

Unit 1

Contemporary Fiction

They Call Me Güero: A Border Kid's Poems

by David Bowles

Teacher Guide



GRADE 5 Core Knowledge Language Arts®



Core Knowledge®



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This OER unit is offered as a supplement to the core CKLA program developed by the Core Knowledge Foundation. The unit is not part of the current CKLA print program available for purchase from Amplify.

However, as we gather more feedback on how this unit works in classrooms, Amplify and the Core Knowledge Foundation will consider how this unit may be incorporated into future iterations of the core CKLA program sold by Amplify.

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Alignment to the Common Core State Standards

The following chart indicates which lessons in the Contemporary Fiction unit address content from the Common Core State Standards (CCSS).

Unit 1: Contemporary Fiction	Lessons														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Reading Standards for Literature															
Key Ideas and Details															
STD RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., <i>how characters interact</i>).														
Craft and Structure															
STD RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.				✓			✓					✓		
STD RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.														
STD RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.														
Integration of Knowledge and Ideas															
STD RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., <i>graphic novel, multimedia presentation of fiction, folktale, myth, poem</i>).														
STD RL.5.8	(Not applicable to literature)														
STD RL.5.9	Compare and contrast stories in the same genre (e.g., <i>mysteries and adventure stories</i>) on their approaches to similar themes and topics.														

Unit 1: Contemporary Fiction		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Range of Reading and Level of Text Complexity																
STD RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4–5 text complexity band independently and proficiently.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading Standards for Informational Text																
Key Ideas and Details																
STD RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.															
STD RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.															
STD RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.															
Craft and Structure																
STD RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.															
STD RI.5.5	Compare and contrast the overall structure (e.g., <i>chronology, comparison, cause/effect, problem/solution</i>) of events, ideas, concepts, or information in two or more texts.															
STD RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.															
Integration of Knowledge and Ideas																
STD RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.															
STD RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).															
STD RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.															

Unit 1: Contemporary Fiction	Lessons														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Range of Reading and Level of Text Complexity															
STD RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4–5 text complexity band independently and proficiently.														
Reading Standards for Foundational Skills															
STD RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.		✓	✓		✓	✓		✓		✓		✓	✓	✓
STD RF.5.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., <i>roots and affixes</i>) to read accurately unfamiliar multisyllabic words in context and out of context.		✓	✓		✓	✓		✓		✓		✓	✓	✓
Fluency															
STD RF.5.4	Read with sufficient accuracy and fluency to support comprehension.										✓		✓	✓	✓
STD RF.5.4a	Read on-level text with purpose and understanding.										✓				
STD RF.5.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.										✓		✓	✓	✓
STD RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.										✓		✓	✓	✓
Writing Standards															
Text Types and Purposes: Opinion															
STD W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information..														
STD W.5.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.														
STD W.5.1b	Provide logically ordered reasons that are supported by facts and details.														
STD W.5.1c	Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).														
STD W.5.1d	Provide a concluding statement or section related to the opinion presented.														

Unit 1: Contemporary Fiction		Lessons													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
Text Types and Purposes: Informative/Explanatory															
STD W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.														
STD W.5.2a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., <i>headings</i>), illustrations, and multimedia when useful to aiding comprehension.														
STD W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.														
STD W.5.2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).														
STD W.5.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.														
STD W.5.2e	Provide a concluding statement or section related to the information or explanation presented.														
Text Types and Purposes: Narrative															
STD W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.						✓	✓		✓	✓				
STD W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.								✓	✓	✓	✓			
STD W.5.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.						✓		✓	✓	✓				
STD W.5.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.								✓	✓	✓	✓			
STD W.5.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.						✓	✓		✓	✓				
STD W.5.3e	Provide a conclusion that follows from the narrated experiences or events.						✓				✓	✓			

Unit 1: Contemporary Fiction		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Production and Distribution of Writing																
STD W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)															
STD W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 5 on page 29.)										✓	✓	✓	✓	✓	
STD W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.															✓
Research to Build and Present Knowledge																
STD W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.															
STD W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.															
STD W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.															
STD W.5.9a	Apply Grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).															
STD W.5.9b	Apply Grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).															

Unit 1: Contemporary Fiction		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
STD W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Speaking and Listening Standards																
Comprehension and Collaboration																
STD SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.5.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.															
STD SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
STD SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.															
STD SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.															
STD SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.															
Presentation of Knowledge and Ideas																
STD SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.															
STD SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.															

Unit 1: Contemporary Fiction	Lessons														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
STD SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See Grade 5 Language standards 1 and 3 on page 28 for specific expectations.)														
Language Standards															
Conventions of Standard English															
STD L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.														
STD L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.														
STD L.5.1b	Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.														
STD L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.														
STD L.5.1d	Recognize and correct inappropriate shifts in verb tense.														
STD L.5.1e	Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).														
STD L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.									✓					✓
STD L.5.2a	Use punctuation to separate items in a series.														
STD L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.														
STD L.5.2c	Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).														
STD L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.														
STD L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.														✓

Unit 1: Contemporary Fiction		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Knowledge of Language																
STD L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.															
STD L.5.3b	Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.															
Vocabulary Acquisition and Use																
STD L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.			✓												
STD L.5.4a	Use context (e.g., <i>cause/effect relationships and comparisons in text</i>) as a clue to the meaning of a word or phrase.				✓	✓							✓			
STD L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).									✓		✓				
STD L.5.4c	Consult reference materials (e.g., <i>ictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.															
STD L.5.5a	Interpret figurative language, including similes and metaphors, in context.															
STD L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.															
STD L.5.5c	Use the relationship between particular words (e.g., <i>synonyms, antonyms, homographs</i>) to better understand each of the words.				✓		✓						✓	✓		
STD L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).												✓			

Introduction

Unit 1: Contemporary Fiction: *They Call Me Güero: A Border Kid's Poems*

INTRODUCTION TO CKLA

Welcome

Dear Grade 5 Teacher,

Welcome to the Core Knowledge Language Arts (CKLA) program! This K–5 program has been carefully researched and designed to ensure students acquire the knowledge and skills needed to become literate adults (i.e., college and career ready), as called for in the Common Core State Standards (CCSS)-ELA.

Individuals familiar with Grades K–3 CKLA may recall that the program in these grade levels comprises two strands: the Skills Strand and the Listening & Learning Strand.

In Grades K–2, the two strands function autonomously. In the Skills Strand, students develop comprehensive decoding abilities through explicit, systematic instruction in phonics and hone spelling, grammar, and writing skills. In the Listening & Learning Strand, students are exposed daily to challenging, complex text through carefully sequenced domain-based read-alouds at a time when they are unable to read comparable text on their own. This approach ensures students are building much-needed oral language skills, as well as vocabulary and content knowledge.

In the Grade 3 units, the Skills Strand texts and the Listening & Learning Strand read-alouds consistently complement one another in terms of domain-based content. By Grade 3, students who have received CKLA instruction typically have both the basic and advanced code knowledge needed to decode nearly all possible letter-sound correspondences in the English language. At this point, when students encounter words with spellings that may not have been taught explicitly, they should be able to analyze these words based on existing code knowledge and make inferences about words and phrases using the surrounding text. This decoding automaticity allows students to devote greater attention to comprehension, fluency, and continued vocabulary acquisition.

By Grades 4 and 5, students should be able to independently read increasingly complex text, as well as respond in writing to these same texts. As such, beginning with Grade 4 CKLA, there are no longer two separate strands of instruction, and this pattern continues in Grade 5. Each unit includes explicit instruction and practice in writing, grammar, morphology, and spelling, as well as reading. These materials, as well as how and when to use them, are described below.

Components

The CKLA Grade 4 program includes the following components:

- Teacher Guide
- Reader (or Trade Book, such as *They Call Me Güero: A Border Kid's Poems*)
- Activity Book
- *Fluency Supplement* (online)
- *Decoding and Encoding Remediation Supplement* (online)

In addition, teachers should ensure grade-appropriate writing paper and/or notebooks are readily available to students.

Whenever a lesson suggests you display materials (such as an activity page), please choose the most convenient and effective method to reproduce and display the material. Some suggestions include making a transparency of the material and using an overhead projector; scanning the page and projecting it on an interactive electronic surface; or writing the material on the board/chart paper.

Teacher Components

Teacher Guide

Each Teacher Guide includes daily lessons that provide detailed directions for comprehensive language arts instruction. Lessons, instruction, and exercises in the Teacher Guide should be taught in the order listed. The lessons also suggest grouping arrangements for instruction and exercises (e.g., whole group, small group, partners, independent). You should use your discretion in following the grouping suggestions and consider your particular students' needs. In addition to detailed reading instruction, lessons in the following areas of study are also taught in Grade 5:

- **Writing:** Writing instruction begins in Unit 1. It centers on a comprehensive writing process that focuses on writing increasingly complex sentences, composing coherent paragraphs, and writing for a variety of purposes that align with the CCSS-ELA.
- **Morphology:** Explicit morphology instruction begins in Unit 2, and addresses reading and understanding words with common prefixes, suffixes, and Greek and Latin roots. Morphology instruction also addresses the meaning of various prefixes, suffixes, and roots. Knowledge of these prefixes, suffixes, and roots builds students' vocabulary and enhances their ability to read unfamiliar multi-syllable words.
- **Grammar:** Specific grammar lessons and exercises begin in Unit 2 and address various speech and language-usage conventions (such as capitalization and punctuation) as identified in the CCSS-ELA. Knowledge of these specific grammar skills are then reinforced and applied in all writing exercises.
- **Spelling:** Explicit spelling instruction begins in Unit 2. Weekly word lists and accompanying exercises focus on content words and words with morphological patterns taught in the unit.

Each week concludes with a spelling assessment. The spelling exercises provide students with opportunities to practice applying knowledge of letter-sound correspondences learned in earlier grades. The weekly assessment can be a useful indication of which students may have gaps in code knowledge and require remediation.

Unit 1 lessons focus intensively on only reading and writing to immerse students in CKLA routines as they return to school after summer break. Explicit instruction in morphology, grammar, and spelling, is important in satisfying all aspects of the CCSS-ELA, starts in Unit 2.

Student Components

CKLA Reader or Trade Book

The Readers conform to standard readability criteria for Grade 5 as outlined by the CCSS-ELA. Each Reader includes core chapters for the lessons, as well as supplemental chapters that may be used for enrichment. Teacher-directed lessons for the enrichment chapters, which begin in Unit 2, are not included in the Teacher Guide; please use these selections at your discretion, considering students' needs and the time available in your school day.

For some units, including Unit 1, each student will receive a trade book instead of a Reader. In these units, pages or lines of text in the trade book are not reproduced in the Teacher Guide. Instead, the Teacher Guide will direct you to reference certain pages and/or lines of text as students read and discuss these trade books.

Activity Book

Every unit includes a collection of activity pages. The exercises in these pages are used in different ways. Some pages are designed to be completed with your assistance, whereas others are intended to be completed independently, either in class or for homework. In addition to activity pages that are designed to reinforce skills, some include take-home excerpts of Reader chapters and take-home lists of spelling words. A Student Resources section includes materials students may use throughout the unit, such as a glossary.

The Teacher Guide of each unit provides explicit direction in each lesson as to when and how to use the activity pages. Please note that activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson.

For example, AP 1.1 is a letter to family designed to be used at the start of this unit. If there are two activity pages for Lesson 3, the first will be numbered 3.1 and the second 3.2.

Additionally, there are Student Resources at the very end of the activity pages. The pages are labeled as Activity Pages SR.1 and SR.2. Included in these resources are a full glossary and a chart which students will be directed to refer to.

Other Components/Ancillary Materials

All Ancillary Materials, including the Fluency Supplement, the Decoding and Encoding Remediation Supplement, and the Beginning of Year Assessment can be found here:

<https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-fifth-grade/>

Fluency Supplement (online)

Helping students achieve automaticity and fluency to improve reading comprehension is an important goal in CKLA Grade 5. The optional *Fluency Supplement*, consisting of poetry, folklore, fables, and other selections, is provided online at: <https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-fifth-grade/fluency-supplement/>

These selections provide additional opportunities for students to practice reading with fluency and expression, intonation, and rhythm, or prosody. You may choose and use the selections at your discretion in any order or frequency.

There are sufficient selections so you may, if desired, use one selection per week for fluency practice. One possible approach is to copy and distribute a selection to students at the beginning of each week. You should model reading the selection aloud with prosody. Students would then take the selection home to practice reading aloud throughout the week with the expectation that they be prepared to read the selection fluently and with prosody by the end of the week. At the end of the week, you would select a few students to read the selection aloud, either individually or chorally. This process allows you opportunities to hear different students read aloud each week. If you use this approach, you should establish audience guidelines for students. Some ideas for audience guidelines include: Listen respectfully to your classmates.

- Listen respectfully to your classmates.
- Listen without talking.
- Give your classmate(s) a round of applause and sincere compliments on their reading (e.g., “I liked it when you . . .”)

Decoding and Encoding Remediation Supplement

Comprehensive, explicit, and systematic instruction in letter-sound correspondences (i.e., decoding and encoding) is provided in Grades K–2 CKLA. However, some students entering Grade 5 CKLA may not have had the benefit of that early instruction and may still struggle with decoding and/or encoding words. A separate online publication, the *Decoding and Encoding Remediation Supplement*, provides further guidance in assessing, analyzing, and remediating specific skills related to decoding and letter-sound correspondences. This *Decoding and Encoding Remediation Supplement* can be found online at: <https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-fifth-grade/decoding-encoding-remediation-supplement-fifth-grade-ancillary-materials/>

Refer to this supplement for additional resources, mini-lessons, and activities to assist students who experience difficulty with decoding and letter-sound correspondences.

Beginning of the Year Assessment

A Beginning-of-Year Assessment, included in the Unit 1 Teacher Guide, will aid you in determining whether students have adequate preparation for Grade 5 CKLA instruction.

Students with significantly below grade-level gaps in letter-sound knowledge require intensive decoding instruction on their level, ideally by a reading specialist, to bring them up to grade level. The Decoding and Encoding Remediation Supplement is not intended for use with these significantly below grade-level students. It is, however, designed to provide

targeted remedial instruction to students who may occasionally struggle with gaps in letter-sound knowledge, as evidenced by occasional problems in reading and/or spelling entire or parts of words.

The Beginning of the Year Assessment can also be found here:

https://www.coreknowledge.org/wp-content/uploads/2017/01/CKLA_G5_Assessment_web_2.pdf

UNIT INTRODUCTION: *Contemporary Literature—They Call Me Güero*

The first unit of Grade 5 CKLA instruction contains fifteen daily lessons, each of which intentionally focuses only on reading and writing. In this way, students are immediately immersed in CKLA reading and writing routines during their first few weeks back in school after summer break.

Note to Teachers: While this unit Teacher Guide includes guidance for fifteen English Language Arts lessons, we strongly encourage you to plan for and allocate additional instructional time, if possible, to allow for a full exploration and discussion of the content and issues raised by selections from *They Call Me Güero*; see “Why this Contemporary Literature Unit is Important” below.

Each entire lesson will require a total of 90 minutes. (As noted earlier in this introduction, explicit instruction in morphology, grammar, and spelling, important in satisfying all aspects of the CCSS-ELA, starts in Unit 2.) We have included an optional Mid-Unit Assessment which can be given at the end of Lesson 8 or 9 (AP 8.2), and an optional End-of-Unit Content Assessment (AP15.2) which could be included at the end of the unit as part of the Pausing Point Activities. If you decide to administer these assessments, be sure to allocate an additional 45 minutes for each of these assessments. Following the completion of the *They Call Me Güero* lessons, several culminating activities are suggested from which teachers may choose.

After completing all of the above lessons and activities in this unit, you will administer the Beginning-of-Year Assessment found at the back of the Teacher Guide. We recommend you spend no more than three days total on the assessment.

Why this Contemporary Literature Unit Is Important

This unit focuses on examining a work of contemporary literature. In terms of literary skills, students will focus on identifying, describing, and using the following literary elements in both reading and writing - descriptive language using sensory details, figurative language, action verbs, character and plot development, and strong plot.

Students will read selections from *They Call Me Güero: A Border Kid's Poems* by David Bowles, who is a prolific poet and novelist. Born to Mexican-American parents, he is presently a professor in the Department of Literature & Cultural Studies at the University of Texas Rio Grande Valley, where he teaches children's/adolescent literature.

They Call Me Güero is written in various forms of poetry, including free verse, haiku, sonnet, ballad, rhymed quatrains, and rhymed couplets. The collection of poems focus on a Mexican-

American border kid with, as the author describes it, “a foot on either bank.” This book has won numerous awards, including the 2019 Walter Dean Myers Book for Outstanding Literature, the 2019 Tomás Rivera Mexican American Children’s Book Award, and *A School Library Journal* Best Book of 2018.

In recent years, immigration—and discussion of the topic of immigration—have played a significant role in American culture. Depending on where your school is located, your students may or may not be familiar with these issues. Some students may have experienced situations similar to those described in *They Call Me Güero*. Others may not be aware of the relevancy of the topics and issues addressed. Therefore, the degree to which you need to provide additional context and background knowledge for your students may vary significantly.

They Call Me Güero will allow you and your students to explore issues related to borders and immigration from the point of view of a “border kid.” The main character is of Mexican-American ancestry who lives with his family legally in the United States, but regularly crosses the border between Mexico and the United States.

Teacher Background and Preparation

The issue of immigration and crossing the Mexican-United States border is central to *They Call Me Güero*. This topic is often emotionally charged and may be challenging to teach to students in upper elementary grades. **We strongly encourage you to consult the following additional resources in advance of and during your teaching of this unit.**

If you believe your students’ families would benefit from an introduction to this topic, there is a sample letter included in the Activity Book that can be sent to families. (AP 1.1) You may choose to include some or all of the following resources in this letter for families to explore on their own.

Teaching and Discussing Sensitive Topics

Embrace Race <https://www.embracerace.org/>

This website provides free resources, including video clips, blog posts, and “tip sheets” for talking with students about race, racism, and how to make changes. There are live and recorded video clip conversations with individuals who have experience and expertise in talking with students about race. You can register for upcoming conversations, as well as watch previously recorded clips.

- “8 Tips for Talking to Your Child About Racial Injustice” <https://www.embracerace.org/tip-sheet-lee-and-low.html>
- “How to Use Books to Engage Kids in Rich Conversations About Differences? Plan Your Read-Aloud” <https://embracerace-prod.imgix.net/assets/112718readaloudleeandlow.pdf>
- “7 Ways to Highlight Resistance Efforts When Discussing Oppression with Children” <https://www.embracerace.org/tip-sheet-highlight-resistance-efforts.html>
- Learning for Justice <https://www.learningforjustice.org>

Embrace Race provides an extensive annotated list of children’s books for students ranging in age from preschool and up that may be used as a starting point for discussions about race.

You may want to include some of these books in your classroom library while you are teaching this unit.

<https://www.embracerace.org/resources/childrens-books>

The mission of Learning for Justice is to help teachers and schools educate children and youth to be active participants in a diverse democracy. Their website provides free resources to educators—teachers, administrators, counselors and other practitioners—who work with children from kindergarten through high school.

You may find the following specific resources of particular interest:

- 10 Myths About Immigration <https://www.tolerance.org/classroom-resources/tolerance-lessons/immigration-myths>;
- Immigrant and Refugee Children: A Guide for Educators and School Support Staff <https://www.tolerance.org/magazine/spring-2017/immigrant-and-refugee-children-a-guide-for-educators-and-school-support-staff>;
- America by the Numbers with Maria Hinojosa <https://www.tolerance.org/classroom-resources/tolerance-lessons/america-by-the-numbers>

Facing History and Ourselves <https://www.facinghistory.org>

Facing History and Ourselves is a nonprofit international educational and professional development organization with the mission to engage students of diverse backgrounds in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane and informed citizenry.

You may find the following specific resources of particular interest:

- *My Part of the Story: Exploring Identity in the United States*—From the Facing History website: “Students begin the six lesson unit by investigating their own choices and experiences. They then examine the factors that help make each of us who we are, including our names, labels, choices, and family legacies. Students ultimately develop an understanding that the identity of the United States is the dynamic collection of many voices, and that their choices and their stories fuel its dynamism.” <https://www.facinghistory.org/books-borrowing/my-part-story-exploring-identity-united-states>
- *Race and Racism – a letter by Lisa Delpit to her nine year old daughter* <https://www.facinghistory.org/resource-library/race-and-racism>

The Conscious Kid <https://www.theconsciouskid.org>

The Conscious Kid is an education, research and policy organization dedicated to reducing bias and promoting positive identity development in youth.

Teaching for Change <https://www.teachingforchange.org>

Teaching for Change provides teachers and parents with the tools to create schools where students learn to read, write and change the world.

Conversations with White People on Race—a 6-minute video clip that provides a starting point for open classroom conversations available at:

<https://www.nytimes.com/2015/07/01/opinion/a-conversation-with-white-people-on-race.html>

As you teach this unit, we also encourage you to provide students with additional background and context information, including the role of westward expansion in increasing border tensions, as Americans moved west to settle on land previously inhabited by people of other cultures, i.e., Native Americans and Mexicans. Note that the topic of changing borders with regards to Mexico and the United States is addressed directly in Lessons 10 and 11 in the selection titled, “Uncle Joe’s History Lessons.” Additional online resources about the Mexican American War are suggested for your review below, as well as again in Lesson 10.

Historical Background on Changing Mexican-American Borders

During 1846 -1848, a time of American westward expansion and settlement, the United States and Mexico went to war to fight over land that, prior to this war, had belonged to Mexico. Known in the United States as the Mexican-American War, this war followed the annexation of Mexican land by the United States in 1845 for what subsequently became the state of Texas. In 1848, the Treaty of Guadalupe Hidalgo was forced upon what remained of the Mexican government. The treaty gave the United States the Rio Grande as a boundary for Texas, as well as U.S. acquisition of California and a large area comprising roughly half of New Mexico, most of Arizona, Nevada, and Utah and Colorado.

A Continent Divided: The U.S.-Mexico War <http://library.uta.edu/usmexicowar/index.php>

This site is a joint project of the Center for Greater Southwestern Studies and the Library at the University of Texas at Arlington. It contains essays, biographies, and a timeline that provide background information about the war, as well as primary sources from the war such as proclamations, letters, diaries, images, maps, music, and poetry.

The Descendants of the Mexican War Veterans <http://www.dmwv.org>

This site contains an essay on the Mexican War, as well as a chronology of events and a bibliography. It also includes images, government documents, maps, statistics, and a list of historical sites associated with the war.

A Guide to the Mexican War <https://guides.loc.gov/mexican-war>

The digital collections of the Library of Congress contain a wide variety of material associated with the Mexican War (1846-1848), including manuscripts, maps, broadsides, pictures, sheet music, books, and government documents. This guide compiles links to digital materials related to the Mexican War that are available throughout the Library of Congress Web site.

Core Content Objectives Addressed in Core Knowledge Language Arts during Previous Grades

Students who have participated in Core Knowledge Language Arts (CKLA) instruction in Grades K–4 will already have considerable background knowledge for this unit, as highlighted below. For students who have not received prior CKLA instruction, introductory knowledge with particular focus on the bolded objectives below will be highlighted in the Core Connections section of Lesson 1.

Nursery Rhymes and Fables (Kindergarten)

- Describe the characters and/or events in nursery rhymes and fables
- Identify rhyming words in nursery rhymes
- Identify lines that repeat in nursery rhymes
- Identify dialogue in nursery rhymes and fables
- Explain that fables teach a lesson that is stated as the moral of the story
- Identify the moral of a given fable
- Explain how animals often act as people in fables (personification)

Stories (Kindergarten)

- Explain that stories that come from a writer's imagination are called fiction
- Identify the beginning, middle, and end of a given story
- Identify the sequence of events in a given story
- Identify the characters of a given story
- Identify the plot of a given story
- Identify the setting of a given story
- Identify the characteristics of sub-genres of fiction, including folktales and trickster tales

Fables and Stories (Grade 1)

- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of a specific fable or story
- Identify fables and folktales as types of fiction
- Identify characteristics of fables: short, moral, personification
- Explain in their own words the moral of a specific fable

Different Lands, Similar Stories (Grade 1)

- Explain that fictional stories come from the author's imagination
- Identify folktales as a type of fiction
- Explain that stories have a beginning, middle, and end
- Describe the characters, plot, and setting of a given story
- Explain that people from different lands and cultures tell similar stories

Fairy Tales (Grade 1)

- Identify the fairy tale elements of specific fairy tales
- Identify fairy tales as a type of fiction

- Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings
- Compare and contrast different adaptations of fairy tales

Fairy Tales and Tall Tales (Grade 2)

- Describe the characters, plot, and setting of specific fairy tales
- Identify common characteristics of fairy tales such as “once upon a time” beginnings, royal characters, magical characters or events, and happy endings
- Identify the fairy tale elements of specific fairy tales
- Identify fairy tales as a type of fiction
- Identify the characters, plot, and setting of specific tall tales
- Identify common characteristics of tall tales such as exaggeration and larger-than-life characters
- Identify the exaggeration in specific tall tales
- Identify tall tales as a type of fiction

Fighting for a Cause (Grade 2)

- Explain that members of one powerful group often excluded members of other groups from certain rights
- Describe how organizations and movements, such as the civil rights movement, were created as people fought for equal rights
- Explain why fighting for important causes has helped to change laws and improve the lives of many people
- Explain the terms inequality, discrimination, suffrage, segregation, and activist
- Explain the importance of the success of the Montgomery Bus Boycott
- Describe the connection between Rosa Parks and Martin Luther King Jr.
- Identify Martin Luther King Jr. as an important leader of the civil rights movement

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

- Identify fantasy as a type of fiction
- Identify from which character’s perspective the story is being experienced
- Identify common themes throughout The Wind in the Willows (e.g., friendship/loyalty, hospitality, responsibility, and irresponsibility) as demonstrated through the characters
- **Demonstrate understanding of literary terms, such as author, characters, setting, plot, dialogue, personification, point of view, perspective, biography, autobiography, theme, narrator, and narration.**

Brown Girl Dreaming (Grade 4)

- Discuss the concepts of identity and values
- Demonstrate understanding of the terms discrimination, segregation, and civil rights
- Identify and use descriptive language incorporating sensory elements in writing
- Use strong action verbs, develop strong characters and elaborate plot elements in narrative writing
- Discuss the features of a memoir, such as first person point of view and the focus on significant events in an author's life

Listen My Children: Poems for Fourth Graders (Grade 4)

- Identify and use figurative language (metaphors and similes)
- Identify and use rhyming patterns in poetry
- Write a poem about one's identity
- Write a narrative poem

Pacing Guide

The following is an overview and pacing guide to teaching the fifteen lessons of this unit. If possible, we encourage teachers to allocate additional time for teaching this unit to fully explore the concepts and issues addressed in *They Call Me Güero* and/or to administer the optional mid-unit and end-of-unit content assessments.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Core Connections What is a “border kid?” 45 min	Reading 45 min. Whole Group: “Border Kid” and “Checkpoint” Word Work: <i>Bank</i>	Reading 45 min. Partner: “Our House,” “Fingers & Keys,” and “Lullaby” Word Work: <i>Modest</i>	Reading 45 min. Close Reading: “Our House,” “Fingers & Keys,” and “Lullaby” Word Work: <i>Lore</i>	Reading 45 min. Small Group: “Learning to Read” and “Nagual” Word Work: <i>Literal</i>
Reading 45 min. <i>Read-Aloud: “Border Kid” and “Checkpoint”</i> <i>Word Work: Heritage</i>	Writing 45 min. Explore the Concept of Heritage	Writing 45 min. Share Family Heritage	Writing 45 min. Brainstorm Topics for My Informational Cultural Heritage Essay or Fictional Narrative	Writing 45 min. Review Parts of a Paragraph
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Reading 45 min. Whole Group: “First Day of Seventh Grade” and “Los Bobbys, or the Bookworm Squad” Word Work: <i>Mentor</i>	Reading 45 min. Read-Aloud: “They Call Me Güero,” “Ms. Wong & the Rabbit,” and “Trickster” Word Work: <i>Translations</i>	Reading 45 min. Close Reading: “They Call Me Güero” and “Ms. Wong & the Rabbit” Word Work: <i>Symbolize</i>	Reading 45 min. Partner: “Records” and “La Mano Pachona” Word Work: <i>Transported</i>	Reading 45 min. Read-Aloud: “The Newcomer,” “Christmas Concrete,” and “Uncle Joe’s History Lessons” Word Work: <i>Refuge</i>
Writing 45 min. Review Rules on Dialogue	Writing 45 min. Practice Writing with Strong Action Verbs	Writing 45 min. Planning an Informational Essay or Fictional Narrative OPTIONAL: Mid-Unit Assessment	Writing 45 min. Planning Topic, Detail, and Concluding Sentences	Writing 45 min. My Cultural Heritage or Fictional Narrative Draft
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Reading 45 min. Partner: “The Newcomer” Word Work: <i>Refugees</i>	Reading 45 min. Whole Group: “Answering the Bully,” “Playoff Game,” and “Spanish Birds” Word Work: <i>Commences</i>	Reading 45 min. Close Reading: “Answering the Bully” and “Spanish Birds” Word Work: <i>Furiously</i>	Reading 45 min. Partner: “Mis Otros Abuelos” and “Losing Puchi” Word Work: <i>Magnificent</i>	Reading 45 min. Whole Group: “Carne Asada” and “The Refuge on the Ranch” Word Work: <i>Fellowship</i>
Writing 45 min. My Cultural Heritage or Fictional Narrative Draft	Writing 45 min. Share and Evaluate Draft	Writing 45 min. Revise Draft	Writing 45 min. Edit Draft	Writing 45 min. Publish My Essay

Pausing Point Day 1	Pausing Point Day 2	Pausing Point Day 2
Culminating Activity 45 min.	Culminating Activity 45 min.	Culminating Activity 45 min.
Culminating Activity 45 min.	Culminating Activity 45 min.	Culminating Activity 45 min.

Beginning-of-Year Assessment		
Assessment Day 1	Assessment Day 2	Assessment Day 3
Reading Comprehension Assessment 90 min.	Grammar Assessment 45 min.	Morphology Assessment 45 min.
Word Reading in Isolation Assessment and Fluency Assessment	Word Reading in Isolation Assessment and Fluency Assessment	Word Reading in Isolation Assessment and Fluency Assessment

Core Connections

The Core Connections section of Lesson 1 examines the geography of the Mexican-United States border, which is the setting of this story. It also provides the context necessary for students to understand the meaning of the phrase “border kid.”

Reading

They Call Me Güero: A Border Kid’s Poems

This unit is one of ten CKLA Grade 5 units. The CKLA Grade 5 materials are designed to address all CCSS ELA standards at this grade level. To achieve this goal of addressing all required standards, this Teacher Guide calls for students to read only designated selections from *They Call Me Güero* during their ninety-minute language arts instruction. If your schedule during other parts of the school day permits, we encourage you to guide your students in choosing additional selections from the book to read, as they will gain an even deeper understanding of the content and issues addressed.

While the selections that students will read are each relatively short, they include complex ideas and text that prepare students for the increased demands and vocabulary of later Grade 5 units and beyond. If you find that your students complete a particular day’s reading activities in less than the allotted time, consider having your students practice re-reading the selections aloud, read additional selections not included in this unit, and/or use the remaining time to devote to the writing lesson, as needed.

As previously noted in this introduction, *They Call Me Güero* is written in various forms of poetry. As you read this text aloud, it is important to model the phrasing and rhythm of the words. It is recommended that students be assigned one or more selections of this text to read aloud to provide them with practice in reading poetry.

Note: Throughout this Unit, this Teacher Guide will refer to the specific page numbers of each selection, as well as to specific lines of text in each selection. Each line of text will be referred to by number, beginning with “1” for the first line of each selection. If there is more than one selection, or verse, in a lesson, begin again renumbering lines in the new selection/verse with “1.” **We strongly recommend that you number the lines in your copy of the book for each selection in advance of teaching the lesson.** Depending on your school policy, you may want to suggest that students also number the lines of text for each selection in their books.

Reading Lesson Types

Each lesson uses one or more of the following approaches described below. If, however, you feel your students would benefit from an approach different from the one recommended, you should choose the approach that is better suited to your students’ needs. For example, if your students need additional scaffolding, you should choose to use a read-aloud or whole group approach, but if your students are capable of reading the text independently, have them do so, and follow that independent reading with a group discussion of the text. In addition, if you would like to formatively assess individual students’ reading abilities, consider using the small group approach more frequently.

Whole Group: For a whole group reading lesson, you will provide reading instruction to the whole class. In general, you will introduce the selection(s), review what students have already learned (when appropriate), preview vocabulary, and establish a purpose for reading. Then, you will guide students' reading by focusing on small chunks of text. Using guided reading supports, you will briefly engage students in discussion, and reference images, captions, and other text features throughout the lesson. Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim. You may choose to have students read silently or aloud. After reading, you will have the opportunity to check students' comprehension of the text using oral discussion questions, written activity page items, or some combination. Please review completed activity pages, preferably with student involvement, to assess and monitor students' comprehension and to provide rapid clarification and feedback.

Small Group: For a small group reading lesson, you will divide the class into two groups. Small Group 1 should include students who need extra scaffolding and support in order to read and comprehend the text. You will provide instruction to this group using the same procedures as a whole group reading lesson. In addition, you will provide support as students complete an activity page, either during reading or afterward. There are many advantages to using this approach with a smaller number of students, including more frequent opportunities for each student to be actively engaged and to respond orally. This allows you to provide immediate corrective feedback and instruction for individual students. Small Group 2 should include students who are capable of reading and comprehending the text without guided support. These students may work as a small group, as partners, or independently to read the story, discuss it with others in Small Group 2, and then complete an activity page. Over the course of the year, students may move from one group to the other, depending on individual students' needs.

