describe changes in the characters Celeste and Mami and in their relationship.

 **TEKS 4.6.F; TEKS 4.6.H; TEKS 4.7.A; TEKS 4.7.D; TEKS 4.8.B**

### CLOSE READING EXCERPT 10 (45 MIN.)

- Briefly review with students the events of Excerpt 9, “Misunderstandings,” which students read during the previous lesson. Model citing evidence from the text to show close reading.
  1. **Literal.** Describe the setting of this excerpt.
    - » It takes place in the principal’s office.
  2. **Literal.** What secret does Silvia give away during this meeting?
    - » She says that Celeste was claiming that her grandmother was writing her letters.
  3. **Evaluative.** How do you think this setting influences Celeste’s reaction to Silvia giving away the secret?
    - » Answers will vary, but the text tells us that Celeste is feeling ashamed and Mami feels shocked at a meeting in the principal’s office. This may have caused a different reaction than in another setting.
  4. **Inferential.** How does Celeste feel during and after this meeting?
    - » Answers will vary, but should be supported by details in the text. Responses may include feelings such as: uncomfortable, embarrassed, ashamed, or defensive.
- Point out that Excerpt 9 ends with Celeste knowing that she and her mother will have to talk later in the day.
- Explain that in today’s lesson, students will read about this discussion. As they read, they should pay particular attention to and make observations on how the characters of Celeste and Mami have changed since the beginning of the story and to any changes that have occurred in their relationship.

 **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.8.B** Explain the interactions of the characters and the changes they undergo; **TEKS 4.6.H** Synthesize information to create new understanding; **TEKS 4.7.A** Describe personal connections to a variety of sources; **TEKS 4.7.D** Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.



## Support

Guide students to locate the sentence “The bushes look like they are covered with butterflies.”

Explain the imagery in the sentence. If they need some help understanding the imagery, have them sketch a picture.

## Challenge

Have students locate and explain the imagery in the sentence “The bushes look like they are covered with butterflies.” Then ask them to think of figurative language they could use to describe the flowers.

## Challenge

After students finish their independent reading, ask them to explain the meaning of Celeste’s statement: “It’s almost like it used to be with Grandma.” Why does Celeste say this? How is this statement related to a big idea or theme of changes that has come up in the novel?

- Have students open to the beginning of Excerpt 10. Read the first three paragraphs aloud, stopping at “I’ll explain it to them”, while students follow along.
  - You may wish to have students read the lines of dialogue, one playing the role of Celeste and the other playing the role of Lisa. Encourage them to read with expression and to think about what each character is feeling. Reference earlier learning on voice and tone.
  - Pause after the line “they aren’t yours!” Ask students what they think *protesting* means based on Celeste’s words.
  - Help students emphasize Celeste’s alarm that Lisa is taking flowers that don’t belong to her.
- Ask students to turn and talk with a partner about the following question: Do you agree with Lisa that Celeste needs to show the letters to her mother?
- After a brief discussion between partners, ask for volunteers to share their answers and support from the text.
- Ask students to turn and talk, again, with a partner about the following question: Do you think showing Mami the letters will change her thinking in any way? Explain.
- After the brief discussion between partners, ask for volunteers to share their answers and support from the text.
- Point out that the title of the excerpt is “Asking for Help.”
- Ask students to make an inference about why this is the title of the excerpt.
- Allow student volunteers to share their inferences using textual evidence.
- Ask whether Celeste is asking Lisa for help. (*No, she is not.*)
- Is Lisa trying to help Celeste? Explain using evidence from the text. (*Yes, she is; she is giving Celeste flowers to help her cheer up and feel better about her situation.*)
- Have students brainstorm other ways that Lisa could have helped Celeste.
- Read the next three paragraphs aloud, culminating in the sentence “And, for an instant, I think we are not walking alone.”
- Ask students what Celeste means when she says this while they are walking.
  - Celeste feels the presence of her grandmother.
- Have students continue reading the excerpt independently.
- When students are finished, ask two or three volunteers to summarize parts of the excerpt.

- Ask students what they think *cielo* might mean, based on how Mami uses it in the text. After hearing students' responses, tell students that *cielo* means darling, a term of endearment or affection.
  - Ask students what they notice about this interaction between Mami and Celeste that could be related to changes in the characters.
    - Answers will vary. Point out that the part of the scene students read independently involves Mami and Celeste bonding in the kitchen while preparing food.
  - Ask students to share how food has played an important role throughout the text.
    - Answers will vary but students should note that food has been an important part of the text and the way that Celeste bonded with Grandma.
  - Remind students that they have seen Celeste reject help before, such as when Silvia tried to help her push back against Amanda's teasing. In her grandmother's most recent letter, she explained that it is always acceptable to ask for help and that most people like to help.
  - Allow students to think about times they have asked for help when needed, or chosen not to ask for help.
  - Encourage students to make text to text connections by thinking about connecting the way the character Celeste dealt with asking for help in *Letters from Heaven* to other characters in books they have read or movies they have seen. (If students are able to think of similar characters, allow them to share and explain.)
5. **Literal.** What does Celeste say about the impact the letters have had on her?
    - » She says the letters have helped her feel less sad about her grandmother's death.
  6. **Inferential.** The last line of the excerpt says "I think I know what Grandma was trying to tell me..." In your opinion, what does Celeste think her grandmother was trying to tell her?
    - » Answers will vary but students may note that Grandma seems to think it is important and perhaps even necessary to ask people for help.
  7. **Evaluative.** Have you seen Celeste accept help in the story? If so, when?
    - » Answers will vary but students should say yes. One possible example is when she got help with making the *ropa vieja* from Doña Esperanza, for example.

8. **Inferential.** What do you think Celeste might do in the next excerpt? Be as specific as possible and support your prediction with evidence from the text.

» Responses will vary, but might include that she might ask someone for help, such as asking Silvia to help her deal with Amanda after all or trying to get back to dance class even though her mother can no longer afford the lessons.

- Ask students to look back at the text and think about how the characters Mami and Celeste have changed since the beginning of the book.
- Ask them also to think about whether the relationship between Mami and Celeste has changed. If so, students should be prepared to explain how, using textual evidence.
- Give students a few moments to think and have them jot down a few notes to record their thinking.
- Then assign students partners, or have them choose partners.
- Allow students to talk about how Mami and Celeste have changed with their partners. Tell students to share their responses to the questions above with their partners, referring to their notes for assistance.
- After a few minutes, have them open their Activity Books to Activity Page 10.1. Tell students to continue their discussions based on the questions on the Activity Page using Excerpt 10 to help them answer the questions.
  - Students should write their own answers in their books; even if they are in agreement with their partners, each student needs to use their own words to answer each question.

## Activity Page 10.1



**Note:** The following comes from Activity Page 10.1.

### Activity Page 10.1

#### Discussion Questions

Talk about the following questions with your partner, using Excerpt 10 to help you. Then write your answers below. Use complete sentences with appropriate capitalization and punctuation.

*Possible answers are shown.*

1. What does Celeste say she wants?

» She wants to go back to dance class and have her mother spend less time working.

2. What else does Celeste want, even if she doesn't say it to the reader?
  - » She wants her grandmother back, she wants Amanda to stop picking on her, and she wants her friends to believe her about the letters.
3. How has Celeste changed in the story so far? What has helped her change?
  - » Celeste has learned to cook some traditional foods independently after reading her grandmother's letters. She has gone through some changes in her relationships with friends and family. Students should use textual evidence to support their responses.
4. How has Mami changed in the story so far? What has helped her change?
  - » In the beginning of the story, it was difficult for Mami to talk about Celeste's grandmother, likely because it made her too sad. However, now Mami is talking to Celeste about her mother after Celeste shows her the letters. Students may make an inference that Celeste sharing the letters and cooking the recipes from her grandmother may have helped Mami to be able to speak about her mother, even though it may still make her sad.
5. In what ways is Mami supporting Celeste, even though she works so much?
  - » Even though Mami works multiple jobs, she talks with Celeste, helps her cook, and listens while Celeste shares her dreams with her.
6. Choose two or three words to describe the relationship between Celeste and her mother. Tell your partner why you chose those words.
  - » Answers will vary but students should use textual evidence to support their word selection.



### Check for Understanding

Ask students to identify one way in which Celeste has changed in the story so far.

- When students are done, have them underline answers to the questions where their answers differed. Remind students that their answers are valid, even if they do not agree with their partners, as long as they have textual evidence that supports their thinking.
- Tell students that they will now move on to writing an opinion paragraph using what they have learned about Celeste.

### Support

If students need more support with these questions, you can have students answer one question at a time, then discuss, then move on to the next question.



**EMERGENT  
BILINGUAL  
STUDENTS**

### Reading Discussion

#### Beginning

Ask simple questions to guide students in their discussions, such as "Who learns to cook? Who gets letters?"

#### Intermediate

Provide simple prompts for students to use in their discussions, such as "Celeste learned to cook by. . ."

#### Advanced/Advanced High

Provide complex sentence frames to help students in their discussions, such as *Celeste changes because \_\_\_\_\_ and One way that Mami changes is \_\_\_\_\_.*

#### ELPS 5.G

## Lesson 10: Recognizing Changes in Characters

# Writing

15M

**Primary Focus:** Students will write an opinion paragraph about Celeste's emotions and about her choice to keep her grandmother's letters secret from her mother.



**TEKS 4.2.C; TEKS 4.6.H; TEKS 4.11.B.ii; TEKS 4.12.C**

### WRITING AN OPINION PARAGRAPH (15 MIN.)

- Tell students that today, they will be writing an opinion paragraph. Remind students that they wrote opinion statements in their personal narratives unit previously in the year. Ask students to share what they remember about opinions.
- Remind students that an opinion is an idea that cannot be right or wrong. It can be supported by facts, but it is not a fact itself.
- Tell students that today they will write a paragraph stating their opinion and using textual evidence to back up their idea.
- Tell students that they will use Activity Page 10.2 to gather their textual evidence and plan their paragraph.
- Direct students to Activity Page 10.2, Planning an Opinion Statement, and read the directions on the top half of the page.
- When the students are ready, direct them to continue to the second page of Activity Page 10.2 to write their paragraphs. Students are expected to write legibly in cursive to complete assignments.

### Activity Page 10.2



### Activity Page 10.2

#### Planning an Opinion Statement

You are now going to write an opinion statement. In an opinion statement, you state your opinion in answer to a question and then use evidence from the text to back up that opinion.

The question you will answer is:

In your opinion, why did Celeste choose to keep the letters a secret from her mother?



**TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.6.H** Synthesize information to create new understanding **TEKS 4.11.B.ii** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details; **TEKS 4.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

You may wish to start your sentence with the following:

Celeste kept the letters a secret because\_\_\_\_\_.

As you plan your opinion, think about the following questions:

1. How does Celeste feel about the letters?
2. What kind of relationship does Celeste have with her mother? With her grandmother?
3. How could these two relationships have influenced Celeste's decision to keep the letters a secret?

Use quotes from the text and explain what you think those quotes mean.


Record details from *Letters from Heaven* that help support your opinion. Identify whether the details come from dialogue or from actions. Then, write your opinion paragraph using your opinion statement and supporting evidence from the text. Write in complete sentences and use quotation marks when you are quoting directly from the text.

