Lesson Plan
for Small-Group Text Talks

Esperanza Rising
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Reading Level: Grades 4–5

Overview

This lesson plan is designed to help teachers organize independent reading groups and student-led text-based discussions. It focuses on building vocabulary and comprehension skills of students in grades 4–5.

Materials

In addition to this lesson plan and a copy of the reading text for each student, teachers will need the following materials:

- Text Talks teacher flip book
- Text Talks Student Workbook for each student
- Bookmark for each student
- Checklist: Successful Collaborative Discussion rubric for each student

Download these materials at
www.elitetexas.org/resources-el/text-talks-a-strategic-book-club-routine

How to Use the Materials

The lesson plan aligns with the before-, during-, and after-reading steps of the Text Talks Cycle outlined in the Text Talks teacher flip book. Refer to this book for guidance throughout the Text Talks Cycle.

Provide each student with a copy of the text, a bookmark, and a Text Talks Student Workbook. Students will use the bookmark during both reading and discussion. It includes prompts for group discussions and sentence stems to support group interactions.

Students will use the Text Talks Student Workbook throughout the Text Talks Cycle. In preparation for Text Talks, students will record the target vocabulary and relevant anchor charts in their workbook, which they can refer to when they practice specific comprehension processes. During Text Talks, students will use the workbook to respond to the reading, write summaries, and record new words learned during reading. Students will also refer to reflections in their workbook during group discussions.

Preparation

Introduction

Form reading groups of four to five students based on reading and language proficiency levels.

Introduce the book (see Preparation page of the Text Talks flip book for ideas).

Whole-Class Mini-Lesson

Provide a whole-class mini-lesson on one skill or strategy students can apply to comprehend the text and/or participate in group discussions. Focus on a word-learning strategy, a comprehension process, the characteristics of a good book discussion, or the characteristics of a strong reader's response. Example focus areas include the following:

- Using reasons an examples to support ideas during discussion
- Analyzing structure and elements of fiction by describing incidents that advance the story and explaining how each event gives rise to or foreshadows future events

Have students record anchor charts from the mini-lesson in their workbook on pages 2–3. Students will refer to their anchor charts throughout the Text Talk Cycle.

Before Reading

Preview and Activate Background Knowledge

Show and read the front and back covers of the text.

Activate students' knowledge by making connections between what they know and what they need to know to understand the text.

Ask students to predict what the text is about and briefly discuss related concepts.

Introduce the Target Vocabulary Words

Choose four to six words that are essential to understanding the events and/or characters of the narrative. When possible, choose words that build background knowledge for events or topics explored in the story.

Explicitly teach the words using student-friendly definitions and nonlinguistic representations.

Give students a chance to discuss and practice the new words.

Have students record the target vocabulary words and meanings on page 2 of the workbook.

Example words and instruction for this text are shown below.

income: Money that you earn from working or selling something

Provide an example from your life or from the story (e.g., In this story, the characters need income, so they work picking different fruits and vegetables for income.).

Provide a turn and talk prompt: Is a birthday present income? Why or why not? Tell your partner.

ranch: A large farm that has land for growing crops and raising animals

Provide an example from your life or from the story (e.g., In this story, Esperanza grew up on a large ranch in Mexico. One of the crops grown on the ranch was grapes.).

Provide a turn and talk prompt: If you were a rancher, what plants or animals would you have on your ranch?

crochet: A way of making cloth or clothes by using a needle with a hook at the end to form and weave loops in a thread

Describe how cloth is made by crocheting and provide an example.

Provide a turn and talk prompt: Are the clothes you have on crocheted? How do you know?

proposal: The act of asking someone to marry you

Provide an example from your life or from the story (e.g., In this story, a character will receive a proposal from someone who they do not want to marry. You will find out why as you read.).

Provide a turn and talk prompt: Do you think it is okay for a woman to offer a proposal to a man? Why or why not? Tell your partner your opinion.

strike: To stop work in order to force a boss to agree to change something or do what you want

Show a visual and provide an example from your life or from the story (e.g., In this story, the farm workers want to strike because they need higher income and fair working environments.).

Provide a turn and talk prompt: Do you agree that workers should strike to make changes happen in their work places? Why or why not?

Set a Purpose for Implicit Vocabulary Learning During Reading

Direct students to record the new words encountered in the book that they are curious about on the New Vocabulary page of their workbook.

If not provided already, create a mini-lesson on a word-learning strategy and have students record an anchor chart on page 3 of their student workbook. Remind them to use their word-learning strategies while reading. Focus on one or more of the following self-monitoring/fix-up strategies:

- Sound it out
- Is there a cognate?
- Look for affixes you already know
- Use context clues
- Replace with another word (what would make sense?)
- Use a dictionary

During Reading

Provide a Prompt

Provide a prompt for students to consider as they read their section of the text. This sets a purpose for reading, extends comprehension, and promotes higher-order thinking. Possible prompts include the following:

- Pages 1–22: What sign of "bad luck" did Esperanza get in the rose garden? Why do you think the author included this event in the story?

- Pages 23–57: What very difficult decision does Esperanza's mother have to make? What does Esperanza think of her mother's decision?

- Pages 58–99: How did Esperanza feel about the people on the train? Why did she feel this way?

- Pages 100–138: How does Esperanza's life change in these chapters?

- Pages 139–178: What causes Esperanza to start working and be the person who provides income for her family?

- Pages 179–213: How does Esperanza's feelings toward Marta change in these chapters? What causes the change?

- Pages 214–252: What risk did Miguel take in these chapters? Did he succeed?

Students Read Independently

Have students read a section of the text and check off target vocabulary words they encounter during reading. Students should use their workbook vocabulary organizers to record new words and use word-learning strategies.

Students Respond to the Reading

Have students fill out the Reading page of their workbook:

- Summarize the reading.

- Choose an additional prompt from their bookmark and complete a readers' response.

- Record any questions they have about the reading.

Next, have students complete the New Vocabulary page.

After Reading

Students Engage in Collaborative Discussion

Have students participate in authentic discussion about the sections of text they read, for the purpose of deepening comprehension. Have students use their bookmarks (discussion stems) for discussion. Remind them to use their workbook responses to support their ideas during discussion.

Continue the Cycle

Students repeat the during-reading and after-reading activities until they have completed the entire text. Then, move on to the next section.

Extend Language and Comprehension

Periodic Self-Assessment

Model how to use the Checklist: Successful Collaborative Discussion rubric and then have students use it to rate the quality of their participation and evaluate progress toward their goals.

Final Reflection

Model how to fill out the After Reading page of the student workbook and then have students fill it out on their own, reflecting on key events or connections from the book and deciding whether they would recommend it to someone else.

Vocabulary Extension

Have students engage in deeper practice of the target vocabulary and new vocabulary concepts they recorded during their independent reading.

Example: Probable Passages

- Have students write a probable passage using and underlining all of the vocabulary words in the list in their workbook. (This activity can be done independently or as a group.)

- Have groups share their passages.

Comprehension Extension

Have students engage in activities to deepen their comprehension of characters, events, themes, or language features of their text. Support students in making connections between the text and their lived experiences (see the Extensions page of the Text Talks teacher flip book for ideas).