After reading, you will call students together as a class to briefly discuss the selection and wrap up the lesson. Because students in Small Group 2 will complete the activity page independently, you should make arrangements to ensure they have completed it correctly. You might choose to collect the pages and correct them individually; provide an answer key for students to check their own or a partner's completed activity page; or confer with students individually or as a group at a later time.

Partner: For a partner reading lesson, you will pair students to read and discuss the selections. You may wish to use any or all of the following pairings at different times: strong readers with readers who need more support; readers of similar skill levels; or English language learners with native speakers. The way you pair students should change throughout the year. You will explain that both students will read the first page of the selection silently, and then one partner will read that page aloud. Next, they will both read the second page silently, and then the other partner will read that page aloud, and so on. Students can ask their partner for help to sound out or define words as necessary. You may wish to adjust this structure as students' needs change. You may wish to provide guiding questions for students to periodically stop and discuss with their partners. Students will complete an activity page with their partners either during or after reading. You will call students back together as a class after reading to discuss the story and the activity page.

Read-Aloud: In Grade 4, listening comprehension still generally exceeds reading comprehension for many students. As a result, students benefit from hearing text read aloud by a fluent and experienced reader. Struggling readers, in particular, may benefit from hearing text read aloud as they follow along in the Reader. In a typical read-aloud lesson, you will introduce the selection, review what students have already learned (when appropriate), preview vocabulary, and establish a purpose for reading. Then, you will read the selection aloud while students follow along in the CKLA Reader or book, using guided reading supports to ask questions, discuss vocabulary, and/or highlight important aspects of the text. You will also help students attend to images, captions, and other text features. As in other reading lessons, guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. After reading, you will have the opportunity to check students' comprehension of the text using oral discussion questions, written activity page items, or some combination of both. Please review completed activity pages, preferably with student involvement, to assess and monitor students' comprehension and to provide rapid clarification and feedback.

Close Reading: The CCSS emphasize the practice of close reading, including asking text-dependent questions worthy of students' time to answer. We include explicit instructions for utilizing a close reading approach with particular selections from the CKLA Reader or trade book you are using for each unit. These lessons are carefully crafted to focus students' reading to derive deeper meaning through close examination of the text. As in other reading lessons, guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim. If you wish to learn more about close reading or if you would like resources for creating your own close reading lessons, please visit this website: <http://www.achievethecore.org>.

Read-Aloud: In Grade 5, listening comprehension still generally exceeds reading comprehension for many students. As a result, students benefit from hearing text read aloud by a fluent and experienced reader. Struggling readers, in particular, may benefit from hearing text read aloud as they follow along in their book. In a typical read-aloud lesson, you will introduce the selection, review what students have already learned (when appropriate), preview vocabulary, and establish a purpose for reading. Then, you will read the selection aloud while students follow along in the CKLA Reader or book, using guided reading supports to ask questions, discuss vocabulary, and/or highlight important aspects of the text. You will also help students attend to images, captions, and other text features. As in other reading lessons, guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim. After reading, you will have the opportunity to check students' comprehension of the text using oral discussion questions, written activity page items, or some combination. Please review completed activity pages, preferably with student involvement, to assess and monitor students' comprehension and to provide rapid clarification and feedback.

Comprehension Questions

The lessons for all CKLA units feature text-dependent comprehension questions aligning to the CCSS.

Literal—questions assess students’ recall of key details from the text. These are text-dependent questions that require students to paraphrase and/or refer back to the portion of the text where the specific answer is provided. Literal—questions generally address Reading Standards for Literature 1 (RL.5.1) and/or Reading Standards for Informational Text 1 (RI.5.1).

Inferential—questions ask students to infer information from the text and to think critically. These are also text-dependent, but require students to summarize and/or refer back to the portions of the text that lead to and support the inference they are making. These questions generally address Reading Standards for Literature 2–5 (RL.5.2–RL.5.5) and/or Reading Standards for Informational Text 2–5 (RI.5.2–RI.5.5).

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 questions are also text-dependent, but require students to paraphrase and/or refer back to the portion(s) of the text that substantiate the argument they are making or the opinion they are offering. Evaluative—questions might ask students to:

- compare and contrast the point of view from which different stories are narrated, addressing Reading Standards for Literature 6 (RL.5.6);
- compare and contrast first- and secondhand accounts of the same event or topic, addressing Reading Standards for Informational Text 6 (RI.5.6);
- identify how reasons support specific points in a text, addressing Reading Standards for Informational Text 8 (RI.5.8);
- compare and contrast the treatment of similar themes and topics across different types of literature, addressing Reading Standards for Literature 9 (RL.5.9);
- integrate information from two texts on the same topic, addressing Reading Standards for Informational Text 9 (RI.5.9); and/or analyze a variety of illustrations, photos, graphics, and other visual elements, addressing Reading Standards for Literature 7 (RL.5.7) and Reading Standards for Informational Text 7 (RI.5.7).

If students have difficulty responding to the questions, reread pertinent passages of the selections. If students give one-word answers, and/or fail to use appropriate vocabulary in their responses, acknowledge correct responses by expanding students’ responses using richer and more complex language. Have students answer in complete sentences by restating the question in their responses.

Core Vocabulary

A primary goal of the CKLA program is to expose students to rich domain-specific vocabulary and general academic vocabulary. The texts and associated instructional materials within each unit have been crafted to provide repeated exposure to and experiences with selected vocabulary words embedded within domains of knowledge related to history, geography, science, culture, and the arts. Each unit spans several weeks of instruction, during which students read a minimum of ten unique chapters or selections. This approach allows for the domain immersion needed to acquire new vocabulary as well as breadth and depth of domain knowledge. Through repeated exposure to words in each unit, students implicitly gain a greater understanding of many different words; implicit vocabulary learning is an efficient and effective way to build a broad, rich vocabulary base.

Although the primary mechanism for acquiring new vocabulary is through implicit vocabulary learning, each lesson also highlights a number of vocabulary words in a more explicit way. For example, one word per lesson has been selected for closer study in a Word Work Activity. Whether vocabulary is introduced implicitly or explicitly, students have multiple opportunities to build their understanding of words and to generalize this understanding to new contexts (expanding their receptive vocabulary). As students progress through the unit, they may begin to use new vocabulary words in their speech and writing (expanding their expressive vocabulary). The more you model the use of new vocabulary when discussing each chapter, the more likely students will be to try using these words as well.

The CCSS reference Beck, McKeown, and Kucan's (2002) three-tiered model for conceptualizing and categorizing vocabulary words. Tier 1 words, also called everyday speech words, typically do not pose a challenge for native speakers. As such, Tier 1 words are generally not the focus of explicit instruction for most students.

Tier 2 words, also called general academic words, support reading comprehension and may appear across a variety of materials, in language arts and in content areas. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words appear often in directions. Where applicable, we use general academic words throughout the unit, as they refer to all subjects—reading, writing, grammar, morphology, and spelling. They may appear in assessments, spelling lists, activity pages, and discussion questions, among other places.

We have targeted specific academic (Tier 2) vocabulary for intentional focus in each unit. These words are listed and defined here. We encourage you to define academic vocabulary words for students and to use them daily throughout this unit so students may experience multiple exposures to them. The following are specific academic vocabulary words used in this unit, along with their parts of speech and definitions.

- 1. audience, *n.*** the reader(s) of a text
- 2. character, *n.*** a person in a story
- 3. compose, *v.*** to create something, such as writing or music
- 4. dialogue, *n.*** a conversation between characters
- 5. event, *n.*** an important occurrence
- 6. genre, *n.*** a category of literature, music, or art
- 7. literary, *adj.*** relating to works of literature such as novels, poems, and plays
- 8. narrative, *n.*** a story that is written or told
- 9. narrator, *n.*** a person who tells a story
- 10. paraphrase, *v.*** to restate something in a different way
- 11. sequence, *n.*** the order in which things happen
- 12. theme, *n.*** the main subject of a book, play, or speech
- 13. voice, *n.*** the way in which a thought, feeling, or happening is expressed

Tier 3 vocabulary is critical to understanding unfamiliar domain content. Understanding domain-specific vocabulary contributes to building domain knowledge, which is important for understanding domain-specific text and concepts. Students in turn can use domain knowledge as background knowledge to build upon words, also called domain-specific words, relate to the content domain of study. Domain-specific words occur less frequently than Tier 1 and Tier 2 words outside of domain-specific text, but they are common when encountering texts on similar topics.

We have targeted core vocabulary which appears in the text, including both academic (Tier 2) and domain-specific (Tier 3) words. These words appear in each lesson as a sequential list.

In instances in which a chapter or selection includes five or fewer core vocabulary words, we encourage teachers to preview the meaning of these words before students read the corresponding chapter. In instances in which a chapter or selection includes more than five vocabulary words, we recommend that teachers preview only the first five vocabulary words before students read the selection, but call students' attention to the presence of additional challenging vocabulary, suggesting that they reference the glossaries that are provided.

They Call Me Güero contains rich and challenging vocabulary. Follow the recommendations provided above with regard to how many words you explicitly preview before students read a selection. In addition, we have intentionally provided opportunities for rereading many of those selections a second time, so that students receive additional exposure to unfamiliar and challenging vocabulary.

Word Work

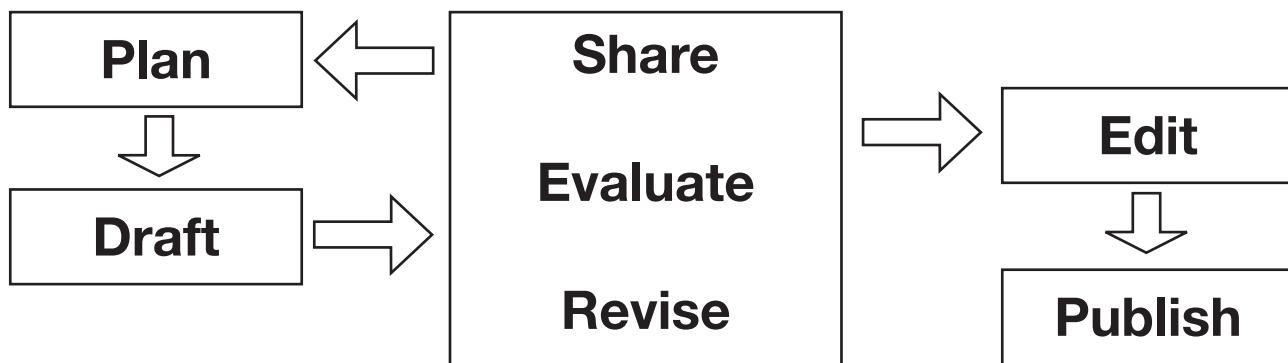
Immediately following each reading lesson, we have included a five-minute activity called Word Work. This activity allows for in-depth focus on a specific word from the text of the CKLA Reader or book used in each unit. Students will review the word, its meaning, its part of speech, and an additional context for using the word. Finally, students will complete a short follow-up activity to extend their understanding of the targeted word. This is intended to be a very brief exercise to reinforce students' vocabulary knowledge.

Writing

In the writing lessons of each unit, students will review the stages of the writing process and engage in an extended writing project.

Beginning in Grade 4, the CKLA writing process includes the following components: planning, drafting, sharing, evaluating, revising, and editing (and the optional component of publishing). Furthermore, in Grades 4 and 5, the writing process is no longer conceptualized as a series of scaffolded, linear steps (an important change from the Grade 3 writing process). Rather, students move between components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally (see Graham, Bollinger, Booth Olson, D'Aoust, MacArthur, McCutchen, & Olinghouse, 2012, for additional research-based recommendations about writing in the elementary grades).

The Writing Process



In this unit, students will review the parts of a paragraph and the rules for writing dialogue; practice writing with strong action verbs; generate ideas for writing a narrative that focuses on their family heritage, or a fictional narrative. As *They Call Me Güero* is a narrative in poetic form, some students may want to experiment with using poetry while writing their narratives.

Writing lessons include multiple opportunities for peer collaboration and teacher scaffolding. Additionally, when students write, we encourage you to circulate around the room and engage in over-the-shoulder conferences to provide brief, targeted feedback.

In addition to specific writing lessons, there are numerous writing opportunities throughout the CKLA program. For example, students regularly engage in writing short answers in response to text-based questions. In these writing opportunities, students will focus on the use of evidence from the text and individual sentence construction. Please encourage students, as needed, to use the Individual Code Chart, familiar from earlier grade levels of CKLA, to spell challenging words while they engage in these writing activities.

Grammar, Morphology, and Spelling

Instruction in grammar, morphology, and spelling begins in Unit 2.

Speaking and Listening

The CKLA program aligns to the standards and expectations of the CCSS-ELA for speaking and listening by providing numerous opportunities to engage in rich, structured, text-based conversations in a variety of settings and group sizes. For example, during read-aloud lessons, students engage with the text primarily by listening to their teacher read and then integrate and evaluate that information in discussions with their classmates. As another example, during writing lessons, students take turns presenting their writing to partners, small groups, or the whole class, and follow those presentations with rich and constructive conversations about the writing.

There are a number of ways to promote and facilitate speaking and listening throughout the lessons. One method to engage all students in discussions and equalize accountability and opportunities for speaking and listening is to introduce a discussion question or topic, have

students first talk with a partner about the question, then select two or three sticks (preprinted with students' names) from a jar and have those students share their answers.

It is important that students know what is expected of them during the discussion. Overall, students should be expected to:

- contribute to discussion
- actively listen
- respond to comments respectfully
- stay on topic

Before students can discuss, they need to understand what the discussion looks and sounds like. To clarify the structure for students, consider:

- modeling and/or establishing a routine for the form of discussion (e.g., small group, whole group, or partner) or collaborative exercise
- developing protocol regarding speaking rights
- providing opportunities for students to practice

Below are a few examples of how you can begin or enhance your classroom discussion:

- Provide tools (e.g., talking stick/chips) or protocol for speaking rights
- Ask questions that elicit a response (e.g., provide a probing questions or thought-provoking statement)
- Respond to students' comments and/or questions by:
 - probing for additional information
 - connecting student responses

Fluency

In addition to the *Fluency Supplement Packet*, the CKLA program addresses fluency by providing multiple opportunities for students to reread text both during classroom instruction and for homework. In addition, fluency assessment occurs three times per year (beginning, middle, and end of year.) An optional fluency assessment is also included at the end of each unit. You may choose to administer the end-of-unit fluency assessment to any student whose performance on the beginning of year assessment is not within the expected and appropriate range as a way to closely monitor students' fluency progress across the year.

Differentiation of Instruction

Opportunities for differentiation of instruction feature prominently in the program. As one example, we provide multiple suggestions for how to support and challenge students throughout the lessons. We have labeled these optional questions, activities, and information as SUPPORT and CHALLENGE. Please use these SUPPORT and CHALLENGE opportunities to address the needs of your class and individual students.

Each unit also concludes with a Pausing Point for differentiation of instruction (the unit overview indicates the length of the Pausing Point). The purpose of the Pausing Point is to provide opportunities for remediation and enrichment based on the results of the Unit Assessment. You may wish to provide remediation or enrichment opportunities to individual students, small groups, or the whole class, based on students' needs.

Assessment

Each unit includes a variety of assessment tools, including formative and summative assessments and progress-monitoring assessments targeting specific skills. Beginning with Unit 2, each unit concludes with a unit assessment that assesses reading comprehension, grammar, morphology, and fluency (optional).

Note: This unit does not include a required End-of Unit assessment since additional instructional days are already needed to administer the Beginning of the Year Assessment, as explained below. As explained previously, there are, however, an optional mid-unit and optional end-of-unit content assessment specific to the content of *They Call Me Güero* that you may choose to administer (AP 8.2 and AP 15.2). If you choose to do so, be sure to allocate additional time for these assessments.

Beginning-of-Year Assessment

This unit concludes with a Beginning-of-Year Assessment to help you determine whether students have adequate preparation for Grade 5 CKLA instruction. In most situations, we recommend that it be administered at the end of Unit 1, rather than the beginning, to give students an opportunity to acclimate to the school environment after the summer break.

The Beginning-of-Year Assessment includes three components to be administered in a whole-group setting, completed independently by each student: a written assessment of reading comprehension, a written assessment of grammar, and a written assessment of morphology. The Beginning-of-Year Assessment also includes two components to be administered individually to students: an oral assessment of word reading in isolation and a fluency assessment.

The Reading Comprehension Assessment is designed to be completed during a 90-minute block of time and will be administered on the first assessment day. There are three passages for students to read and 10 questions after each passage for students to answer.

The Grammar and Morphology Assessments are designed to be completed during two 45-minute blocks of time on the second and third assessment days respectively.

The Word Reading in Isolation Assessment evaluates skills in reading words in isolation. You will assess selected students individually on this portion of the assessment. Explicit administration instructions are included in this Teacher Guide on Beginning-of-Year Assessment Day 1.

The Fluency Assessment is to be administered to all students. Instructions for the administration of this assessment are included in this Teacher Guide on Beginning-of-Year Assessment Day 1.

After administering the Beginning-of-Year Assessment, you will complete an analysis summary

of individual student performance using the Grade 5 Beginning-of-Year Assessment Summary pages. The results of the analysis will give you a clear idea of which students are ready for Grade 5 CKLA instruction and which students may need instruction in CKLA materials from earlier grades.

Students who are significantly below grade level, with significant gaps in letter-sound knowledge, require intensive decoding instruction on their level, ideally by a reading specialist, to bring them up to grade level.

Activity Book

Activity pages within the Activity Book provide additional practice for students, as well as opportunities for you to conduct formative assessments. Students will complete some activity pages in class as part of lessons and other activity pages for homework. Homework is assigned regularly (about four times per week) and takes various forms. Whether students complete activity pages in class or at home, it is important that you review the answers to completed activity pages, preferably with students so they have feedback on their work. This allows you to closely monitor each student's progress.

The Activity Book for this unit includes two resources for students to reference if they need support in understanding the meaning of specific words. There is an activity page listing the core vocabulary words for all selections in each lesson. Each word is presented in the order in which it is encountered in the selection, along with its part of speech, its meaning, and, when applicable, other forms of the word that appear in the selection. This activity page makes a quick and easy reference for students as they read each selection.

In addition, there is also an activity page that represents a typical glossary of all Core Vocabulary words identified in the *They Call Me Güero* selections for this unit. This activity page (Activity Page SR.1) should be used as a glossary in a book would be used. The words are arranged in alphabetical order in the glossary.

When previewing vocabulary words for each lesson, you have the option of asking students to refer to the lesson specific vocabulary activity page or to the glossary activity for the entire unit (SR.1). You may want to ask students to occasionally reference the glossary (Activity Page SR.1), instead of the lesson specific vocabulary activity page, so that students gain practice in the more challenging task of looking up an individual word in the context of a more comprehensive glossary listing. **In addition to the Glossary, please note that, at the back of *They Call Me Güero*, there is a glossary of Spanish terms that are used in the book.**

Related Resources for Culturally Responsive Teaching

The following organizations, websites, resources, books and films have been identified to support culturally responsive, inclusive and accurate teaching of the material in this Unit.

Facing History and Ourselves is a nonprofit international educational and professional development organization with the mission to engage students of diverse backgrounds in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane and informed citizenry.

<https://www.facinghistory.org>

Let's Talk: Discussing Race, Racism and Other Difficult Topics With Students provides strategies to facilitate difficult conversations about race and racism that you can also use to build competency when discussing other types of discrimination such as gender bias, ableism, and religious or anti-LGBT persecution.

<https://www.tolerance.org/magazine/publications/lets-talk>

The Social Justice Standards are a road map for anti-bias education at every stage of K-12 instruction.

<https://www.learningforjustice.org/frameworks/social-justice-standards>

Critical Practices for Anti-bias Education offers practical strategies for accomplishing academic and social-emotional goals side by side.

<https://www.learningforjustice.org/sites/default/files/2019-04/TT-Critical-Practices-for-Anti-bias-Education.pdf>

Lesson 1

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Core Connections	What is a “border kid?”	Drawing paper and pencils or crayons Map of Mexico and Southwestern United States Map of North America <i>They Call Me Güero</i> by David Bowles	45 min
Reading	Read-Aloud: “Border Kid” and “Checkpoint”	<i>They Call Me Güero</i> Activity Pages 1.1, 1.2, and SR.1	40 min
	Word Work: <i>Heritage</i>	Map of Mexico and Southwestern United States	5 min
Take-Home Material	Reading	Fluency Supplement Selection (optional) Letter to Family (AP 1.1)	*

Lesson Focus

By the end of this lesson, students will be able to:

Core Connections:

Explain the term “border kid,” and describe how that status may affect one’s life and identity.

Reading:

Explain why the narrator of *They Call Me Güero* identifies himself as a “border kid,” and describe how that affects his life and identity.

(RL.5.1, RL.5.2, RL.5.10)

Speaking and Listening:

Ask and answer questions about the text.

(SL.5.1, SL.5.1b, L.5.3)

Language:

Use a glossary to clarify the meaning of vocabulary words. (L.5.4c)

Determine the meaning of domain-specific vocabulary words. (L.5.6)

ADVANCE PREPARATION

Core Connections

Display a map of Mexico that also includes the states in the Southwestern United States. Be sure the map depicts the Rio Grande.

Display a map of North America so that students can identify their location in relationship to Mexico.

Reading

Throughout this unit, this Teacher Guide will refer to specific lines of text in *They Call Me Güero* by number, beginning with “1” for each selection. If there is more than one selection in a lesson, begin again with “1” when the focus shifts to the new selection. For this lesson and all subsequent lessons, number the lines of verse in your copy of the text in advance. Depending on your school’s policy, you may want to ask students to similarly number the lines of text in their books.

Write the Purpose for Reading on the board/chart paper: *Read “Border Kid” and “Checkpoint” in order to explain why the narrator of They Call Me Güero identifies himself as a “border kid,” and describe how that affects his life and identity.*

Fluency (optional)

Choose and make sufficient copies of a text selection from the online Fluency Supplement Packet to distribute and review with all students for additional fluency practice this week. Alternatively, you may choose to assign a selection of text from *They Call Me Güero* for practice in reading poetry fluently. (See the Introduction of this Teacher Guide for more information.)

CORE CONNECTIONS

45 minutes

Drawing a Map and Examining Borders

25 minutes

- Explain that *They Call Me Güero* is the name of the book that students will read in this unit. Tell students that the author of this book is David Bowles and he grew up as a “border kid” in Texas. Have a student read the subtitle of the book on the bottom of the front cover (“A Border Kid’s Poems”). Point out that these poems describe what it would be like to grow up on the border of two places.
- Explain that, in this lesson, students will examine what it means to be a “border kid.”
- Ask students to think about when they have heard the word border used. Examples might include when they talk about their yard, a playing field, a picture, a book, or the line between two places.
- Have students brainstorm some other words for border. Answers could include boundary, edge, line, rim, or barrier.

Show the BBC video “Crossing the Border to Go to School in the US” found here:
https://www.bbc.com/news/video_and_audio/headlines/51505183/crossing-the-border-to-go-to-school-in-the-us

TURN AND TALK: After watching the video, have students turn to a partner and discuss what it would be like to travel so far to school. Is the twins’ trip to school every day very different from theirs?

- As a whole group, ask them to share their ideas. Do they feel the same way as Ana Fernanda and Ana Luisa about the importance of going to school?
- Why are the twins able to go to school in the US?
- What do they think the twins' mother means when she says that education is the inheritance she is leaving her children?

If you do not have the capability to show the video, have each student take a blank piece of paper and ask them, individually, to draw a map that includes the locations of both their home and their school. Ask students to put as much detail as they can on their map such as man-made structures like buildings, roads, and fences, as well as natural details like rivers, streams, and woods. Have each student indicate the route that he or she takes to get from his/her home to the school. (If some students live too far from school to easily complete this, have them choose two locations of their choice. You may also want students to watch the video AND complete the map activity.)

SUPPORT: Model drawing a map that includes the location of where you live in relation to the school, marking the route that you take to get from your home to the school. If internet access is available in the classroom, you may also want show students a view of the same area on Google Maps.

SUPPORT: As students draw their maps, circulate around the room and offer guidance as needed. Be sure students are including numerous details in their maps.

TURN AND TALK: After students complete their maps, have them turn to a partner to examine and discuss their maps. Have students discuss the similarities and differences between their own maps and their partners' maps.

- As a whole group, have several students share their maps with the class.
- As students share their maps, ask them to identify any boundaries, borders, or barriers they need to cross to get to school (e.g., a railroad track, a river, a town's boundary, etc.).
- When a student identifies a boundary that he/she crosses to get to school, ask that student what happens when he/she crosses that boundary.
 - Answers may vary, but may include that nothing happens or that the boundary might have a barrier that directs the route they must take to school.
- Ask students who makes borders and boundaries. (Some are natural and some are man-made.)
- Ask students if they think borders can change.

Examine the U.S.-Mexico Border

15 minutes

- Direct students' attention to the map of Mexico and the Southwestern United States.

SUPPORT: Be sure students understand that Mexico and the United States are two separate countries, each with its own government and laws. Also explain that most countries have a primary, or main, language that is spoken. A country, such as the United States, that includes people from all over the world, has many different languages that are spoken, but the primary language is English. In Mexico, the primary language is Spanish.

Point out to students that the border between the United States and Mexico has changed over the years. The land that is now California, Nevada, Utah, Arizona, Texas, New Mexico, and parts of Colorado, Wyoming, Kansas, and Oklahoma were all parts of Mexico at one time. As Americans began to move and settle westward from the initial thirteen colonies and states, the American government and people began to claim more and more land in western and southwestern North America as part of the United States, much of which originally belonged to Mexico.

Note to Teacher: Students in schools following the *Core Knowledge Sequence* and/or those using the *Core Knowledge History and Geography™* (CKHG) series will have already studied the topic of westward expansion in Grades 1 and 2; the subject is addressed again in the American History units of Grade 5 CKHG. Lessons 10 and 11, as well as a cumulative activity at the end of this unit, will revisit the topic of changing borders.

- Have students identify the southwestern states in the United States that border Mexico.
 - California, Arizona, New Mexico, and Texas
- Explain that the border between these two countries is almost 2,000 miles long and stretches from the Gulf of Mexico in the east to the Pacific Ocean in the west; point to those geographic features as you discuss these areas.
- Have a student locate the Rio Grande on the map and explain that this river forms a natural boundary between the two countries for much of the border.
- Explain that for many years, people from the United States have crossed this border to get to Mexico; likewise, people from Mexico have crossed this border to get to the United States.
- Have students compare and contrast the border between Mexico and the United States with the boundaries they identified in their own maps.
 - Comments may vary but may include that they do not cross a border with another country as they go between their home and school.

TURN AND TALK: Have students turn to a partner to discuss how crossing a border from one country to another is different from crossing a border within a country (e.g., going from one town to another, or from one state to another). Have several students share their answers with the class.

- Answers may include that different languages are spoken in the two different countries; different types of food may be commonly eaten in the two different countries; different laws may exist in the two countries; people are required to show different forms of identification when crossing a border between two countries, etc.
- Ask students to explain what they think a “border kid” is.
 - If students struggle with providing an explanation, describe a “border kid” as someone—a kid—who lives on or near a country’s border and who regularly crosses the border between two countries, such as the United States and Mexico.
- Ask students to discuss how being a “border kid” may affect someone’s life.
 - Answers may vary but may include that a “border kid” might speak two or more languages; he/she might be familiar with the different cultures of each country, including different types of food that are commonly eaten in the two countries; etc.
- Tell students that the narrator in David Bowles’ book, *They Call Me Güero*, is a “border kid” who travels between Mexico and the United States, and that this book is a collection of poems that describe his experience.

Introduce the Literary Genre

5 minutes

Tell students the unit they will begin today is a literary unit. Explain that something that is literary means it is a work of literature such as novels, poems, and plays.

Ask students if they can answer the following questions, based on what they remember learning in earlier grades:

- What is the person who narrates, or tells, a story called?
 - o narrator
- What literary elements, or characteristics, appear in stories?
 - o characters, setting, plot (series of events), and dialogue

Note to Teacher: The book *They Call Me Güero* is difficult to classify in terms of a single literary genre. It can be described as literature since the selections are written in various forms of poetry. However, it is worth noting that interviews with the author David Bowles suggest that many of the events described in the book are based on his own experiences.

Reading

45 minutes

Read-Aloud: “Border Kid” and “Checkpoint” in *They Call Me Güero* [pages 9 and 11-12]

Introduce the Book

10 minutes

Ensure each student has a copy of the book, *They Call Me Güero*.

Read the title of the book and explain that this book is written as a series of poems.

Ask students to take a few minutes to look at the front and back cover of the book and discuss what they notice, and to determine whether there are any unfamiliar words that appear on the cover.

- o Students may note that the word *güero* is unfamiliar.

Explain that the word *güero* is a Spanish word, and that this book contains many Spanish words throughout. Have students turn to pages 107-111 at the back of the book to the glossary of the Spanish terms used throughout the book.

Ask a student to locate the word *güero* in that glossary, on page 108, read its definition, i.e., person with pale skin, and make a prediction about what this book may be about.

Have students turn to the table of contents and take a few minutes to look through the book. Ask them to describe what they notice about the book or the format of the text in the book.

Answers may vary, but may include that there are no illustrations; there are a series of short selections/poems; the poems do not seem to be further divided or grouped in any particular manner.

SUPPORT: Point out that many of the poems in this book are written in what is called *free verse*; formal rules of capitalization and punctuation that are required in prose writing are often not used in free verse. Discuss with students possible reasons why these formalities may be omitted in free verse. For example, the author may choose to emphasize certain words or phrases, or

he may want to convey strong images or emotions, and he can do this, in part, by the way the words and punctuation are used in the story.

SUPPORT: As you read the text aloud during this unit, model appropriate reading of poetry in which you pause briefly at the end of a line, rather than just at the end of a sentence. In the close reading lessons in this unit, there will be some emphasis on the text as free verse, where, for example, students are asked to focus on how the text looks on the page. In a later unit of the Grade 5 CKLA program, where poetry is the primary focus of study, students will have the opportunity to more deliberately study poetry as a specific literary genre.

SUPPORT: To begin familiarizing students with the rhythm of poetry and free verse in particular, you may wish to have several students each week read one of the verses from *They Call Me Güero* aloud. If you choose to do this, you may assign (or have the students select) at the beginning of the week the portion of text they will practice for fluency. They can use this selection for fluency practice, rather than the text from the *Fluency Supplement* component.

Introduce the Selections

5 minutes

Core Vocabulary

Ask students to turn to page 9, “Border Kid.” Explain that before reading, you will guide them in previewing the meaning of several important vocabulary words for this poem. Preview the five words listed below; page numbers are shown in parentheses.

1. **roots, *n.*** part of a plant that holds the plant firmly in the ground; used figuratively in *The Call Me Güero* to mean “your relatives” or “where you come from” (9)
2. **invading, *v.*** disturbing or intruding upon (**invade**) (9)
3. **bank, *n.*** the ground at the edge of a river (9)
4. **ancestors, *n.*** people from one’s family that were part of an earlier, or older, generation (**ancestor**) (9)
5. **heritage, *n.*** a person’s family or ethnic background, including culture and traditions (9)

Begin by telling students the first vocabulary word they will encounter in this selection is roots.

- Have them find the word in context on page 9 of the book.
- Explain that a glossary that contains definitions of the potentially challenging vocabulary words in *They Call Me Güero* has been compiled on the Student Resources page, SR.1. Have students look at this glossary and have them explain how the words are organized. (Alphabetically) Ask students to refer to SR.1, locate the word roots, and then have a student read the definition.
- Ask students what else they see in addition to the term roots and the definition. Students should notice the abbreviations *n.*, *v.*, *adj.*, and *adv.* Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun—*n.*; verb—*v.*; adjective—*adj.*; adverb—*adv.*

- o Alternate forms of the word appearing in the selection may follow the definition. They may be a different part of speech than the original word.
- o Also tell students that there is a glossary at the back of *They Call Me Güero* that contains definitions of the Spanish words used in this book. For this selection, suggest that students look up and read the definitions for the Spanish words “restoran” and “café de olla.”

Note to Teacher: In each lesson, students are asked to refer to the glossary for the first vocabulary word that will be encountered in the selection, so that they gain practice in looking up a word and its meaning, using the alphabetical arrangement of the words in the glossary. You may continue to have students look up all of the lesson’s vocabulary words in the glossary. However, in the interest of time, a separate activity page listing just the vocabulary for the particular lesson is also included; see the next bullet point where students are directed to refer to AP 1.2, the vocabulary activity page for just this lesson.

- Have students reference Activity Page 1.2 while you read each word and explain its meaning, noting that:
 - o The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.
- Now ask students to turn to page 11, “Checkpoint.” Explain that before reading this poem, you will guide them in previewing several important vocabulary words for this selection. Preview vocabulary words 6-10 listed below; page numbers are shown in parentheses.

Words are listed in the order in which they appear in the selection.

6. **checkpoint, *n.*** a place where someone is stopped to be examined or looked over **(11)**
7. **passports, *n.*** official documents that show that one is a citizen of a particular country **(passport) (11)**
8. **green card, *n.*** a registration card that allows one to live and work in the United States **(11)**
9. **resident, *n.*** a person who lives in a particular place **(11)**
10. **citizen, *n.*** a person who is a member of a particular country and given certain rights because of that status **(11)**
11. **limbo, *n.*** a place of uncertainty **(11)**
12. **quarantine, *n.*** a place where someone is isolated, or kept separate, because of being thought to pose some threat **(11)**
13. **battered, *adj.*** damaged or worn down because of overuse **(12)**

Note to Teacher: You may prefer to preview just one set of vocabulary words related to the first selection and then have students read (or listen to) that selection. Next, preview the set of vocabulary words related to the second selection and have students read (or listen to) the second selection.