## Lesson 10: Recognizing Changes in Characters

# Speaking and Listening




**Primary Focus:** Students will present their personal narratives to peers.

 **TEKS 4.1.A; TEKS 4.13.H**

### PERSONAL NARRATIVE PRESENTATIONS: DAY 2 (30 MIN.)

- Tell the students that today is the second of two days in which they will share and celebrate their personal narratives.
- Since this is the last day of presentations, it is important to be aware that students' presentations should be brief to accommodate all remaining presentations.
- Before students begin, determine how much time they will have, based on the time available and the number of students who will need to present.

 **TEKS 4.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 4.13.H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

### Activity Page 9.2



### Personal Narratives Presentation Rubric



- For lengthy pieces, you may ask the students to share their best examples of characterization and word choice. Be sure to review the entirety of the student's writing when finalizing your assessment on the teacher rubric.
- Remind students of the list you posted in the previous lesson, to keep in mind during their presentation:
  - Speak clearly and not too rapidly.
  - Connect with the audience.
  - Keep the presentation within appropriate time limits.
- Tell students that they will continue to use their Listening checklist on Activity Page 9.2 as they are listening to their classmates presentations. Have students open their Activity Books to Activity Page 9.2. Ask students to review the directions by themselves.
- Have the students present their personal narratives who have not yet presented them to the class.
- Continue to assess the remaining student presentations with the Personal Narrative Presentation Rubric.

End Lesson





## 11

# Discovering Author's Purpose

## PRIMARY FOCUS OF LESSON

### Reading

Students will explain the author's purpose and message in Excerpt 11 from *Letters from Heaven*. **TEKS 4.10.A**

### Speaking and Listening

Students will compare and contrast two excerpts from *Letters from Heaven*. **TEKS 4.1.C; TEKS.4.11.A; TEKS 4.13.H**

### Writing

Students will write a summary paragraph about the changes in Celeste over the course of Excerpts 10 and 11. **TEKS 4.2.C; TEKS 4.7.B; TEKS 4.11.C; TEKS 4.11.D; TEKS 4.12.A**

## FORMATIVE ASSESSMENT

### Activity Page 11.1

**Author's Purpose** Students will identify the lesson or message connected to the author's purpose in this excerpt. **TEKS 4.10.A**

**TEKS 4.10.A** Explain the author's purpose and message within a text; **TEKS 4.1.C** Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to **TEKS 4.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 4.13.H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results; **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.7.B** Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; **TEKS 4.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 4.11.D** Edit drafts using standard English conventions; **TEKS 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

## LESSON AT A GLANCE

|                                         | Grouping    | Time    | Materials                                                                                                                                                                       |
|-----------------------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (30 min.)</b>                |             |         |                                                                                                                                                                                 |
| Close Reading Excerpt 11                | Whole Group | 30 min. | <input type="checkbox"/> Excerpt 11, “Asking for Help, Part 2”<br><input type="checkbox"/> Activity Page 11.1                                                                   |
| <b>Speaking and Listening (30 min.)</b> |             |         |                                                                                                                                                                                 |
| Comparing and Contrasting Excerpts      | Whole Group | 30 min. | <input type="checkbox"/> Excerpt 10, “Asking for Help, Part 1”<br><input type="checkbox"/> Excerpt 11, “Asking for Help, Part 2”<br><input type="checkbox"/> Activity Page 11.2 |
| <b>Writing (30 min.)</b>                |             |         |                                                                                                                                                                                 |
| Writing a Summary Paragraph             | Independent | 30 min. | <input type="checkbox"/> Activity Page 11.2<br><input type="checkbox"/> Activity Page 8.2                                                                                       |

## ADVANCE PREPARATION

### Universal Access

#### Reading

- Provide simple sentence frames for students to use in their discussions of Excerpt 11:
  - The characters in this excerpt are \_\_\_\_\_ and \_\_\_\_\_.
  - Two important things about this excerpt are \_\_\_\_\_ and \_\_\_\_\_.
  - At first, Celeste feels \_\_\_\_\_, but then she feels \_\_\_\_\_.
  - A theme in this excerpt is \_\_\_\_\_.
  - Celeste learns that \_\_\_\_\_.
  - I think the author wants us to understand that \_\_\_\_\_.

#### Speaking and Listening

- Provide prompts as needed for students to use while comparing and contrasting Excerpts 10 and 11.
  - How are these two excerpts alike?
  - How are these two excerpts different?
  - Does Celeste have the same thoughts and feelings in the two excerpts? Why or why not?

## VOCABULARY

### Core Vocabulary

**arrangement, n.** a plan or agreement between people or a group, usually for something to happen in a certain way

**embarrassed, adj.** a feeling or state of being extremely self aware about one's behavior, usually resulting in stress or shame

**mantra, n.** a word or motto that serves as a guide to action

### Literary Vocabulary

**author's purpose, n.** the author's reason for writing a text, which may include ideas, topics, messages, or opinions they want to share with the reader through their writing

## Lesson 11: Discovering Author's Purpose

## Reading



**Primary Focus:** Students will explain the author's purpose and message in

Excerpt 11 from *Letters from Heaven*. **TEKS 4.10.A**

**CLOSE READING EXCERPT 11 (30 MIN.)**

- Briefly review the events of Excerpt 10, in which Mami sees the letters Grandma wrote to Celeste for the first time. Have students use adjectives to describe the mood of the scene.
  - Ask students how Grandma's thinking about people wanting to help is related to Celeste.
    - Answers will vary but may include Celeste is trying to figure out how Grandma's thoughts about people wanting to help could be related to her own life.
    - Consider having students reread previous texts to locate this statement from Grandma.
1. **Literal.** What else did Celeste's Grandma believe about asking for and giving help?
- » Mami reminded Celeste that Grandma said it was easier to give help than to ask for it.

**Note:** Explain to students that Excerpt 11, which students will read today, picks up after Celeste finishes her snack and that she is still thinking about the advice regarding help that Grandma gave Mami: "She'd say that it's harder to ask for help than to give it." Allow students to discuss this quote from Celeste's grandmother at the beginning of this lesson.

- Read aloud the first three paragraphs of Excerpt 11, stopping at "Am I interrupting?", as students follow along. Be sure students understand the meaning of the word *mantra* in this context—a word or phrase that serves as a guide to action.

**TEKS 4.10.A** Explain the author's purpose and message within a text.

## Support

If students have trouble summarizing, ask them to identify which of these statements about the text are important:

- Celeste asks Miss Robyn whether she can rejoin the class. (yes)
- Celeste offers to help with the youngest children at the studio. (yes)
- Celeste has to look up Miss Robyn's phone number in a directory. (no)
- Miss Robyn accepts Celeste's offer of help. (yes)

2. **Inferential.** Why do you think Celeste is calling her dance teacher? Be as specific as possible.
  - » Answers will vary but may include that she wants to ask her for help, perhaps by asking whether she can come back and dance even though her mother can't afford the fees.
  - » Consider asking students to make a prediction about her dance teacher, Miss Robyn's response. Students can talk with a partner to discuss their predictions.
3. **Inferential.** Why does the text say that Celeste's voice "trembles a bit"? What does that suggest about Celeste's mood and emotions at this moment?
  - » Answers will vary but may include that she is probably feeling anxious, nervous, or shy.
  - Have students read the rest of the excerpt silently.
  - Remind students that in the past they have summarized excerpts—that is, given a brief statement of what happens in the excerpts.
  - Ask students to provide a summary of what happens in this excerpt, using details from the text to build their ideas.
  - Ask students to look back at the text and identify specific words or phrases in the excerpt that show how Celeste is feeling. Tell students that these words or phrases may be found in the dialogue or actions.
    - If needed, guide students to see that words like *well* and *maybe* in Celeste's dialogue and *timidly* and *embarrassed* in the action all provide a window into Celeste's state of mind.
      - She is anxious and self-conscious about this conversation. It is hard for her to say what she wants to say.
  - Ask readers how they can say the dialogue with expression and in a way that shows the emotions of the characters, particularly those of Celeste. Have students consider what they know about voice and tone.
  - Point out that even though Celeste has the feelings noted in the text, she continues to have the discussion and to ask for what she wants.
4. **Inferential.** How does Celeste feel at the beginning of the conversation with Miss Robyn? How does she feel at the end? Use textual evidence to support your thinking.
  - » Responses will vary but may include that at the beginning of the conversation, Celeste feels shy, embarrassed, and self-conscious. At the end, she feels relieved. All responses should be supported by textual evidence.

5. **Evaluative.** What lesson does Celeste learn during the course of the conversation?

- » Responses will vary, but may include that she learns that although she appeared to be nervous about asking for help, Miss Robyn did want to help. Students may elicit from the text that Celeste may be thinking that her grandmother was right and most people really do want to help. Ask students to use their critical reading skills (looking back at the text, making observations, citing details) to synthesize.

- Explain that authors write for a reason, which we call the author's purpose.
- Tell students that authors' purposes may vary. Sometimes authors write to entertain. Sometimes they write to convince or persuade. Sometimes they write to inform or to teach.
- Tell students that authors may sometimes have more than one purpose in mind. Tell students to keep this in mind when they are thinking about the author's purpose in *Letters from Heaven*.
- Distribute students' Activity Books and have them turn to Activity Page 11.1. Have students read the instructions on their own.

**Note:** The following comes from Activity Page 11.1.

### Activity Page 11.1

#### Author's Purpose

- Authors have different purposes for writing that may include ideas, topics, messages, or opinions they want to share with the reader through their writing.
  - Authors of fiction often use characters to support the purposes of their writing, including the purposes to persuade, inform, or entertain.
  - Think about your reading of *Letters from Heaven*. Then answer the questions below about the author's purpose:
    - » Student answers may vary, but possible answers are given.
1. What do you think the author's purpose is in *Letters from Heaven*? If you think the author had more than one purpose, explain them all. Explain your thoughts with evidence from the text.
- » Student answers may vary, but ensure textual evidence is used to support thinking.

### Challenge

Ask students whether they can think of other purposes an author may have for writing a certain text. (*to make the audience laugh; to scare the audience*)

### Support

If you believe it will be helpful, read the instructions and the questions on Activity Page 11.1 aloud.

### Activity Page 11.1





**Reading  
Reading**

**Beginning**

Provide simple sentence frames for questions 1–3. Guide students to answer in short sentences and simple phrases.

**Intermediate**

Provide simple sentence frames and prompts for questions 1 and 2. Encourage them to use simple sentences and complex phrases in their writing.

**Advanced/Advanced High**

Give prompts to help students answer question 1. Encourage them to write in complete sentences.

**ELPS 5.B**

2. What is an idea, topic, message, or opinion included in the reading that you think is connected to the author's purpose in *Letters from Heaven*? Explain your thoughts with evidence from the text.
  - » Student answers may vary, but ensure textual evidence is used to support thinking.
3. How does the main character, Celeste, support the author's purpose? Explain your thoughts with evidence from the text.
  - » Student answers may vary, but ensure textual evidence is used to support thinking.



**Check for Understanding**

Ask students to identify the lesson or moral of this part of the story.