Read the purpose for reading from the board/chart paper: *Read “Border Kid” and “Checkpoint” in order to explain why the narrator of They Call Me Güero identifies himself as a “border kid,” and describe how that affects his life and identity.*

Read each selection aloud two times, as students follow along in their books. As you read a selection for the first time, read it straight through, without stopping, so students hear the flow and rhythm of the free verse. Ask them to note the phrasing of the words and the rhythm.

When you read the selections for the second time, pause occasionally to give students time to refer to their glossary for the meaning of unfamiliar vocabulary and/or ask students questions, using the guided reading supports below, to check for understanding.

Each guided reading support is preceded by the number of the line of text it references. Whenever a question is asked, encourage students to refer back to the text in order to find evidence to support their answer.

[Book Cover]

Title: Inferential—[Have a student read the title of the book and recall the meaning of the term *güero*.] What can you tell about the narrator’s appearance from both the title and the images on the front and back cover of the book?

The narrator has light skin and, based on the image on the back cover, seems to have red hair.

Border Kid

[Page 9]

Lines 1-2: Inferential—Based on these lines, how does the narrator feel about being a border kid? What word or words in these lines tell you how the narrator feels?
He seems to like it. He uses the word fun.

Lines 1-3: Inferential—Does the narrator live in the United States or in Mexico? What word or words in the text tell you where he lives?
He lives in the United States. He says they cross the bridge to Mexico and the town’s like a mirror twin of our own.

SUPPORT: If a hand-held mirror is available, use it to help students understand the meaning of the phrase the town’s like a mirror twin of our own. Point out that whatever is reflected in a mirror is identical to, or “a twin” of, the object it reflects.

Line 7—What is the meaning of the Spanish word *restorán*? Tell students to refer to the glossary in the back of the book.

- o restaurant

Line 10: Inferential—What are the “both languages” the narrator refers to in this line?

- o Spanish and English

Lines 13-16: Inferential—What causes the narrator’s smile to fade in these lines?

- o They are returning home from their day in Mexico, and they have to cross near a border fence that causes the narrator to worry.

Lines 17-20: Inferential—What does the narrator’s father mean by the line “a foot on either bank”?

- o The Rio Grande separates Mexico and the United States, and the narrator’s father says the narrator is part of the two countries on both sides – banks – of the Rio Grande.

Line 19—[Have a student refer to Activity Page 1.2 to define heritage. Explain that in this unit students will explore and write about their own heritage.]

Checkpoint

[Page 11]

Line 1—[Have a student locate the city of San Antonio on a map. Be sure students understand that this city is in the state of Texas in the United States.]

Lines 3-5: Inferential—How do you think the narrator is feeling while he is experiencing the events described in these lines?

- o Answers may vary, but should include that he feels anxiety or fear because of the patrol guards with guns on their belts.

Lines 6-8: Inferential—What do the words “Mom clutches los papeles” reveal about the narrator’s mother in this moment?

- o Answers may vary, but may include that the narrator’s mother is anxious about going through the checkpoint.

Lines 8-14: Inferential—How do the narrator and his brother and sister feel about the dog that sniffs the tires of their car, and the agent who asks questions at the checkpoint?

- o The narrator and his sister are angry, and the narrator’s brother is frightened.

[Page 12]

SUPPORT: Point out that, in Line 27, the narrator notes that he was born in the United States. Tell students that anyone who is born in the United States is automatically a citizen.

Lines 30-32: Literal—What does the narrator’s father say will be needed to change the situation that they were experiencing at the checkpoint?

- o He says the narrator and his friends will need to bring about change.

SUPPORT: Point out that the translation of Lines 42-43 is “Neither doors nor a hundred locks will be able to stop me.”

Discuss the Selections and Wrap Up the Lesson

5 minutes

For each question, ask students to cite the specific passage in the text that provides the information needed to answer the question. It is highly recommended that students answer at least one question in writing and that several students share their writing if time allows.

Use the following questions to discuss the selections.

Literal—Why is the narrator called a “border kid”?

- o He travels between the two countries frequently.

Inferential—How does being a border kid affect the way the narrator lives his life?

- Answers may vary, but should include that he is able to go from his home in the United States to Mexico to shop, eat at restaurants, and to buy the types of food his ancestors ate. He also travels in the United States, but when he crosses the border to enter the United States, he has to pass through a checkpoint and must prove he is a citizen of the United States.

Evaluative—How does being a border kid affect the narrator’s identity, or the way he views himself?

- Answers may vary, but may include that he sees himself as part of both countries and both cultures.

Evaluative—Is it possible for someone to be part of two (or more) different countries, cultures, or groups? Are you or anyone you know part of different cultures?

- Answers may vary.

Word Work: *Heritage*

5 minutes

1. In the selection entitled “Border Kid” you heard, “No wall, no matter how tall, can stop your heritage from flowing forever.”
2. Say the word *heritage* with me.
3. A person’s heritage is his or her family or ethnic background, and this includes culture and traditions.
4. Kaya is very proud of her Native American heritage and enjoys participating in the traditional dance at the annual festival.
5. What are some parts of your heritage that you are proud of? Be sure to use the word *heritage* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ response to make complete sentences: “I am proud of _____, which is part of my family’s heritage.”]
6. What is the word we’ve been talking about? What part of speech is the word *heritage*? noun
7. [Use a *Discussion* activity for follow-up.] With a partner, discuss what you know about your heritage. You can discuss foods, celebrations, and traditions that are part of your heritage.

Take-Home Material

Note: Distribute copies of Letter to Family (AP 1.1) for students to take home

Reading

Have students take home the optional fluency selection if you plan to assess this in Lesson 5.

Lesson 2

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Whole Group: "Border Kid" and "Checkpoint"	<i>They Call Me Güero</i> Student Resource SR.1	40 min
	Word Work: <i>Bank</i>	Heritage Anchor Chart	5 min
Writing	Explore the Concept of Heritage	World Map Activity Page 2.1	45
Take-Home Material	Writing	Activity Page 2.1	*

Lesson Focus

By the end of this lesson, students will be able to:

Reading:

Explain the concept of heritage and enumerate some of the aspects of the narrator's Mexican heritage in these two selections from *They Call Me Güero*.

(RL.5.1, RL.5.2, RL.5.10, RF.5.3, RF.5.3a, RF.5.4, RF.5.4b, RF.5.4c)

Writing:

Explore the concept of heritage and enumerate aspects of their own heritage.

(W.5.10)

Speaking and Listening:

Engage in a discussion about diverse aspects of heritage.

(SL.5.1, SL.5.1b, L.5.3)

Language:

Distinguish between the different meanings of a multiple-meaning word.

(L.5.4)

Use a glossary in order to determine or clarify the meaning of vocabulary words.

(L.5.4c)

ADVANCE PREPARATION

Reading

Create and display the Heritage Anchor Chart (“Elements of the Narrator’s Mexican Heritage”), similar to the following:

Elements of the Narrator’s Mexican Heritage	
Elements of Heritage	Examples from <i>They Call Me Güero</i>

Write the Purpose for Reading on the board/chart paper: *Reread “Border Kid” and “Checkpoint” in order to identify elements of the narrator’s heritage described in these selections from They Call Me Güero.*

Writing

Each student will need a writing journal to use throughout the school year.

Reading

45 minutes

Whole Group: “Border Kid” and “Checkpoint” [pages 9, 11-12]

Review

5 minutes

- Ask students to identify the genre of the book *They Call Me Güero*.

They Call Me Güero is a literary genre, written in the form of poems.

- Ask students to explain what a “border kid” is.

A border kid is a child who lives on or near the border between two countries and crosses between the two countries. A border kid may observe many elements of the cultures of both countries, such as the language, food, traditions, etc.

Have students turn to SR.1 and read the definition of the word *heritage*. Explain that today students will reread the same selections they heard yesterday to identify, and then list, elements of the narrator’s heritage as it is described in these selections.

Read the purpose for reading from the board/chart paper:

Reread “Border Kid” and “Checkpoint” in order to identify elements of the narrator’s heritage described in They Call Me Güero.

Read Border Kid and Checkpoint

20 minutes

Border Kid

[Have a student read the title of the first selection aloud.]

[Call on students to read portions of the selections aloud. This is a good time to begin to get a sense of the relative strengths of your students’ reading skills, and you may wish to begin an anecdotal record at this time.]

[As students read the text, you may wish to stop and support their understanding using the following guiding questions.]

[Page 9]

Line 6: Evaluative—What type of figurative language is used in the line “like grains of sugar on a chili pepper”?

- o It is a simile, which is a comparison of two things, using the words *like* or *as*.

Line 8: Literal—What is *café de olla*?

- o It is a Spanish term for coffee with cinnamon.

SUPPORT: Remind students to refer to the glossary of Spanish terms at the back of the book.

Line 12: Inferential—What does the narrator mean by the line “tasty reminders of our roots”?

- o The foods that are listed in lines 11 and 12 (Mexican cokes and Joya, avocados, and cheese) are commonly part of the culture in Mexico and are part of the narrator’s “roots,” or family heritage.

Line 15: Literal—What is the *carizo*?

- o It is a Spanish term for reeds, or plants that grow on the banks of a river.

Line 16: Literal—What is *m’ijo*?

- o It is a Spanish term for my son.

Lines 18-19: Evaluative—How and when does the narrator’s tone change from the beginning of “Border Kid”? How does his father try to reassure him?

- o In the beginning of “Border Kid”, the narrator’s tone is happy and full of anticipation. However, once he sees the border fence, he becomes more anxious. His father tries to reassure him by saying “No wall, no matter how tall can stop your heritage from flowing forever, like the Rio Grande itself.”

Checkpoint

[Page 11]

[Have a student read the title of the second selection aloud.]

Line 6: Literal—What is los papeles?

- o It is a Spanish term for the papers.

SUPPORT: When students consult the Spanish glossary to define los papeles, they will note that they must look for papeles. The term los means “the” and does not precede the noun in the glossary.

[Page 12]

Line 32: Inferential—What does los jóvenes mean?

- o It means the young.

SUPPORT: Note that this term does not appear in the Spanish glossary, but students may infer the meaning of the term from the context (i.e., the narrator’s father says “you and your friends.”).

Line 42-43: Evaluative—Describe the narrator’s tone in “Checkpoint” and how his father reacts. What message do you think his father is trying to send him by playing the song he chooses?

- o In *Checkpoint*, the narrator’s tone is initially anxious when he sees the border patrol. He then becomes angry at having to prove that he and his family have a right to enter the United States. His father senses that something is wrong and seems to be sending his son a message to “stay strong and not become discouraged” by playing a song with lyrics that mean “Neither doors nor a hundred locks will be able to stop me.”

Discuss the Selections and Wrap Up the Reading Lesson

15 minutes

Direct students’ attention to the Heritage Anchor Chart prepared earlier.

Review the definition of *heritage*.

Explain that throughout *They Call Me Güero*, the narrator reveals elements of both his Mexican and American heritages. In this activity, you will use this Anchor Chart to record information about his Mexican heritage.

Explain that in the left column of this chart, you will place broad categories of heritage, such as food, music, etc. In the right column, you will list specific examples of those elements of heritage revealed in the book.

Ask students for suggestions about the categories of heritage revealed by the narrator in these selections, and record that information in the Heritage Anchor Chart.

Possible categories should include food: the Spanish language, music, and celebrations. Add this information to the chart so that it looks like the following:

Elements of the Narrator's Mexican Heritage	
Elements of Heritage	Examples from <i>They Call Me Güero</i>
Food	
Language	
Music	

- Have students find examples in each of these three categories to add to the chart, so that it looks like the following:

Elements of the Narrator's Mexican Heritage	
Elements of Heritage	Examples from <i>They Call Me Güero</i>
Food	chili pepper café de olla Mexican cokes Joya avocados cheese
Language (Spanish)	restorán café de olla carrizo m'ijo los papeles los jóvenes
Music	Los Tigres del Norte (Mexican band) "La Puerta Negra" (a song)

Word Work: Bank

5 minutes

Note: Students in CKLA schools may remember the word *bank* used in this way in Grade 3, Domain 1, *Wind in the Willows*.

1. In the selection entitled “Border Kid,” you read, “You’re a border kid, a foot on either bank.”
2. Say the word *bank* with me.
3. As it is used here, the word *bank* means the ground at the edge of a river.
4. When it rains more than usual, the river tends to flood over the banks.
5. Have you ever seen a riverbank? Describe what you saw— the vegetation that was growing, how the river flowed through it, or anything else you remember about the riverbank. [Ask two or three students. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I once saw a river bank, and it _____.”]
6. In what way can a bank be a border?
7. What’s the word we’ve been talking about? What part of speech is the word *bank*?
 - o noun
8. [Use a Multiple-Meaning activity for follow-up.] What is another meaning of the word *bank* with which you may be familiar?
 - o used as a noun, meaning a place to keep one’s money

TURN AND TALK: Turn to your partner and create at least one sentence in which you use the word bank to refer to the edge of a river. Then, create at least one sentence in which you use the word bank to refer to a place where you keep money. [Ask two or three students to share their sentences with the class.]

Writing

45 minutes

Explore the Concept of Heritage

Identifying One’s Heritage

25 minutes

Explain to students that, in addition to recording elements of the narrator’s heritage from *They Call Me Güero*, students will be exploring elements of their own heritage in this unit. They will then use that information to write a story (a narrative) in which they include elements of their heritage.

Explain that virtually all people living in the United States today (with the exception of Native Americans, whose ancestors came here so very long ago that we do not reference them in the same way, and use the word native instead) have ancestors who came here from other parts of the world. Those ancestors frequently brought elements of the culture from their original country with them, and they often pass down to future generations some of that culture.

Ask students to volunteer where some of their ancestors came from.

Answers may vary. As students identify these countries, you may wish to have them locate them on a world map, or you may locate the countries for them.

SUPPORT: How our ancestors were brought or came to this country, (i.e. enslaved, refugees, colonized, or as voluntary immigrants) will influence the stories that have been passed down from one generation to the next in different families. Be sensitive to the fact that the ancestors of some students—or even the students themselves—may have immigrated to the United States under difficult circumstances.

- You may wish to share your own stories about your ancestors and your heritage with students.

Have students discuss some of the heritage their ancestors have passed on to them.

Answers may vary. These could include recipes, religion, and cultural traditions, etc.

SUPPORT: Be sure students understand the distinction between heritage (which is the culture/ customs passed down from prior generations) and family traditions that do not rise to the level of heritage. For example, if a family has a tradition of playing board games each Friday evening, that may be a tradition, but it is not part of the family's heritage that has been passed down from ancestors.

Recording One's Heritage

20 minutes

- Have students turn to Activity Page 2.1, and have a volunteer read the headings on the chart.
- Explain that, in the same way that they recorded the elements of heritage revealed in the selections they have read from *They Call Me Güero*, students will record elements of their own heritage in this chart. Later in the unit, they will then use some of those elements to write either an informational essay about their ancestors and how they immigrated to the United States or a fictional story in which they may assume the perspective of the main character as someone who has just immigrated to the United States.
- Explain that students will begin to complete this chart in class today, but that they will take it home tonight to gather additional information from their families.
- Tell students that they may not have information to add to each of the categories on Activity Page 2.1; also, if they need additional space, they may record information on the back of the page.
- As students complete Activity Page 2.1, circulate around the room, providing support as needed. For any students who are having difficulty completing Activity Page 2.1, prompt them by asking questions about their cultural traditions at holidays, the foods they eat, etc.

Wrap Up

Have several students share the items on Activity Page 2.1 with the class.

Take-Home Material

Writing

Have students take home Activity Page 2.1 to complete for homework. Suggest they discuss their heritage with their family to better complete the page.

Lesson 3

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Partner: "Our House," "Fingers & Keys," and "Lullaby"	<i>They Call Me Güero</i> Activity Pages 3.1 and 3.2	40 min
	Word Work: <i>Modest</i>	Heritage Anchor Chart	5 min
Writing	Share Family Heritage	World Map Activity Page 2.1	45
Take-Home Material	Writing	Activity Page 2.1 and 3.1	*

Lesson Focus

By the end of this lesson, students will be able to:

Reading:

Describe the narrator's experiences in these selections, and identify additional elements of the narrator's heritage.

(RL.5.1, RL.5.2, RL.5.10, RF.5.3, RF.5.3a, RF.5.4, RF.5.4b, RF.5.4c)

Speaking and Listening:

Ask and answer questions about the text.

(SL.5.1b, SL.5.1c, L.5.3)

Language:

Identify antonyms of a given adjective.

(L.5.5c)

Use a glossary in order to determine or clarify the meaning of vocabulary words.

(L.5.4c)

ADVANCE PREPARATION

NOTE: The third selection in this lesson, “Lullaby,” may be frightening for some children. Be sure to read the selection prior to the beginning of this lesson. If you believe it will be too frightening for your students, you may eliminate this particular piece of narrative and use the additional time for students to reread one of the other passages or to devote to the writing portion of the lesson.

Reading

Write the Purpose for Reading on the board/chart paper: *Read aloud with a partner “Our House,” “Fingers & Keys,” and “Lullaby” in They Call Me Güero to describe the events that occur and to identify additional details about the narrator’s heritage.*

Consider how you will pair students for partner reading.

Display the enlarged Heritage Anchor Chart prepared in Lesson 2.

Reading

45 minutes

Partner: “Our House,” “Fingers & Keys,” and “Lullaby” [pages 13-14, 16, and 17]

Introduce the Selections

5 minutes

Core Vocabulary

Have students turn to the first page of today’s selections on page 13 of *They Call Me Güero*.

NOTE: Remind students that they will not be reading every selection in *They Call Me Güero*.

- Preview the core vocabulary words *before* reading each selection.
- Have students reference the glossary, Activity Page SR.1, to review the meaning of the first vocabulary word, *sturdy*.

Use Activity Page 3.1 to read the other vocabulary words and their meaning noting that:

- Words are in the order in which they appear in the selections.
- The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
- Alternate forms of the word appearing in the selections may follow the definition. They may be a different part of speech than the original word.
- The page number (for the first occurrence of the word in the selections) appears in bold print after the definition.

Our House

1. **sturdy, adj.** strong and solid (13)
2. **spare, adj.** extra; not needed (13)

3. **fused**, *v.* combined, often by melting together (**fuse**) (13)

4. **modest**, *adj.* simple; not fancy (14)

Fingers and Keys

5. **organist**, *n.* a person who plays a musical instrument called an organ, similar to a piano (16)

6. **parish**, *n.* a place with a church; a church community (16)

Lullaby

7. **lullaby**, *n.* a soothing song or melody, meant to put a baby or child to sleep (17)

8. **mystify**, *v.* to confuse or cause a mystery (17)

9. **serenaded**, *v.* performed music for (**serenade**) (17)

10. **lurking**, *v.* sneaking around quietly in order to remain hidden (**lurk**) (17)

11. **lore**, *n.* traditional knowledge or belief passed down through families that often teaches a lesson (17)

Read the purpose for reading from the board/chart paper: *Read aloud with a partner “Our House,” “Fingers & Keys,” and “Lullaby” in They Call Me Güero to describe the events that occur and to identify additional details about the narrator’s heritage.*

Read “Our House,” “Fingers & Keys,” and “Lullaby”

30 minutes

Pair students to read the selections together. You may wish to use any or all of the following pairings: strong readers with readers who need more support; readers of similar skill levels; or English learners with native speakers. Student pairings should change throughout the year. As students read, circulate among the class, monitoring students’ focus and progress.

Explain to students that for this lesson, they will both read the first stanza of each selection silently, then they will take turns reading each stanza in the selection aloud. Students can ask their partner for help with sounding out or defining words as necessary.

SUPPORT: Remind students that a stanza in poetry consists of lines of the poem that are grouped together, similar to a paragraph in prose.

After students finish reading the first selection, “Our House,” bring the class together as a whole and ask students the following question:

[Pages 13-14]

Lines 1-19: Inferential—How does the narrator feel about his house? Point to lines of the text that you used to infer this.

Answers may vary, but may include that he liked it (*a nice lot; I can’t imagine life without this place; my room, filled with my favorite stuff; its cozy walls; we celebrate all the riches that matter*).

Have students turn to their partner and read the second selection, “Fingers & Keys.” Circulate around the room as students read this selection.

SUPPORT: Be sure students understand that the keys in the title of this selection refer to the parts of the piano and not the type of keys that open doors, start cars, etc.

After students finish reading the second selection, bring the class together as a whole and ask students the following question:

[Page 16]

Lines 1-16: Inferential—How does the narrator feel about his mother teaching him to play the piano? Point to lines of the text that you used to infer this.

Answers may vary, but may include that he liked it (*I sometimes feel her fingers on mine/light as feathers/but guiding me/all the same*).

Have students turn to their partner and read the third selection, “Lullaby.” Circulate around the room as students read this selection.

After students finish reading the third selection, bring the class together as a whole and ask students the following question:

[Page 17]

Lines 1-20: Inferential—How does the narrator feel about the lullabies his abuela (grandmother) sang to him? Point to lines of the text that you used to infer this.

Answers may vary, but may include that he found it comforting (*there are monsters lurking/but family lore can keep you safe*).

Discuss the Selections and Wrap Up the Lesson

10 minutes

- Ask students if they recall any lullabies from their childhood.
- Call students' attention to the enlarged Heritage Anchor Chart.
- As a group, have students find examples of the narrator's heritage described in these selections to add to the chart.
- Following this discussion, your chart should look like the following:

Elements of the Narrator's Mexican Heritage	
Elements of Heritage	Examples from <i>They Call Me Güero</i>
Food	chili pepper, café de olla, Mexican cokes, Joya, avocados, cheese
Language (Spanish)	restorán, café de olla, carrizo, m'ijo, los papeles, los jóvenes, para hacernos un hogar, abuela
Music	Los Tigres del Norte (Mexican band) “La Puerta Negra” (a song) Duérmete Mi Niña (lullaby)

Writing Activity (optional)

10 minutes

- o Have students turn to Activity Page 3.2 and have a student read the directions aloud.
- o Remind students that they wrote a paragraph about an element of their heritage on Activity Page 2.1. Explain that they will use Activity Page 3.2 to compare or contrast an element of their heritage with that of the narrator.

SUPPORT: Be sure students understand that when they compare two things, they show how they are similar. When they contrast two things, they show how they are different.

- As students work on Activity Page 3.2, circulate around the room, offering support as needed.
- Alternatively, consider assigning Activity Page 3.2 for homework.

Word Work: *Modest*

5 minutes

1. In the selection you read, “A modest home, sure, but inside its cozy walls we celebrate all the riches that matter.”
2. Say the word *modest* with me.
3. Modest means simple or not fancy.
4. Sample sentence: Sophia’s mother made her a modest breakfast of scrambled eggs and toast.
5. Have you ever seen something that was modest and simple, not fancy? Try to use the word *modest* in your response. [Ask two or three students. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I once saw _____, which was modest, or “not fancy.”]
6. What’s the word we’ve been talking about? What part of speech is the word *modest*?
 - o adjective
7. [Use an *Antonym* activity for follow-up.] With your partner, come up with as many antonyms of *modest* as you can. [After several minutes, have several students share their ideas with the class.]
 - o Answers may vary, but may include *great, fancy, beautiful, large, ornate, huge*

Writing

45 minutes

Share Family Heritage

Discuss Heritage

5 minutes

What is Heritage?

It is a person’s family or ethnic background, including culture and traditions that are passed down from ancestors and relatives.

Why might people and families want to keep certain traditions and customs from their ancestors, or keep their heritage, alive?

Answers may vary, but may include that people may feel pride about their heritage; they may want to feel connected to their ancestors; or that they enjoy sharing the customs and traditions with their families.

Share Family Heritage

35 minutes

Direct students' attention to Activity Page 2.1, which they completed for homework.

Have students share with the class the country/countries of origin of their heritage. As each new country is named, identify that country/countries on the world map.

SUPPORT: Be sure students understand that many people have a heritage from more than one country, and they may celebrate customs and traditions from several regions of the world.

Have students share with the class one or more elements of their heritage, allowing other students to ask questions about those elements in order to gain a better understanding of other people's heritage.

Wrap Up the Lesson

5 minutes

Ask students to note any similarities among the customs/traditions mentioned by their classmates.

Explain that in the next lesson, students will use these elements of their heritage to brainstorm ideas for either an informational essay they will write about their heritage or a fictional narrative in which they will assume the role of, and write about, someone who has just immigrated to the United States.

Lesson 4

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Close Read: "Our House," "Fingers & Keys," and "Lullaby"	<i>They Call Me Güero</i> Activity Page 3.1	40 min
	Word Work: <i>Lore</i>		5 min
Writing	Brainstorm Topics for either an Informational Essay About their Heritage or a Fictional Narrative	Activity Page 2.1 Heritage Anchor Chart <i>They Call Me Güero</i>	45

Lesson Focus

By the end of this lesson, students will be able to:

Reading:

Cite examples of descriptive language and the effective use of specific words and sentences in the selection.

(RL.5.1, RL.5.4, RL.5.10)

Writing:

Brainstorm aspects of one's heritage in order to develop an informational essay about their family heritage or in a fictional narrative that they will write from the perspective of recent immigrant.

(W.5.10)

Speaking and Listening:

Ask and answer questions about the text.

(SL.5.1, SL.5.1b, SL.5.1c, L.5.3, L.5.4a)

Language:

Use a glossary in order to determine or clarify the meaning of vocabulary words.

(L.5.4c)

ADVANCE PREPARATION

Reading

Write the Purpose for Reading on the board/chart paper: *Read closely to examine the author's words, sentences, and literary devices for a deeper understanding of "Our House," "Fingers & Keys," and "Lullaby."*

Reading

45 minutes

Close Reading: "Our House," "Fingers & Keys," and "Lullaby" [pages 13-14, 16, and 17]

Review the selections

5 minutes

Tell students they will reread "Our House," "Fingers & Keys," and "Lullaby."

Have students turn to page 13, the first page of "Our House."

Read the purpose for reading from the board/chart paper: *Read closely to examine the author's words, sentences, and literary devices for a deeper understanding of "Our House," "Fingers & Keys," and "Lullaby."*

SUPPORT: Review with students the meaning of the term *literary device*. Explain that literary devices are types of figurative language used by an author to help explain an idea, bring more attention to a particular event, encourage the reader to feel a certain way, clarify a point, illustrate a scene, or add to a description. Other times, authors use literary devices simply to make the text more interesting or engaging. The following are some examples of literary devices that may be familiar to students who have used the *Core Knowledge Language Arts* program in earlier grades:

- Simile: A comparison of two things, using the words *like* or *as*. *Ex.* "He was as busy as a bee."
- Metaphor: A comparison of two things, without using the words *like* or *as*. *Ex.* "The house was a beehive of activity."
- Alliteration: A phrase or sentence in which most of the words begin with the same letter or sound. *Ex.* The **greedy** **girls** **grabbed** all the **grapes** before **Greg** **got** them.

Close Reading

The practice of close reading involves directing students' attention to specific aspects of a text. The guided reading supports in this close reading of "Our House," "Fingers & Keys," and "Lullaby" in *They Call Me Güero* are intended to provide this focus and are labeled as follows:

- **VOC** indicates questions or comments that focus on vocabulary to explain meanings or check student understanding and may highlight multiple-meaning words or idioms.
- **SYN** indicates questions or comments that focus on syntax to explain complex sentences and syntactic structure.
- **COMP** indicates questions or comments that focus on students' understanding of the text. These questions require text-based responses and are sequenced to build a gradual understanding of the key details of the text. Students may provide multiple responses using different pieces of evidence, grounding inferences logically in the text.

- **LIT** indicates questions or comments that focus on literary devices, which are techniques an author uses to produce a specific effect such as alliteration, similes, metaphors, etc.

Not all question types will be included in each close reading lesson.

These labels and their explanations are for your reference and are not intended to be shared with students. Also, guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not presented in brackets should be read aloud verbatim.

There are many ways for students to respond to the questions. Vary how you elicit students' responses to promote student engagement. For example:

- Have students work in pairs. Following each question, direct students to consult with their partner about the correct response before one student responds.
- Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response before one student responds.
- Following a question, have all students provide a written response before one student responds orally.

SUPPORT: If students forget the meanings of any of the vocabulary terms discussed at the beginning of Lesson 3, refer them to Activity Page 3.1 or the glossary on Activity Page SR.1. Remind students to refer to the Spanish glossary at the end of the book as well.

Read “Our House,” “Fingers & Keys,” and “Lullaby”

30 minutes

[pages 13-14, 16, and 17]

[Read aloud the selection on pages 13 and 14, pausing at each point indicated to explain or clarify the text.]

Lines 1-4: LIT/Literal—What literary device does the author use in this stanza?

- o The author uses a simile - *like a Monterrey oak gone from acorn to tall and broad and shady tree.*

Line 15: VOC/Literal—What is meant by the line *para hacernos un hogar*?

- o to make a home for ourselves

Line 15: VOC/Evaluative—Why might the author choose to put this line in Spanish rather than in English, like the rest of the selection?

- o Answers may vary, but could include that it illustrates the fact that both English and Spanish are spoken in the narrator's home, and both languages/cultures are what make the narrator's house a “home.”

Lines 17-18: SYN/Inferential—What is the narrator saying in these lines of text?

- o Their “souls,” or what makes them a family, have become part of the house (the block and wood). Talk about the differences in meaning of a “house” (the physical structure) and a “home” (the family of people who live together, their culture and traditions.)

Lines 21-24: COMP/Literal—What is the narrator describing here? Does your family do this in your home?

- o As the narrator grows in height, his family keeps a record of his height by marking on the wall how tall he is on certain dates. Answers may vary.

Lines 32-34: COMP/Inferential—What does the narrator indicate is more important than having a fancier house?

- o Answers may vary, but may include that it is more important to spend time with his family and to celebrate family occasions with those he loves.

Fingers and Keys

[Read aloud the selection on page 16, pausing at each point indicated to explain or clarify the text.]

Lines 1-2: VOC/Inferential—What does the narrator mean by the word *parish* and what does this tell you about his family?

- o A parish is a place with a church or a church community. It indicates his family belongs to a church, and his mother is actively involved in the church because she plays the organ at the church.

Lines 13-16: LIT/Literal—What literary device is used by the author in these lines?

- o The author uses a simile - *her fingers on mine light as feathers*.

Lullaby

[Read aloud the selection on page 17, pausing at each point indicated to explain or clarify the text.]

Line 3: VOC/Literal—Who sang a lullaby to the narrator when he was a baby?

- o His abuela, or grandmother.

Lines 9-16: COMP/Evaluative—What mood is created by the words of this lullaby?

- o It creates a frightening mood.

Lines 17-20: COMP/Evaluative—How does the narrator explain why he heard this frightening lullaby but still felt safe?

- o He said that the song taught him the dangers of the world, but he knew he would be safe because of his family.

Discuss the Selections and Wrap Up the Lesson

5 minutes

TURN AND TALK: Based on the words, phrases, and literary devices used in these selections, how does the narrator feel about his family and his home? Use details from the text to support your answers.

- o The narrator loves his home and his family, and he gets great support and comfort from them. (*a home that glows warm with love; a bit of our souls has fused with the block and wood; I can't imagine life without this place; oh all the laughs and tears we shared at that table; inside its cozy walls we celebrate all the riches that matter; her fingers on mine light*

as feathers but guiding me all the same; she took me in her arms and serenaded me; family lore can keep you safe)

Word Work: *Lore*

5 minutes

1. Today you read, “Family lore can keep you safe.”
2. Say the word *lore* with me.
3. *Lore* means traditional knowledge or belief passed down from generation to generation that often teaches a lesson. Part of our American lore is a story that when George Washington was a boy, he cut down his father’s cherry tree. When he was asked if he did it, he said that he could not tell a lie and admitted it was him. Although it is a part of American lore (folklore), George Washington never chopped down his father’s cherry tree, but the story is used to demonstrate George Washington’s honesty. Sometimes family lore that is passed down is true and sometimes it is exaggerated or fiction.
4. Sample sentence: Leprechauns, which are a type of fairy, are part of Irish cultural lore.
5. Can you think of some lore you heard or read about in school or in books? Try to use the word *lore* in your response. [Ask two or three students. If necessary, guide and/or rephrase students’ responses to make complete sentences: “It is part of the lore that . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *lore*?
 - o noun
7. [Use a *Discussion* activity for follow-up.] In many families, there is family *lore*, or stories that have been passed down through generations. Is there any lore that is part of your family history? Is the story true or exaggerated?

Writing

45 minutes

Brainstorm Topics For an Informational Essay About their Heritage or a Fictional Narrative as a Recent Immigrant

Review

5 minutes

Remind students that in the previous lessons they completed Activity Page 2.1 with elements of their personal heritage.

- Have several students share one or two elements from Activity Page 2.1 with the class.
- Remind students that they are going to use one or more of those elements to include either in an informational essay about their family heritage or in a fictional narrative that they will write from the perspective of a recent immigrant. Explain that in a later lesson they will expand upon what they choose to write about, but today they will focus on whether they will write an informational essay about their family heritage or a fictional narrative that they will write from the perspective of recent immigrant. In either case, their focus today should be on the elements of heritage that they will include in their writing.

Examine Elements of Heritage in *They Call Me Güero*

20 minutes

Direct students' attention to the Heritage Anchor Chart displayed in earlier lessons.

Remind students that this chart contains examples of the way the narrator discussed elements of his heritage in *They Call Me Güero*.

Have students work with a partner to scan the text to remind them how the author incorporated these elements in the stories. Tell students they should reread those sections of the text to see which of those parts of the text were the most interesting to them.

SUPPORT: To model this process for students, direct them to the list of traditional Mexican foods on page 9. Tell them that you found this part interesting because you enjoyed reading about some of the foods you and the narrator both liked, and that you enjoyed learning about Joya, a Mexican soft drink with which you were not familiar.

As students work in pairs to scan the text, circulate around the room, asking several pairs to elaborate what they enjoyed reading about certain parts of the narrator's heritage.

Brainstorm Topics for Writing

15 minutes

Have students turn to Activity Page 2.1 and tell them they will use this page to brainstorm ideas for the elements of heritage that they will include in their writing.

Explain that students should include at least three elements of heritage in their brainstorming (e.g., a type of food that is part of their heritage; a special holiday that is celebrated; a song or story that is part of their heritage; etc.).

Tell students that they should circle each of the elements listed on Activity Page 2.1 that they will include in their narrative. Remind them to circle at least three of these elements.

SUPPORT: For any students who may have had difficulty independently writing their ideas on Activity Page 2.1, ask them to share their ideas orally, as you transcribe what they say in writing.

- Circulate among students as they brainstorm ideas, addressing any questions they may have.

Stop students after about ten minutes and ask them to highlight their two top ideas to share with a partner.

Wrap Up

5 Minutes

Have one or two students share the elements they chose with the class.

Lesson 5

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Small Group: “Learning to Read” and “Nagual”	<i>They Call Me Güero</i> Activity Pages 5.1 and 5.2; Heritage Anchor Chart	40 min
	Word Work: <i>Literal</i>		5 min
Writing	Review Parts of a Paragraph	Parts of a Paragraph Chart Activity Page 5.3	45
Take-Home Material	Writing	Activity Page 5.3	*

Lesson Focus

By the end of this lesson, students will be able to:

Reading:

Identify details learned about the narrator in “Learning to Read” and “Nagual.”
(RL.5.1, RL.5.2, RL.5.10, RF.5.3, RF.5.3a, RF.5.4, RF.5.4b, RF.5.4c)

Writing:

Describe the parts of a well-formed paragraph.
(W.5.3, W.5.3d, W.5.3e, W.5.10)

Speaking and Listening:

Ask and answer questions about the text.
(SL.5.1, SL.5.1b, SL.5.1c, L.5.3)

Language:

Identify antonyms of a given adjective.
(L.5.5c)

Use a glossary in order to determine or clarify the meaning of vocabulary words.
(L.5.4c)

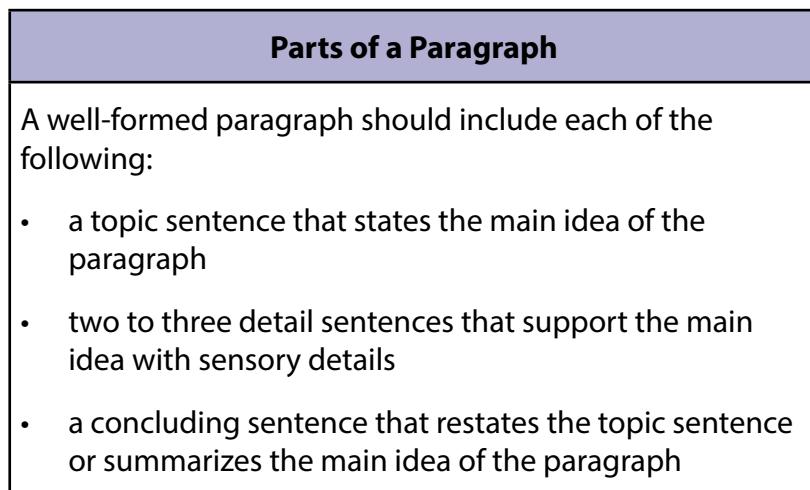
ADVANCE PREPARATION

Reading

Write the Purpose for Reading on the board/chart paper: *Read “Learning to Read” and “Nagual” in They Call Me Güero to learn additional details about the narrator.*

Writing

Prepare an enlarged copy of the Parts of a Paragraph Chart as follows:



Write the following paragraph on the board/chart paper:

My family has a funny tradition of eating waffles for dinner on Tuesday night. When I hear the pans crashing and banging in the kitchen, I know my mother is getting the waffle iron down from the shelf for our traditional Tuesday night dinner. I can hear the fork whisking the lumpy waffle batter in the glass mixing bowl. The warm scent of waffles cooking makes my mouth water. My stomach jumps for joy every Waffle Night at my house!

Fluency (optional)

If students were assigned a selection from the *Fluency Supplement* or from *They Call Me Güero* to read for fluency, determine which students will read the selection aloud and when. See the Introduction of this Teacher Guide for more information on using the *Fluency Supplement*.

Reading

45 minutes

Small Group: “Learning to Read” and “Nagual” [pages 18-20 and 21]

Review

5 minutes

- Review what was learned in previous lessons by asking students the following questions:
 1. What is a border kid?
 - o A border kid is a child who lives on or near the border between two countries, travels

between those countries, and shares some elements of the cultures of both countries.

2. What are some things we have learned so far about the narrator in this story?
 - o Answers may vary, but may include that we learned that he lives in the United States but travels frequently to and from Mexico; he likes certain foods and drinks from Mexico; his grandmother used to sing him lullabies; he loves his home; he feels safe with his family; and his mother taught him to play the piano.

Explain that in the two selections students will read today, they will learn more about the narrator.

Introduce the Selections

5 minutes

Core Vocabulary

Have students turn to the first page of “Learning to Read” on page 18 of *They Call Me Güero*.

- Preview the core vocabulary words in each of the selections *before* reading them.
- Tell students the first vocabulary term they will encounter in “Learning to Read” is *spine-tingling*. Have them find the word on page 18 of the Book.
- Explain that the Activity Page Glossary SR.1 contains definitions of all the vocabulary words in this Book. Have students refer to SR.1, locate *spine-tingling*, then have a student read the definition.

Have students reference Activity Page 5.1 while you read each word and its meaning noting that:

- Words are in the order in which they appear in the selections.
- The part of speech follows each word in an abbreviated format as follows: noun—*n.*; verb—*v.*; adjective—*adj.*; adverb—*adv.*
- Alternate forms of the word appearing in the selection may follow the definition. They may be a different part of speech than the original word.
- The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.

Learning to Read

1. **spine-tingling, adj.** very exciting or frightening (18)
2. **literal, adj.** referring to the exact, or true, meaning of a word or phrase; not figurative (18)
3. **bug, v.** to pester or annoy (19)
4. **delighting, v.** taking great joy or pleasure in something (**delight**) (19)
5. **nerd, n.** someone who reads and studies more than other people (20)

Nagual

6. **shaman, n.** a person who cures the sick using magic or supernatural powers (21)

Read the purpose for reading from the board/chart paper: *Read “Learning to Read” and “Nagual” in They Call Me Güero to learn additional details about the narrator.*

Establish Small Groups

Before reading the selections, divide students into two groups using the following guidelines:

- **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text and completing Activity Page 5.2 together. This is an excellent time to make notes in your anecdotal records.
- **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. These students may work as a small group, as partners, or independently to read the text, discuss it with others in Small Group 2, and then complete Activity Page 5.2. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 5.2 correctly. You may choose to do one of the following to address this:
 - Collect the pages and correct them individually.
 - Provide an answer key for students to check their own or a partner’s work after they have completed the activity page.
 - Confer with students individually or as a group at a later time.

Read “Learning to Read” and “Nagual”

25 minutes

The following guided reading supports are intended for use with Small Group 1. Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim.

After students read several lines of text, ask students if they have any questions, if anything was confusing, or if anything was hard to understand.

[Pages 18-20]

[Read the first stanza of the verse aloud.]

Lines 1-4: Literal—What kind of stories did the narrator’s abuela tell him when he was young? [Guide students through the description as they write the answers on Activity Page 5.2.]

- very scary (spine-tingling)

[Read the second stanza of the verse aloud.]

Lines 8-9: Inferential—What does the information in lines 8 and 9 tell us about the narrator?

[Guide students through the lines of text as they write the answers on Activity Page 5.2.]

- He was curious and liked to know things beyond the details contained in the stories.

[Have a student read the third stanza of the verse aloud.]

Line 19: Literal—What does *no sé, m’ijo* mean?

[Guide students through the line of text and the Spanish glossary at the back of the book as they write the answers on Activity Page 5.2.]

- o It means *I don't know, my son.*

Pause to discuss students' reactions to the inclusion of Spanish words and phrases in the text. How does the use of Spanish words and phrases intermixed with English reinforce the fact that the narrator is from two cultures, Mexican and American? Explain that when someone is able to speak two languages, they are said to be bilingual.

Ask whether any of your students speak Spanish or a language other than English? Point out that approximately 20% of Americans are bilingual, i.e., able to speak a language in addition to English, whereas 56% of Europeans are bilingual and for the world at large the figure averages about 50%. Source: Bilingual America, August 11, 2017

<https://www.puertoricoreport.com/bilingual-america/#.XUwtIXspDIU>

Discuss the differences between the percentage of Americans who are bilingual, compared to others around the world. How might being able to speak more than one language influence a person's point of view about different issues in the news, for example?

[Have a student read lines 25-49 on page 19 aloud.]

Lines 27-30: Literal—What does the narrator's abuela say is the “greatest truth”? [Guide students through the lines of text as they write the answers on Activity Page 5.2.]

- o The greatest truth is that all the narrator seeks can be found in books, so she encouraged him to read.

Discuss the power/significance of abuela's statement and ask students what influence abuela's point of view about reading had on the narrator? (He really wanted to learn to read.)

Lines 31-43: Inferential—What happened at the narrator's first day of kindergarten, and what does this tell you about his character? [Guide students through the lines of text as they write the answers on Activity Page 5.2.]

- o He was the only student who could read, and he was frustrated that the teacher was going so slowly with the lessons. He says he dropped out of kindergarten because he was a “rebel” and was determined to learn on his own. It showed he is excited about learning and frustrated by the pace of the kindergarten instruction.

Lines 34-43: Literal—How did the narrator spend his time the rest of the year that he was not in kindergarten? [Guide students through the lines of text as they write the answers on Activity Page 5.2.]

- o His mother took him to the public library where he read different books every day.

[Have a student read lines 50-76 on page 20 aloud.]

Lines 50-55: Literal—What happened when the narrator entered first grade? How did he feel about other kids making fun of him, calling him a nerd? [Guide students through the lines of text as they write the answers on Activity Page 5.2.]

- o He was reading on a much higher level than other students, so he was placed in a third-grade reading class. Even though other kids made fun of him and called him a nerd, he didn't care because he liked reading and learning new things.

Note: You may want to explain to students that abuelita is an affectionate way of saying abuela—abuela is grandmother, abuelita is “little grandmother.”

Lines 67-76: Inferential—What effect did abuelita’s stories have on the narrator?

- o The stories sparked his imagination and his love of books.

Lines 72-76: Challenge—What simile does the narrator use in these lines? What does it mean?

- o The narrator says the words he heard in his abuelita’s stories when he was young stayed in his brain, waiting until he was able to read on his own. He compares this to what happens when a larvae changes to a butterfly.

[Page 21]

[Have two or three students take turns reading lines 1-23 on page 21 aloud.]

Lines 1-23: Inferential—What kinds of stories does the narrator’s uncle tell him, and what is the narrator’s reaction to the stories? [Guide students through the lines of text as they write the answers on Activity Page 5.2.]

- o His uncle told stories about magical creatures, tricksters, and shamans. The narrator loved the stories, and they sparked his imagination.

Discuss the Selections and Wrap Up the Lesson

5 minutes

Bring the class back to a whole group and wrap up the lesson with the following activity:

TURN AND TALK: Based on the information revealed in these selections, what are some words you could use to describe the narrator? How did his family members help shape the narrator’s character? [After several minutes of sharing with a partner, have several students share their answers with the class.]

- o Answers may vary, but may include imaginative, inquisitive, curious, smart, and hard-working.
- o His family (especially his grandmother and uncle) told stories that sparked his imagination and encouraged his love of books and of reading.

Word Work: *Literal*

5 minutes

1. In the text you read, “I was so literal. I believed every story she told was true.”
2. Say the word *Literal*—with me.
3. *Literal*—is an adjective that refers to the exact, or true, meaning of a word or phrase; not figurative.
4. Sample sentence: The idiom “a piece of cake” is a figure of speech meaning “easy.” Its literal meaning would refer to a type of dessert.
5. Think about something you have understood in a literal way, rather than a figurative way. [Ask two or three students to use *literal* orally in a sentence. If necessary, guide and/or rephrase students’ responses to use *literal* in complete sentences: “I once understood the phrase _____ in a literal way, rather than a figurative way.”]

6. What's the word we've been talking about? What part of speech is the word *literal*?
 - o adjective
1. [Use an *Antonym* activity for follow-up.] What are some antonyms of *literal*?
 - o Answers may vary, but may include *imaginary*, *pretend*, *vague*.

Writing

45 minutes

Review Parts of a Paragraph

Review Parts of a Paragraph

15 minutes

- Direct students' attention to the Parts of a Paragraph Chart prepared earlier, and have one or more students read each of the three elements of a paragraph.

Parts of a Paragraph
<p>A well-formed paragraph should include each of the following:</p> <ul style="list-style-type: none">• a topic sentence that states the main idea of the paragraph• two to three detail sentences that support the main idea with sensory details• a concluding sentence that restates the topic sentence or summarizes the main idea of the paragraph

Direct students' attention to the paragraph you wrote on the board/chart paper earlier, pertaining to having waffles for dinner. Have a student read the paragraph aloud:

My family has a funny tradition of eating waffles for dinner on Tuesday night. When I hear the pans crashing and banging in the kitchen, I know my mother is getting the waffle iron down from the shelf for our traditional Tuesday night dinner. I can hear the fork whisking the lumpy waffle batter in the glass mixing bowl. The warm scent of waffles cooking makes my mouth water. My stomach jumps for joy every Waffle Night at my house!

- Ask for a student volunteer to underline the topic sentence of the paragraph.
My family has a funny tradition of eating waffles for dinner on Tuesday night.
- Have three different students each draw two lines under one of the three detail sentences in the paragraph.

When I hear the pans crashing and banging in the kitchen, I know my mother is getting the waffle iron down from the shelf for our traditional Tuesday night dinner. I can hear the fork whisking the lumpy waffle batter in the glass mixing bowl. The warm scent of waffles cooking makes my mouth water.

- Have another student draw a circle around the conclusion sentence that summarizes the main idea of the paragraph.

My stomach jumps for joy every Waffle Night at my house!

Practice Writing Well-Formed Paragraphs

25 minutes

- Have students turn to Activity Page 5.3.
- Tell students they will practice writing well-formed paragraphs on two different topics.
- Have one student read the topic of the first paragraph they will write on Activity Page 5.3.
 - o *Your favorite food*
- Have another student read the topic of the second paragraph they will write on Activity Page 5.3.
 - o *Your most memorable day at school*

SUPPORT: Be sure students understand that the word *memorable* refers to an event that remains in their memory for some time. Explain that something can be memorable for a positive reason or for a negative reason.

SUPPORT: Remind students that their practice paragraphs each need to contain all the parts of a well-formed paragraph, so they should refer to the Parts of a Paragraph Chart as needed. Have students complete the activity page independently. Have students complete the activity page independently.

- Circulate throughout the room, monitoring students' progress and providing guidance and support as needed.

Wrap Up

5 minutes

Have students share examples of a well-formed paragraph from Activity Page 5.3.

Students should complete Activity Page 5.3 for homework, if needed.

Lesson 6

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Whole Group: "First Day of Seventh Grade" and "Los Bobbys, or the Bookworm Squad"	<i>They Call Me Güero</i> Activity Page 6.1 Heritage Anchor Chart	40 min
	Word Work: <i>Mentor</i>		5 min
Writing	Review Rules on Dialogue	Quotation Marks Poster Activity Page 6.2	45
Take-Home Material	Reading	<i>Fluency Supplement</i> Selection (optional)	*

Lesson Focus

By the end of this lesson, students will be able to:

Reading:

Identify additional elements of the narrator's heritage as described in the selections.
(RL.5.1, RL.5.2, RL.5.10, RF.5.3, RF.5.3a, RF.5.4, RF.5.4b, RF.5.4c)

Writing:

Practice punctuating dialogue in text.
(W.5.3b, W.5.10, L.5.2)

Speaking and Listening:

Ask and answer questions about the text.
(SL.5.1, SL.5.1b, SL.5.1c, L.5.3)

Language:

Use a glossary in order to determine or clarify the meaning of vocabulary words.
(L.5.4c)

ADVANCE PREPARATION

Reading

Write the Purpose for Reading on the board/chart paper: *Read “First Day of Seventh Grade” and “Los Bobbys, or the Bookworm Squad” in order to identify additional elements of the narrator’s heritage.*

Display the Heritage Anchor Chart used in previous lessons.

Writing

Create and display an enlarged version of the following Quotation Marks Poster:

Quotation Marks Poster

- o Quotation marks are used to show exactly what a person says or has said. (dialogue)
- o Quotation marks are used when copying exact words from a written text.
- o Quotation marks are placed at the beginning and end of the quoted text or dialogue.
- o The first part of the quotation in the sentence has a capital letter, even if the quotation appears in the middle of the sentence.
- o A comma separates the quotation from the tag (which tells who is saying the quoted material).
- o When a quotation is split within one sentence, quotation marks indicate which part of the sentence is being quoted, and there are two commas – one before the tag and one at the end of the tag.

Write the following sentences on the board/chart paper:

- The teacher said children, please go to the cafeteria for lunch.
- Don’t jump into the pool said the lifeguard.
- The score said the announcer is tied at half-time.

Fluency (optional)

Choose and make sufficient copies of a text selection from the online *Fluency Supplement Packet* to distribute and review with all students for additional fluency practice this week. Alternatively, you may choose to assign a selection from *They Call Me Güero* for practice in reading poetry fluently. See the introduction to this Teacher Guide for more information on using the *Fluency Supplement*. If you choose to use this fluency practice, you will assess students in Lesson 10.

Whole Group: “First Day of Seventh Grade” and “Los Bobbys, or the Bookworm Squad”
[pages 25-26 and 27-29]

Introduce the Selections

5 minutes

Core Vocabulary

Ask students to turn to page 25, the first page of “First Day of Seventh Grade.” Explain that before reading, they will preview the core vocabulary words.

- Preview the core vocabulary words before reading each selection.
- Have students reference the glossary on Activity Page SR.1, to review the meaning of the first vocabulary word, **hang (with)**, which is slang.
- Use the customary procedures for introducing the remaining core vocabulary, using Activity Page 6.1 to read the other vocabulary words and their meaning.

First Day of Seventh Grade

1. **hang (with), v. (slang)** spend time (**with**) (25)
2. **diverse, adj.** having a variety, or made up of different kinds (25)
3. **schedules, n.** in middle and high school, lists of the different subjects and classes, with times, that students will study in school. (26)
4. **navigating, v.** steering a course through something, such as a body of water (**navigate**) (26)
5. **woke, adj. (slang)** aware of and concerned with social issues of fairness (26)
6. **smirks, n.** smiles in a rude or offensive manner (**smirk**) (26)

Los Bobbys, or The Bookworm Squad

7. **origin, n.** the source, or the place from which something begins (27)
8. **mentor, n.** a trusted guide or teacher who plays an important role in someone’s life (28)
9. **persuasive, adj.** having the ability to convince someone of something (29)

Read “First Day of Seventh Grade” and “Los Bobbys, or the Bookworm Squad”

30 minute

Read the purpose for reading from the board/chart paper: *Read “First Day of Seventh Grade” and “Los Bobbys, or the Bookworm Squad” in order to identify additional elements of the narrator’s heritage.*

Have students take turns reading each selection aloud, one at a time, two times. As they read each selection for the first time, have students read it straight through, without stopping, so they hear the flow and rhythm of the poem. Ask them to note the phrasing of the words and the rhythm.

As students read each selection aloud for the second time, occasionally pause to ask questions in order to check for understanding and draw students’ attention to key vocabulary and concepts. Use the guided reading supports listed below for this purpose.

First Day of Seventh Grade

[Pages 25-26]

SUPPORT: Explain these references as needed: half white Chicano – a Chicano is a person of Mexican origin; Seoul – a city this is the capital of South Korea; dominican moreno – a person from the Dominican Republic who is also of African heritage.

Lines 1-8: Inferential—Based on these lines, why do you think the narrator is excited to be going back to school?

- o He seems to like it and enjoys spending time with his friends.

Lines 5-8: Inferential—What is unusual about the narrator’s friends?

- o They are all named *Bobby* and they – or their parents - come from many diverse backgrounds and countries.

Lines 9-12: Literal—In addition to having the same first name, how are the narrator’s friends similar?

- o They all like comics, gaming, and books.

Lines 9-12: Evaluative—Do you think the narrator is offended by his sister calling him and his friends *los Derds – Diverse Nerds*? Support your answer with evidence from the text.

- o Answers may vary, but may include that he does not seem offended. He doesn’t try to argue against that label, but instead lists some of the reasons she may call them that.

Lines 25-28: Inferential—What simile does the narrator use to describe walking down the school halls? What does it mean?

- o The narrator says that walking down the school hallways is like traveling down the Rio Grande. It means that the hallways are crowded with students and things that a person walking down the hall would have to “navigate” or move around.

Lines 33-40: Inferential—Does the narrator seem to enjoy his classes? Support your answer with evidence from the text.

- o Answers may vary, but may include that he seems to like his teachers (especially those for English and band), and he seems to like a girl in his social studies class.

Los Bobbys, or the Bookworm Squad

[Pages 27-29]

Lines 1-4: Literal—What is an *origin* story?

- o It is a story about how something started, or originated.

Lines 1-15: Evaluative—When in time, compared to the other stories, does this selection take place? How do you know?

- o It takes place prior to the previous selection. The narrator begins talking about what it was like when he was in sixth grade, and in the previous selection, he was talking about starting seventh grade.

Lines 5-15: *Inferential*—How did the narrator feel about being in sixth grade the previous year?

- o He felt uncomfortable at the beginning of sixth grade (*middle school's kind of a shock*).

Lines 24-44: *Literal*—What did the narrator and his friends, the Three Bobbys or Los Bobbys, like to do?

- o They liked to read, especially nonfiction books, and to talk about what they had read.

Lines 45-49: *Literal*—What is a *mentor*, and who was a mentor to Los Bobbys and the narrator?

- o A mentor is a trusted person who plays an important role in someone's life. Mr. Soria, the librarian, was a mentor to the narrator and his friends.

Lines 54-69: *Literal*—What was so special about Mr. Soria?

- o He knew about many interesting books, and he introduced the Los Bobbys to a diverse, or varied, group of writers who “look[ed] and talk[ed] like” the narrator and his friends. They were writers from several different groups, just like the narrator and his friends.

Lines 59–60: *Inferential*—Why do you think the narrator and his friends began to refer to themselves as the “Bookworm Squad?”

- o Their group was similar to a squad or team that liked to read books.

Lines 70-76: *Evaluative*—What does the narrator mean by the lines, “traveling through these pages to distant times and places to find our proud reflections”?

- o He means that he and his friends were able to see parts of themselves (their reflections) in the books written by the diverse writers introduced to them by the librarian Mr. Soria.

Discuss the Selections and Wrap Up the Lesson

5 minutes

Direct students' attention to the Heritage Anchor Chart.

As a group, add information to the chart that is revealed in these selections. Your completed chart should look like the following: (see next page)

Elements of the Narrator's Mexican Heritage	
Elements of Heritage	Examples from <i>They Call Me Güero</i>
Food	chili pepper café de olla Mexican cokes Joya avocados cheese
Language (Spanish)	restorán café de olla carrizo m'ijo los papeles los jóvenes para hacernos un hogar abuela el Güero y los Bobbys los Derds
Music	Los Tigres del Norte (Mexican band) "La Puerta Negra" (a song) Duérmete Mi Niña (lullaby) Tejano band

Word Work: Mentor

5 minutes

1. In the selection you read, “Here’s the mentor part. All heroes need one.”
2. Say the word *mentor* with me.
3. A mentor is a trusted guide or teacher who plays an important role in someone’s life.
4. Sample sentence: My third-grade teacher, Mr. Song, was a mentor to me when I was a new student in the school.
5. Think about someone who was a mentor to you. Be sure to use the word *mentor* in your response and include why you consider that person a mentor. [Ask two or three students to use *mentor* in an oral sentence. If necessary, guide and/or rephrase students’ responses to use *mentor* in complete sentences: “_____ was a mentor to me because”]
6. What’s the word we’ve been talking about? What part of speech is the word *mentor*?
 - o noun

[Use a Discussion activity for follow-up.]

TURN AND TALK: What qualities, or personality traits, do you think it is important for a mentor to have? Why? [Allow several minutes for students to discuss these questions with a partner. Then have several students share their responses with the class.]

- o Answers may vary, but may include *kind, intelligent, caring, interested, and trustworthy*.

Writing

45 minutes

Review Rules on Dialogue

Review Rules on Punctuating Dialogue

20 minutes

Remind students that they will be writing either an informational essay about their cultural heritage or a story, or narrative, about a recent immigrant later in this unit. Dialogue, or conversations between characters, could be an important part of their essay or narrative. It is important to follow certain rules when punctuating that dialogue. Tell students that today you will review the rules for punctuating dialogue.

Direct students' attention to the Quotation Marks Poster:

Quotation Marks Poster

- o Quotation marks are used to show exactly what a person says or has said. (dialogue)
- o Quotation marks are used when copying exact words from a written text.
- o Quotation marks are placed at the beginning and end of the quoted text or dialogue.
- o The first part of the quotation in the sentence has a capital letter, even if the quotation appears in the middle of the sentence.
- o A comma separates the quotation from the tag (which tells who is saying the quoted material).
- o When a quotation is split within one sentence, quotation marks indicate which part of the sentence is being quoted, and there are two commas – one before the tag and one at the end of the tag.

- Have several students read the bullet points on the Poster aloud.
- Direct students' attention to the sentences you wrote on the board/chart paper earlier. Ask students as a group to use the rules on the Poster to correctly punctuate the sentences.

SUPPORT: As students punctuate each sentence, point to the rule in the Poster that refers to that punctuation.

- The teacher said children please go to the cafeteria for lunch.
 - o The teacher said, “Children, please go to the cafeteria for lunch.”
- Don’t jump into the pool said the lifeguard.
 - o “Don’t jump into the pool,” said the lifeguard.

- The score said the announcer is tied at half-time.
 - “The score,” said the announcer, “is tied at half-time.”

Practice Punctuating Dialogue

15 minutes

Tell students they will practice punctuating dialogue and direct their attention to Activity Page 6.2.

Remind students to refer to the Quotation Marks Poster as they practice punctuating these sentences.

As students work independently, circulate around the room, providing guidance as needed.

Wrap Up

10 minutes

Have students take turns writing the correctly punctuated sentences from Activity Page 6.2 on the board/chart paper.

1. I have finished my homework said Jodi.

“I have finished my homework,” said Jodi.

2. My grandmother said I love to read stories to my grandchildren.

My grandmother said, “I love to read stories to my grandchildren.”

3. I have misplaced my favorite book said Thomas.

“I have misplaced my favorite book,” said Thomas.

4. If I had to choose between broccoli or tomatoes said Mia I would choose broccoli.

“If I had to choose between broccoli or tomatoes,” said Mia, “I would choose broccoli.”

5. Eleanor Roosevelt said it is better to light a candle than curse the darkness.

Eleanor Roosevelt said, “It is better to light a candle than curse the darkness.”

Lesson 7

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Read-Aloud: <i>"They Call Me Güero,"</i> <i>"Ms. Wong & the Rabbit,"</i> and <i>"Trickster"</i>	<i>They Call Me Güero</i> Activity Page 7.1	40 min
	Word Work: <i>Translations</i>	Heritage Anchor Chart	5 min
Writing	Practice Writing with Strong Verbs	Action Verb Chart Activity Page 7.2	45

Lesson Focus

By the end of this lesson, students will be able to:

Reading:

Explain the ways various cultures and heritages affect the narrator's life.

(RL.5.1, RL.5.2, RL.5.10)

Writing:

Draft sentences with strong action verbs.

(W.5.3, W.5.3d, W.5.10)

Speaking and Listening:

Ask and answer questions about the text.

(SL.5.1, SL.5.1b, SL.5.1c, L.5.3)

Language:

Determine the new meaning of root words when the “trans-“prefix is added.

(L.5.4b)

Use a glossary in order to determine or clarify the meaning of vocabulary words.

(L.5.4c)

ADVANCE PREPARATION

Reading

Write the purpose for reading on the board/chart paper: *Read “They Call Me Güero,” “Mr. Wong & the Rabbit,” and “Trickster” to explain the ways various cultures and heritages affect the narrator’s life.*

Writing

Create and display an enlarged version of the following Action Verb Chart:

Strong Action Verbs	
Weak Verb	Stronger Verb
walk	
say	
ate	
talk	
moved	

Reading

45 minutes

Read-Aloud: “They Call Me Güero,” “Ms. Wong & the Rabbit,” and “Trickster”
[pages 30-31, 32-34, and 35-36]

Introduce the Selections

5 minutes

Core Vocabulary

Have students turn to the first page of “They Call Me Güero” on page 30.

- Preview the core vocabulary words *before* reading each selection.
- Tell students the first vocabulary word they will encounter in this selection is *pasty*. Have them find the word on page 30 of the book (line 4).
- Remind students that the Activity Page Glossary SR.1 contains definitions of all the vocabulary words in this Book. Have students refer to SR.1, locate *pasty*, then have a student read the definition.

- Use the customary procedures for introducing the remaining core vocabulary, using Activity Page 7.1 to read the other vocabulary words and their meaning.

They Call Me Güero

1. **pasty, *adj.*** pale; lacking much color (30)
2. **tussles, *v.*** vigorously shakes or causes to be out of order (**tussle**) (30)
3. **complexion, *n.*** the color and texture of one's skin especially on the face (30)
4. **taunts, *n.*** insults or challenges (**taunt**) (30)

Ms. Wong and the Rabbit

5. **translations, *n.*** writings or speech that have been changed from one language to another (**translation**) (33)
6. **contemplate, *v.*** to look at and think about for a long time or very seriously (33)

Trickster

7. **reveal, *v.*** to make something known (35)
8. **canine, *n.*** dog or a member of the dog family, such as a wolf or coyote (36)
9. **trickster, *n.*** a character in stories who is usually smart and plays tricks on others (36)
10. **mischief, *n.*** an action that annoys or causes trouble (36)

NOTE: The word *trickster* is also the title of the selection on page 35.

Read the purpose for reading from the board/chart paper: *Read "They Call Me Güero," "Ms. Wong & the Rabbit," and "Trickster" to explain the ways various cultures and heritages affect the narrator's life.*

Read "They Call Me Güero," "Ms. Wong & the Rabbit," and "Trickster" 30 minutes

Read each selection aloud two times, as students follow along in their books. As you read the selection the first time, read them straight through, without stopping, so students hear the flow and rhythm of the poem. Remind them to note the phrasing of the words and the rhythm.

As you read each selection the second time, pause to interject the guided reading supports. Each guided reading support is preceded by the number of the line of text it references. Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever a guided reading support question is asked, explicitly encourage students to refer to the text and reread prior to offering an answer.

They Call Me Güero

[Pages 30-31]

Lines 1-4: Evaluative—In these lines, the narrator discusses the color of the skin of various members of his family. Why do you think he does that?

- o Answers may vary, but may include that some people respond to or interact with the narrator, and members of his family, based simply on the shade of their skin.

Lines 5-8: Literal—How do some members of the narrator’s family refer to him?

- His uncle calls him *El Pecas*, which means “freckles,” whereas his grandfather calls him Red because of his red hair.

Line 9: Literal—What do most people call the narrator, and what does that name mean?

- Most people call him Güero, which means “person with pale skin.”

Lines 1-9: Evaluative—What do all these names (El Pecas, Red, and Güero) have in common?

- They are all based on the narrator’s appearance.

Lines 13-20: Evaluative—What are the differences between the ways the narrator’s family and the people at school respond to the color of the narrator’s skin?

- His family likes the paleness of his skin, whereas the people at school do not like it and call him “*el Canelo chafo*,” or “cinnamon-colored, cheap knock-off.”

Lines 33-44: Evaluative—What are the differences between the ways the narrator and his father feel about the narrator’s pale skin?

- The narrator wishes his skin were darker, like his father’s skin. The narrator’s father says that people with pale skin “catch all the breaks.” The narrator’s father acknowledges the unfairness of that, and the narrator is angry that that is the case.

Lines 33-44: Evaluative—Do you agree with the narrator and his father that it is unfair for people to be judged or given privileges simply because of the shade of their skin?

- Yes, because the shade or color of one’s skin has nothing to do with a person’s behavior, character or values.

Ms. Wong and the Rabbit

[Pages 32-34]

Lines 9-12: Evaluative—What are the similarities between the Korean and Mexican cultures discussed in these lines?

- According to lore in both cultures, the marks on the moon form the shape of a rabbit and were put there by the gods.

Lines 13-20: Literal—What else does Ms. Wong, the English teacher, have the students in her class read and listen to? How does the narrator feel about reading these selections?

- Ms. Wong has her students read a diverse selection of literature from different cultures and countries, including Aztec and Maya myths, Chinese and Korean legends, and even listen to a song. The narrator seems very surprised – “My mind is totally blown.”

Lines 21-22: Literal—How does Ms. Wong describe lyrics to songs?

- She says lyrics to songs are just poems put to music.

Lines 29-30: Literal—Why are the narrator and his friend Bobby Lee so excited?