- When students are finished, have them discuss their answers. Wrap up by explaining that asking for and getting help is a key detail in this novel. Tell students that in the next section of the lesson they will explore this question further.

## Lesson 11: Discovering Author's Purpose

# Speaking and Listening



**Primary Focus:** Students will compare and contrast two excerpts from *Letters from Heaven*. **TEKS 4.1.C; TEKS 4.11.A; TEKS 4.13.H**

### COMPARING AND CONTRASTING EXCERPTS (30 MIN.)

- Review Celeste's statement in Excerpt 10: "And what if I don't want help? Nobody can help me with what I want: for Mami not to work so much and for me to go back to dance class. I can take care of the rest myself. I don't need to go around begging people for help. That's not me."
- Tell students to think about what happens in Excerpt 11 so they can answer the following questions:
  1. **Literal.** What did Celeste ask from her dance teacher?
    - » Answers may vary but could include that Celeste asks her dance teacher for help by asking if she can take dance classes even if she can't pay, she asks for the chance to work for her dance teacher by helping in the kiddie class, etc.
  2. **Evaluative.** Do you think Celeste is glad she asked? Provide evidence from the text to support your position.
    - » Responses will vary, but should include that she is happy, relieved, or grateful. Possible evidence includes: she says, "Thank you so much. You don't know what this means to me," which shows that she is pleased to hear the answer.
- Ask students whether there are situations in which Celeste could have, or perhaps should have, asked for help but did not. You may want to make a list on the board of students' suggestions. Possible answers include:
  - Getting help from Silvia or another friend when Amanda was being unkind to her
  - Asking for help from her teacher or the principal when there was a disagreement with a friend

**TEKS 4.1.C** Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 4.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 4.13.H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.



## Activity Page 11.2



**EMERGENT  
BILINGUAL  
STUDENTS**



### Speaking and Listening Speaking and Listening

#### Beginning

Give students sentence frames to help them with Activity Page 11.2 and the following discussion. Sentence frames might include *In Excerpt 10, \_\_\_\_\_* and *In Excerpt 11, \_\_\_\_\_*.

#### Intermediate

Have students use more complex sentence frames to help them with Activity Page 11.2 and the following discussion. Sentence frames might include *In Excerpt 10, \_\_\_\_\_, but in Excerpt 11, \_\_\_\_\_*.

#### Advanced/Advanced High

Have students use compound sentences to help them with Activity Page 11.2 and the following discussion. Provide prompts such as “How are these two excerpts alike? How are they different?”

**ELPS 1.C; ELPS 5.B**

- Asking her mother for help when there wasn't enough money to pay for Celeste's dance class

- Asking Lisa or Doña Esperanza for advice about how to tell her mother about the letters

- Have students open their Activity Books to Activity Page 11.2. Read the directions aloud or have students read them on their own. Then have students fill out questions 1 and 2 on the top portion of the page to compare and contrast the two excerpts. Tell students that they will write a summarizing paragraph later in the lesson.

**Note:** The following comes from Activity Page 11.2.

## Activity Page 11.2

### Compare and Contrast Excerpts

*Answer the questions. Explain how Excerpt 10 and Excerpt 11 are alike and how they are different. Use text evidence to answer the questions.*

- Possible answers are given.

1. How does Celeste feel about asking for help in:

Excerpt 10

- Answers will vary but students should include textual evidence to support their responses.

Excerpt 11

- Answers will vary but students should include textual evidence to support their responses.

2. Who influences Celeste to solve her problems in these excerpts? How?

- Answers will vary but students should note that Celeste remembers her grandmother's advice and is encouraged to ask for help.

Write a paragraph summarizing the changes you see in Celeste over the course of Excerpts 10 and 11. Use textual evidence to explain what happened.

- Once students have answered the first part of Activity Page 11.2 independently, have students share how the two excerpts are alike and different.

- If needed to guide the discussion, ask students the following questions:
  - Why does Celeste change her mind about asking for help from Excerpt 10 to Excerpt 11?
  - What makes the difference between Celeste's statements in Excerpt 10, when she says she will not ask for help, and her actions in Excerpt 11, when she does ask for help?
    - Responses will vary, but could include that she thinks more about what her grandmother always used to say to her and realizes that her Grandma was right and/or decides to follow her advice.
- Ask students what lesson they might draw from this difference. (Asking for help can make life easier and possibly even make a person happier.)

## Lesson 11: Discovering Author's Purpose

# Writing

30M

**Primary Focus:** Students will write a summary paragraph about the changes in Celeste over the course of Excerpts 10 and 11.

 **TEKS 4.2.C; TEKS 4.7.B; TEKS 4.11.C; TEKS 4.11.D; TEKS 4.12.A**

### Activity Page 11.2




### Activity Page 8.2



#### WRITING A SUMMARY PARAGRAPH (30 MIN.)

- Direct students to the bottom of Activity Page 11.2 where it says “Write a Summary Paragraph”. Read the directions aloud or have students read the directions on their own. Then, have students write their summary paragraphs using information from their class discussion and the earlier questions on Activity Page 11.2. Students are expected to write legibly in cursive to complete assignments.
- As students finish their writing, remind students to revise and edit their writing. Direct students to use their Editing Checklist on Activity Page 8.2 to check their work.

End Lesson

 **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.7.B** Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; **TEKS 4.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **4.11.D** Edit drafts using standard English conventions; **TEKS 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft.



## 12

## Uncovering Author's Messages

## PRIMARY FOCUS OF LESSON

## Reading

Students will read Excerpt 12 from *Letters from Heaven* and discuss the author's purpose and message.

✚ **TEKS 4.6.F; TEKS 4.7.E; TEKS 4.8.B; TEKS 4.10.A**

## Writing

Students will write a descriptive paragraph about their favorite food or meal.

✚ **TEKS 4.2.C; TEKS 4.12.A; TEKS 4.13.H**

## Speaking and Listening

Students will present their descriptive paragraphs to peers.

✚ **TEKS 4.1.D; TEKS 4.13.H**

## FORMATIVE ASSESSMENT

## Activity Page 12.1

**Author's Message** Students will determine author's messages in the novel *Letters from Heaven*.

✚ **TEKS 4.6.F, TEKS 4.10.A**

✚ **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 4.8.B** Explain the interactions of the characters and the changes they undergo; **TEKS 4.10.A** Explain the author's purpose and message within a text; **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft; **TEKS 4.1.D** Work collaboratively with others to develop a plan of shared responsibilities; **TEKS 4.13.H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

## LESSON AT A GLANCE

|                                         | Grouping    | Time    | Materials                                                                                            |
|-----------------------------------------|-------------|---------|------------------------------------------------------------------------------------------------------|
| <b>Reading (30 min.)</b>                |             |         |                                                                                                      |
| Analyzing Author's Purpose and Message  | Whole Group | 30 min. | <input type="checkbox"/> Excerpt 12, "Flan"<br><input type="checkbox"/> Activity Page 12.1           |
| <b>Writing (30 min.)</b>                |             |         |                                                                                                      |
| Writing a Descriptive Paragraph         | Whole Group | 30 min. | <input type="checkbox"/> lined paper<br><input type="checkbox"/> Activity Page 8.2                   |
| <b>Speaking and Listening (30 min.)</b> |             |         |                                                                                                      |
| Presenting Your Descriptive Paragraph   | Small Group | 25 min. | <input type="checkbox"/> students' completed paragraphs<br><input type="checkbox"/> student journals |
| Reflection                              | Whole Group | 5 min.  |                                                                                                      |

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## ADVANCE PREPARATION

### Writing

- Prepare lined paper for students to write with.

### Speaking and Listening

- If you have a large class, students will be very limited in how long they may speak during this portion of the lesson. Plan ahead to make sure students use their time wisely.
- Prepare to post the presentation list from Lessons 10 and 11 for students to use during their presentations.

---

## UNIVERSAL ACCESS

### Reading

- Use sentence frames and prompts to guide students through the discussion of Excerpt 12 and author's purpose/message:
  - The author wants us to think about \_\_\_\_\_.
  - This is important because \_\_\_\_\_.
  - The author's purpose is \_\_\_\_\_.
  - What is the author's message in Excerpt 12?
  - Does the author convey another message in the novel? If so, what is it?

### Speaking and Listening

- Remind students to engage with the audience and to speak clearly and at a reasonable pace and volume. If needed, model what this may look like.

---

## VOCABULARY

### Core Vocabulary

**aroma, n.** an often pleasant smell that one notices

**drenched, v.** filled or covered by liquid


**flan, n.** a sweet dessert made out of custard with caramel glaze

## Lesson 12: Uncovering Author's Messages

## Reading




**Primary Focus:** Students will read Excerpt 12 from *Letters from Heaven* and discuss the author's purpose and message.

 **TEKS 4.6.F; TEKS 4.7.E; TEKS 4.8.B; TEKS 4.10.A**

### ANALYZING AUTHOR'S PURPOSE AND MESSAGE (30 MIN.)

- Review with students the events of Excerpt 11, "Asking for Help, Part 2," in which Celeste arranges to go back to dance class in exchange for helping with the kiddie class.
  - Tell students that there are two significant mysteries still unresolved in the story: how many more letters Celeste will receive from her grandmother, and who has been sending the letters. Tell students that one of these mysteries will be resolved in this excerpt, but the other will remain a mystery.
  - Have students look at the title of Excerpt 12, "Flan." Ask if any students are familiar with this food. You may need to explain that flan is a sweet dessert made out of custard with caramel glaze that is popular in Cuba, among other countries.
  - Read aloud the salutation and the first paragraph of the grandmother's letter while students follow along.
1. **Inferential.** Based on the evidence in this letter, do you think this is likely to be the last letter, or will others follow? Explain your thinking.
    - » Answers will vary, but may include that this is likely to be the last letter; Grandma says "I'm running out of time" and "This is how I want to say goodbye to you."
  2. **Evaluative.** How do you think Celeste will feel after reading the rest of this letter? Be as specific as you can.
    - » Answers will vary. Possible answers include *sad* and *grateful*, or that she will have mixed emotions.
- Point out the sentence that begins "That is how my life has been..." Read the list of flavors aloud, one by one (*sweet*, *bitter*, etc.), and have students raise their hands if they would use these words to describe any part of their lives.

 **TEKS 4.6.F** Make inferences and use evidence to support understanding; **TEKS 4.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 4.8.B** Explain the interactions of the characters and the changes they undergo; **TEKS 4.10.A** Explain the author's purpose and message within a text.



### Support

If students have trouble answering any of these questions, point out the paragraph or sentence in which the answer appears.

### Challenge

Ask students to write a paragraph describing the final scene of the excerpt from Mami's point of view.

- Have students read the rest of the excerpt on their own. You may need to remind them that *cielo* is a term of endearment in Spanish and that Celeste's mother has called Celeste *cielo* in earlier excerpts.

- When students are finished, have them answer the following questions for comprehension:

3. **Literal.** Why does Grandma say she saved the flan recipe for last?

- » Flan is a sweet dessert, and Grandma wants to leave Celeste with the memory of something sweet to represent the sweetness of the memories Grandma has of Celeste and her mother.

4. **Literal.** How does Grandma suggest that Celeste serve the flan?

- » She says it should be served on fine plates with a tablecloth and flowers.

5. **Literal.** What does Celeste say these foods all have in common?

- » They are all a part of a complete dinner, including an appetizer, main course, side dishes, and dessert.

6. **Literal.** What do Celeste and her mother decide to do with these recipes?

- » They plan to use the recipes Grandma sent to make dinner and invite their friends.

7. **Evaluative.** What do you think Celeste's Grandma means when she says "Everything good takes time"?

- » Answers will vary but students may make a connection with the time that it is taking to discover who is writing the letters or to the idea that developing new skills and getting "good" at something takes time and practice.
- Remind students that in the previous lesson they discussed the author's purpose, or the author's reasons for writing the story. Remind students that authors can have more than one purpose, and there can be more than one message they are trying to convey.
  - Have students review and discuss what they thought about the author's purpose, and what messages the author may be trying to convey. If students need assistance, suggest one message the author may intend for her readers that involves asking for help, and that people are often willing to help when they can.
- Remind students that there were two unsolved mysteries in the text before this excerpt. Ask which mystery has been solved (the mystery of how many letters are still to come) and how it was resolved (this is in fact the last letter Celeste is to receive).

- Ask students to speculate about why the author waited until near the end of the story to let the reader know that this is the last letter.
  - » Answers will vary. Possible answers include that Celeste doesn't know when the last letter will arrive, so it is reasonable that the reader doesn't know either; not knowing the answer to this question makes the reader want to keep reading or remain in suspense.
- Ask students to think about why the author has not yet revealed how Celeste is receiving the letters and discuss.
  - » Answers will vary. Possible responses include that it is fun to be kept in suspense or that it is fun for the reader to keep speculating or guessing who is sending the letters.
  - Invite students to predict again who is responsible for getting the letters to Celeste. Record their answers using a bar graph, tally marks, or another method to show the class' responses. Keep this as a record so students can check their predictions when they find the answer in Excerpt 13. If time permits, have students explain their reasons behind their predictions, looking back at the text to make observations and cite details.
- Return to the topic of author's purpose and message. Have students open their Activity Books to Activity Page 12.1. Ask them to read the directions on their own. Then have them answer the questions.

**Note:** The following comes from Activity Page 12.1.

### Activity Page 12.1

#### Author's Message

Answer these questions. Think about the messages the author wants the reader to understand.

- Possible answers are given.
1. In Excerpt 12, what messages do you think the author wants the reader to understand? Be as specific as possible and use evidence from the text to support your answer.
    - » Answers may vary, but one possible response is that the author wants the reader to understand that family memories are important and that family memories can be closely related to food and one's culture.

### Activity Page 12.1





**Reading**  
**Author's Message**

**Beginning**

To help students complete Activity Page 12.1, have them use the sentence frame *One message is* \_\_\_\_\_.

**Intermediate**

To help students complete Activity Page 12.1, have them use the sentence frame *One message is* \_\_\_\_\_, *and another is* \_\_\_\_\_.

**Advanced/Advanced High**

To help students complete Activity Page 12.1, have them use the sentence frame *Some important messages are* \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

**ELPS 3.C**

2. Now think about the novel as a whole. What messages does the author try to convey in the whole story? Use textual evidence to support your thinking.
  - » Student answers will vary but may include that the author has included messages about the value of relationships such as family and friendship, particularly during major life changes.
3. Which of these messages do you think is the most important? Explain your answer, and use evidence from the text.
  - » Student answers will vary, but should cite evidence of the author's messaging about the ability of cooking and food to bring people together, the importance of relationships, or dealing with the loss of a loved one by asking for help.



**Check for Understanding**

Ask students to answer the Multiple Choice Question:

What is the author's message about family?

- A. Family recipes are worth sharing with others.
- B. Family letters make people feel closer to one another.
- C. Family gatherings fix the problems people have in their lives.
- D. Family traditions bring people together during good and hard times.

» Correct Answer: D

- If time permits, have students share their answers with partners or with the whole class. Otherwise, move on to the next section of the lesson.

## Lesson 12: Uncovering Author's Messages

# Writing



**Primary Focus:** Students will write a descriptive paragraph about their favorite

food or meal. **TEKS 4.2.C; TEKS 4.12.A; TEKS 4.13.H**

### WRITING A DESCRIPTIVE PARAGRAPH (30 MIN.)

- Allow students to give a thumbs up if they think food was important to the plot of *Letters from Heaven*.
- Allow students to give a thumbs down if they think food was not important to the plot of *Letters from Heaven*.
- Tell the students that the final excerpt of *Letters from Heaven*, Excerpt 13, "Family Dinner," includes a meal made up of all the recipes Celeste's grandmother sent her.
- The author uses many descriptive words and phrases to bring the meal to life.
- Ask students why descriptive words are important to a writer, like the author of *Letters from Heaven*, Lydia Gil.
  - Answers will vary but students should understand that descriptive words allow the reader to connect with characters' experiences. Lydia Gil and other writers use descriptive language to help the readers create mental images while reading.
- Have students listen to these quotes from Excerpts 1 and 13, and instruct them to listen specifically for descriptive details:
  - Excerpt 1: *The day feels like it's never going to end. Math, Science, English, Social Studies, it all blurs together in my head and the only thing I can think about is my grandmother's green dress.*
  - Excerpt 13: *The table is set with candles, red carnations and a yellow tablecloth. We decorate every napkin with a sprig of rosemary, like Grandma used to do for special occasions.*
- Allow student volunteers to share the descriptions included in each line that help them create a mental image.

**TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.12.A** Compose literary texts such as personal narratives and poetry using genre characteristics and craft; **TEKS 4.13.H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

- Explain to the students that to apply their learning about descriptive language during their own narratives in this unit, they will be writing a separate descriptive paragraph about a meal that is special to them.
- Ask students to consider details such as the interactions or dialogue of people involved in preparing or eating the meal, where the meal takes place, and memories they have associated with the meal.
- Tell students that as they recall what makes the meal special, they should think about descriptive details, such as sensory details, figurative language, or actions they can include to make the meal come alive for their readers and will help them connect to the experience.
- Remind students to include descriptive details that describe the food, people involved, where the meal takes place, and other special memories associated with it in their paragraphs.
- Direct students to write their paragraph on lined paper. Tell students that if they have extra time, they should edit their work using their editing checklist on Activity Page 8.2. Students are expected to write legibly in cursive to complete assignments.

### Activity Page 8.2

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## Lesson 12: Uncovering Author's Messages

# Speaking and Listening



**Primary Focus:** Students will present their descriptive paragraphs to peers.


 **TEKS 4.1.D; TEKS 4.13.H**

### PRESENTING YOUR DESCRIPTIVE PARAGRAPH (25 MIN.)

- Inform students they will now have a chance to share their descriptive paragraph.
- Tell students that today they will present their narratives in small groups.
- Assign, or allow groups to select, the following roles:
  - Timekeeper: Keep track of the time and give a 5 minute reminder before time is up.
  - Recorder: Write down examples of good details that stood out to the group.
  - Director: Keep the group on task. Share the group's highlights with the class.
- Display the presentation poster students used in Lessons 10 and 11 and encourage students to use it while presenting.
- Explain that as you listen to your classmate's work, think about the following:
  - What descriptive details help you imagine the meal?
  - Why is this meal special?
- After all groups have shared their work, bring the whole class together. Ask students to share highlights from their group. What details stood out to them?

### REFLECTION (5 MIN.)

- Facilitate a discussion about how students developed as writers during this unit.

 **TEKS 4.1.D** Work collaboratively with others to develop a plan of shared responsibilities; **TEKS 4.13.H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.



## Speaking and Listening Presenting

### Beginning

Ensure that students are listening to and understanding each other's stories by checking on understanding with yes/no or where/what/who questions.

### Intermediate

Check that students are listening closely by asking questions about details or asking them to make inferences about the stories they have heard.

### Advanced/Advanced High

Ensure that students are actively participating in discussion by asking direct questions about the content or theme of the work they have just heard.

**ELPS 2.D; ELPS 3.F;**

**ELPS 4.J**

- Before the discussion, you may want students to write a reflection on one of these questions in their journal.

1. **Evaluative.** How did reading *Letters from Heaven* help you develop as a writer?

- » Answers may vary but may include: Reading *Letters from Heaven* helped students understand the importance of themes, character development, description, and details in writing.

2. **Evaluative.** How did you use feedback to help you revise your writing? Why is it important to listen to feedback?

- » Answers may vary, but ensure that students understand the value of feedback to help them improve their work.

3. **Evaluative.** What did you enjoy about writing your own personal narrative? Give an example of something you are really proud of.

- » Answers may vary, but encourage students to give examples of an aspect of their own writing they enjoyed or feel proud of.

- Congratulate students on their writing and respectful listening to each other.
- Collect the revised and edited writings and tell students that tomorrow they will be reading one last excerpt from the book.

End Lesson





## 13

## Unit Assessment

## LESSON AT A GLANCE

|                                  | Grouping    | Time    | Materials                                                                                                                           |
|----------------------------------|-------------|---------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit Assessment (70 min.)</b> |             |         |                                                                                                                                     |
| Reading                          | Independent | 50 min. | <input type="checkbox"/> Excerpt 13, “Family Dinner”<br><input type="checkbox"/> Activity Book: Unit Assessment, Activity Page 13.1 |
| Writing                          | Independent | 20 min. |                                                                                                                                     |

## ADVANCE PREPARATION

### Reading

**Note:** The time provided for this assessment is less than 90 minutes. You may wish to ask students to use the additional time to reread excerpts or draw accompanying illustrations for their unit writing project once they have completed the assessment.

- Read Excerpt 13, “Family Dinner.”

**Note:** This excerpt was chosen for its complexity and because students can use it to practice many of the techniques they have learned in this unit.

### Universal Access

- Accommodate the Unit Assessment according to the needs of your students. Possible supports include reducing the length of the assessment, transcribing student responses, allowing extra time, allowing students to type or handwrite their responses, and defining core vocabulary terms.

## Lesson 13: Unit Assessment

# Unit Assessment

**READING (50 MIN.)**

- Inform students that they will read a new excerpt and answer questions about it. Today they will work independently.
- Encourage students to remember all the close-reading techniques they have developed over the past two weeks and to use these as they work today. You may consider reviewing these techniques briefly with students.
- Once students have finished the assessment, encourage them to review their papers quietly, rereading and checking their answers carefully.
- Circulate around the room as students complete the assessment to ensure that everyone is working individually. Assist students as needed, but do not provide them with answers.

**Administration Instructions**

- Inform students that today they will read an excerpt from *Letters from Heaven* by Lydia Gil. After reading the excerpt, they will answer several questions.
- Ask students to open their Activity Books to Activity Page 13.1 and read Excerpt 13. When they are done, they should answer the questions in their journal or activity page.
- Inform them that they will have 50 minutes to work on this task. Write the time on the board.

**Note:** You may wish to write the instructions in the first bullet on the board.

**Note:** The following content is from the Unit Assessment: Reading, Activity Page 13.1.

Activity Page 13.1,  
Unit Assessment



## Unit Assessment: Contemporary Fiction

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Please answer questions in complete sentences and use evidence from the text to back up your answer. If possible, quote directly from the text, using quotation marks.