- They are excited and surprised that they are reading literature from so many different cultures in English class.

Lines 31-32: Evaluative—Ms. Wong says, “Poetry is the clearest lens for viewing the world.” What do you think this means?

- o Answers may vary, but students may note that poems and poetry enable people to better understand and appreciate the world around them.

Lines 49-50: Inferential—What change does Ms. Wong inspire in the narrator?

- o Because of her influence, and his excitement about studying poetry and other cultures, the narrator begins to write poetry.

Trickster

[Pages 35-36]

Lines 1-10: Literal—What is the narrator studying in his social studies class?

- o He is learning about other cultures, especially those in Mexico and Korea, and they are using masks to study the rituals, plays, dances, and other traditions in those cultures.

Line 27: Inferential—What does the narrator mean by the line “Should I pretend or reveal?”

- o Answers may vary, but may include the fact that masks can be used to pretend to be someone or something else, or they can reveal a part of a person that they often keep hidden from others. The narrator seems to be trying to decide how he should use the mask activity in social studies class.

Lines 32-36: Literal—What mask does the narrator decide to make? What does it represent?

- o He makes a mask of a character called the Feathered Coyote. The Feathered Coyote is a character from Aztec stories, who is a trickster character. He is also a “god of music and mischief, wisdom, and storytelling.”

Lines 46-54: Inferential—What does the narrator decide to do with the mask he creates – pretend or reveal? Support your answer with evidence from the text.

- o He decides to reveal a part of himself that he keeps hidden from others. This is supported by Line 53 (*playing out our secret selves*).

Discuss the Selections and Wrap Up the Lesson

5 minutes

Use the Heritage Anchor Chart to discuss the aspects of the narrator’s culture revealed in the selections. Your completed chart should look like the following:

Elements of the Narrator's Mexican Heritage	
Elements of Heritage	Examples from <i>They Call Me Güero</i>
Food	chili pepper café de olla Mexican cokes Joya avocados cheese
Language (Spanish)	restorán café de olla carrizo m'ijo los papeles los jóvenes para hacernos un hogar abuela el Güero y los Bobbys los Derds Tío Danny El Pecas El Canelo chafo
Music	Los Tigres del Norte (Mexican band) "La Puerta Negra" (a song) Duérmete Mi Niña (lullaby) Tejano band
Other Elements	Stories/Lore: the Moon Rabbit Stories/Lore: The Feathered Coyote: Aztec trickster character

TURN AND TALK: In these three selections, the narrator discusses many aspects of both his Mexican heritage as well as aspects of other cultures, such as Korean culture. With your partner, discuss the ways in which these cultures affect the narrator. [Allow students several minutes to discuss this topic, and then invite several students to share their responses with the class.]

- Answers may vary, but may include that he is upset with the emphasis many cultures (including both Mexican and American cultures) place on the color and shade of one's skin; he is excited about studying other languages and lore from other cultures, and this inspires him to write his own poetry; and he is inspired by Mexican mask-making to create a mask that reveals his true nature.

Word Work: *Translations*

5 minutes

1. In the selection you read, “[T]he paper has both Spanish and English translations.”
2. Say the word *translations* with me.
3. *Translations* are writings or speech that have been changed from one language to another.
4. Sample sentence: There are translations of the *Bible* in the many different languages that are spoken in different countries around the world.
5. What are some situations in which translations are useful? Be sure to use the word *translations* in your response. [Have two or three students use *translations* in a sentence. If necessary, guide and/or rephrase students’ responses to use *translations* in complete sentences: “It is helpful to have translations . . .”]
6. What is the word we’ve been talking about? What part of speech is the word *translations*?
 - o noun
7. [Use a *Prefix* activity for follow-up.] The word *translations* begins with the prefix “trans-,” meaning *to go across or to change*. I’m going to say other words that begin with the prefix *trans-*. For each of those words, use your knowledge of the meaning of the prefix to determine the meaning of the word I say.

transcontinental

across continents

transcultural

across cultures

transplant

to change the location of something

transformation

a change in form

Writing

45 minutes

Practice Writing with Strong Action Verbs

Review Action Verbs

10 minutes

- Ask students to give examples of action verbs.
 - o Answers may vary, but accept any answers that are verbs.
- Remind students that there are generally two types of verbs: action verbs (or ones that show some action) and “to be” verbs that link the subject and predicate of a sentence.
- Read the following sentences and have students identify the verb in each sentence and state whether it is an action verb or a “to be” verb.

- Maria was excited about the game.
 - was: “to be” verb
- Mr. Sanchez graded the tests his students took on Monday.
 - graded; action verb
- Katherine ran the race after training for many months.
 - ran; action verb
- The new car is fast.
 - is; “to be” verb
- Explain that while “to be” verbs may be useful, they are not as descriptive or interesting as action verbs, so students should try to use many action verbs in writing their narratives in this unit.

Identifying Strong Action Verbs

10 minutes

Remind students that readers get to know characters when writers describe them with details to show their actions.

Explain that, in addition to using many action verbs rather than “to be” verbs, students can strengthen their writing by choosing their action verbs carefully.

Direct students’ attention to the Action Verb Chart you prepared earlier:

Strong Action Verbs	
Weak Verb	Stronger Verb
walk	
say	
ate	
talk	
moved	

Ask students whether each of the verbs displayed on this chart is an action verb or a “to be” verb.

They are all action verbs.

Explain that these are weak action verbs because they do not clearly describe how the action is being performed.

Have students work in pairs to create at least one stronger verb for each of the five verbs listed on the chart. As students provide their answers, record them in the right column. The following contains some of the verbs students may provide:

Strong Action Verbs	
Weak Verb	Stronger Verb
walk	stroll, march, stride, saunter, wander
say	shout, whisper, declare, utter, mumble
ate	gobbled, nibbled, devoured, picked at
talk	argue, chat, ramble, negotiate
moved	stumbled, lurched, lept, meandered

Practice Writing Sentences with Strong Action Verbs

20 minutes

Tell students they will now practice writing sentences with strong action verbs.

Direct students’ attention to Activity Page 7.2.

Explain that students will choose one of the weak action verbs from the Strong Action Verbs Chart and write a sentence with that verb. Then, students will select a strong action verb that is a synonym for the weak verb they selected and write a sentence with that.

Have a student read the examples from the top of Activity Page 7.2.

Explain that after students create their first pair of sentences, they will then select two other pairs of verbs and write sentences with each of those verbs.

As students work independently, circulate around the room, offering guidance as needed.

Share Sentences with Strong Action Verbs

5 minutes

- Have students share one of their pairs of sentences with a partner.
- Have several students share their sentences with the class.

Lesson 8

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Close Reading: "They Call Me Güero" and "Ms. Wong & the Rabbit"	<i>They Call Me Güero</i>	40 min
	Word Work: <i>Symbolize</i>		5 min
Writing	Planning an Informational Essay or a Fictional Narrative	Activity Pages 8.1, 8.1a or 8.1b	45
Take-Home Material	Planning an Informational Essay or a Fictional Narrative	Activity Pages 8.1, 8.1a or 8.1b	
Optional	Mid-Unit Assessment	Activity Page 8.2	45

Lesson Focus

By the end of this lesson, students will be able to:

Reading:

Cite examples of descriptive language and the effectiveness of specific words and sentences in the selections.

(RL.5.1, RL.5.4, RL.5.10)

Writing:

Plan the topics for each paragraph of an informational essay about their family heritage.

OR

Plan a main character in a fictional narrative that they will write from the perspective of recent immigrant.

(W.5.3a, W.5.10)

Speaking and Listening:

Ask and answer questions about the text.

(SL.5.1, SL.5.1b, SL.5.1c, L.5.3)

Language:

Use a glossary in order to determine or clarify the meaning of vocabulary words.

(L.5.4c)

ADVANCE PREPARATION

Reading

Write the purpose for reading on the board/chart paper: Read closely to examine the author's words, sentences, and literary devices for a deeper understanding of "They Call Me Güero" and "Ms. Wong & the Rabbit."

Mid-Unit Assessment (Optional)

The Mid-Unit Assessment, found in the Activity Book (AP 8.2) is an optional assessment which can be given at the end of this lesson.

NOTE: If you decide not to read "La Mano Pachona" in Lesson 9, you could choose to administer the Mid-Unit Assessment in that lesson.

Reading

45 minutes

Close Reading: "They Call Me Güero" and "Ms. Wong & the Rabbit" [pages 30-31 and 32-34]

SUPPORT: Review with students the meaning of the term *literary device*. Explain that literary devices are types of figurative language used by an author to help explain an idea, bring more attention to a particular event, encourage the reader to feel a certain way, clarify a point, illustrate a scene, or add to a description. Other times, authors use literary devices simply to make the text more interesting or engaging. The following are some examples of literary devices that may be familiar to students:

- Simile: A comparison of two things, using the words *like* or *as*. *Ex.* "He was as busy as a bee."
- Metaphor: A comparison of two things, not using the words *like* or *as*. *Ex.* "The house was a beehive of activity."
- Alliteration: A phrase or sentence in which most of the words begin with the same letter or sound. *Ex.* The **greedy** **girls** **grabbed** all the **grapes** before **Greg** **got** them.

Close Reading

The practice of close reading involves directing students' attention to specific aspects of a text. The guided reading supports in this close reading of "They Call Me Güero" and "Ms. Wong & the Rabbit" in *They Call Me Güero* are intended to provide this focus and are labeled as follows:

- **VOC** indicates questions or comments that focus on vocabulary to explain meanings or check student understanding and may highlight multiple-meaning words or idioms.
- **SYN** indicates questions or comments that focus on syntax to explain complex sentences and syntactic structure.

- **COMP** indicates questions or comments that focus on students' understanding of the text. These questions require text-based responses and are sequenced to build a gradual understanding of the key details of the text. Students may provide multiple responses using different pieces of evidence, grounding inferences logically in the text.
- **LIT** indicates questions or comments that focus on literary devices, which are techniques an author uses to produce a specific effect such as alliteration, similes, metaphors, etc.

Not all question types will be included in each close reading lesson.

These labels and their explanations are for your reference and are not intended to be shared with students. Also, guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not presented in brackets should be read aloud verbatim.

There are many ways for students to respond to the questions. Vary how you elicit students' responses to promote student engagement. For example:

- Have students work in pairs. Following each question, direct students to consult with their partner about the correct response before one student responds.
- Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response before one student responds.
- Following a question, have all students provide a written response before one student responds orally.

SUPPORT: If students forget the meanings of any of the vocabulary terms discussed at the beginning of Lesson 7, refer them to Activity Page 7.1

Read “They Call Me Güero” and “Ms. Wong & the Rabbit”

35 minutes

[pages 30-31 and 32-34]

[Read aloud the selection on pages 30 and 31, pausing at each point indicated to explain or clarify the text.]

Line 4: VOC/Evaluate—What are some synonyms for the word *pasty*? Why might the author have chosen to use the word *pasty* rather than one of the synonyms?

- Answers may vary, but may include *pale*, *fair*, and *light*. The author may have chosen to use *pasty* rather than one of the synonyms because it is more descriptive; it refers to the color of paste, which is often very white.

Lines 17-20: COMP/Inferential—What does the narrator mean by *as if my complexion's on purpose*?

- He means that people at school (the “haters”) say mean things to him and treat him badly simply because of the color of his skin. They treat him as if he has control over the color of his skin and could change it to one they think is “better.” Or, they think he is trying to be different or stand out – even show-off! “The haters say “I think I’m all that.”

Line 25: LIT/Inferential—What does the idiom “swallow my pride” mean?

- It means to do something you are embarrassed by or don't want to do—but you do it anyway. In this line, it means that the narrator's pride would ordinarily cause him to fight back, but he chooses to ignore the teasing and stay calm.

Line 37: LIT/Inferential—What does the idiom “catch all the breaks” mean?

- It means to receive special treatment or privileges. In this selection, the narrator's father says that it is not fair that in both Mexico and the United States, people with pale skin sometimes “catch all the breaks” for no reason other than the color of their skin.

Line 40: LIT/Inferential—What does the phrase “doors will open” mean?

- It means that certain opportunities will be available to the narrator that might not be available to someone else simply because of their appearance.

[Read aloud the selection on pages 32 and 33, pausing at each point indicated to explain or clarify the text.]

Line 15: LIT/Inferential—What does the narrator mean by the line “my mind is totally blown”?

- It means he is amazed or very surprised.

Line 19: COMP/Literal—What is the Milky Way the narrator refers to in this line?

- The Milky Way is a galaxy that contains the Solar System in which Earth is located.

Line 32: LIT/Evaluative—What type of figurative language is the line “Poetry is the clearest lens for viewing the world”? What is meant by this line?

- It is a metaphor (comparing two things – poetry and a lens – not using the words *like* or *as*). Answers may vary, but may include that because of the emotion and descriptive language in poetry, it has the ability to describe the world better than prose can.

Line 36: LIT/Evaluative—What type of figurative language is the line “floating on music like the moon in the sky”? What two things are being compared in this line?

- It is a simile in which song lyrics are being compared to the moon floating in the sky.

Discuss the Selections and Wrap Up the Lesson

5 minutes

TURN AND TALK: Based on these selections, and the words and phrases used by the author in them, what new things do you learn about the narrator? [Allow students several minutes to share their ideas with a partner, then have several students share their responses with the class.]

Answers may vary, but may include that we learn that the narrator's family likes his pale skin, red hair and freckles, but he would prefer to have darker skin like some members of his family; that in some cultures having pale skin may give someone an opportunity that others don't have; that the narrator gets angry when people taunt him, but that he is able to stay calm and “swallow his pride”; that the narrator loves learning about other cultures and language; and that the narrator loves reading and writing poetry.

Word Work: *Symbolize*

5 minutes

1. In the selections you read, “. . . Frost’s snow-filled woods symbolize death.”
2. Say the word *symbolize* with me.
3. *Symbolize* is a verb that means to represent or be a symbol of something else.
4. Sample sentence: Doves symbolize peace.
5. What is something you know of that symbolizes something else? Be sure to use the word *symbolize* in your response. [Ask two or three students to use *symbolize* in a sentence. If necessary, guide and/or rephrase students’ responses to use *symbolize* in complete sentences: “_____ symbolizes . . .”]
6. What is the word we’ve been talking about? What part of speech is the word *symbolize*?
 - o verb
7. [Use a *Discussion* activity for follow-up.] I am going to say several words. What could these words be a symbol for? [Accept any reasonable answers.]
 - o an owl (wisdom)
 - o heart (love)
 - o fox (cleverness)
 - o thumbs up (approval or agreement)
 - o lion (strength or power)

Writing

45 minutes

Review

5 minutes

Remind students that in an earlier lesson, they decided whether they would write an informational essay about their family heritage or a fictional narrative written from the perspective of a recent immigrant. Review with students the specific choice that they made.

Direct students’ attention to Activity Page 8.1a (informational essay), combined with 8.1b (fictional narrative), reviewing the directions on this Activity Page. Guide students in selecting the activity that they will use based on their writing choice.

Regardless of their writing choice, remind students that they should keep in mind their own family heritage as they complete this activity.

Have students work independently to begin planning their writing selection, using either Activity Page 8.1a or Activity Page 8.1b.

Circulate throughout the room, monitoring students' progress and providing guidance and support as needed.

Take-Home Material

If students are not able to complete Activity Page 8.1a or Activity Page 8.1b in the time allotted, have them complete the activity for homework.

Lesson 9

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Partner: "Records" and "La Mano Pachona"	<i>They Call Me Güero</i> Activity Page 9.1 Heritage Anchor Chart	40 min
	Word Work: <i>Transported</i>		5 min
Writing	Planning Topic, Detail, and Concluding Sentences for Informational Essay or Sequence Plot Events for Fictional Narrative	Parts of a Paragraph Chart Topic, Detail and Concluding Sentences Activity Pages 2.1 and 9.2a or Elements of a Plot Fictional Narrative Activity Pages 2.1 and 9.2b	45
Take-Home Material	Writing	Activity Page 9.2a or 9.2b	*

Lesson Focus

By the end of this lesson, students will be able to:

Reading:

Identify additional elements of the narrator's heritage.

(RL.5.1, RL.5.2, RL.5.10, RF.5.3, RF.5.3a, RF.5.4, RF.5.4b, RF.5.4c)

Writing:

Planning topic, detail, and concluding sentences for an informational essay.

or

Sequence plot events for a fictional narrative.

(W.5.3b, W.5.3c, W.5.10)

Speaking and Listening:

Ask and answer questions about the text.

(SL.5.1, SL.5.1c, L.5.3)

Language:

Identify words with the prefix "trans-".

(L.5.4b)

Use a glossary in order to determine or clarify the meaning of vocabulary words.

(L.5.4c)

ADVANCE PREPARATION

Reading

NOTE: The selection “La Mano Pachona” may be frightening for some children. Be sure to read this selection in advance to determine whether you will read it to your class in this lesson. If you choose to eliminate this story from this lesson, consider using the additional time for students to complete the Mid-Unit Assessment or re-read other selections from *They Call Me Güero*.

Write the Purpose for Reading on the board/chart paper: *Read “Records” and “La Mano Pachona” in order to identify additional elements of the narrator’s heritage.*

Consider how you will pair students for partner reading.

Display the enlarged Heritage Anchor Chart prepared in Lesson 2.

Writing

Display either the Parts of a Paragraph Chart (Informational Essay) or the Elements of a Plot Poster (Fictional Narrative).

Parts of a Paragraph
<p>A well-formed paragraph should include each of the following:</p> <ul style="list-style-type: none">• a topic sentence that states the main idea of the paragraph• two to three detail sentences that support the main idea with sensory details• a concluding sentence that restates the topic sentence or summarizes the main idea of the paragraph

Parts of a Plot
<p>All plots should have the following elements:</p> <ul style="list-style-type: none">• Rising Action:<ul style="list-style-type: none">◦ Introduces the character(s)◦ Describes the setting◦ Introduces a problem or conflict• Climax:<ul style="list-style-type: none">◦ The turning point in the story◦ Point of the highest emotion or tension• Resolution:<ul style="list-style-type: none">◦ The problem or conflict is resolved◦ All loose ends are wrapped up

Partner: “Records” and “La Mano Pachona” [pages 39-40 and 42-45]

Introduce the Selections

5 minutes

Core Vocabulary

Have students turn to page 39, the first page of “Records.”

- Preview the core vocabulary words *before* reading the first selection.
- Tell students the first vocabulary word they will encounter in this selection is *frail*. Have them find the word on page 39 of the Book.
- Remind students that the glossary contains definitions of all the vocabulary words in this Book. Have students refer to the Activity Page Glossary at on SR.1, locate *frail*, then have a student read the definition.
- Use the customary procedures for introducing the remaining core vocabulary, using Activity Page 9.1 to read the other vocabulary words and their meaning.

Records

1. **frail, *adj.*** weak or easily broken (39)
2. **turntable, *n.*** a platform that rotates and is used to play recorded discs, such as those containing music (40)
3. **emerge, *v.*** to come out of (40)
4. **transported, *v.*** carried across or through something (*transport*) (40)

La Mano Pachona

5. **supernatural, *adj.*** having to do with forces that cannot be seen or explained (42)
6. **muster, *v.*** to bring about; to gather (42)
7. **la Mano Pachona, *n.*** Spanish phrase meaning an “evil hand not attached to a body” (43)
8. **renounce, *v.*** to formally give up or abandon something (43)
9. **revenge, *n.*** the act of punishing someone because of some harm that person caused (43)
10. **sewer, *n.*** drainpipe (44)
11. **slain, *v.*** killed (*slay*) (45)
12. **trembled, *v.*** shook with fear or great emotion (*tremble*) (45)
13. **destiny, *n.*** something that is bound to happen either because of luck or fate (45)

Read the purpose for reading from the board/chart paper: *Read “Records” and “La Mano Pachona” in order to identify additional elements of the narrator’s heritage.*

- Pair students to read the selections together. You may wish to use any or all of the following pairings: strong readers with readers who need more support; readers of similar skill levels; or English learners with native speakers. Student pairings should change throughout the year. As students read, circulate among the class, monitoring students’ focus and progress.

Explain to students that for this lesson, they will both read the first stanza of each selection silently, then they will take turns reading each stanza in the selection aloud. Students can ask their partner for help with sounding out or defining words as necessary.

After students finish reading the first selection, “Records,” bring the class together as a whole and ask students the following questions:

Records

[Pages 39-40]

Lines 1-16: Inferential—How does the narrator feel about his great-grandmother? Provide evidence from the text to support your answer.

- Answers may vary, but may include that he loves her. This is supported by the text, because it says that he remembers listening to old records with his great-grandmother, and that she would make his favorite drink (aguas de melon) especially for him.

Lines 26-36: Literal—This poem ends with the narrator describing his great grandmother, leaning back in her chair with her eyes closed, “transported to the past.” Describe the series of events that carry the narrator’s great grandmother back to the past.

- The narrator’s great grandmother plays and listens to old records on a turntable. Hearing music and songs that she first listened to long ago when she was much younger brings back memories of the great grandmother’s past.

Evaluative—Have you ever heard a particular song or music that brought back a memory from your past? Describe the song or music and why it was memorable.

- Answers will vary.

Have students turn to their partner and read the second selection, “La Mano Pachona” on pages 42-45. Circulate around the room as students read this selection.

After students finish reading “La Mano Pachona,” bring the class together as a whole and ask the following question:

La Mano Pachona

[Pages 42-45]

Lines 36-80: Literal—Summarize the story that the narrator’s grandmother told him when he was younger.

- She told him a story about “la Mano Pachona,” an evil hand or claw that was no longer attached to a person’s body. She said that la Mano Pachona waited and watched for

naughty Spanish boys like the narrator. She went on to say that one time there was a naughty little boy who liked to steal and eat sweets and cookies that did not belong to him. One day, this little boy stole and ate a cookie and then went to the bathroom. While he was in the bathroom, la Mano Pachona reached up out of the toilet, grabbed the little boy and pulled him down the drainpipe. He was never seen or heard of again.

Lines 91-95: Literal—Why did the narrator’s grandmother tell him this story?

- o She told him this story as a way to teach him a lesson about snatching cookies from his cousins’ plates when they weren’t looking.

Discuss the Selections and Wrap Up the Lesson

5 minutes

Call students back to a whole class and display the enlarged version of the Heritage Anchor Chart that you prepared earlier. Have students identify information from these selections that can be added to the Chart. When you are finished, the Chart should look like the following:

Elements of the Narrator’s Mexican Heritage	
Elements of Heritage	Examples from <i>They Call Me Güero</i>
Food	chili pepper, café de olla, Mexican cokes, Joya, avocados, cheese, agua de melon, galletas
Language (Spanish)	restorán, café de olla, carrizo, m’ijo, los papeles, los jóvenes, para hacernos un hogar abuela, el Güero y los Bobbys, los Derds, Bisabuela, primos, huerco ladrón, travieso, ay, pobre güerito
Music	Los Tigres del Norte (Mexican band), “La Puerta Negra” (a song), Duérmete Mi Niña (lullaby), Tejano band, Tomás Méndez Sosa, José Alfredo Jiménez, Chavela Vargas, Jorge Negrete, Pedro Infante, Lucha Reyes, Los Panchos
Other Elements	Stories/Lore: the Moon Rabbit Stories/Lore: The Feathered Coyote: Aztec trickster character Stories/Lore: la Mano Pachona

Word Work: *Transported*

5 minutes

1. In the selection you read, “I watched her lean back in her chair closing her eyes, transported to the past.”
2. Say the word *transported* with me.
3. *Transported* means taken across or to a place.
4. Sample sentence: The fragile statue was transported to the museum in a heavily-padded crate.
5. Think about other things that can be transported. Use the word *transported* in your response. [Ask two or three students to use *transported* in an oral sentence. If necessary, guide and/or rephrase students’ responses to use *transported* in complete sentences: “_____ can be transported . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *transported*?
 - o verb
7. [Use a *Prefix* activity for follow-up.] In a previous lesson, you learned about the prefix *trans-*. What does that prefix mean? (*across or to change*) What are some other words that have the prefix *trans-*, and what do they mean?
 - o Answers may vary, but may include:
8. transfer
 - o to move from one place or person to another
9. transform
 - o to change the form of
10. transmit
 - o to send to another place

Writing

45 minutes

Review Topic, Detail, and Concluding Sentences, or Sequencing Plot Events for Fictional Narrative

5 minutes

- Guide students in defining the topic, detail, and concluding sentences.
 - o the topic sentence states the main idea of a paragraph
 - o two to three detail sentences support the main idea with sensory details
 - o the concluding sentence restates the topic sentences or summarizes the main idea of a paragraph
- Direct students’ attention to the Parts of a Paragraph chart and have a student read each of the elements:

Parts of a Paragraph

A well-formed paragraph should include each of the following:

- a topic sentence that states the main idea of the paragraph
- two to three detail sentences that support the main idea with sensory details
- a concluding sentence that restates the topic sentence or summarizes the main idea of the paragraph

- Direct students' attention to the Elements of a Plot Poster and have a student read each of the elements as described in the Poster:

Elements of a Plot

All plots should have the following elements:

- Rising Action:
 - Introduces the character(s)
 - Describes the setting
 - Introduces a problem or conflict
- Climax:
 - The turning point in the story
 - Point of the highest emotion or tension
- Resolution:
 - The problem or conflict is resolved
 - All loose ends are wrapped up

Writing Topic, Detail, and Concluding Sentences for the Informational Essay

Or Sequencing and Writing Plot Events for Fictional Narrative

15 minutes

- Direct students' attention to Activity Pages 9.2a or 9.2b, and tell students that they will use this Activity Page to plan and write the topic, detail, and concluding sentences for each paragraph of their informational essay, or they will work on their fictional narrative.

SUPPORT: Be sure students remember that their writing piece should include the elements of their heritage that they included on Activity Page 2.1.

- As students work independently offer support as needed.

Informational Essay, or Sequence Plot Events

25 minutes

- Direct students' attention to Activity Pages 9.2a and 9.2b and tell students that they will use these Activity Pages to develop their Informational or Fictional writing pieces.
 - On 9.2a students will plan topic, detail, and concluding sentences for an informational essay.
 - On 9.2b students will brainstorm ideas for the fictional narrative, and sequence the events.

SUPPORT: Be sure students remember that their narrative should include the elements of their heritage that they included on Activity Page 2.1.

- As students work independently to complete Activity Pages 9.2a and 9.2b, offer support as needed.

Take-Home Material

Writing

- Have students complete Activity Pages 9.2a and 9.2b for homework if they were not able to complete it in this lesson.

Lesson 10

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Read-Aloud: "The Newcomer," "Christmas Concrete," and "Uncle Joe's History Lessons"	<i>They Call Me Güero</i> Activity Page 10.1 Heritage Anchor Chart	40 min
	Word Work: <i>Refuge</i>		5 min
Writing	Draft an Informational Essay or Fictional Narrative	Activity Pages 2.1 and 9.2a or 9.2b Elements of a Plot Poster Parts of a Paragraph Poster Quotation Marks Poster Strong Action Verbs Poster Elements of a Plot Poster Writing Journals	45

Lesson Focus

By the end of this lesson, students will be able to:

Reading:

Identify additional elements of the narrator's heritage.

(RL.5.1, RL.5.2, RL.5.10)

Writing:

Draft an informational essay or a fictional narrative.

(W.5.3, W.5.3a, W.5.3b, W.5.3c, W.5.3d, W.5.3e, W.5.5, W.5.10)

Speaking and Listening:

Ask and answer questions about the text.

(SL.5.1, SL.5.1b, SL.5.1c, L.5.3)

Language:

Use a glossary in order to determine or clarify the meaning of vocabulary words.

(L.5.4c)

ADDITIONAL ADVANCE PREPARATION AND ADDITIONAL RESOURCES FOR THIS LESSON:

Please note that parts of the selections in this lesson may be emotionally upsetting for some students. Be sure to allocate sufficient time prior to teaching this lesson to preview the selections, as well as explore the online resources below for additional support.

Support in Teaching and Discussing Sensitive Subjects

- o **Conversations with White People on Race** – a 6 minute video clip that provide a starting point for open classroom conversations
<https://www.nytimes.com/2015/07/01/opinion/a-conversation-with-white-people-on-race.html>
- o **Facing History and Ourselves** <https://www.facinghistory.org>
Facing History and Ourselves is a nonprofit international educational and professional development organization with the mission to engage students of diverse backgrounds in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane and informed citizenry. Teachers may find the following resources from this site of particular interest for this lesson:

My Part of the Story: Exploring Identity in the United States – From the Facing History website: “Students begin the six lesson unit by investigating their own choices and experiences. They then examine the factors that help make each of us who we are, including our names, labels, choices, and family legacies. Students ultimately develop an understanding that the identity of the United States is the dynamic collection of many voices, and that their choices and their stories fuel its dynamism.”

<https://www.facinghistory.org/books-borrowing/my-part-story-exploring-identity-united-states>

Race and Racism – a letter by Lisa Delpit to her nine year old daughter

<https://www.facinghistory.org/resource-library/race-and-racism>

- o **Teaching Tolerance** <https://www.tolerance.org>
The mission of Teaching Tolerance is to help teachers and schools educate children and youth to be active participants in a diverse democracy. Their website provides free resources to educators—teachers, administrators, counselors and other practitioners—who work with children from kindergarten through high school.
- o **The Conscious Kid** <https://www.theconsciouskid.org>
The Conscious Kid is an education, research and policy organization dedicated to reducing bias and promoting positive identity development in youth.
- o **Teaching for Change** <https://www.teachingforchange.org>
Teaching for Change provides teachers and parents with the tools to create schools where students learn to read, write and change the world.

In addition, the first selection in Lesson 10, “The Newcomer,” as well as the last selection, “Uncle Joe’s History Lesson,” contain material for which context regarding the changes in the Mexican American border over time are important for full understanding.

Historical Background on Changing Mexican-American Borders

During 1846 -1848, a time of American westward expansion and settlement, the United States and Mexico went to war to fight over land that, prior to this war, had belonged to Mexico. Known in the United States as the Mexican-American War, this war followed the annexation of Mexican land by the United States in 1845 for what subsequently became the state of Texas. In 1848, the Treaty of Guadalupe Hidalgo was forced upon what remained of the Mexican government. The treaty gave the United States the Rio Grande as a boundary for Texas, as well as 'U.S. ownership' of California and a large area comprising roughly half of New Mexico, most of Arizona, Nevada, and Utah and Colorado.

A Continent Divided: The U.S.-Mexico War <http://library.uta.edu/usmexicowar/index.php>

This site is a joint project of the Center for Greater Southwestern Studies and the Library at the University of Texas at Arlington. It contains essays, biographies, and a timeline that provide background information about the war, as well as primary sources from the war such as proclamations, letters, diaries, images, maps, music, and poetry.

The Descendants of the Mexican War Veterans <http://www.dmwv.org>

This site contains an essay on the Mexican War, as well as a chronology of events and a bibliography. It also includes images, government documents, maps, statistics, and a list of historical sites associated with the war.

A Guide to the Mexican War <https://www.loc.gov/rr/program/bib/mexicanwar/>

The digital collections of the Library of Congress contain a wide variety of material associated with the Mexican War (1846-1848), including manuscripts, maps, broadsides, pictures, sheet music, books, and government documents. This guide compiles links to digital materials related to the Mexican War that are available throughout the Library of Congress Web site.

The Price of Freedom: Americans at War- The Mexican War <https://americanhistory.si.edu/>

This online exhibition of the National Museum of American History's The Price of Freedom: Americans at War collection includes a "printable exhibition" of artifacts and content about the Mexican War.

NOTE: "The Newcomer" will also be read again in the next reading lesson. In this lesson, students will focus on discerning additional elements of the narrator's heritage as presented in the selections. In the next reading lesson, students will more specifically focus on some of the reasons immigrants come to the United States and some of the challenges they face.

ADVANCE PREPARATION

Reading

Write the Purpose for Reading on the board/chart paper: *Read “The Newcomer,” “Christmas Concrete,” and “Uncle Joe’s History Lessons” in order to identify additional elements of the narrator’s heritage.*

Display the enlarged Heritage Anchor Chart prepared in Lesson 2.

Writing

Be sure the Posters from the writing lessons created and used earlier in this unit (Parts of a Paragraph Poster; Quotation Marks Poster; Strong Action Verbs Poster; and Elements of a Plot Poster) are displayed and visible for students to reference as they begin to draft their informational essays or fictional narratives.

Fluency (optional)

If students were assigned a selection from the *Fluency Supplement Packet*, or a selection from *They Call Me Güero*, determine which students will be asked to read the selection and when. See the Introduction of this Teacher Guide for more information on using the *Fluency Supplement Packet*.

Reading

45 minutes

Read-Aloud: “The Newcomer,” “Christmas Concrete,” and “Uncle Joe’s History Lessons”
[pages 50-52, 53-54, and 55-56]

Introduce the Selections

5 minutes

Core Vocabulary

Have students turn to the first page of “The Newcomer” on page 50 of *They Call Me Güero*.

- Preview the core vocabulary words from “The Newcomer” before reading the selection.
- Begin by telling students the first vocabulary word they will encounter in these selections is *immigrant*. Have them find the word on page 50 of the Book.
- Remind students that a glossary that contains definitions of all the vocabulary words in *They Call Me Güero* is arranged alphabetically and may be found on Activity Page SR.1. Have students refer to the glossary, Activity Page SR.1, locate *immigrant*, and then have a student read the definition.
- Use the customary procedures for introducing the remaining core vocabulary, using Activity Page 10.1 to read the other vocabulary words and their meaning.