1. Look at the three quotes from this excerpt below. Underneath each quote, write down who is speaking, and, in one sentence, summarize what is happening in the quote.

- a. "Remember: everything serves a purpose."

The person speaking:

Summary:

- b. "Don't tell me you're waiting for your grandma to show . . ."

The person speaking:

Summary:

- c. "Before she died, your grandma left me a pack of letters, each of them sealed and addressed to you."

The person speaking:

Summary:

2. What does Karen do to Silvia when they are sitting at the table?
3. In this excerpt, Celeste has a vivid memory of her grandmother's instructions on how to set a table. Read that memory in the second paragraph of the excerpt.
  - a. What are the similarities between this memory and the memory of how Celeste's grandmother taught her to make *café con leche* in the first excerpt you read? You may refer back to the original text to help you.
  - b. What are the differences between this memory and the memory of how Celeste's grandmother taught her to make *café con leche* in the first excerpt you read? You may refer back to the original text to help you.
4. What does Celeste wonder if she will ever find out about her grandmother?
5. Does she eventually find out?

6. Using textual evidence, provide one theme and your thoughts about the author's message in the novel *Letters from Heaven*. Be sure to cite evidence for your answer using the excerpt you just read.

Reading Score: \_\_\_\_\_/18 points

- When the time reaches 50 minutes, ask students to stop working and move on to the writing task.
- Remind them to work independently and silently on this.

### WRITING (20 MIN.)

**Note:** The following content is from the Unit Assessment: Writing, Activity Page 13.1.

#### Writing

Read the following excerpt from "Family Dinner." After reading, underline all the dialogue in the excerpt. Circle all the personal pronouns.

We all sit down at the table: Mami at the head, Lisa and Doña Esperanza on one side and Karen and Silvia on the other. I bring a chair in from the kitchen and sit between my friends, leaving the other end of the table open for Grandma because I know she's here with us.

"Don't tell me you're waiting for your grandma to show . . ." Silvia begins to say, but Karen elbows her, not very subtly.

"No," I tell her. "I just wanted to leave a special place for her, because I know that she's watching us."

#### Question 1

Respond to the following question by stating your opinion and providing quotes from the text to support that opinion.

#### Why do you think Excerpt 13 is called "Family Dinner"?

As you write your response, think about the following questions:

- a. How would you define the word *family*?
- b. How do you think Celeste would define the word at the beginning of the story? You may look back at other excerpts as needed to gather evidence for your response.

- c. Do you think Celeste’s definition of *family* has changed by the end of Excerpt 13? Why or why not?

Remember to use quotes from the text and to explain what those quotes mean.

Writing Score: \_\_\_\_\_ /10 points

## Question 2

How has Celeste and Mami’s relationship changed since Celeste revealed the letters to Mami in Excerpt 10, “Asking for Help, Part 1”?

As you write your response, think about the following questions:

- a. How do Celeste and Mami discuss the grandmother and the new recipes before Excerpt 10?
- b. How do Celeste and Mami discuss the grandmother and the new recipes after Excerpt 10?
- c. What details in Excerpt 13 help you draw a conclusion about Celeste and Mami’s relationship by the end of the story?

Writing Score: \_\_\_\_\_ /6 points

---

End Lesson

## ASSESSMENT ANALYSIS

### Correct Answers and Rationales—Reading

| Items     | Correct Answers                                                                                                                                                                                                                                                                                                           | Points                                                                                                                                                                                                                                                                                     | Standards                                                                    |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <b>1a</b> | <p>The person speaking:</p> <p>Celeste's grandmother</p> <p>Summary: Answers will vary but should include the idea that Celeste is remembering her grandmother's words and ideas about how to share food with friends.</p>                                                                                                | <p>1 point for the speaker</p> <p>2 points for summary—1 for recognizing that this is Celeste's memory, and 1 for the grandmother's ideas</p>                                                                                                                                              | <p><b>TEKS 4.6.F;</b></p> <p><b>TEKS 4.7.B;</b></p> <p><b>TEKS 4.7.D</b></p> |
| <b>1b</b> | <p>The person speaking:</p> <p>Silvia</p> <p>Summary: Answers will vary but should include the idea that Silvia is still apprehensive that Celeste might believe a ghost is writing real letters and may actually be present, but that Celeste responds that she only thinks her grandma might be watching over them.</p> | <p>1 point for the speaker</p> <p>2 points for summary—1 for recognizing that Silvia is still afraid Celeste might really believe her grandmother is coming back from the dead to visit, and 1 for Celeste's clarification that she only thinks her grandmother is watching over them.</p> | <p><b>TEKS 4.6.F;</b></p> <p><b>TEKS 4.7.B;</b></p> <p><b>TEKS 4.7.D</b></p> |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                            |                                                                              |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <b>1c</b> | <p>The person speaking:</p> <p>Doña Esperanza</p> <p>Summary: Answers will vary but should include the idea that, to everyone's shock, Celeste's grandmother enlisted Doña Esperanza's help in delivering the letters to Celeste.</p>                                                                                                                                                                                                    | <p>1 point for the speaker</p> <p>2 points for summary—1 point for recognizing that this is Doña Esperanza's confession about how the letters came to be delivered after Celeste's grandmother's death, and 1 point for recognizing that this information shocks the other characters.</p> | <p><b>TEKS 4.6.F;</b></p> <p><b>TEKS 4.7.B;</b></p> <p><b>TEKS 4.7.D</b></p> |
| <b>2</b>  | Karen elbows Silvia sharply.                                                                                                                                                                                                                                                                                                                                                                                                             | 1 point                                                                                                                                                                                                                                                                                    | <b>TEKS 4.7.C</b>                                                            |
| <b>3a</b> | <p>Answers will vary but should include that the memory of how to set a table is similar to the memory of how to make <i>café con leche</i> because of the way Celeste's grandmother explains the process in both cases. She is patient and clear about what Celeste should do so the end result is full of purpose. (There may be other valid responses—as long as they are rationally supported by the text, they are acceptable.)</p> | <p>2 points for item 3</p> <p>1 for identifying a similarity supported by up to two reasons</p>                                                                                                                                                                                            | <p><b>TEKS 4.6.G;</b></p> <p><b>TEKS 4.7.B;</b></p> <p><b>TEKS 4.8.B</b></p> |



|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                               |                                                               |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|
| <b>3b</b> | <p>Answers will vary but should include that the memory of how to make <i>café con leche</i> is a sad one because Celeste has only just begun to mourn her grandmother and has not received any of the letters yet, while the memory of how to set the table to enjoy food with friends is a happy one because Celeste has become more comfortable with the idea that her grandmother's spirit is still with them through the lessons she taught them and the experiences they shared. (There may be other valid responses—as long as they are rationally supported by the text, they are acceptable.)</p> | 1 for identifying a difference supported by up to two reasons | <b>TEKS 4.6.G;</b><br><b>TEKS 4.7.B;</b><br><b>TEKS 4.8.B</b> |
| <b>4</b>  | Celeste wonders whether she will ever find out how her grandmother sent the letters.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1 point                                                       | <b>TEKS 4.6.G</b>                                             |
| <b>5</b>  | Yes, Doña Esperanza tells everyone it was she who sent the letters with instruction from Celeste's grandmother.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1 point                                                       | <b>TEKS 4.6.G</b>                                             |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                   |                                                                                                  |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| 6 | <p>Answers will vary for theme but may include one of the themes students identified in previous lessons. Both the theme and author's message should be supported with textual evidence, including cited evidence from Excerpt 13.</p> <p>Possible themes may include hopefulness, relationships, or change. Possible author's message responses may include that memories and lessons from the loved ones live on when they are no longer physically present. For Celeste, her memories of her grandmother and the lessons she learned will stay with her forever.</p> | <p>1 point for identifying the meaning of a theme with textual evidence</p> <p>1 point for linking their thoughts on the author's message to the excerpt. (As long as students are connecting their thoughts about the author's message to textual evidence, they should be awarded a point.)</p> | <p><b>TEKS 4.6.F;</b><br/> <b>TEKS 4.7.B;</b><br/> <b>TEKS 4.8.A;</b><br/> <b>TEKS 4.8.B</b></p> |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|

Total: \_\_\_\_\_/18 points

## Writing Scoring

The opinion writing addresses the following standards:

 **TEKS 4.7.B; TEKS 4.7.C; TEKS 4.8.A; TEKS 4.8.B; TEKS 4.12.C**

**Personal Pronouns:** *we, I, she, us*

### Score Criteria—Question 1

|                                                             |          |
|-------------------------------------------------------------|----------|
| Introduces the topic or text clearly                        | 2 points |
| States an opinion                                           | 2 points |
| Links opinion and reasons using words, phrases, and clauses | 2 points |
| Provides logical quotes from the text                       | 2 points |
| Provides logically ordered reasons                          | 2 points |

Total: \_\_\_\_\_/10 points

### Score Criteria—Question 2

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Identifies that Celeste and Mami discuss the grandmother in Excerpts 3 and 5 with sadness, especially with Celeste wanting to hide the letters from Mami to keep her from crying                                                                                                                                                                                                                                                                                                                                                                                  | 2 points |
| Identifies that after Excerpt 10, when Celeste reveals the contents of the letters to Mami, they begin to share their memories more openly and with more joy than before; they are talking more to each other; Celeste chooses to show the final letter to Mami immediately; and by Excerpt 13, Mami, who is characterized earlier in the novel as someone who is not interested in cooking, has started to make efforts to cook with Celeste throughout, and is now sitting at the head of the table, bringing the salad she has prepared for the family dinner. | 2 points |
| Effectively references other excerpts in making their case                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 2 points |

Total: \_\_\_\_\_/6 points

- You may wish to add points for spelling, grammar, and punctuation.



# Pausing Point

## PAUSING POINT FOR DIFFERENTIATION OF INSTRUCTION

Please use two days to address students' performance in this unit. We recommend the first Pausing Point either after Lesson 6 or Lesson 12, and the second Pausing Point day after Lesson 13, but you should insert these days to best support your class. Use your observations of student performance in class and completion of activity pages to informally evaluate student strengths and weaknesses and determine which remediation and/or enrichment opportunities will benefit particular students. In assigning these remediation and/or enrichment activities, you may choose to have students work individually, in small groups, or as a whole class.

## REMEDIATION

For a detailed description of remediation strategies, which address lagging skills in Reading Comprehension, Fluency, Language, and Writing, refer to the Program Guide.

### Content

If students demonstrate a need for remediation on any of the elements of the Contemporary Fiction unit, refer to the lessons covering that element. You may wish to read any excerpt again as a teacher Read-Aloud. In addition, you should focus on the suggestions labeled "Support" in the Teacher Guide materials for that lesson.

## ENRICHMENT

### Continuing to Work on Personal Narratives

Our suggestion for the Pausing Point days is for students to concentrate on refining and revising their stories. This is an opportunity for you to spend time with individual students, reading their work and providing targeted feedback.

By the time they reach the Pausing Point, students should have created rough drafts of their personal narratives

You may wish to use the following tools to help students work on their narratives:

### Personal Narrative 1

- Ask students to use the organizer below.