The Newcomer

1. **immigrant, *n.*** a person who moves from one country to live permanently in another country (50)
2. **halting, *adj.*** lacking certainty or confidence (51)

3. **alcove, *n.*** a small part of a room that is enclosed and somewhat separate from the main part of the room (51)
4. **refugees, *n.*** people who are forced to leave their homes because of some danger or threat (refugee) (51)
5. **deportation, *n.*** the official act of a government in which it forces someone out of the country (52)

Christmas Concrete

6. **profession, *n.*** a job that requires special training and special skills to perform (53)
7. **manual, *adj.*** done by hand (54)
8. **dignity, *n.*** pride; self-respect (54)

Uncle Joe's History Lessons

9. **chronicler, *n.*** a person who keeps an official record of something (55)
10. **plagiarized, *adj.*** referring to work that was copied without permission from someone else's work (56)
11. **gatekeepers, *n.*** people who have the power to decide who gets particular opportunities and things and who does not (56)
12. **rage, *n.*** extreme anger (56)

Read “The Newcomer,” “Christmas Concrete,” and “Uncle Joe’s History Lessons”

25 minutes

Read the selections aloud two times, as students follow along in their books. As you read the selections the first time, read it straight through, without stopping, so students hear the flow and rhythm of the poem. Ask them to note the phrasing of the words and the rhythm.

As you read the selections for the second time, occasionally pause to ask students questions in order to check for understanding and draw their attention to key concepts or vocabulary. The guided reading supports listed may be used for this purpose.

The Newcomer

[Pages 50-52]

Title: *Literal*—What is a *newcomer*?

- o someone who is new to an area

SUPPORT: Have students note the two parts of the compound word: *new* and *comer*.

Line 6: *Inferential*—What does *ESL* stand for?

- o It stands for “English as a Second Language” and refers to people whose primary, or first, language is something other than English.

Line 18: SUPPORT: Explain that the new student, Andrés, in this selection is from the Central American country of Honduras.

Lines 19-29 : Inferential—How do Andrés’s feelings toward the narrator change over time? Support your answer with evidence from the text.

- At first he seems suspicious of the narrator and wonders why he wants to help him (he asks “why” when the narrator says he wants to help tutor him). A week later, Andrés is more accepting and trusting of the narrator (*Andrés warms to me.*)

Lines 35-56: Literal—Why does Andrés get so upset upon hearing about the train as he reads the problem at lunch?

- It reminds him of the tragedy his family experienced on the train as they fled Honduras to come to the United States.

Lines 62-65: Inferential—How does Andrés feel about being in the United States?

- Although he lives in a place with no water or electricity, he feels safe. However, he still has nightmares about the previous dangers he faced.

Lines 71-78: Evaluative—What are some of the things Andrés has in common with the other immigrants in the narrator’s school?

- They all crossed Mexico to come into the United States; they all escaped dangerous situations (the worry in their eyes); they all faced hunger and deportation; and they all faced bullies.

SUPPORT: Have students discuss other aspects of the lives of immigrants like Andrés that might pose challenges. Some answers may be that they may not speak English well and find it difficult to communicate; they may be separated from family members who remained in their previous country; they are unfamiliar with the culture of the United States, so they may be eating food they never ate before, or feeling isolated because they are unfamiliar with other cultural traditions.

Christmas Concrete

[Pages 53-54]

Line 4: Literal—What does *Generaciones de albañiles* mean?

- generations of construction workers

Line 20: Evaluative—What figure of speech is the phrase, “like grey ice cream in a wheelbarrow”?

- It is a simile.

Lines 21-35: Evaluative—Contrast the ways in which the narrator and his uncle each view the work of construction workers.

- The narrator does not like the hard, physical work and wants to go to college to have another career. His uncle finds dignity in the physical work.

Uncle Joe’s History Lessons

[Pages 55-56]

Lines 7-17: SUPPORT—Provide the following background information for students:

During 1846 -1848, a time of American westward expansion and settlement, the United States and Mexico went to war to fight over land that, prior to this war, had belonged to Mexico. Known in the United States as the Mexican-American War, this war followed the annexation of Mexican land by the United States in 1845 for what subsequently became the state of Texas. In 1848, the Treaty of Guadalupe Hidalgo was forced upon what remained of the Mexican government. The treaty gave the United States the Rio Grande River as a boundary for Texas, and gave the U.S. ownership of California and a large area comprising roughly half of New Mexico, and some of Arizona, Nevada, and Utah and Colorado.

Lines 10-16: *Inferential*—What does the narrator’s uncle say about the land they are sitting on—the river on the edge of his ranch? How does he feel about the Treaty of Guadalupe Hidalgo?

- o That land was once part of Mexico but was claimed by the United States in a war. As a result of the war, land that was previously part of Mexico became part of the United States, i.e., the border between Mexico and the United States changed dramatically as a result of the war. The narrator’s uncle is not happy with the change in the land; he says, “This should be Mexico.”

Lines 18-44: *Literal*—What are some of the things that upset the narrator’s uncle when he was in elementary school?

- o He was not allowed to speak Spanish; his name was changed from José to Joseph; he was told by a school guidance counselor that he should not attempt to go to college and become a lawyer as he wanted to and that he should instead become a mechanic; and he was accused of plagiarizing a paper he wrote himself because the teacher did not think he was smart enough to have written it himself.

Lines 43-44: *Inferential*—Who are the gatekeepers that Uncle Joe refers to and what does it mean when he says, “Gatekeepers weren’t letting this Chicano through.”

- o The “gatekeepers,” according to Uncle Joe, are the racist individuals he encountered in school who had preconceived ideas about who he was and what he was capable of, based on the fact that he was Mexican.

Lines 44-56: *Literal*—What advice does Uncle Joe give to the narrator?

- o He tells him not to let anyone stop him from fulfilling his dreams, but that he should also not forget his heritage when he does achieve them.

Discuss the Selections and Wrap Up the Lesson

10 minutes

Have students turn their attention to the Heritage Anchor Chart. As a group, add to the chart information about the narrator’s heritage as described in these selections.

Elements of the Narrator's Mexican Heritage	
Elements of Heritage	Examples from <i>They Call Me Güero</i>
Food	chili pepper café de olla Mexican cokes Joya avocados cheese agua de melon galletas
Language (Spanish)	restorán café de olla carrizo m'ijo los papeles los jóvenes para hacernos un hogar abuela el Güero y los Bobbys los Derds Bisabuela primos huercos ladrón travieso ay, pobre güerito, puedo por qué qué te pasa tejabán colonia bienvenido generaciiooones de albañiles oficio ya sé apá chavalito gente Revolución es más fíjate vieja racista todo ese jale chachalacas chamaco

Elements of the Narrator's Mexican Heritage	
Music	Los Tigres del Norte (Mexican band) "La Puerta Negra" (a song) Duérmete Mi Niña (lullaby) Tejano band Tomás Méndez Sosa José Alfredo Jiménez Chavela Vargas Jorge Negrete Pedro Infante Lucha Reyes Los Panchos
Other Elements	Stories/Lore: the Moon Rabbit Stories/Lore: The Feathered Coyote: Aztec trickster character Stories/Lore: la Mano Pachona

Word Work: *Refuge*

5 minutes

1. In the text you read, "One day we head to the river, set up chairs in our favorite spot, a shady *refuge* at the edge of his ranch."
2. Say the word *refuge* with me.
3. A *refuge* is a place that provides safety and security.
4. Sample sentence: The warm, dry cabin provided a *refuge* from the raging blizzard taking place.
5. What is a place you view as a *refuge*? Be sure to use the word **refuge** in your response. [Have two or three students use *refuge* in a sentence. If necessary, guide and/or rephrase students' responses to use *refuge* in complete sentences: "I think of ___ as a *refuge*."]
6. What's the word we've been talking about? What part of speech is the word *refuge*?
 - o noun
7. [Use a Discussion activity for follow-up.] **Turn and Talk:** What are some reasons it is important for everyone to have a *refuge*? [Allow students several minutes to discuss this question, and then have a few students share their responses with the class.]

Draft an Informational Essay or Narrative**Review Parts of a Paragraph and Elements of Plot****10 minutes**

- Tell students that today they will begin drafting their essays or narratives.
- Direct students' attention to the Writing Posters prepared and displayed in earlier lessons. Have them pay particular attention to the Parts of a Paragraph Poster and Elements of Plot Poster.
- Have several students read aloud the items from the Parts of a Paragraph Poster and Elements of Plot Poster, and tell students to refer to these posters as they begin to draft their narratives today.
- Explain that students will be able to continue to draft their narratives in the next writing lesson, so they do not need to complete the entire story today.

Draft an Informational Essay or Narrative**35 minutes**

- Have students work independently to begin writing their essays or narratives in their writing journals.
- As students write, circulate throughout the room, monitoring students' progress and providing guidance and support as needed.

SUPPORT: Work with individual students or with a small group, focusing on students who may not have completed the planning phase of the writing process.

Wrap Up

- Have student volunteers read aloud any paragraphs they have completed.

Lesson 11

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Partner: "The Newcomer"	<i>They Call Me Güero</i> Additional Resources in Lesson 10 Drawing Paper and pencils or crayons	40 min
	Word Work: <i>Refugees</i>		5 min
Writing	Draft an Informational Essay or Narrative	Writing Posters Writing Process Graphic Activity Pages 2.1 and 9.2, 9.2a or 9.2b Writing Journals	45

Lesson Focus

By the end of this lesson, students will be able to:

Reading:

Describe some reasons immigrants come to the United States and some of the challenges they face when they arrive.

(RL.5.1, RL.5.2, RL.5.10)

Writing:

Draft an informational essay or narrative.

(W.5.3, W.5.3a, W.5.3b, W.5.3c, W.5.3d, W.5.3e, W.5.5, W.5.10)

Speaking and Listening:

Ask and answer questions about the text.

(SL.5.1, SL.5.1c, L.5.3)

Language:

Produce a sentence using the words refugee and refugee in appropriate context.

(L.5.4a, L.5.6)

Use a glossary in order to determine or clarify the meaning of vocabulary words.

(L.5.4c)

ADVANCE PREPARATION

Reading

Access the following video online: <https://www.tolerance.org/classroom-resources/texts/small-truths-the-immigration-experience-through-the-eyes-of-children>

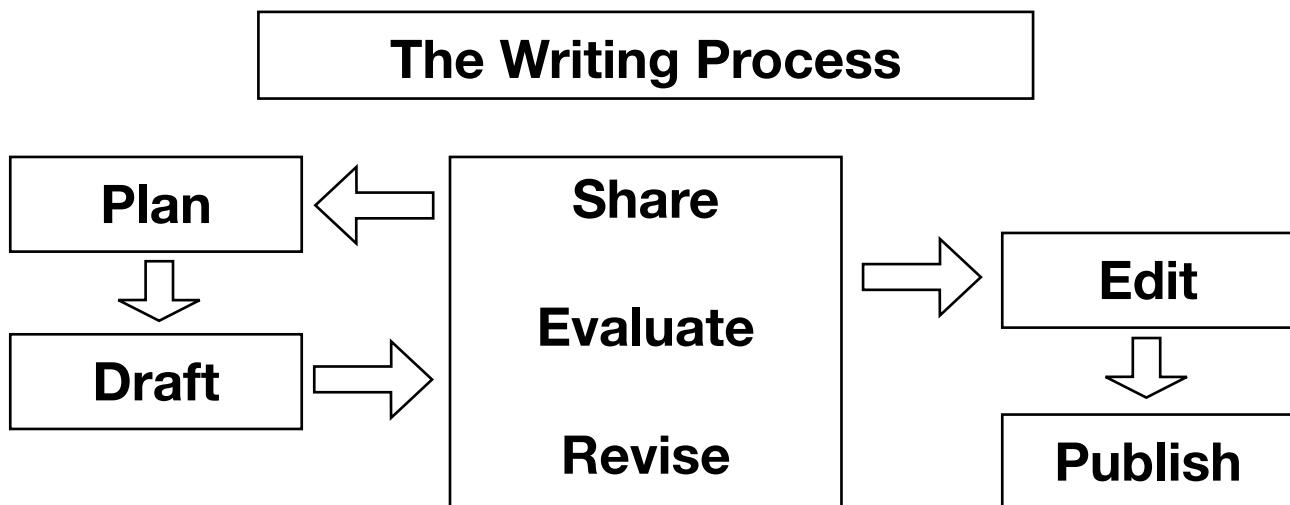
Write the Purpose for Reading on the board/chart paper: *Reread “The Newcomer” in They Call Me Güero in order to describe some reasons immigrants come to the United States and some of the challenges they face when they arrive.*

Consider how you will pair students for partner reading.

Display the enlarged Heritage Anchor Chart prepared in Lesson 2.

Writing

Create and display The Writing Process Graphic, located at Activity Page SR.2.



Fluency (optional)

Choose and make sufficient copies of a text selection from the online *Fluency Supplement Packet*, or have students select text from *They Call Me Güero* to distribute and review for additional fluency practice this week. See the introduction of this Teacher Guide for more information on using the *Fluency Supplement*.

Reading

45 minutes

Partner: “The Newcomer” [pages 50-52]

Review the Selections

5 minutes

Remind students that they read this selection in the previous lesson. Review any vocabulary terms you believe would benefit your students as they reread this selection with a partner.

Ask students to define the term *immigrant*.

- o a person who moves from one country to live permanently in another country

Explain that today students will be discussing some reasons people choose to, or are forced to, move from their country to live permanently in another country, and the experiences some people have when they immigrate, or move, to a new country.

Read the purpose for reading from the board/chart paper:

Reread “The Newcomer” in They Call Me Güero in order to describe some reasons immigrants come to the United States and some of the challenges they face when they arrive.

Read “The Newcomer”

30 minutes

- Pair students to read the selection together. You may wish to use any or all of the following pairings: strong readers with readers who need more support; readers of similar skill levels; or English learners with native speakers. Student pairings should change throughout the year. As students read, circulate among the class, monitoring students’ focus and progress.
- Explain to students that for this lesson, they will both read the first stanza of each selection silently, then they will take turns reading each stanza in the selection aloud. Students can ask their partner for help with sounding out or defining words as necessary.

After students finish reading the selection, bring the class together as a whole and ask students the following question:

[Page 50-52]

Lines 1-83: Evaluative—How do you think Andrés is feeling now that he has arrived in a new country?

- o Answers may vary.

Explain that, today, students will learn about the experiences of other children who have immigrated to the United States. Explain that they will view a short video in which immigrant children talk about their experiences.

Play the video located online at <https://www.tolerance.org/classroom-resources/texts/small-truths-the-immigration-experience-through-the-eyes-of-children>.

Note: You will have to create a free account with Teaching Tolerance in order to view the video.

SUPPORT: You may wish to stop the video after each separate segment and have students discuss the experiences of each of the children, and compare those experiences with that of Andrés in “The Newcomer.”

Discuss the Selection and Wrap Up the Lesson

5 minutes

Literal—Describe some of the experiences related by the children in the video.

- o Some of the children immigrated from Mexico, some were born in the United States but have, or had, family members still in Mexico. Some children discussed being separated from their families.

Evaluative—What are some things the children in the video had in common with Andrés? What are some of the differences?

- o Answers may vary, but may include that some have similar heritages and come from similar cultures; some have had difficulty coming to the United States; some experience fear when they arrive in the United States; some have difficulty at first because they do not speak English; and they all are hopeful for a new and better life in the United States. Some differences are that some of the children in the video have a different heritage than Andrés; the children in the video do not discuss their experiences at school, as we see with Andrés.

Word Work: *Refugees*

5 minutes

1. In the selection you read, “Hopeful and dreaming of new lives, refugees from all over cling to that dangerous metal.”
2. Say the word *refugees* with me.
3. A *refugee* is a person who flees one place for another, safer place.
4. Sample sentence: The refugees fled their home country when there was a severe drought, and they searched for a better place to live.
5. What are some reasons people may become refugees? Use the word *refugees* in your response. [Ask two or three students to use *refugee* in an oral sentence. If necessary, guide and/or rephrase students’ responses to use *refugees* in complete sentences: “People may become refugees because . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *refugees*?
 - o noun
7. [Use a Drawing activity for follow-up.] Earlier in this unit you heard a word that is similar to *refugees*. What is that word, and what does it mean?
 - o refuge; A refuge is a safe place.
8. What is the connection between the words *refuge* and *refugee*?
 - o Refugees are people in search of a refuge, or a safe place, to live.

[Explain that today students will draw a picture of a refuge and explain what refugees might be forced to leave their home country in search of a refuge. Have students share their drawings with the class.]

Draft an Informational Essay or Narrative**Introduce the Writing Process****10 minutes**

Reference the Writing Process Graphic displayed in your classroom. Tell students there are seven steps to the Writing Process: planning, drafting, sharing, evaluating, revising, editing, and publishing.

When planning, writers decide what they are going to write about and how they are going to organize their writing. They might write ideas in a journal or a graphic organizer. Explain that students have completed this process on Activity Pages 2.1 and 9.2.

When drafting, writers transform their plans into organized paragraphs. When drafting, it is important to focus on writing their ideas, and not to worry about making every sentence perfect; there will be time to revise later. Students began this process in the previous writing lesson and will continue with that today.

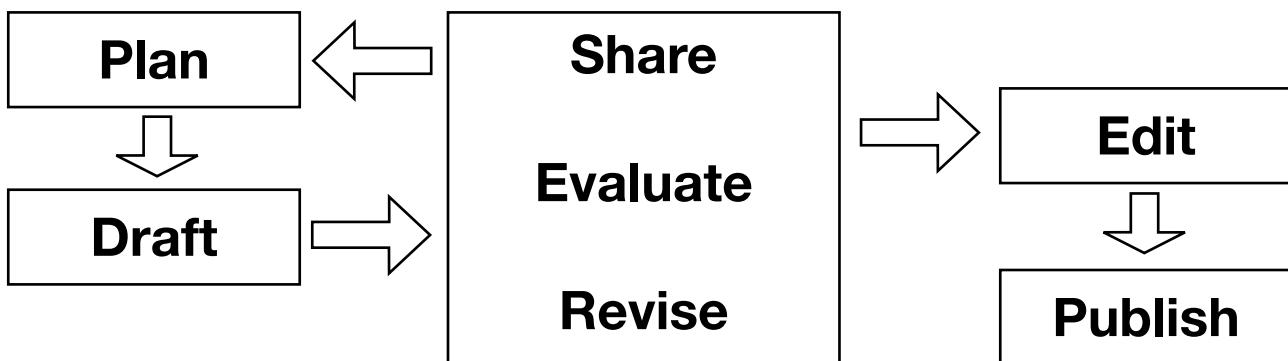
When sharing, evaluating, and revising, writers seek feedback from teachers, peers, and themselves to improve their writing. Often, teachers will provide a rubric or a checklist that students can use to improve their writing. After receiving feedback, writers may need to revisit the planning and drafting stages of the writing process.

When editing, writers check drafts for spelling, grammar, and punctuation, using an editing checklist.

When publishing, writers prepare their drafts for final presentation by typing them or writing them neatly. Writers also check to ensure they have used correct spelling and punctuation. After publishing, writers can share their writing with others.

Explain that students will not necessarily follow these steps in a set sequence or order, but rather they will likely move back and forth between the steps of the writing process in a flexible manner. For example, after students share a draft, they may decide to revise it. These revisions may or may not require planning and drafting. Revisiting steps of the writing process is something all mature writers do.

The Writing Process



Explain that students will continue the writing process today by continuing to write their narratives in their writing journals.

Draft a Narrative

35 minutes

- Have students continue writing their narratives in their writing journals.

SUPPORT: Allow students who may have difficulty independently writing their ideas to share their ideas orally, as you transcribe what they say in writing.

- Circulate among students as they write, addressing any questions they may have.

Wrap Up

Explain that in the next writing lessons, students will share their narratives with a classmate and will give feedback to a classmate on his or her narrative.

Lesson 12

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Whole Group: "Answering the Bully," "Playoff Game," and "Spanish Birds"	<i>They Call Me Güero</i> Activity Page 12.1	40 min
	Word Work: <i>Commences</i>		5 min
Writing	Share and Evaluate a Fictional Essay or Narrative Draft	Activity Page Pages 12.2a or 12.2b	45

Lesson Focus

By the end of this lesson, students will be able to:

Reading:

Describe the insults and offenses suffered by the narrator because of his heritage, and describe his response.

(RL.5.1, RL.5.2, RL.5.10, RF.5.3, RF.5.3a, RF.5.4, RF.5.4b, RF. 5.4c)

Writing:

Share a written draft with a peer and use a checklist to revise the draft.

(W.5.5, W.5.10)

Speaking and Listening:

Ask and answer questions about the text.

(SL.5.1, SL. 5.1c, L.5.3)

Language:

Identify synonyms and antonyms of "commences."

(L.5.5c)

Use a glossary in order to determine or clarify the meaning of vocabulary words.

(L.5.4c)

ADVANCE PREPARATION

Reading

Write the Purpose for Reading on the board/chart paper: *Read “Answering the Bully,” “Playoff Game,” and “Spanish Birds” to describe the insults and offenses suffered by the narrator because of his heritage, and describe his response.*

Reading

45 minutes

Whole Group: “Answering the Bully,” “Playoff Game,” and “Spanish Birds”

[pages 63-65, 83-84, and 85-86]

Introduce the Selections

5 minutes

Core Vocabulary

Have students turn to page 63, the first page of “Answering the Bully.”

- Preview the core vocabulary words for each selection before reading the selection.
- Tell students the first vocabulary word they will encounter in “Answering the Bully” is *sneers*. Have students find the word *sneers* on page 63 of the Book.
- Remind students that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary located on Activity Page SR.1, locate *sneers*, and then have a student read the definition.
- Use the customary procedures for introducing the remaining core vocabulary, using Activity Page 12.1 to read the other vocabulary words and their meaning.

Answering the Bully

1. **sneers, v.** makes a facial expression that shows a lack of respect (**sneer**) (63)
2. **gringo, n.** a foreigner; often used as an insult to refer to someone who is seen as being out of touch with Hispanic/Latino culture. (63)
3. **ignorant, adj.** lacking knowledge or intelligence (64)
4. **lit, adj.** slang meaning exciting or positive (65)

Playoff Game

5. **wetback, n.** a term, intended as an insult, used to refer to a Mexican who has immigrated to and is living in the United States illegally (83)
6. **invade, v.** to enter as an enemy or unwanted visitor (83)
7. **din, n.** a loud, unpleasant sound (84)
8. **disgust, n.** strong dislike (84)
9. **victorious, adj.** having won a contest or competition (84)

Spanish Birds

10. **rural, adj.** having to do with the country, or less populated area (85)

11. **awe, n.** a strong feeling of respect (85)

12. **aviary, n.** a structure designed to house birds (86)

Read the purpose for reading from the board/chart paper: *Read “Answering the Bully,” “Playoff Game,” and “Spanish Birds” to describe the insults and offenses suffered by the narrator because of his heritage, and describe his response.*

Read “Answering the Bully,” “Playoff Game,” and “Spanish Birds”

25 minutes

[Pages 63-65, 83-84, and 85-86]

Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim.

After students read each page, ask if they have any questions, if anything was confusing, or if anything was hard to understand.

Answering the Bully

[Pages 63-65]

[Ask students to briefly explain what a bully is and have students read pages 63-65 silently.]

Lines 1-18: Evaluative—Why is Snake acting this way toward the narrator?

- Answers may vary, but may include that he is ignorant, angry, offensive, and jealous. He says he is doing this to the narrator because the narrator has a “fancy house,” writes poetry, and has freckles.

Lines 32-53: Literal—How does the narrator respond to the bullying by Snake?

- He writes about how he feels in his journal, saying that he is just as Mexican as Snake.

Lines 68-72: Inferential—How does the narrator feel about the way he responds to the bullying?

- He was proud that he did not fight back with violence, but instead used poetry/rap to respond to Snake.

Playoff Game

[Pages 83-84]

[Briefly explain that, in sports, there is often a competition to determine “which team is the best team.” Explain that the best team is determined by having different teams play each other, with the winner of each game going on to play the winner of another game, and so on. This type of game is often referred to as a *playoff game*. Have students read pages 83-84 silently.]

Lines 1-8: Literal—What is the setting for this poem?

- o The setting for this poem is the basketball court and its surroundings. The narrator's sister is a member of a girls' basketball team that has made the playoffs to determine which team will be the state champions.

Lines 13-16: Evaluative—How are the taunts in this selection different from the ones the narrator received from Snake in the previous selection?

- o In the previous selection, Snake was bullying the narrator because he didn't consider the narrator "Mexican enough" – he had pale skin, freckles, etc. In this selection, the white fans at the game taunted the narrator and the others because they are Mexican; they said the narrator and his friends should "go back" to their country.

SUPPORT: Be sure students understand that sometimes people inappropriately use offensive, and very hurtful, names to refer to groups of people. The use of the term wetbacks in Line 13 is one such term and should not be used to refer to groups of people.

Line 19: Literal—How does the narrator feel about this taunting?

- o He is angry because he and the others are Americans, and this is also their country.

Lines 25-36: Literal—How do the team and their fans respond to this taunting?

- o The team continues to play and wins the game. In the end, the team and fans "swallow their disgust" and fear and walk away without directly engaging with the offensive people.

Spanish Birds

[Pages 85-86]

[Have students read pages 85-86 silently.]

Lines 1-5: Literal—What does the narrator say about the types of Spanish that are spoken by different people he knows?

- o They speak Spanish, but the type of Spanish varies among different groups. Explain to students that, depending on what region or where a person is from, there may be slight differences in what certain words mean and/or how they are pronounced.

Lines 6-11: Inferential—How does the narrator feel about hearing different types of Spanish? Support your answer with evidence from the text.

- o He likes hearing the different types of Spanish. He calls them sweet sounds, like birds taking flight.

Discuss the Selections and Wrap Up the Lesson

10 minutes

Wrap up the lesson by asking students the following questions:

Evaluative—What are the similarities between Snake's behavior and the behavior of the fans at the game?

- o They both attack people because of the color of their skin.

Evaluative—In what way is the narrator's responses to the taunting by Snake and the fans at the game similar? In what way are the responses different?

- o They are similar in that the narrator does not use violence or directly confront either of them. They are different in that the narrator responds to Snake through poetry, and he responds to the fans by swallowing his disgust and fear.

Word Work: *Commences*

5 minutes

1. In the selection you read, “. . . then a sickening chant commences.”
2. Say the word *commences* with me.
3. To *commence* means to start.
4. Sample sentence: Our class commences at exactly 8:00 each morning.
5. Think about an activity you do regularly. At what time does that activity usually commence? Be sure to use the word *commences* in your response. [Ask two or three students to use *commences* in an oral sentence. If necessary, guide and/or rephrase students’ responses to use *commences* in complete sentences: “_____ usually commences at . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *commences*?
 - o verb
7. [Use a *Synonym/Antonym* activity for follow-up.] Think of as many synonyms as you can for *commences*. Then think of as many antonyms as you can for *commences*.
 - o Possible synonyms: starts, begins, launches, arises, inaugurates
 - o Possible antonyms: ends, concludes, closes, finishes, stops

Writing

45 minutes

Share a Fictional Essay or Narrative

Introduce Peer Review Checklist

5 minutes

Direct students’ attention to Activity Pages 12.2a or 12.2b, and have a student volunteer read aloud the directions on the page.

Explain that, when writing an essay or story, it is useful to have someone else review your draft and provide suggestions about how to improve the draft.

Explain that students will complete Activity Pages 12.2a or 12.2b as they read a classmate’s draft.

Have students take turns reading each of the items on the checklist aloud, and clarify any confusion students may have with any of the items.

SUPPORT: If any students were unable to finish the draft in the previous lesson, they may use this time to complete that work.

Review a Peer's Narrative

25 minutes

As students share their essays or stories and complete Activity Pages 12.2a or 12.2b, circulate around the room, providing assistance, as needed.

Conduct a Peer Conference

15 minutes

When students have completed their review of their peer's narrative, provide them an opportunity to confer with one another to discuss the suggestions made on Activity Pages 12.2a or 12.2b.

Wrap Up

Explain that in the next lesson, students will use their peers' comments on Activity Pages 12.2a or 12.2b, as well as their own review of their narrative, to revise the story.

Lesson 13

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Whole Group: "Answering the Bully," "Playoff Game," and "Spanish Birds"	<i>They Call Me Güero</i> Activity Page 12.1	40 min
	Word Work: <i>Furiously</i>		5 min
Writing	Share and Evaluate a Fictional Essay or Narrative Draft	Activity Pages 12.2a or 12.2b	45

Lesson Focus

By the end of this lesson, students will be able to:

Reading:

Examine the author's words, sentences, and literary devices for a deeper understanding of "Answering the Bully" and "Spanish Birds."

(RL.5.4, RL.5.10)

Describe elements of the narrator's heritage revealed in these selections.

(RL. 5.1, RL.5.2)

Writing:

Revise an informational essay or narrative.

(W.5.5, W.5.10)

Speaking and Listening:

Ask and answer questions about the text.

(SL.5.1, SL. 5.1c, L.5.3)

Language:

Identify synonyms and antonyms for *furiously*.

(L. 5.5c)

Use a glossary in order to determine or clarify the meaning of vocabulary words.

(L. 5.4c)

ADVANCE PREPARATION

Reading

Write the Purpose for Reading on the board/chart paper: *Read closely to examine the author's words, sentences, and literary devices for a deeper understanding of "Answering the Bully" and "Spanish Birds."*

- Display the Heritage Anchor Chart created in Lesson 2.

Reading

45 minutes

Close Reading: "Answering the Bully" and "Spanish Birds"

[pages 63-64 and 85-86]

Review the Selections

5 minutes

Remind students they read these selections in the previous lesson. Tell them that they will reread these selections today.

Read the purpose for reading from the board/chart paper: *Read closely to examine the author's words, sentences, and literary devices for a deeper understanding of "Answering the Bully" and "Spanish Birds."*

SUPPORT: Review with students the meaning of the term literary device. Explain that literary devices are types of figurative language used by an author to help explain an idea, bring more attention to a particular event, encourage the reader to feel a certain way, clarify a point, illustrate a scene, or add to a description. Other times, authors use literary devices simply to make the text more interesting or engaging. The following are some examples of literary devices that may be familiar to students:

- Simile: A comparison of two things, using the words *like* or *as*. *Ex.* "He was as busy as a bee."
- Metaphor: A comparison of two things, not using the words *like* or *as*. *Ex.* "The house was a beehive of activity."
- Alliteration: A phrase or sentence in which most of the words begin with the same letter or sound. *Ex.* The **greedy girls** grabbed all the **grapes** before **Greg** **got** them.

Close Reading

The practice of close reading involves directing students' attention to specific aspects of a text. The guided reading supports in this close reading of "Answering the Bully" and "Spanish Birds" are intended to provide this focus and are labeled as follows:

- **VOC** indicates questions or comments that focus on vocabulary to explain meanings or check student understanding and may highlight multiple-meaning words or idioms.
- **SYN** indicates questions or comments that focus on syntax to explain complex sentences and syntactic structure.

- o **COMP** indicates questions or comments that focus on students' understanding of the text. These questions require text-based responses and are sequenced to build a gradual understanding of the key details of the text. Students may provide multiple responses using different pieces of evidence, grounding inferences logically in the text.
- o **LIT** indicates questions or comments that focus on literary devices, which are techniques an author uses to produce a specific effect such as alliteration, similes, metaphors, etc.

Not all question types will be included in each close reading lesson.

These labels and their explanations are for your reference and are not intended to be shared with students. Also, guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not presented in brackets should be read aloud verbatim.

There are many ways for students to respond to the questions. Vary how you elicit students' responses to promote student engagement. For example:

- o Have students work in pairs. Following each question, direct students to consult with their partner about the correct response before one student responds.
- o Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response before one student responds.
- o Following a question, have all students provide a written response before one student responds orally.

SUPPORT: If students forget the meanings of any of the vocabulary terms discussed at the beginning of Lesson 12, refer them to Activity Page 12.1.

Read “Answering the Bully” and “Spanish Birds”

[pages 63-64 and 85-86]

[Read the title on page 63, then read aloud the selection on pages 63-64, pausing at each point indicated to explain or clarify the text.]

Line 9: SYN/Inferential—What mood, or feeling, does the author create by having the narrator say an incomplete sentence in this line?

- o He creates a sense of confusion and surprise.

Lines 14-18: COMP/Inferential—Who is speaking these lines of dialogue? There is no “tag” or indication of the speaker, so how do you know who is speaking?

- o Snake is speaking these lines. There are only two characters in this scene – Snake and the narrator – and these lines clearly refer in a negative way to the narrator.

Lines 45-53: SYN/Inferential—Why is the narrator responding to Snake with these words and phrases?

- o Snake attacked the narrator saying he didn't think the narrator has true Mexican heritage. In these lines, the narrator refers to things from his Mexican heritage to show Snake that this is, indeed, his true heritage.

[Read the title on page 85, then read aloud the selection on pages 85-86, pausing at each point indicated to explain or clarify the text.]

Lines 8-11: LIT/Inferential—What literary device is used in these lines, and what two things are being compared?

- o It is a simile that compares the sounds of his family and friends speaking Spanish with birds taking flight.

Lines 14-15: LIT/Inferential—What literary device is used in these lines?

- o It is alliteration: fast and frantic; delicate dancing

Lines 12-31: LIT/Inferential—What literary device is used in these lines of the selection? What is being compared?

- o It is a metaphor, and the narrator is comparing the speech of his family members and friends with birds.

SUPPORT: Be sure students understand the similarities and differences between similes and metaphors. They both compare two unlike things, but similes use the words *like* or *as*, whereas metaphors do not. Similes also tend to be confined to a few lines of text, whereas metaphors can be much lengthier (such as here, where it carries through most of the selection).