**Note:** The following content is from Activity Page PP.1.

### Activity Page PP.1

---

Revise the order of events of your personal narrative using the graphic organizer below. Fill in what has happened in your story so far in the first squares, the last squares, and the squares in the middle. Think about what might have happened in between. Revise what happens in the beginning, the middle, or the end if you think it no longer makes sense.

**BEGINNING**

```
graph LR; A[ ] --> B[ ]; B --> C[ ]
```

**MIDDLE**

```
graph LR; A[ ] --> B[ ]; B --> C[ ]
```

```
graph LR; A[ ] --> B[ ]; B --> C[ ]
```

**ENDING**

---

## PERSONAL NARRATIVE 2

- Ask students to choose their favorite secondary character, reread the excerpt(s) that features that character, and use it to create a new scene in their personal narrative.

**Note:** The following content is from Writer's Journal PP.2.

### Activity Page PP.2

---

Complete the lines below, and then use the space here or at the back of your Activity Page to create a new scene for your personal narrative.

My favorite excerpt is \_\_\_\_\_.

The summary of what happened is \_\_\_\_\_.

I think the events of this excerpt are similar to an experience I had with \_\_\_\_\_.

I am going to use what happened in that excerpt in my personal narrative by \_\_\_\_\_.

Use the next page and the back of the Activity Book to create a new scene of your personal narrative.

---

## Personal Narrative 3

- Ask students to use the revision prompts, below, to think about how to revise their writing.

**Note:** The following content is from Activity Page PP.3.

### Activity Page PP.3

---

Use the following prompts to think about what your narrative looks like now, and how you may wish to revise it.

#### Setting

1. Where?
2. When?

## Relationships

1. My relationship with \_\_\_\_\_
  - a. Physical appearance:
  - b. Personality:
  - c. Example of dialogue:
2. My relationship with \_\_\_\_\_
  - a. Physical appearance:
  - b. Personality:
  - c. Example of dialogue:
3. My relationship with \_\_\_\_\_
  - a. Physical appearance:
  - b. Personality:
  - c. Example of dialogue:

You can continue at the back of your Activity Book if you have written about more relationships with people in your life.

## Summarize

1. Summarize your personal narrative.
2. What experience does your personal narrative explore?
3. What makes the relationship with the person you wrote about special?
4. How do your thoughts and feelings change as your narrative develops?

### Title:

1. I chose this title because . . .
- 

## Story Arcs

As an alternative enrichment for the second Pausing Point lesson, you may wish to return to the excerpt “Family Dinner,” which students first read in the Unit Assessment. This excerpt provides a story arc, a concept students have not investigated in this unit.

- Explain that some stories can be analyzed through a story arc. Tell students that often stories don’t fit neatly into this structure but that it can still be useful to help a reader understand what is going on.



- Explain that sometimes individual chapters, as well as complete stories, fit into this structure. Tell students they will look at “Family Dinner” as an example.
  - Spend 10 minutes reviewing the story arcs using the graphic organizer on Activity Page PP.4 as a guide. Explain each term and model on the board/ chart paper, using the story “Little Red Riding Hood.” There are many versions of “Little Red Riding Hood”—you may wish to adapt this to your favorite:
1. **Evaluative.** Introduction/Beginning. Usually this introduces the characters and the setting. What is the beginning of “Little Red Riding Hood”?
    - » We meet Red Riding Hood and find out she has a grandmother she wishes to visit in the woods.
  2. **Evaluative.** Rising Action. This is where events build, grabbing your attention and leading you to the climax of the story. What is the rising action of this story?
    - » Red Riding Hood is in the woods, and a wolf is following her. The wolf races ahead and eats her grandmother.
  3. **Evaluative.** The Climax. This is the turning point—the most dramatic moment of the story. What is the climax of this story?
    - » Red Riding Hood meets the wolf. She realizes something is wrong and the wolf eats her (or tries to eat her, depending on which version you read).
  4. **Evaluative.** Falling Action. These are the events that happen as a result of the climax. What is the falling action of this story?
    - » The woodsman hears the events and rushes in, saving Red Riding Hood and the grandmother.
  5. **Evaluative.** Resolution. The story ends, and everything is resolved. What is the falling action of this story?
    - » The wolf is dead. Red Riding Hood and the grandmother live happily ever after.
- Ask students to complete the arc with the excerpt “Family Dinner” and then review answers.

**Note:** The following content is from Activity Page PP.4 and contains answers.

## Activity Page PP.4

### Excerpt 13: "Family Dinner"

Look at the excerpt "Family Dinner." Place the events in the story in the chart below.

| Climax                                                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------|--|
| » Celeste mentions wishing she knew how her grandmother sent the letters, and Doña Esperanza reveals that she had been sending them. |  |
| <hr/>                                                                                                                                |  |
| <hr/>                                                                                                                                |  |

| Rising Action                                                                                             | Falling Action                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| » Each food is described, and Celeste shares that she thinks her grandmother is there watching over them. | » Doña Esperanza explains how she got the packet of letters with instructions to mail them every five days and that Celeste's grandmother had hoped this would help Celeste feel less sad. |
| <hr/>                                                                                                     | <hr/>                                                                                                                                                                                      |
| <hr/>                                                                                                     | <hr/>                                                                                                                                                                                      |
| <hr/>                                                                                                     | <hr/>                                                                                                                                                                                      |

| Introduction/Beginning                                                      | Resolution/Ending                                                                                                    |
|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| » Celeste is setting the table for a feast. Her friends and Mami are there. | » Celeste whispers thanks to her grandmother and says that her grandmother's plan (to make Celeste less sad) worked. |
| <hr/>                                                                       | <hr/>                                                                                                                |
| <hr/>                                                                       | <hr/>                                                                                                                |
| <hr/>                                                                       | <hr/>                                                                                                                |



# Teacher Resources

**In this section, you will find:**

- Glossary for Contemporary Fiction
- Teacher Resources: Personal Narratives Presentation Rubric
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

# Glossary for Contemporary Fiction

## A

**action, n.** something that is done, such as any movement or activity

**addressed, v.** wrote instructions for delivery

**advertisement, n.** a notice or announcement, especially one intended to sell a product or service

**afar, n.** far away

**anecdote, n.** a short narrative that describes an interesting incident or event

**annotate, v.** to add notes to a text or drawing to explain it or comment on it

**appointment, n.** a pre-set time and place for a meeting

**aroma, n.** an often pleasant smell that one notices

**arrangement, n.** a plan or agreement between people or a group, usually for something to happen in a certain way

**author's purpose, n.** the author's reason for writing a text, which may include ideas, topics, messages, or opinions they want to share with the reader through their writing

## B

**brainstorm, v.** to come up with new ideas, often by having a discussion

**broadcasting, v.** sending a signal

## C

**café con leche, n.** a drink made by mixing coffee with hot milk

**cangrejitos de guayaba y queso, n.** croissants made with guava and cheese

**characterization, n.** a description of someone's features, including their thoughts and feelings, personality, perspective, and physical attributes

**cheerfully, adv.** happily

**cielo, n.** darling

**condolences, n.** ways of showing sympathy

**congrí, n.** a Cuban dish made from black beans and rice

**croissants, n.** a soft half-moon shaped pastry

## D

**dialogue, n.** words or sentences spoken by characters to one another in a poem, play, or story

**drenched, v.** filled or covered by liquid

## E

**elegant, adj.** stylish and of high quality in appearance or manner

**embarrassed, adj.** a feeling or state of being extremely self aware about one's behavior, usually resulting in stress or shame

**emphasis, n.** extra stress added to words to indicate importance

## F

**figurative language, n.** words or phrases that mean more than their dictionary definition; similes and metaphors are two examples of figurative language

**flan, n.** a sweet dessert made out of custard with caramel glaze

**furiously, adv.** angrily, or in a hurried or intense manner

## G

**guava, n.** a tropical fruit

## H

**hilarious, adj.** very funny

**hyperbole, n.** an exaggerated statement not meant to be taken literally; for example, “I’ve been waiting forever” uses hyperbole to state that the speaker has waited a long time

## I

**imagery, n.** descriptive language in which the author creates images in a reader’s mind often figuratively through comparison, symbols, or exaggeration

**immediately, adv.** without waiting for any time to go by

**inference, n.** a conclusion or opinion not stated directly in the text, based on evidence

## L

**literal language, n.** words and phrases that mean the dictionary definition of the words

## M

**mantra, n.** a word or motto that serves as a guide to action

**mariquitas, n.** Cuban dish made with green plantains

## N

**nostalgia, n.** wishing for a past period of time

**novela, n.** a Spanish television soap opera show, short for “telenovela”

## P

**perspective, n.** a way of looking at something

**plantains, n.** a tropical green fruit that looks similar to a banana

**plastered, v.** fixed in place

**presentation, n.** the act of showing or explaining something to an audience

**protesting, v.** disapproving or objecting of something

## Q

**qué bueno, adj.** how wonderful

## R

**recital, n.** a performance, usually by music or dance students

**rehearse, v.** to practice

**rotisserie, n.** a cooking appliance on which food is turned over a fire or other heat source

## S

**salutation, n.** a way of greeting someone

**scene, n.** unit of division of an act

**script, n.** handwritten letters

**sensory language, n.** language that appeals or refers to the five senses: taste, smell, sight, hearing, and touch

**setting, n.** the time and place when and where the events in a piece of literature happen

**simile, n.** a type of figurative language that compares two things using the words *like* or *as*

**summary, n.** a brief statement that explains the main points of a literary work

**suspects, v.** believes to be true

## T

**theme, n.** a universal idea presented in a text that speaks to a common human experience

**tone, n.** the attitude that a character, narrator or author conveys through their words, expressed through style and word choice

**tornado, n.** a high-speed wind in a funnel-shaped cloud that often destroys property and plant life

**tostaditas, n.** a dish containing toasted tortilla chips

## U

**unexpectedly, adv.** in a way that is not anticipated

## V

**visualization, n.** the act of forming, or the images that have been formed, in one’s mind

**voice, n.** the attitude, word choice, and point of view that distinguishes a piece of writing

## PERSONAL NARRATIVES PRESENTATION RUBRIC

|                                                                                                                                                                                                       | Exceeding                                                     | Meeting                                            | Developing                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------|-----------------------------------------|
| <b><u>Presentation Skills</u></b><br><input type="checkbox"/> Speaks clearly to the audience<br><input type="checkbox"/> Uses appropriate pace<br><input type="checkbox"/> Expresses appropriate tone | Clearly demonstrates all presentation skills with confidence. | Demonstrates all or nearly all presentation skills | Demonstrates some presentation skills   |
| <b><u>Genre Mastery</u></b><br>Writing includes:<br><input type="checkbox"/> Sequential events<br><input type="checkbox"/> First person voice<br><input type="checkbox"/> Characterization details    | All genre characteristics are included with skill and ease    | All or most genre characteristics are included     | Some genre characteristics are included |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 4

### Unit 3

### Correlation—Teacher's Guide

|                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                       |                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:                                                                                                |                                                                                                                                                                                       |                                                                                                                                                                                                                                                   |
| TEKS 4.1.A                                                                                                                                                                                                                                                                                                                          | listen actively, ask relevant questions to clarify information, and make pertinent comments                                                                                           | p. 64, p. 73, p. 78, p. 82, p. 122, p. 132, p. 134, p. 143                                                                                                                                                                                        |
| TEKS 4.1.B                                                                                                                                                                                                                                                                                                                          | follow, restate, and give oral instructions that involve a series of related sequences of action                                                                                      |                                                                                                                                                                                                                                                   |
| TEKS 4.1.C                                                                                                                                                                                                                                                                                                                          | express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively | p. 122, p. 125, p. 146, p. 153                                                                                                                                                                                                                    |
| TEKS 4.1.D                                                                                                                                                                                                                                                                                                                          | work collaboratively with others to develop a plan of shared responsibilities                                                                                                         | p. 34, p. 38, p. 158, p. 167                                                                                                                                                                                                                      |
| (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: |                                                                                                                                                                                       |                                                                                                                                                                                                                                                   |
| (A) demonstrate and apply phonetic knowledge by:                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                       |                                                                                                                                                                                                                                                   |
| TEKS 4.2.A.i                                                                                                                                                                                                                                                                                                                        | decoding words with specific orthographic patterns and rules, including regular and irregular plurals                                                                                 |                                                                                                                                                                                                                                                   |
| TEKS 4.2.A.ii                                                                                                                                                                                                                                                                                                                       | decoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables |                                                                                                                                                                                                                                                   |
| TEKS 4.2.A.iii                                                                                                                                                                                                                                                                                                                      | decoding words using advanced knowledge of syllable division patterns such as VV                                                                                                      |                                                                                                                                                                                                                                                   |
| TEKS 4.2.A.iv                                                                                                                                                                                                                                                                                                                       | decoding words using knowledge of prefixes                                                                                                                                            |                                                                                                                                                                                                                                                   |
| TEKS 4.2.A.v                                                                                                                                                                                                                                                                                                                        | decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants                               |                                                                                                                                                                                                                                                   |
| TEKS 4.2.A.vi                                                                                                                                                                                                                                                                                                                       | identifying and reading high-frequency words from a research-based list                                                                                                               |                                                                                                                                                                                                                                                   |
| (B) demonstrate and apply spelling knowledge by:                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                       |                                                                                                                                                                                                                                                   |
| TEKS 4.2.B.i                                                                                                                                                                                                                                                                                                                        | spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables |                                                                                                                                                                                                                                                   |
| TEKS 4.2.B.ii                                                                                                                                                                                                                                                                                                                       | spelling homophones                                                                                                                                                                   |                                                                                                                                                                                                                                                   |
| TEKS 4.2.B.iii                                                                                                                                                                                                                                                                                                                      | spelling multisyllabic words with multiple sound-spelling patterns                                                                                                                    |                                                                                                                                                                                                                                                   |
| TEKS 4.2.B.iv                                                                                                                                                                                                                                                                                                                       | spelling words using advanced knowledge of syllable division patterns                                                                                                                 |                                                                                                                                                                                                                                                   |
| TEKS 4.2.B.v                                                                                                                                                                                                                                                                                                                        | spelling words using knowledge of prefixes                                                                                                                                            |                                                                                                                                                                                                                                                   |
| TEKS 4.2.B.vi                                                                                                                                                                                                                                                                                                                       | spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants                               |                                                                                                                                                                                                                                                   |
| TEKS 4.2.C                                                                                                                                                                                                                                                                                                                          | write legibly in cursive to complete assignments                                                                                                                                      | p. 3, p. 6, p. 16, p. 17, p. 20, p. 24, p. 25, p. 34, p. 45, p. 46, p. 50, p. 60, p. 61, p. 64, p. 71, p. 78, p. 93, p. 94, p. 98, p. 107, p. 110, p. 118, p. 120, p. 122, p. 125, p. 130, p. 134, p. 142, p. 146, p. 156, p. 158, p. 165, p. 166 |



## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 4

### Unit 3

### Correlation—Teacher's Guide

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

|            |                                                                                                                                                                                           |  |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| TEKS 4.3.A | use print or digital resources to determine meaning, syllabication, and pronunciation                                                                                                     |  |
| TEKS 4.3.B | use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words                                                                  |  |
| TEKS 4.3.C | determine the meaning of and use words with affixes such as <i>mis-</i> , <i>sub-</i> , <i>-ment</i> , and <i>-ity/ty</i> and roots such as <i>auto</i> , <i>graph</i> , and <i>meter</i> |  |
| TEKS 4.3.D | identify, use, and explain the meaning of homophones such as <i>reign/rain</i>                                                                                                            |  |

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

|            |                                                                                     |  |
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| TEKS 4.4.A | use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text |  |
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(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

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| TEKS 4.5.A | self-select text and read independently for a sustained period of time |  |
|------------|------------------------------------------------------------------------|--|

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

|            |                                                                                                                                                            |                                                                                                                                                            |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS 4.6.A | establish purpose for reading assigned and self-selected texts                                                                                             |                                                                                                                                                            |
| TEKS 4.6.B | generate questions about text before, during, and after reading to deepen understanding and gain information                                               |                                                                                                                                                            |
| TEKS 4.6.C | make, correct, or confirm predictions using text features, characteristics of genre, and structures                                                        | p. 20, p. 28                                                                                                                                               |
| TEKS 4.6.D | create mental images to deepen understanding                                                                                                               | p. 6, p. 10, p. 64, p. 73                                                                                                                                  |
| TEKS 4.6.E | make connections to personal experiences, ideas in other texts, and society                                                                                | p. 64, p. 68, p. 73                                                                                                                                        |
| TEKS 4.6.F | make inferences and use evidence to support understanding                                                                                                  | p. 6, p. 10, p. 20, p. 24, p. 34, p. 43, p. 64, p. 73, p. 78, p. 86, p. 98, p. 101, p. 122, p. 125, p. 134, p. 137, p. 158, p. 161, p. 176, p. 177, p. 179 |
| TEKS 4.6.G | evaluate details read to determine key ideas                                                                                                               | p. 20, p. 28, p. 50, p. 54, p. 64, p. 73, p. 98, p. 101, p. 110, p. 113, p. 177, p. 178                                                                    |
| TEKS 4.6.H | synthesize information to create new understanding                                                                                                         | p. 20, p. 28, p. 50, p. 54, p. 122, p. 125, p. 134, p. 137, p. 142                                                                                         |
| TEKS 4.6.I | monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down | p. 98, p. 101, p. 122, p. 125                                                                                                                              |

(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 4

| Unit 3                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                       | Correlation—Teacher’s Guide                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| TEKS 4.7.A                                                                                                                                                                                                                                                                                                                     | describe personal connections to a variety of sources including self-selected texts                                                                   | p. 6, p. 10, p. 134, p. 137                                                                                                |
| TEKS 4.7.B                                                                                                                                                                                                                                                                                                                     | write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources                        | p. 50, p. 54, p. 146, p. 156, p. 176, p. 177, p. 178, p. 179                                                               |
| TEKS 4.7.C                                                                                                                                                                                                                                                                                                                     | use text evidence to support an appropriate response                                                                                                  | p. 6, p. 10, p. 20, p. 24, p. 28, p. 122, p. 125, p. 177, p. 179                                                           |
| TEKS 4.7.D                                                                                                                                                                                                                                                                                                                     | retell, paraphrase or summarize texts in ways that maintain meaning and logical order                                                                 | p. 98, p. 101, p. 134, p. 137, p. 176, p. 177                                                                              |
| TEKS 4.7.E                                                                                                                                                                                                                                                                                                                     | interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating                                                 | p. 6, p. 10, p. 34, p. 38, p. 45, p. 78, p. 86, p. 110, p. 118, p. 158, p. 161                                             |
| TEKS 4.7.F                                                                                                                                                                                                                                                                                                                     | respond using newly acquired vocabulary as appropriate                                                                                                | p. 64, p. 68, p. 71, p. 73, p. 110, p. 113                                                                                 |
| TEKS 4.7.G                                                                                                                                                                                                                                                                                                                     | discuss specific ideas in the text that are important to the meaning                                                                                  |                                                                                                                            |
| (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:                    |                                                                                                                                                       |                                                                                                                            |
| TEKS 4.8.A                                                                                                                                                                                                                                                                                                                     | infer basic themes supported by text evidence                                                                                                         | p. 20, p. 28, p. 64, p. 73, p. 122, p. 125, p. 179                                                                         |
| TEKS 4.8.B                                                                                                                                                                                                                                                                                                                     | explain the interactions of the characters and the changes they undergo                                                                               | p. 34, p. 43, p. 45, p. 98, p. 101, p. 110, p. 113, p. 122, p. 125, p. 134, p. 137, p. 158, p. 161, p. 177, p. 178, p. 179 |
| TEKS 4.8.C                                                                                                                                                                                                                                                                                                                     | analyze plot elements, including the rising action, climax, falling action, and resolution                                                            | p. 34, p. 38                                                                                                               |
| TEKS 4.8.D                                                                                                                                                                                                                                                                                                                     | explain the influence of the setting, including historical and cultural settings, on the plot                                                         | p. 78, p. 82                                                                                                               |
| (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: |                                                                                                                                                       |                                                                                                                            |
| TEKS 4.9.A                                                                                                                                                                                                                                                                                                                     | demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales |                                                                                                                            |
| TEKS 4.9.B                                                                                                                                                                                                                                                                                                                     | explain figurative language such as simile, metaphor, and personification that the poet uses to create images                                         |                                                                                                                            |
| TEKS 4.9.C                                                                                                                                                                                                                                                                                                                     | explain structure in drama such as character tags, acts, scenes, and stage directions                                                                 |                                                                                                                            |
| (D) recognize characteristics and structures of informational text, including:                                                                                                                                                                                                                                                 |                                                                                                                                                       |                                                                                                                            |
| TEKS 4.9.D.i                                                                                                                                                                                                                                                                                                                   | the central idea with supporting evidence                                                                                                             |                                                                                                                            |
| TEKS 4.9.D.ii                                                                                                                                                                                                                                                                                                                  | features such as pronunciation guides and diagrams to support understanding                                                                           |                                                                                                                            |
| TEKS 4.9.D.iii                                                                                                                                                                                                                                                                                                                 | organizational patterns such as compare and contrast                                                                                                  |                                                                                                                            |
| (E) recognize characteristics and structures of argumentative text by:                                                                                                                                                                                                                                                         |                                                                                                                                                       |                                                                                                                            |
| TEKS 4.9.E.i                                                                                                                                                                                                                                                                                                                   | identifying the claim                                                                                                                                 |                                                                                                                            |