Discuss the Selections and Wrap Up the Lesson

10 minutes

Display the Heritage Anchor Chart and add to it information provided in these selections about the narrator's heritage. Upon completion of this lesson, the chart should look like the following:

Elements of the Narrator's Mexican Heritage	
Elements of Heritage	Examples from <i>They Call Me Güero</i>
Food	chili pepper café de olla Mexican cokes Joya avocados cheese agua de melon galletas

Elements of the Narrator's Mexican Heritage	
Elements of Heritage	Examples from <i>They Call Me Güero</i>
Language (Spanish)	restorán café de olla carrizo m'ijo los papeles los jóvenes para hacernos un hogar abuela el Güero y los Bobbys los Derds Bisabuela primos huerco ladrón travieso ay, pobre güerito, puedo por qué qué te pasa tejabán colonia bienvenido generaciiiones de albañiles oficio ya sé apá chavalito gente Revolución es más fíjate vieja racista todo ese jale chachalacas chamaco
Music	Los Tigres del Norte (Mexican band) "La Puerta Negra" (a song) Duérmete Mi Niña (lullaby) Tejano band Tomás Méndez Sosa José Alfredo Jiménez Chavela Vargas Jorge Negrete Pedro Infante Lucha Reyes Los Panchos
Other Elements	Stories/Lore: the Moon Rabbit Stories/Lore: The Feathered Coyote: Aztec trickster character Stories/Lore: la Mano Pachona

Word Work: *Furiously*

5 minutes

1. In the selection you read, “. . . as I scratch furiously.”
2. Say the word *furiously* with me.
3. *Furiously* means to go very fast, as with anger or excitement.

4. Sample sentence: I furiously searched my desk for my missing homework assignment.
5. Think about something that you once did furiously. Be sure to use the word *furiously* in your response. [Ask two or three students to use *furiously* in an oral sentence. If necessary, guide and/or rephrase students' responses to use *furiously* in complete sentences: "I once did _____ furiously."]
6. What's the word we've been talking about? What part of speech is the word *furiously*?
 - o adverb
7. [Use a *Synonym/Antonym* activity for follow-up.] What are some synonyms for the word *furiously*? What are some antonyms for the word *furiously*?
 - o Synonyms: *quickly, energetically, heatedly, excitedly*
 - o Antonyms: *slowly, lethargically, gently, mildly, quietly*

Writing

45 minutes

Revise a Narrative

Review the Writing Process

5 minutes

Direct students' attention to the Writing Process Chart. Have students read each of the steps of the process.

Tell students they now have written either their informational essays or narratives, have received feedback from a peer on Activity Pages 12.2a or 12.2b, and they are now ready to revise their writing.

Ask students to describe what is done in the revision part of the writing process.

A writer reviews his/her writing to see how it can be improved.

Remind students that they can use the feedback from Activity Pages 12.2a or 12.2b, and their own review of their informational essay or narrative to revise their writing. In making revisions, students should focus on the following (which are also listed on the checklist on Activity Pages 12.2a or 12.2b):

Does the writing include elements of the writer's heritage?

If an informational essay, does each paragraph include a topic sentence, detail sentences, and a concluding sentence? Are sentences within a paragraph and paragraphs sequenced properly? If a narrative, does the plot have all the elements of a good plot, and are they in a good order?

SUPPORT: Remind students to refer to the Writing Posters on display in the classroom as they revise their stories.

Revise an Informational Essay or Fictional Narrative

40 minutes

As students revise their essays or narratives, circulate around the room, offering guidance and support, as needed.

SUPPORT: Work with a small group of students who need additional support using Activity Pages 12.2a or 12.2b to revise their essays or narratives.

Wrap Up

Ask one student to describe what it means to revise writing.

Lesson 14

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Partner: "Mis Otros Abuelos" and "Losing Puchi"	<i>They Call Me Güero</i> Activity Page 14.1 Heritage Anchor Chart	40 min
	Word Work: <i>Magnificent</i>		5 min
Writing	Edit an Informational Essay or Fictional Narrative	Writing Journal Activity Page 14.2	45

Lesson Focus

By the end of this lesson, students will be able to:

Reading:

Identify the elements of the narrator's heritage identified in these selections.
(RL.5.1, RL.5.2, RL.5.10, RF.5.3, RF.5.3a, RF.5.4, RF.5.4b, RF.5.4c)

Writing:

Edit an informational essay or fictional narrative.
(W.5.5, W.5.10, L.5.2, L.5.2e)

Speaking and Listening:

Ask and answer questions about the text.
(SL.5.1, SL.5.1c, L.5.3)

Language:

Use a glossary in order to determine or clarify the meaning of vocabulary words.
(L.5.4c)

ADVANCE PREPARATION

Reading

Write the Purpose for Reading on the board/chart paper: *Read “Mis Otros Abuelos” and “Losing Puchi” in order to identify other elements of the narrator’s heritage that are revealed in the selections.*

- Display the Heritage Anchor Chart created in Lesson 2.

Reading

45 minutes

Partner: “Mis Otros Abuelos” and “Losing Puchi”

[pages 87-88 and 92-94]

Introduce the Selections

5 minutes

Have students turn to page 87, the first page of “Mis Otros Abuelos.”

Tell students that they will read these selections with a partner.

Core Vocabulary

Preview the core vocabulary words before reading the selection.

- Tell students the first vocabulary word they will encounter in “Mis Otros Abuelos” is inspection. Have students find the word inspection on page 87 of the Book.

Remind students that the glossary contains definitions of all the vocabulary words in this Book. Have students refer to the Activity Page Glossary SR.1, locate inspection, and then have a student read the definition.

- Use the customary procedures for introducing the remaining core vocabulary, using Activity Page 14.1 to read the other vocabulary words and their meaning.

Mis Otros Abuelos

1. **inspection, *n.*** a location where an official review or examination takes place (87)
2. **nudges, *v.*** gently pushes (**nudge**) (87)
3. **looming, *v.*** appearing very large (**loom**) (87)

Losing Puchi

4. **scrawny, *adv.*** skinny; not muscular (92)
5. **mature, *adj.*** fully grown (92)
6. **fierce, *adj.*** extremely strong (92)
7. **snarling, *v.*** growling or showing one’s teeth in a threatening manner (**snarl**) (92)
8. **magnificent, *adj.*** great in size or beauty (93)

Read the purpose for reading from the board/chart paper: *Read “Mis Otros Abuelos” and “Losing Puchi” in order to identify other elements of the narrator’s heritage that are revealed in the selections.*

Read “Mis Otros Abuelos” and “Losing Puchi”

25 minutes

Pair students to read and discuss the selection. You may wish to use any or all of the following pairings: strong readers with readers who need more support; readers of similar skill levels; or English language learners with native speakers. Student pairings should change throughout the year. As students read, circulate among the class, monitoring students’ focus and progress.

Explain that both students will read each of the selection silently, and then they will take turns rereading the selections aloud. Students can ask their partner for help with sounding out or defining words as necessary.

Discuss the Selection and Wrap Up the Lesson

10 minutes

Call students back together as a class to review the selections, directing students’ attention to the Heritage Anchor Chart. As a whole group, add information from these selections to the Chart, so that it looks similar to the following:

Elements of the Narrator’s Mexican Heritage	
Elements of Heritage	Examples from <i>They Call Me Güero</i>
Food	chili pepper café de olla Mexican cokes Joya avocados cheese agua de melon galletas limonada glorias

Elements of the Narrator's Mexican Heritage	
Elements of Heritage	Examples from <i>They Call Me Güero</i>
Language (Spanish)	restorán café de olla carrizo m'ijo los papeles los jóvenes para hacernos un hogar abuela el Güero y los Bobbys los Derds Bisabuela primos huerto ladrón travieso ay, pobre güerito, puedo por qué qué te pasa tejabán colonia bienvenido generaciones de albañiles oficio ya sé apá chavalito gente Revolución es más fíjate vieja racista todo ese jale chachalacas chamaco cacahuarerero lero, lero mero piel garita mis otros abuelos papacho me siento recargado de cultura
Music	Los Tigres del Norte (Mexican band) "La Puerta Negra" (a song) Duérmete Mi Niña (lullaby) Tejano band Tomás Méndez Sosa José Alfredo Jiménez Chavela Vargas Jorge Negrete Pedro Infante Lucha Reyes Los Panchos
Other Elements	Stories/Lore: the Moon Rabbit Stories/Lore: The Feathered Coyote: Aztec trickster character Stories/Lore: la Mano Pachona Mexican Dialects: Tex-Mex

Word Work: *Magnificent*

5 minutes

1. In the selection you read, “She was magnificent.”
2. Say the word *magnificent* with me.
3. *Magnificent* means beautiful, large, or impressive.
4. Sample sentence: The Mona Lisa is a magnificent work of art.
5. Think about something you think is magnificent. Be sure to use the word *magnificent* in your response. [Ask two or three students to use *magnificent* in an oral sentence. If necessary, guide and/or rephrase students’ responses to use *magnificent* in complete sentences: “I think _____ is magnificent.”]
6. What’s the word we’ve been talking about? What part of speech is the word *magnificent*?
 - o adjective
7. [Use a *Making Choices* activity for follow-up.] I will say several items. If the item is magnificent, say “That is magnificent.” If the item is not magnificent, say, “That is not magnificent.”

a locker

- o That is not magnificent.

a sunset

- o That is magnificent.

a piece of paper

- o That is not magnificent.

the Grand Canyon

- o That is magnificent.

Writing

45 minutes

Edit an Informational Essay or Fictional Narrative

Review the Writing Process

5 minutes

- Direct students’ attention to the Writing Process Chart. Have students read each of the steps of the process.
- Tell students they now have written their essays or narratives, have received feedback from a peer on Activity Pages 12.2a or 12.2b, have revised their writing, and they are now ready to edit their writing.
- Ask students to describe what is done in the editing part of the writing process.

- A writer edits his/her writing to check for errors in spelling, punctuation, and grammar.
- Explain that students will use the checklist at Activity Page 14.2 to edit their narratives.

SUPPORT: Remind students to refer to the Writing Posters on display in the classroom as they revise their stories.

Edit an Informational Essay or Narrative

40 minutes

As students edit their essays or narratives, circulate around the room, offering guidance and support, as needed.

SUPPORT: Work with a small group of students who need additional support using Activity Page 14.2 to edit their essays or narratives.

Wrap Up

- Ask one student what it means to edit writing.

Lesson 15

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Whole Group: "Carne Asada" and "The Refuge on the Ranch"	<i>They Call Me Güero</i> Activity Page 15.1 Heritage Anchor Chart	40 min
	Word Work: <i>Fellowship</i>		5 min
Writing	Publish an Informational Essay or Fictional Narrative	Writing Journal	45
Optional	Optional End-of-Unit Assessment	Activity Page 15.2	45

Lesson Focus

By the end of this lesson, students will be able to:

Reading:

Describe elements of the narrator's heritage as revealed by the selections.
(RL.5.1, RL.5.2, RL.5.10, RF.5.3, RF.5.3a, RF.5.4, RF.5.4b, RF.5.4c, RL.5.10)

Writing:

Publish an informational essay or narrative.
(W.5.6, W.5.10)

Speaking and Listening:

Ask and answer questions about the text.
(SL.5.1, SL.5.1c, L.5.3)

Language:

Use a glossary in order to determine or clarify the meaning of vocabulary words.
(L.5.4c)

ADVANCE PREPARATION

Reading

Write the Purpose for Reading on the board/chart paper: *Read “Carne Asada” and “The Refuge on the Ranch” to learn more details about the narrator’s heritage.*

Fluency (optional)

If students were assigned a selection from the *Fluency Supplement Packet* or a text selection from *They Call Me Güero*, determine which students will be asked to read the selection and when. See the introduction to this Teacher Guide for more information on using the *Fluency Supplement Packet*.

Reading

45 minutes

Whole Group: “Carne Asada” and “The Refuge on the Ranch” [pages 96-97 and 105]

Introduce the Selections

5 minutes

Core Vocabulary

Have students turn to page 96, the first page of “Carne Asada.”

- Preview the following vocabulary words before you begin reading each selection:

Carne Asada

1. **ritual, *n.*** a ceremony performed on a regular basis (96)
2. **blazing, *adv.*** extremely hot, as in a fire (96)
3. **douses, *v.*** extinguishes or puts out (**douse**) (96)
4. **jams, *n.*** slang for favorite music or songs (96)
5. **grace, *n.*** a prayer of thanks said before eating a meal (97)

The Refuge on the Ranch

6. **hushed, *adj.*** in soft tones (105)
7. **trill, *n.*** a trembling sound (105)
8. **ocelot, *n.*** a wild cat, smaller than a leopard (105)

Read the purpose for reading from the board/chart paper: *Read “Carne Asada” and “The Refuge on the Ranch” to learn more details about the narrator’s heritage.*

Read “Carne Asada” and “The Refuge on the Ranch”

30 minutes

[pages 96-97 and 105]

Read the selections aloud one time, as students follow along in their books. As you read the texts for the first time, read them straight through, without stopping, so students hear the flow

and rhythm of the free verse. Ask them to note the phrasing of the words and the rhythm.

Have student volunteers read the selections aloud for the second time, but stop to read the guided reading supports during this second read-through. Each guided reading support is preceded by the number of the line of text it references. Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever a guided reading support question is asked, explicitly encourage students to refer to the text and reread prior to offering an answer.

Carne Asada

[Pages 96-97]

Line 1 *Literal*—What is a ritual?

- o A ritual is a tradition or something done regularly. It is often a religious or other important ceremony.

Lines 1-21: *Literal*—What is the ritual the narrator describes in this selection?

- o It is building a fire for grilling some meat, and then talking, laughing, and listening to music with his father as the meat cooks.

Lines 24-31: *Literal*—What other food is likely to be a part of the meal?

- o guacamole, potato salad, beans, spicy pico

Lines 17- 33: *Literal*—Who is likely to participate in the meal?

- o The narrator, his father, mother, and sister, as well as any relatives who may have also stopped by.

Lines 1-21: *Evaluative*—What does it tell you about the importance of this event that the narrator calls it a ritual?

- o It is an important event in the narrator's life.

The Refuge on the Ranch

[Page 105]

Title *Evaluative*—What does the word refuge in the title tell you about how the narrator feels about the ranch?

- o It is a refuge, or safe place for him.

Lines 1-3: *Evaluative*—What other things in this book did the narrator compare to birds?

What connection is the narrator making between those birds and the actual birds he is hearing at the ranch?

- o In "Spanish Birds," he compared his loved ones' speaking Spanish to sounds of birds. Here, he mentions actual bird sounds at his "refuge." The narrator seems to find comfort in bird sounds – both actual birds and the way he views the speech of his loved ones.

Discuss the Selections and Wrap Up the Lesson

5 minutes

Use the Heritage Anchor Chart to record elements of the narrator's heritage revealed in these selections. When you are finished the completed chart should look like the following:

Elements of the Narrator's Mexican Heritage	
Elements of Heritage	Examples from <i>They Call Me Güero</i>
Food	chili pepper café de olla Mexican cokes Joya avocados cheese agua de melon galletas limonada glorias fajita quesadillas guacamole spicy pico family cookouts
Language (Spanish)	restorán café de olla carrizo m'ijo los papeles los jóvenes para hacernos un hogar abuela el Güero y los Bobbys los Derds Bisabuela primos huerco ladrón travieso ay, pobre güerito, puedo por qué qué te pasa tejabán colonia bienvenido generaciioones de albañiles oficio ya sé apá chavalito gente Revolución es más fíjate vieja racista todo ese jale chachalacas chamaco cacahuarero lero, lero mero piel garita mis otros abuelos papacho me siento recargado de cultura

Elements of the Narrator's Mexican Heritage	
Elements of Heritage	Examples from <i>They Call Me Güero</i>
Music	Los Tigres del Norte (Mexican band) "La Puerta Negra" (a song) Duérmete Mi Niña (lullaby) Tejano band Tomás Méndez Sosa José Alfredo Jiménez Chavela Vargas Jorge Negrete Pedro Infante Lucha Reyes Los Panchos
Other Elements	Stories/Lore: the Moon Rabbit Stories/Lore: The Feathered Coyote: Aztec trickster character Stories/Lore: la Mano Pachona Mexican Dialects: Tex-Mex

Word Work: *Fellowship*

5 minutes

1. In the selection you read, ". . . Happy fellowship fills the air with smoke and laughs."
2. Say the word *fellowship* with me.
3. *Fellowship* means friendship or togetherness.
4. Sample sentence: Being a part of Los Bobbys gives the narrator a sense of *fellowship*.
5. Think about a time that you have felt a sense of fellowship. Be sure to use the word *fellowship* in your response. [Ask two or three students to use *fellowship* in an oral sentence. If necessary, guide and/or rephrase students' responses to use *fellowship* in complete sentences.]
6. What's the word we've been talking about? What part of speech is the word *fellowship*?
 - o noun
7. [Use a *Making Connections* activity for follow-up.] I am going to read several examples of people interacting. Decide if the example shows fellowship. Use the word *fellowship* in your response.
8. Arguing with your sister
 - o That is not fellowship.

9. Watching a movie on TV with your family
 - o That is fellowship.
10. Meeting your friends at the park
 - o That is fellowship.
11. Getting into a fight on the school bus
 - o That is not fellowship.
12. Having Thanksgiving dinner with all of your aunts, uncles, and cousins
 - o That is fellowship.

Writing

45 minutes

Publish an Informational Essay or Narrative

Review the Writing Process

5 minutes

- Direct students' attention to the Writing Process Chart. Remind them they have planned, drafted, shared, revised, and edited their writing. Now it is time for the final step in the writing process: publishing their writing.
- Explain that the publishing can take several different forms. For example, writing can be published by printing and distributing the written copies to an audience. It can also be published by reading it aloud to a group of people. It can also be published by reading it to a single individual. Explain that students will publish their writing by reading it to a small group of classmates.

Publish a Narrative

40 minutes

- As time allows, have students share their writing with a partner or a small group. If time does not allow for all students to publish their stories during this lesson, have students share their writing as a Culminating Activity or at a later date.

Pausing Point

Culminating Activities (Days 1-3)

The Mid-Unit Assessment and End-of-Unit Assessments are both optional. In addition, the following activities are offered should you choose to pause at one or two points during the teaching of this unit. During that time we recommend that you use one or more of the Culminating Activities described below or a Culminating Activity that you create. Please preview in advance all third party resources, i.e. links to websites other than the Core Knowledge Foundation, to determine suitability for the students with whom you work.

New Student in School

Introduce the idea that starting at a new school is never easy.

Ask for a show of hands of students who have changed schools at some point.

Lead a discussion with the class about what it might be like to be the new student in the class.

Make a list of difficulties that a student might face when they go to a new school. These could include not knowing anyone, not knowing where things are, not being in the same place in their studies as the rest of the class.

Ask how coming from a different country might make it more difficult to be a new student in a class? How might speaking a different language or wearing different clothes based on someone's culture affect the experience.

Next to each of the difficulties that the students listed, brainstorm ways that they could make the transition to a new school easier for a new student.

In groups, have the students create a booklet that could be handed out to students with tips on things they could do to welcome a new student to their school.

What Can I Do? I'm Just a Kid!

Provide an opportunity and safe environment for students to openly discuss racism, discrimination, and prejudice, as well as whether they have ever experienced and/or witnessed racism, discrimination, or prejudice. After students share their experiences, lead a discussion of positive ways students can respond to racism, discrimination, and prejudice in the future, using the additional resources provided in the introduction. Document students' ideas and identify any ideas that can be put into practice in your classroom or school.

You may also want to research and share information about the actions of Malala Yousafzai, a courageous young student from Pakistan who became an advocate for equal rights and opportunities for girls. She was brutally attacked for speaking out, but recovered after extensive medical care. In 2014, she was awarded the Nobel Peace Prize. One source of information is <https://www.malala.org/malalas-story>.

Interview the Author

- Remind students that *They Call Me Güero* is a contemporary work that was recently published. The author is still living.
- Have students work individually or in pairs to create a list of questions they would ask the author if they were to interview him.

SUPPORT: If students struggle to create questions for the author, you may suggest the following: asking the author how he came up with the idea for the book; did he have any personal experiences similar to those described by the narrator in the book; what other books has he written, or is he currently writing a book; etc.

The author, David Bowles, does presentations and workshops for students and teachers for a fee. If this is a possibility at your school, contact the author at bowlesdo@gmail.com and send him the questions posed by students.

Free Verse Poetry

Tell students that some of the poetry David Bowles used in *They Call Me Güero* is called free verse poetry. Ask them how these poems differ from other poems they may know. Accept any answers that are appropriate. They may say that they may not rhyme or have a specific rhythm. They may say that they express every-day experiences or read like a story.

Ask students to think about their favorite holiday celebration so that they can write a free verse poem. Encourage them to think about the reasons that it is their favorite celebration; such as the food, music, clothing, games, or when and where the holiday takes place.

Allow students 10 minutes to brainstorm about their favorite holiday celebration.

After the 10 minutes are up, have students share some of the ideas they had.

Have students use this activity to write a free verse poem about the holiday. After they are satisfied with their poem, have them write it on a sheet of paper and add illustrations. If there is time, have them share their poem with the class.

Interview an Ancestor

Some of the students may have families that have been in the United States for hundreds of years and some may be new to our country. Have students think about where their great grandparents lived or might have lived.

Have students imagine that they could interview their great grandparents. Have students make a list of questions they would like to ask their great grandparents. Questions should be about what life was like for them. These should include questions about aspects of their heritage and might include questions about lore that has been passed down through the family. (Students may want to ask their parents if they know the answer to some of these questions.)

Using these questions, have students write letters to a future family member in which they answer these same questions based on their life today.

A Nation of Immigrants

- Introduce the phrase “A Nation of immigrants.” Have students brainstorm what they think the phrase means and why it could be used for the United States.
- Put up the quote “Another way of indicating the importance of immigration to America is to point out that every American who ever lived, with the exception of one group, was either an immigrant himself or a descendant of immigrants.” by President John F. Kennedy.
- Explain to students that many parts of our culture in the United States have come from other cultures. Give the example of foods. Display the following list of foods: spaghetti and meatballs, tacos, sweet and sour chicken, sushi, and sauerkraut. Have students identify where these foods originated.
- In groups, have students brainstorm a list of things that have come from other cultures but have become part of our culture in the United States. This could include foods, clothing, music, words, and traditions. Students can use the internet and/or books to help with their list. Have the groups share their lists and make a combined class list.

History and Geography

In this unit, students explored how the border between the United States and Mexico has changed throughout history.

Use the following resources to demonstrate the changing border of the United States.

Use this map showing the border changes by year for the United States: <https://images.app.goo.gl/Ho7hxnPehmb2CGMG8>

Ask students to use books and/or the internet to identify the border of the United States and Mexico before and after the Treaty of Guadalupe-Hidalgo was signed. Using these resources, have students identify the border between Mexico and the United States for each year. After identifying the border, students may use an outline map of the region and color it to identify the two countries.

Have students hypothesize what might have happened to the people who lived in what was once Mexico and became the United States. (Answers include that they relocated to Mexico or they became United States Citizens.) Ask students what the impact might have been to those who stayed in the United States. (Answers could include that they kept their culture and language, changed some of their culture and added some new cultural influences, changed their culture and language.)

NOTE: The following Beginning of Year (BOY) Assessment has been taken from the Core Knowledge website in its entirety:

https://www.coreknowledge.org/wp-content/uploads/2017/01/CKLA_G5_Assessment_web_2.pdf

There are mentions of pages that are “Located in the Teacher Resources section of the Teacher Guide”. Because we have chosen to put the entire Beginning of Year Assessment here, those pages will be found within the BOY itself.

Beginning-of-Year Assessment

Teacher Guide

GRADE 5

Core Knowledge Language Arts®



BEGINNING-OF-YEAR ASSESSMENT

Assessment Day 1

LESSON AT A GLANCE	TIME	MATERIALS
Beginning-of-Year Assessment		
Reading Comprehension Assessment	90 min.	Activity Pages A.1, A.2

ADVANCE PREPARATION

Beginning-of-Year (BOY) Assessment

- Please plan to have reading material available for students to select from and read independently as they finish the BOY Assessment.

BEGINNING-OF-YEAR ASSESSMENT

- The primary purpose of the BOY Assessment is to determine students' preparedness for Grade 5 CKLA instruction.
- During the first day of the three-day assessment, all students will complete the Reading Comprehension Assessment (Activity Page A.1) independently. It includes three passages and corresponding comprehension questions. After students complete this portion of the assessment, use the BOY Assessment Summary (Activity Page A.2), which you will have collected from students, to analyze each student's performance. Please score the Reading Comprehension Assessment prior to Day 2 of the BOY Assessment, as you will use the scores to determine which students should complete the Word Reading in Isolation Assessment.
- Beginning on Day 2 of the BOY Assessment, all students will work independently on the grammar assessment.
- In addition, you will pull students aside, one at a time, and administer the Word Reading in Isolation Assessment (to students who scored 10 or fewer on the Reading Comprehension Assessment, or between 11–13, as time allows). Administer the Fluency Assessment to all students.
- The Word Reading in Isolation Assessment uses Activity Page A.3 (Scoring Sheet for

student responses), as well as the Word Reading in Isolation Assessment located in the Assessment Day 2 lesson. A Word Reading in Isolation Analysis and a Word Reading in Isolation Remediation Guide have been included in the Assessment Day 2 lesson.

- The Fluency Assessment uses Activity Pages A.2 and A.4 (which you will have collected from students), as well as the Fluency Assessment text “Paul Bunyan,” located in the Teacher Resources section of the Teacher Guide. You will use Activity Page A.4 (Beginning-of-Year Fluency Assessment Recording Copy) to create a running record while students read the fluency passage. Activity Page A.2 (Beginning-of-Year Assessment Summary) includes a Fluency Assessment Scoring Sheet.
- Beginning on Day 3 of the BOY Assessment, all students will complete the morphology assessment. You will continue to pull students individually to administer the Word Reading in Isolation Assessment and the Fluency Assessment.

Reading Comprehension Assessment

90 minutes

Have students work independently to complete the Reading Comprehension Assessment on Activity Page A.1. After you have scored the assessment, record individual scores on each student’s BOY Assessment Summary (Activity Page A.2).

The texts used in the Reading Comprehension Assessment—“Mercury and the Woodman” (literary text), “Benjamin Banneker” (informational text), and “The Circulatory System” (informational text)—have been profiled for text complexity using the quantitative measures described in the Common Core State Standards for English Language Arts Supplement to Appendix A, “New Research on Text Complexity” (www.corestandards.org/resources). All selections fall within the Common Core 4th–5th Grade Band.

The reading comprehension questions pertaining to these texts are also aligned to the CCSS and are worthy of students’ time to answer. Questions have been designed so they do not focus on minor points in the text, but rather, they require deep analysis. Thus, each item might thus address multiple standards. In general, the selected-response items address Reading standards and the constructed-response item addresses Writing standards. To prepare students for CCSS-aligned assessments, such as those developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced, some items replicate how technology may be incorporated in those assessments, using a paper and pencil format.

Item Annotations and Correct Answers

*Note: To receive a point for a two-part question, students must correctly answer both parts of the question.

Item	Correct Answer(s)	Standards
1 <i>Inferential</i>	Answers may vary, but should include that it was late in the day, and the Woodman was tired so he was less focused and/or had less energy compared to the morning, so he wasn't as careful in his movements. Thus, the axe slipped out of his hands. Because he was cutting a tree near the edge of a pool, the axe could easily have landed in the pool when it slipped.	RL.5.1, RL.5.4, W.5.4
2 <i>Inferential</i>	D	RL.5.1, L.5.4a, L.5.6
3 Part A <i>Literal</i>	The Woodman showed honesty by:	RL.5.1, RL.5.2, L.5.4a
	saying the golden axe wasn't his	
	saying the silver axe wasn't his	
3 Part B <i>Evaluative</i>	The Woodman could have said the golden axe was his and/or said the silver axe was his. Doing either of these would not have shown honesty because neither of these axes was his.	RL.5.1, RL.5.2, W.5.4, L.5.4a
4 <i>Inferential</i>	A	RL.5.1, RL.5.3, RL.5.4, L.5.4a
5 <i>Evaluative</i>	Answers may vary, but should include that when you are honest, you are rewarded for telling the truth. By not being honest, you may end up worse off than you were when you started.	RL.5.2, RL.5.4, W.5.4
6 <i>Inferential</i>	B	RI.5.4, L.5.4a

Item	Correct Answer(s)		Standards
7 Part A <i>Literal</i>	Part A: What Benjamin Banneker built or made	Part B: Why he built or made this	RL.4.3, RL.4.2, RL.4.1
7 Part B <i>Inferential</i>	large clock with the same working parts as a pocket watch	He wanted to see if he could make a larger version of a pocket watch. Text Evidence: He wanted to know how a pocket watch works so he took it apart. Looking at the watch parts, he had the idea to try and build a large clock that works just like a pocket watch, only bigger.	
	irrigation system	He was working on his family's farm. Text Evidence: While working in the farm, he created this system. The system allowed crops to be watered even during dry times. It was made up of ditches and small dams. It controlled water that flowed from springs near the farm.	
	cabin with a skylight	He loved astronomy so much. Text Evidence: He loved astronomy so much; through the window in the roof, he could observe the sky during the day and at night.	
	almanac of all the useful information he gathered	He wanted to share the information with other people. Text Evidence: Readers used the facts in their daily lives; they enjoyed the puzzles, health tips, and advance on farming.	
8 <i>Inferential</i>	Answers may vary, but should include that Jefferson was aware of Banneker's talents and knew Banneker had good ideas.		RI.5.1, RI.5.3, RI.5.4, W.5.4, W.5.9
9 <i>Evaluative</i>	Answers may vary, but should include that Jefferson knew Banneker was talented, had accomplished many things, and had great abilities. Planning the design for the nation's capital was an important task for a specific group of people, and Jefferson likely felt that Banneker's talents, especially his mathematical abilities, would serve the group, and the overall plan for the city, well.		RI.5.1, RI.5.3, W.5.4, W.5.9
10 <i>Inferential</i>	A		RI.5.4, L.5.4a, L.5.5

Item	Correct Answer(s)	Standards									
11 Part A <i>Literal</i>	<p>Important Jobs Blood Has in the Body</p> <p>carries life-giving oxygen to body cells removes carbon dioxide from body cells moves nutrients from food to body tissues carries away waste products from body tissues protects the body against disease helps distribute heat throughout the body</p>	RI.5.1, W.5.9									
11 Part B <i>Evaluative</i>	Answers may vary, but should include information from the chart, which is text evidence, and the information should directly support the reasons provided.	RI.5.1, RI.5.4, W.5.2d, W.5.4, W.5.9									
12 <i>Literal</i>	D	RI.5.3									
13 <i>Literal</i>	B	RI.5.3									
14 Part A <i>Literal</i>	<table border="1" data-bbox="388 804 1160 1178"> <tr> <td></td><td>How Blood is used in the Body</td><td>Where Blood Starts before Going through the Body</td></tr> <tr> <td>Galen</td><td>blood is made and used up in the body</td><td>liver</td></tr> <tr> <td>Harvey</td><td>blood is used over and over again, not used up</td><td>heart</td></tr> </table>		How Blood is used in the Body	Where Blood Starts before Going through the Body	Galen	blood is made and used up in the body	liver	Harvey	blood is used over and over again, not used up	heart	RI.5.1, RI.5.3, W.5.4, W.5.9
	How Blood is used in the Body	Where Blood Starts before Going through the Body									
Galen	blood is made and used up in the body	liver									
Harvey	blood is used over and over again, not used up	heart									
14 Part B <i>Evaluative</i>	Answers may vary, but should include that Harvey observed blood flow in humans and animals and confirmed that the heart is the organ that pumps blood through the body. Galen thought blood came from the liver before going through the rest of the body. Harvey also determined that blood circulated throughout the body over and over again. Galen thought blood was used up and more was made by the liver, using food we eat. In addition, Harvey discovered valves to stop blood from flowing backward in the blood vessels. Harvey explained the pulse we feel in our bodies. Harvey's work showed that the heart was the important part of the circulatory system, not the liver as Galen had described. Harvey's discoveries about the heart and blood vessels changed how doctors thought about these parts of the body.	RI.5.1, RI.5.2, RI.5.3, W.5.4, W.5.9									
15 <i>Inferential</i>	Answers may vary, but should include that given all the work that is required to move blood through the body, all of the blood vessels, and the length of all the blood vessels put together in your body, one would think it would take a very longer time for blood to circulate through the body. However, the heart and blood vessels work well together to circulate blood very quickly.	RI.5.1, RI.5.2, RI.5.3, W.5.4, W.5.9									

Reading Comprehension Assessment Analysis

Students who answered 10 or fewer questions correctly out of 15 total questions appear to have **minimal preparation** for Grade 5. Administer the Word Reading in Isolation Assessment and the Fluency Assessment to these students to gain further insight as to possible weaknesses. These students may have fairly significant skills deficits and may not be ready for Grade 5. Carefully analyze their performance on the Reading Comprehension Assessment, the Word Reading in Isolation Assessment, and the Fluency Assessment to determine whether students need to be regrouped to an earlier point of instruction in the CKLA grade level materials.

Students who answered 11–13 questions correctly out of 15 total questions appear to have **adequate preparation** for Grade 5. Administer the Word Reading in Isolation Assessment to these students, as time permits, and administer the Fluency Assessment. Use results from the Word Reading in Isolation Assessment to identify gaps in the mastery of specific letter-sound spellings that may require targeted remediation.