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| Unit 3                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                        | Correlation—Teacher’s Guide                                                            |
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| TEKS 4.9.E.ii                                                                                                                                                                                                                                                                                                                                                                                            | explaining how the author has used facts for an argument                                                                                                                               |                                                                                        |
| TEKS 4.9.F                                                                                                                                                                                                                                                                                                                                                                                               | identifying the intended audience or reader                                                                                                                                            |                                                                                        |
| TEKS 4.9.F                                                                                                                                                                                                                                                                                                                                                                                               | recognize characteristics of multimodal and digital texts                                                                                                                              |                                                                                        |
| (10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop their own products and performances. The student is expected to: |                                                                                                                                                                                        |                                                                                        |
| TEKS 4.10.A                                                                                                                                                                                                                                                                                                                                                                                              | explain the author’s purpose and message within a text                                                                                                                                 | p. 6, p. 16, p. 146, p. 149, p. 158, p. 161                                            |
| TEKS 4.10.B                                                                                                                                                                                                                                                                                                                                                                                              | explain how the use of text structure contributes to the author’s purpose                                                                                                              |                                                                                        |
| TEKS 4.10.C                                                                                                                                                                                                                                                                                                                                                                                              | analyze the author’s use of print and graphic features to achieve specific purposes                                                                                                    |                                                                                        |
| TEKS 4.10.D                                                                                                                                                                                                                                                                                                                                                                                              | describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes | p. 78, p. 86, p. 93                                                                    |
| TEKS 4.10.E                                                                                                                                                                                                                                                                                                                                                                                              | identify and understand the use of literary devices, including first- or third-person point of view;                                                                                   | p. 64, p. 71                                                                           |
| TEKS 4.10.F                                                                                                                                                                                                                                                                                                                                                                                              | discuss how the author’s use of language contributes to voice                                                                                                                          | p. 6, p. 10, p. 16                                                                     |
| TEKS 4.10.G                                                                                                                                                                                                                                                                                                                                                                                              | identify and explain the use of anecdote                                                                                                                                               | p. 64, p. 68, p. 73                                                                    |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:                                                                                                                                    |                                                                                                                                                                                        |                                                                                        |
| TEKS 4.11.A                                                                                                                                                                                                                                                                                                                                                                                              | plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping                      | p. 34, p. 45, p. 50, p. 60, p. 146, p. 153                                             |
| (B) develop drafts into a focused, structured, and coherent piece of writing by:                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                        |                                                                                        |
| TEKS 4.11.B.i                                                                                                                                                                                                                                                                                                                                                                                            | organizing with purposeful structure, including an introduction, transitions, and a conclusion                                                                                         | p. 50, p. 64, p. 71                                                                    |
| TEKS 4.11.B.ii                                                                                                                                                                                                                                                                                                                                                                                           | developing an engaging idea with relevant details                                                                                                                                      | p. 6, p. 16, p. 20, p. 24, p. 64, p. 71, p. 78, p. 93, p. 134, p. 142                  |
| TEKS 4.11.C                                                                                                                                                                                                                                                                                                                                                                                              | revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity                                            | p. 6, p. 16, p. 20, p. 24, p. 78, p. 93, p. 98, p. 107, p. 110, p. 118, p. 146, p. 156 |
| (D) edit drafts using standard English conventions, including:                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                        |                                                                                        |
| TEKS 4.11.D                                                                                                                                                                                                                                                                                                                                                                                              | edit drafts using standard English conventions                                                                                                                                         | p. 146, p. 156                                                                         |
| TEKS 4.11.D.i                                                                                                                                                                                                                                                                                                                                                                                            | complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments                                                                    |                                                                                        |
| TEKS 4.11.D.ii                                                                                                                                                                                                                                                                                                                                                                                           | past tense of irregular verbs                                                                                                                                                          |                                                                                        |
| TEKS 4.11.D.iii                                                                                                                                                                                                                                                                                                                                                                                          | singular, plural, common, and proper nouns                                                                                                                                             |                                                                                        |
| TEKS 4.11.D.iv                                                                                                                                                                                                                                                                                                                                                                                           | adjectives, including their comparative and superlative forms                                                                                                                          |                                                                                        |
| TEKS 4.11.D.v                                                                                                                                                                                                                                                                                                                                                                                            | adverbs that convey frequency and adverbs that convey degree                                                                                                                           |                                                                                        |
| TEKS 4.11.D.vi                                                                                                                                                                                                                                                                                                                                                                                           | prepositions and prepositional phrases                                                                                                                                                 |                                                                                        |
| TEKS 4.11.D.vii                                                                                                                                                                                                                                                                                                                                                                                          | pronouns, including reflexive                                                                                                                                                          | p. 110, p. 118                                                                         |

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| Unit 3                                                                                                                                                                                                                                       |                                                                                                                                                                 | Correlation—Teacher’s Guide                                                           |
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| TEKS 4.11.D.viii                                                                                                                                                                                                                             | coordinating conjunctions to form compound subjects, predicates, and sentences                                                                                  |                                                                                       |
| TEKS 4.11.D.ix                                                                                                                                                                                                                               | capitalization of historical periods, events and documents; titles of books; stories and essays; and languages, races, and nationalities                        |                                                                                       |
| TEKS 4.11.D.x                                                                                                                                                                                                                                | punctuation marks including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue                                           | p. 50, p. 54, p. 110, p. 118                                                          |
| TEKS 4.11.D.xi                                                                                                                                                                                                                               | correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words                                                       |                                                                                       |
| TEKS 4.11.E                                                                                                                                                                                                                                  | publish written work for appropriate audiences                                                                                                                  |                                                                                       |
| (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:               |                                                                                                                                                                 |                                                                                       |
| TEKS 4.12.A                                                                                                                                                                                                                                  | compose literary texts such as personal narratives and poetry using genre characteristics and craft                                                             | p. 6, p. 10, p. 16, p. 50, p. 64, p. 71, p. 78, p. 93, p. 146, p. 156, p. 158, p. 165 |
| TEKS 4.12.B                                                                                                                                                                                                                                  | compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft |                                                                                       |
| TEKS 4.12.C                                                                                                                                                                                                                                  | compose argumentative texts, including opinion essays, using genre characteristics and craft                                                                    | p. 134, p. 142, p. 179                                                                |
| TEKS 4.12.D                                                                                                                                                                                                                                  | compose correspondence that requests information                                                                                                                |                                                                                       |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |                                                                                                                                                                 |                                                                                       |
| TEKS 4.13.A                                                                                                                                                                                                                                  | generate and clarify questions on a topic for formal and informal inquiry                                                                                       |                                                                                       |
| TEKS 4.13.B                                                                                                                                                                                                                                  | develop and follow a research plan with adult assistance                                                                                                        |                                                                                       |
| TEKS 4.13.C                                                                                                                                                                                                                                  | identify and gather relevant information from a variety of sources                                                                                              |                                                                                       |
| TEKS 4.13.D                                                                                                                                                                                                                                  | Identify primary and secondary sources                                                                                                                          |                                                                                       |
| TEKS 4.13.E                                                                                                                                                                                                                                  | demonstrate understanding of information gathered                                                                                                               |                                                                                       |
| TEKS 4.13.F                                                                                                                                                                                                                                  | recognize the difference between paraphrasing and plagiarism when using source materials                                                                        |                                                                                       |
| TEKS 4.13.G                                                                                                                                                                                                                                  | develop a bibliography                                                                                                                                          |                                                                                       |
| TEKS 4.13.H                                                                                                                                                                                                                                  | use an appropriate mode of delivery, whether written, oral, or multimodal, to present results                                                                   | p. 122, p. 132, p. 134, p. 143, p. 146, p. 153, p. 158, p. 165, p. 167                |

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### Unit 3

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(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of their own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

|          |                                                                                                                                                                                                                                |               |
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| ELPS 1.A | use prior knowledge and experiences to understand meanings in English                                                                                                                                                          | p. 16         |
| ELPS 1.B | monitor oral and written language production and employ self-corrective techniques or other resources                                                                                                                          |               |
| ELPS 1.C | use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary                                                              | p. 47, p. 154 |
| ELPS 1.D | speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)             |               |
| ELPS 1.E | internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment                                                           |               |
| ELPS 1.F | use accessible language and learn new and essential language in the process                                                                                                                                                    |               |
| ELPS 1.G | demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations                                   |               |
| ELPS 1.H | develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations |               |

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

|          |                                                                                                                                                   |        |
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| ELPS 2.A | distinguish sounds and intonation patterns of English with increasing ease                                                                        |        |
| ELPS 2.B | recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters |        |
| ELPS 2.C | learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions                 | p. 59  |
| ELPS 2.D | monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed                           | p. 168 |
| ELPS 2.E | use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language        |        |

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| ELPS 2.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment                                                                                                                                                                                           |               |
| ELPS 2.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar                                                                                                                                                                 |               |
| ELPS 2.H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations                                                                                                                                                                                                            |               |
| ELPS 2.I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs                                                                   |               |
| (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: |                                                                                                                                                                                                                                                                                                                                                  |               |
| ELPS 3.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible                                                                                                                                          |               |
| ELPS 3.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication | p. 117        |
| ELPS 3.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired                                                                                                                                                                            | p. 164        |
| ELPS 3.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency                                                                                                                                                                                                              | p. 76, p. 92  |
| ELPS 3.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | share information in cooperative learning interactions                                                                                                                                                                                                                                                                                           |               |
| ELPS 3.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments                                       | p. 12, p. 168 |
| ELPS 3.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics                                                                                                                                            |               |
| ELPS 3.H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | narrate, describe, and explain with increasing specificity and detail as more English is acquired                                                                                                                                                                                                                                                |               |

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| ELPS 3.I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | adapt spoken language appropriately for formal and informal purposes                                                                                                                                                                                                                                |                      |
| ELPS 3.J                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment                                                                                                                                      |                      |
| (4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to: |                                                                                                                                                                                                                                                                                                     |                      |
| ELPS 4.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words                                                           |                      |
| ELPS 4.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | recognize directionality of English reading such as left to right and top to bottom                                                                                                                                                                                                                 |                      |
| ELPS 4.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials                                                                                                                      |                      |
| ELPS 4.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text                                                                                                                  |                      |
| ELPS 4.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned                                                                                                                                                              |                      |
| ELPS 4.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language         | p. 33                |
| ELPS 4.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs                                                                     | p. 39, p. 88, p. 103 |
| ELPS 4.H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | read silently with increasing ease and comprehension for longer periods                                                                                                                                                                                                                             |                      |
| ELPS 4.I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing central ideas from details commensurate with content area needs |                      |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 4

### Unit 3

### Correlation—Teacher's Guide

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                      |                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| ELPS 4.J                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs        | p. 168                             |
| ELPS 4.K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs                                                                              |                                    |
| <p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p> |                                                                                                                                                                                                                                                                                                      |                                    |
| ELPS 5.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | learn relationships between sounds and letters of the English language to represent sounds when writing in English                                                                                                                                                                                   |                                    |
| ELPS 5.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | write using newly acquired basic vocabulary and content-based grade-level vocabulary                                                                                                                                                                                                                 | p. 152, p. 154                     |
| ELPS 5.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired                                                                                                                                           |                                    |
| ELPS 5.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired                                                                                                 |                                    |
| ELPS 5.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly |                                    |
| ELPS 5.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired                                                                                                     | p. 131                             |
| ELPS 5.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired                                                                                                                                                              | p. 16, p. 25, p. 47, p. 70, p. 141 |



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