Students who answered 14–15 questions correctly out of 15 total questions appear to have **outstanding preparation** for Grade 5. You do not need to administer the Word Reading in Isolation Assessment to these students. However, please administer the Fluency Assessment to determine whether practice and progress monitoring in the area of fluency are warranted.

The following chart provides an overview of how to interpret students' scores.

Reading Comprehension Assessment Analysis	
Number of Questions Answered Correctly	Interpretation
10 or fewer	Student appears to have minimal preparation for Grade 5; administer Word Reading in Isolation Assessment and Fluency Assessment on Day 2 or Day 3
11–13	Student appears to have adequate preparation for Grade 5; administer Word Reading in Isolation Assessment on Day 2 or Day 3, only as time permits; administer Fluency Assessment
14–15	Student appears to have outstanding preparation for Grade 5; do not administer Word Reading in Isolation Assessment; administer Fluency Assessment on Day 2 or Day 3

Beginning-of-Year Assessment—Reading Comprehension

You will read three selections. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on it. Finally, you will read the third selection and answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

Passage 1: “Mercury and the Woodman,” by Aesop

- 1 A poor Woodman was cutting down a tree near the edge of a deep pool in the forest. It was late in the day and the Woodman was tired. He had been working since sunrise and his strokes were not so sure as they had been early that morning. Thus it happened that the axe slipped and flew out of his hands into the pool.
- 2 The Woodman was in despair. The axe was all he possessed with which to make a living, and he had not money enough to buy a new one. As he stood wringing his hands and weeping, the god Mercury suddenly appeared and asked what the trouble was. The Woodman told what had happened, and straightway the kind Mercury dived into the pool. When he came up again he held a wonderful golden axe.
- 3 “Is this your axe?” Mercury asked the Woodman.
- 4 “No,” answered the honest Woodman, “that is not my axe.”
- 5 Mercury laid the golden axe on the bank and sprang back into the pool. This time he brought up an axe of silver, but the Woodman declared again that his axe was just an ordinary one with a wooden handle.
- 6 Mercury dived down for the third time, and when he came up again he had the very axe that had been lost.
- 7 The poor Woodman was very glad that his axe had been found and could not thank the kind god enough. Mercury was greatly pleased with the Woodman’s honesty.

8 “I admire your honesty,” he said, “and as a reward you may have all three axes, the gold and the silver as well as your own.”

9 The happy Woodman returned to his home with his treasures, and soon the story of his good fortune was known to everybody in the village. Now there were several Woodmen in the village who believed that they could easily win the same good fortune. They hurried out into the woods, one here, one there, and hiding their axes in the bushes, pretended they had lost them. Then they wept and wailed and called on Mercury to help them.

10 And indeed, Mercury did appear, first to this one, then to that. To each one he showed an axe of gold, and each one eagerly claimed it to be the one he had lost. But Mercury did not give them the golden axe. Oh no! Instead he gave them each a hard whack over the head with it and sent them home. And when they returned the next day to look for their own axes, they were nowhere to be found.

11 *Honesty is the best policy.*

NAME: _____

DATE: _____

Questions 1–5 pertain to Passage 1: “Mercury and the Woodman,” by Aesop

1. Explain why the axe slipped and flew out of the Woodman’s hands into the pool.

2. *Despair* means the feeling of having lost hope that something will improve. Why was the Woodman in despair?

- A. He didn’t finish cutting down the tree he had started cutting down.
- B. He didn’t want to tell Mercury what had happened.
- C. He wanted the golden axe.
- D. He didn’t know how he would get his axe back.

The following question has two parts. Answer Part A and then answer Part B.

3. **Part A:** How did the Woodman show honesty, or the quality of being fair and truthful? Find two examples in the text and write them in the following chart.

The Woodman showed honesty by:

The Woodman showed honesty by:

Part B: What could the Woodman have done that didn't show honesty?

4. What good fortune did the other Woodmen in the village hope to easily win?
 - A. getting a golden axe and a silver axe in addition to their own
 - B. losing their own axes in the pool in the forest
 - C. returning the next day to find their hidden axes
 - D. showing honesty to Mercury when he asked what the trouble was
5. The moral of the story is “Honesty is the best policy.” Explain what this moral means, using evidence from the text.

Passage 2: “Benjamin Banneker”

- 1 Imagine that you are given an old-fashioned pocket watch. Because you are a curious person and you are interested in how the watch works, you take it apart. Looking at the array of watch parts, you have an idea. Is it possible to use the watch as a model and build a large clock with the same kinds of working parts? It sounds like it could work, but where will you begin? How will you enlarge the design of the watch to build the clock? What materials will you use for the clock parts? It sounds challenging, doesn’t it? Believe it or not, a man named Benjamin Banneker accomplished this task in 1753—more than 250 years ago. And he did it without the use of modern tools or technology. He built the clock from wood, and he carefully carved each of the gears. That clock ran for more than 40 years and kept almost perfect time. Benjamin Banneker used his brilliant mind in this and other ways to examine and improve the world around him.
- 2 Benjamin Banneker was born near Baltimore, Maryland, in 1731. Many African Americans were enslaved during this time in American history, but Benjamin was born a free man. Benjamin grew up on his family’s farm. When he was young, his grandmother taught him to read. Later, Benjamin went to a nearby school where he showed great skill in mathematics and science. Benjamin’s schooling did not last long, however, because he was needed on the family farm. While working on the farm, Benjamin created an irrigation system that allowed crops to be watered even during dry times. The irrigation system was made up of ditches and small dams. The system controlled water that flowed from springs near the farm.
- 3 Banneker was in his early 20s when he built his famous clock. But that accomplishment didn’t satisfy his curiosity about the world around him. He continued to learn and grow. When he was older, Banneker began to teach himself astronomy. Astronomy is the study of the sun, moon, stars, planets, and other bodies in space. This area of study fascinated Banneker. He loved astronomy so much that he built a cabin with a skylight. Through this window in the roof, he could observe the sky during the day and at night. Banneker used his observations to record the weather and the appearance of stars in the sky. He used his outstanding mathematical abilities to calculate the tides and correctly predict eclipses of the sun and the moon.

- 4 Benjamin Banneker decided to create an almanac in which he would publish all the useful information that he gathered. Each year between 1792 and 1797, Banneker published an almanac that included all of his astronomical calculations and weather predictions. Readers used the facts in their daily lives. They also enjoyed the puzzles, health tips, and advice on farming that were included in the pages.
- 5 Benjamin Banneker's abilities were outstanding. People who knew him thought he could put his skills to use in other areas. Thomas Jefferson was among those who were made aware of Banneker's talents. At that time, Jefferson was secretary of state under President George Washington. Jefferson requested that Banneker be made part of a group that was planning the design for the nation's capital. In 1791, Banneker was made an assistant to Major Andrew Ellicott. Major Ellicott was the man appointed by President Washington to lay out the boundaries for the area. Banneker used his mathematical abilities to help plan the way that Washington, DC, would look in the years to come.
- 6 In 1791, Banneker also sent a copy of the manuscript for his first almanac to Thomas Jefferson. Along with the almanac manuscript, Banneker included a letter to Jefferson that expressed how he felt about slavery. Banneker felt that slavery should be abolished, or ended, and that the abilities of African Americans like himself should be recognized. Jefferson reacted favorably to the almanac and responded to Banneker's comments politely. However, it would be years before slavery was abolished in the United States.
- 7 As Banneker grew older, he continued to observe the natural world around him and to support the anti-slavery movement. He had become well-known and widely respected, and he often enjoyed visits from scientists and others who admired his work. Benjamin Banneker died at his home in 1806. Today the contributions of this farmer, scientist, mathematician, astronomer, writer, and city planner are recognized around the world. In 1980, the US Postal Service remembered the contributions of Benjamin Banneker by issuing a stamp in his honor.

Questions 6–9 pertain to Passage 2: “Benjamin Banneker”

6. Knowing what Banneker accomplished in his life, what does the word *outstanding* mean in the following sentence from paragraph 5?

Benjamin Banneker’s abilities were outstanding.

- A. unpaid
- B. excellent
- C. poor
- D. average

The following question has two parts. Answer Part A and then answer Part B.

7. **Part A:** Benjamin Banneker was curious about the world around him. Using evidence from the text, fill in the column labeled “Part A: What Benjamin Banneker built or made”.

Part A: What Benjamin Banneker built or made	Part B: Why he built or made this

Part B: Now that you have identified things Banneker built or made, use evidence in the text to help you determine why he built or made these things. Record your answers for why Banneker built each item in the column labeled “Part B: Why he built or made this”.

8. In paragraph 6, the author notes the following:

Jefferson reacted favorably to the almanac and responded to Banneker's comments politely.

Using evidence from the text, explain why Jefferson might have reacted favorably to the almanac and why he might have responded to Banneker's comments politely.

9. In paragraph 5, the author states that Thomas Jefferson was aware of Banneker's talents and requested that Banneker be made part of a group that was planning the design for the nation's capital. Using information from the text, explain why Thomas Jefferson might have requested that Banneker be part of an important group planning the design of the nation's capital.

Passage 3: “The Circulatory System”

- 1 If you have ever cut your finger or scraped your knee, you know what your own blood looks like. But have you ever wondered why you need blood or how your blood travels through your body? Long ago, people did not know a lot about blood. For example, it was once thought that bloodletting, or taking blood from a person, would help a sick person. People thought bloodletting would allow a disease to flow out of a person who was ill. Today we know this is not true. Modern scientists and medical professionals have learned a great deal more about blood. They have also learned more about the way blood moves through the body.
- 2 Blood has many important jobs in the body. It carries life-giving oxygen to body cells and removes carbon dioxide. Blood also moves nutrients from food to body tissues, and it carries away waste products. Some cells in blood help protect the body against disease. Blood also helps distribute heat throughout the body. In addition, it carries the hormones that a body needs to grow and function.
- 3 Your blood moves through your body along a network called the circulatory system. The circulatory system is made up of the heart, blood vessels, and blood itself. At one time, it was thought that blood was constantly being made and used up in the body. This idea came from an ancient Greek physician, or doctor, named Galen. Galen believed that the food we eat was turned into blood in the liver. He thought that blood flowed through the veins into the body where it was used up. Then new blood would be made. In the 1600s an English physician named William Harvey proved that this was not true.
- 4 William Harvey was a physician at a hospital in London, England. He was also a doctor to two English kings. Harvey observed blood flow in animals and in the bodies of humans. He confirmed that the heart is an organ that pumps blood through the body. He discovered that blood vessels have valves in them that stop the blood from flowing back the wrong way. In 1628, Harvey published a book that explained how blood is pumped from the heart through the body and then returned to the heart again. His paper proved that blood was circulated over and over again in the body. Harvey also explained the pulse we feel in our bodies. He said the pulse is caused by blood vessels that expand, or grow larger, each time the heart contracts and sends out blood. Harvey’s work changed the way doctors thought of the heart and blood vessels.

5 So just how does the circulatory system work? Let's begin with the heart and blood vessels. The heart is a muscular organ that is about the size of a person's fist. It pushes blood out when it contracts, or squeezes together, and it pulls blood in when it relaxes. The blood vessels make up the "pipeline" through which blood flows. You have so many blood vessels in your body, they could circle the earth more than two times if they were strung together! There are different kinds of blood vessels. Arteries are large blood vessels that carry blood away from the heart. The arteries take blood to tiny blood vessels called capillaries. The capillaries are the connections between arteries and veins. Veins are the blood vessels that take blood back to the heart.

6 Blood itself is made up of liquid and solid particles. The liquid is called plasma. Plasma is made mostly of water, proteins, and minerals. The solids in blood are called red blood cells, white blood cells, and platelets. The red blood cells carry oxygen and carbon dioxide. The white blood cells protect the body from disease and infection. Platelets help the blood clot. Without the clotting substances in platelets, blood would keep flowing from a wound and a person might bleed to death.

7 What happens during blood circulation? The heart pumps blood to the lungs where the blood mixes with oxygen. The blood then goes back to the heart again and is pumped through the arteries to the capillaries. As the blood travels through the capillaries, oxygen and nutrients are delivered to body tissues. The blood also picks up carbon dioxide and other waste products that the body does not need. The blood crosses through the capillaries into the veins. Now it's on its way back to the heart. When the blood reaches the heart, it is pumped into the lungs. In the lungs, carbon dioxide is removed from the blood and fresh oxygen is mixed with the blood again. Other waste products have already been removed from the blood along the way by the liver and the kidneys.

8 Your heart, blood, and blood vessels do an amazing job of making sure your body stays strong, healthy, and alive. And they do it in a very short time. It might seem that it would take hours or even days for blood to circulate through your body. But it takes less than a minute. The circulatory system is one of the most important systems in your body. The next time you feel your pulse or hear your heartbeat, remember how hard your circulatory system is working for you!

Questions 10–15 pertain to Passage 3: “The Circulatory System”

10. In paragraph 5, what does the following sentence mean?

You have so many blood vessels in your body, they could circle the earth more than two times if they were strung together!

- A. If you took all the blood vessels from your body and put them together in one long string, you could wrap that string around the earth more than two times.
- B. If you took all the blood from your body and put it in one place, it would wrap around the earth more than two times.
- C. If you took all the blood vessels from your body, each one is long enough to circle the earth on its own more than two times.
- D. If you took all the blood vessels from your body and put them together in one long string, you could wrap that string around the earth less than two times.

The following question has two parts. Answer Part A and then answer Part B.

11. **Part A:** List the important jobs blood has in the body in the following chart.

Important Jobs Blood Has in the Body

Part B: Using information from the chart, give at least two reasons why blood is important to the body.

12. Which blood vessels carry blood away from the heart and which blood vessels carry blood back to the heart?

- Veins carry blood away from the heart; arteries carry blood back to the heart.
- Veins carry blood away from the heart; capillaries carry blood back to the heart.
- Arteries carry blood away from the heart; capillaries carry blood back to the heart.
- Arteries carry blood away from the heart; veins carry blood back to the heart.

13. Which of the following shows the correct sequence of where blood goes when it circulates through the body?

- heart → lungs → heart → veins → capillaries → arteries → heart
- heart → lungs → heart → arteries → capillaries → veins → heart
- lungs → veins → heart → capillaries → veins → heart → lungs
- lungs → arteries → heart → capillaries → veins → heart → lungs

The following question has two parts. Answer Part A and then answer Part B.

14. **Part A:** Fill in the following chart comparing the physicians Galen and Harvey and their beliefs.

	How Blood Is Used in the Body	Where Blood Starts before Going through the Body
Galen		
Harvey		

Part B: Using information from the chart and information from the text, explain how Harvey's work changed the way doctors thought about the heart and blood vessels.

15. In paragraph 8, the author states that it might seem like it would take hours or days for blood to circulate through your body. Using evidence from the text, explain why it might seem that blood would take so long to circulate through your body.

Beginning-of-Year Reading Comprehension total _____ of 15 points

To receive a point for a two-part question (i.e., 3, 7, 11, and 14) students must correctly answer both parts of the question.

NAME: _____

A.2

Assessment

DATE: _____

Grade 5 Beginning-of-Year Assessment Summary

Reading Comprehension Assessment

Score Required to Meet Benchmark of 80%	Student Score
12/15	_____/15

Word Reading in Isolation Assessment (if administered)

List the missed letter-sound correspondences and syllabication errors in the spaces below:

Other Notes:

Fluency Assessment Scoring Sheet

<input type="text"/>	Words Read in One Minute
<input type="text"/>	Uncorrected Mistakes in One Minute
<hr/>	
<input type="text"/>	W.C.P.M

Percentile	Fall W.C.P.M.
90	166
75	139
50	110
25	85
10	61
Comprehension Questions Total Correct _____/4	

Recommended placement (check one)

CKLA Grade 5

An earlier point of instruction in the CKLA grade-level materials

BEGINNING-OF-YEAR ASSESSMENT

Assessment Day 2

LESSON AT A GLANCE	TIME	MATERIALS
Beginning-of-Year Assessment		
Grammar Assessment	45 min.	Activity Page A.5
Beginning-of-Year Assessment		
Word Reading in Isolation Assessment; Fluency Assessment	Ongoing	Activity Pages A.2–A.4; stopwatch

ADVANCE PREPARATION

Beginning-of-Year (BOY) Assessment

- Please plan to have reading material available for students to select from and read independently as they finish the BOY Assessment.

BEGINNING-OF-YEAR ASSESSMENT

- During the second day of the three-day assessment, all students will complete the Grammar Assessment independently. It includes 25 items assessing knowledge of parts of speech, sentence elements (subject/predicate), conjunctions, sentence fragments and run-ons, sentence types, and punctuation. After students complete this portion of the assessment, enter their scores on the Grammar Assessment Scoring Sheet, in this lesson, making additional copies if needed. Benchmark results for individual students are not included for the Grammar Assessment.
- Begin to administer the Word Reading in Isolation Assessment, based on students' performance on the Reading Comprehension Assessment, and administer the Fluency Assessment to all students.

Grammar Assessment

45 minutes

Have students work independently to complete the Grammar Assessment on Activity Page A.5. Enter all student scores into the Grammar Assessment Scoring Sheet.

Grammar Assessment Scoring Sheet

Word Reading in Isolation Assessment

Ongoing

- Begin to administer the Word Reading in Isolation Assessment individually to all students who scored 10 or fewer on the Reading Comprehension Assessment and to students who scored between 11–13, as time permits, to gain further insight as to possible weaknesses.
- This section of the BOY Assessment assesses single-word reading to identify the specific letter-sound correspondences a student may have not yet mastered.

Administration Instructions

- Locate the Word Reading in Isolation Assessment in this lesson. Students will read from this copy.
- Cover all of the words before calling a student to complete the assessment.
- Tell the student he or she will read words aloud to you and that it is important to do his or her best reading.
- Uncover the first row of words by moving the paper down.
- As the student reads a word, mark any incorrect letter-sound correspondences above the word on the Word Reading in Isolation Assessment Scoring Sheet (Activity Page A.3). Also, note whether the student incorrectly chunks letters into syllables, leading to mispronunciation. If the student reads the word correctly, place a check mark above the word.
- If, after 10 seconds, the student is unable to read the word at all, simply tell the student the word and move on. Mark an X above the word on the scoring sheet.
- Administer the Fluency Assessment after completing this section and continue administering these two individual assessments as time permits, throughout Day 2 and Day 3, to the remaining students.

Word Reading in Isolation Analysis

The more words a student is able to read and the farther the student is able to progress in the assessment, the stronger his or her preparation is for Grade 5. A Word Reading in Isolation Analysis sheet and Remediation Guide are located in this lesson.

The number of words read correctly indicates the following:

- Students who score 30 or fewer words out of 45 correctly appear to have **minimal preparation** for Grade 5.

- Students who score 31–35 out of 45 words correctly appear to have **adequate preparation** for Grade 5.
- Students who score 36–45 out of 45 words correctly appear to have **outstanding preparation** for Grade 5.

After scoring the assessment, you might find it helpful to determine which letter-sound correspondences students missed that caused them to score below the benchmark for word recognition. Note that one-syllable words are not included in the Syllabication Analysis.

Score required to meet benchmark of 80%					
Phonemes					
Consonants					Totals
/b/	/d/	/f/	/g/	/h/	168/210
/j/	/k/	/l/	/m/	/n/	
/p/	/r/	/s/	/t/	/v/	
/w/	/x/	/y/	/z/	/ch/	
/sh/	/th/	/th/	/ng/	/qu/	
Vowels					106/134
/a/	/e/	/i/	/o/	/u/	37/47
/ae/	/ee/	/ie/	/oe/	/ue/	25/31
/ə/	/oo/	/oo/	/aw/	/ou/	22/28
/oi/	/ar/	/er/	/or/	/aer/	22/28
Syllabication (words with 2 or more syllables)					
Closed Syllable/short					39/49
Open Syllable/long					13/17
Magic E and Digraph Syllable					21/26
R-Controlled Syllable					16/20
ə Syllable					7/9
-le Syllable					4/4

Word Reading in Isolation Remediation Guide

Write the names of students who missed questions under each header. This will help you determine what kind of remediation is needed.

Refer to the Table of Contents in the *Decoding and Encoding Remediation Supplement* to locate information about specific phonemes and syllabication for remediation purposes.

Phonemes—Consonants (Item numbers in parentheses)		
/b/ (1e, 2a, 2b, 3d, 4b, 5a, 5e, 6a, 8b, 10c, 13b)	/d/ (1a, 1d, 2d, 3b, 3d, 4d, 5a, 7e, 8a, 8e, 9c, 10b, 10e)	/f/ (1b, 4c, 4d, 5e, 6c, 6e, 13d)
/g/ (4e, 6d, 13a)	/h/ (9b)	/j/ (1c, 12c, 12d)
/k/ (2c, 2e, 3a, 3d, 3e, 5c, 5d, 6a, 6d, 8c, 9a, 10a, 10d, 10e, 11b, 11d, 12a, 13c)	/l/ (1b, 1d, 1e, 2d, 2e, 3c, 4a, 4d, 5a, 5e, 6e, 7c, 9c, 9e, 10a, 12a)	/m/ (2c, 4a, 9a, 9b, 11b, 12b, 13c, 13e)
/n/ (1c, 2c, 2e, 4e, 5c, 5d, 6d, 7a, 8b, 8c, 9b, 9d, 10b, 11e, 12d, 12e)	/p/ (1e, 5b, 6b, 6c, 7e, 9c, 10c, 11c, 11d, 12c)	/r/ (2a, 3b, 3c, 3e, 4b, 4c, 5b, 5c, 5d, 6a, 7e, 11b, 11d, 12c, 13a, 13c)
/s/ (1a, 1b, 1e, 2c, 2e, 3d, 4a, 5d, 6c, 7b, 7e, 9e, 10a, 10b, 10d, 11a, 11d, 12b, 12d, 12e, 13e)	/t/ (1a, 1b, 1d, 2b, 2d, 3c, 4b, 4c, 4e, 5c, 5d, 6a, 8a, 8c, 8d, 11e, 12a, 12b, 12c, 13c, 13e)	/v/ (1d, 2a, 4a, 7d, 7e, 8e, 10b)

Phonemes—Consonants (Item numbers in parentheses)		
/w/ (2b, 6a, 9d, 9e, 10e, 11a, 11c)	/x/ (1c, 7b)	/y/ (7a, 13d)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/z/ (3a, 3e, 5a, 7b, 9a, 10d, 13b)	/ch/ (6b, 10e, 11a)	/sh/ (2b, 12b)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/th/ (1e, 9e, 13d)	/th/ (7c)	/ng/ (7a, 9d, 11d, 11e)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/qu/ (6e)		

Phonemes—Vowels (Item numbers in parentheses)		
/a/ (1b, 8b, 9a, 12a, 12b)	/e/ (1a, 5d, 7b, 9e, 10d)	/i/ (1c, 3b, 5a, 6c, 6d, 6e, 7a, 7e, 8a, 8c, 9d, 11a, 11d, 11e, 12c, 12d, 13a, 13b, 13c, 13e)
_____	_____	_____
_____	_____	_____
_____	_____	_____
/o/ (1c, 2a, 2b, 3c, 5c, 6a, 6e, 11c)	/u/ (1d, 2b, 2c, 4a, 8c, 10e, 11b, 12b, 13c)	/ae/ (1d, 1e, 4b, 4c, 6a, 10c, 12a)
_____	_____	_____
_____	_____	_____
_____	_____	_____

/ee/ (1a, 3c, 4e, 5b, 5c, 6b, 6c, 7d, 13c)	/ie/ (2d, 6e, 7b, 7d, 12e)	/oe/ (2a, 5e, 7c, 8e, 13e)
/ue/ (3a, 8c, 9b, 12a)	/ə/ (1c, 2d, 2e, 3a, 4a, 4b, 4e, 5e, 9a, 9b, 10b, 12e, 13d)	/oo/ (2c, 3e, 7e, 8b, 8e, 13d)
/oo/ (9c, 10e)	/aw/ (1b, 8a, 8d)	/ou/ (2e, 10a)
/oi/ (10b, 10c)	/ar/ (4a, 12c, 13b)	/er/ (1e, 4c, 5a, 6a, 6c, 6d, 7a, 7b, 8e, 9e, 10c, 11c)
/or/ (3d, 3d, 4d, 9d, 10d)	/aer/ (4e, 5b)	/ə/ + /l/ (3b, 11d, 13a, 13e)

Syllabication (words with 2 or more syllables; Item numbers in parentheses)		
Closed Syllable/short (1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4e, 5a, 5c, 5d, 6a, 6c, 6d, 6e, 7a, 7b, 7e, 8a, 8b, 8c, 9a, 9b, 9d, 9e, 10b, 10d, 10e, 11c, 11d, 11e, 12a, 12b, 12c, 13a, 13b, 13c, 13e)	Open Syllable/long (1a, 2a, 3c, 4e, 5b, 6b, 6c, 6e, 7d, 8c, 8e, 9b, 10c, 12a, 13c, 13e)	Magic E and Digraph Syllable (1b, 1d, 1e, 2c, 2d, 2e, 3a, 4a, 4b, 4c, 5c, 5e, 6a, 6b, 7b, 7e, 8a, 8b, 8e, 10b, 10c, 10e, 12a, 12e, 12d)
R-Controlled Syllable (1e, 3d, 4a, 4c, 4e, 5a, 5b, 6a, 6c, 6d, 7a, 7b, 8e, 9d, 9e, 10c, 10d, 11c, 12c, 13b)	ə Syllable (1c, 2d, 2e, 3a, 4a, 4b, 5e, 9a, 12e, 13d)	-le Syllable (3b, 11d, 13a, 13e)

Beginning-of-Year (BOY) Assessment

Word Reading in Isolation Assessment

1.	steady	asphalt	oxygen	dovetail	birthplace
2.	bravo	washtub	consume	delight	council
3.	accuse	riddle	trolley	scoreboard	cruise
4.	marvelous	betrayal	freighter	floored	guarantee
5.	blizzard	prairie	concrete	crescent	bowlful
6.	breakwater	peachy	spiffier	gherkin	qualify
7.	yearning	exercise	loathe	ivory	disprove
8.	audit	baboon	continue	taught	overdue
9.	chasm	human	pulled	warning	worthless
10.	scowl	avoidance	paperboy	courses	woodchuck
11.	switch	crumb	whopper	sprinkle	knitting
12.	calculate	mustache	partridge	sing	assign
13.	wriggle	bizarre	recommit	youthful	mistletoe

Fluency Assessment

Ongoing

- Begin to administer the Fluency Assessment individually to all students.
- This section of the BOY Assessment assesses students' fluency in reading, using the selection "Paul Bunyan" (literary text) located in the Teacher Resources section of the Teacher Guide.

Administration Instructions

- Turn to the student copy of "Paul Bunyan" in this lesson. Students will read from this copy.
- Using the Recording Copy of "Paul Bunyan" (from students' Activity Page A.4) for each student, you will create a running record as you listen to each student read orally.
- Explain that the student will read a selection aloud while you take some notes. Encourage the student not to rush and to read at his or her regular pace.
- Read the title of the selection aloud for the student, as the title is not part of the assessment.
- Begin timing when the student reads the first word of the selection. As the student reads aloud, make a running record on the Recording Copy of the text using the following guidelines:

Words read correctly	No mark is required.
Omissions	Draw a long dash above the word omitted.
Insertions	Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted.
Words read incorrectly	Write an "X" above the word.
Substitutions	Write the substitution above the word.
Self-corrected errors	Replace original error mark with an "SC."
Teacher-supplied words	Write a "T" above the word (counts as an error).

- When one minute has elapsed, draw a vertical line on the Recording Copy to mark the student's place in the text at that point. Allow the student to finish reading the selection aloud.

- Assess the student’s comprehension of the selection by asking him or her to respond orally to the following questions:

1. *Literal* What did Paul Bunyan’s parents have to do to keep his baby bottle filled?
» milk four dozen cows every morning and evening
2. *Inferential* Why did Paul’s father think it would be better if Paul didn’t sleep in town?
» When Paul snored, neighbors thought an earthquake was happening, so it would be better if Paul didn’t sleep near neighbors and cause that kind of problem.
3. *Literal* What happened when Paul slept on a large raft?
» When he turned over in his sleep, he created gigantic waves that knocked down houses along the coast.
4. *Inferential* Why was moving out West the best plan for the Bunyan family?
» Americans were moving west and building things as they moved so they would have schools, churches, and furniture. All these new things were built because they didn’t exist yet, which meant there was a lot of space out West. Paul needed a lot of space.

- Continue administering the Fluency Assessment as time permits, throughout Day 2 and Day 3.
- You may score the assessment later, provided you have kept running records and marked the last word students read after one minute elapsed.

Guidelines for Fluency Assessment Scoring

Use one Fluency Assessment Scoring Sheet for each student taking the assessment. The Fluency Assessment Scoring Sheet appears in each student’s BOY Assessment Summary (Activity Page A.2).

To calculate a student’s W.C.P.M. (Words Correct Per Minute) score, use the information you recorded on the Recording Copy and follow these steps. You may wish to have a calculator available.

1. Count Words Read in One Minute. This is the total number of words that the student read or attempted to read in one minute. It includes words that the student read correctly as well as words that the student read incorrectly. Write the total in the box labeled Words Read in One Minute.
2. Count the Uncorrected Mistakes in One Minute. You noted these in the running record. They include words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes in One Minute on the scoring sheet. (A mistake that the student self-corrects is not counted as a mistake.)
3. Subtract Uncorrected Mistakes in One Minute from Words Read in One Minute to get Words Correct. Write the number in the box labeled W.C.P.M. Although the analysis does not include any words the student read correctly (or incorrectly) after one minute, you may use this information from the Recording Copy for anecdotal purposes.

As you evaluate W.C.P.M. scores, here are some factors to consider.

It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal of Grade 5 is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in this and subsequent grade levels. A student's W.C.P.M. score can be compared with the score of other students in the class (or grade level) and also with the national fluency norms for Grade 5 obtained by Hasbrouck and Tindal (2006). Hasbrouck and Tindal suggest that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year. For example, if you administered the assessment during the fall of Grade 5, and a student scored 100 W.C.P.M., you should interpret this as within the normal, expected, and appropriate range for that student.

Oral Reading Fluency Norms for Grade 5 from Hasbrouck and Tindal (2006)

Percentile	Fall W.C.P.M.	Winter W.C.P.M.	Spring W.C.P.M.
90	166	182	194
75	139	156	168
50	110	127	139
25	85	99	109
10	61	74	83

Paul Bunyan

Even as a baby, Paul Bunyan was mighty big. How big? Well, he was so big that his parents had to use a covered wagon for his cradle.

As you might imagine, young Paul Bunyan had a big appetite. He gobbled up five barrels of porridge a day, and his parents had to milk four dozen cows every morning and evening just to keep his baby bottle filled.

Paul was so big it caused some problems in the little town in Maine where he grew up. When he sneezed, he blew the birds from Maine to California. When he snored, the neighbors ran out of their houses hollering, “Earthquake! Earthquake!”

After that, Paul’s father thought it might be better if Paul didn’t sleep in town. He built a cot on a large raft for Paul and floated it off the coast. Paul slept on the raft for a few nights, but the floating cot didn’t work out. When Paul turned over in his sleep, he created gigantic waves that knocked down houses along the coast.

Eventually, Paul’s father decided that the East Coast was just too small for Paul Bunyan. The only sensible thing to do was to move out West. So the Bunyan family moved to Minnesota. In those days Minnesota was full of logging camps, sawmills, and lumberjacks. Americans were moving west and “building the country.” They had to cut down a lot of trees to make their homes, not to mention their schools, churches, boats, and furniture.

Word Reading in Isolation Assessment Scoring Sheet

	a	b	c	d	e
1	steady <i>/sted*ee/</i> closed * open	asphalt <i>/as*fawlt/</i> closed * digraph	oxygen <i>/ox*ij*ən/</i> closed * closed * closed	dovetail <i>/duv*tael/</i> digraph * digraph	birthplace <i>/berth*plaes/</i> r-controlled * digraph
2	bravo <i>/brov*oe/</i> closed * open	washtub <i>/wosh*tub/</i> closed * closed	consume <i>/kun*suum/</i> closed * digraph	delight <i>/də*liet/</i> ə * digraph	council <i>/koun*səl/</i> digraph * ə
3	accuse <i>/ə*kuez/</i> ə * digraph	riddle <i>/rid*əl/</i> closed * -le	trolley <i>/trol*ee/</i> closed * open	scoreboard <i>/skor*bord/</i> r-controlled * r-controlled	cruise <i>/krooz/</i>
4	marvelous <i>/mar*vəl*us/</i> r-cont. * ə * digraph	betrayal <i>/bə*trae*əl/</i> ə * digraph * ə	freighter <i>/f्रæt*ər/</i> digraph * r-controlled	floored <i>/flord/</i>	guarantee <i>/gaer*ən*tee/</i> r-cont. * closed * open
5	blizzard <i>/bliz*erd/</i> closed * r-controlled	prairie <i>/praer*ee/</i> r-controlled * open	concrete <i>/kon*kreet/</i> closed * digraph	crescent <i>/kres*ent/</i> closed * closed	bowful <i>/boel*fəl/</i> digraph * ə
6	breakwater <i>/braek*wot*er/</i> digraph * closed * r-controlled	peachy <i>/peech*ee/</i> digraph * open	spiffler <i>/spif*ee*er/</i> closed * open * r-cont.	gherkin <i>/ger*kin/</i> r-controlled * closed	qualify <i>/quol*if*ie/</i> closed * closed * open
7	yearning <i>/yern*ing/</i> r-controlled * closed	exercise <i>/ex*er*siez/</i> closed * r-cont. * digraph	loathe <i>/loeth/</i>	ivory <i>/ie*vree/</i> open * open	disprove <i>/dis*proov/</i> closed * digraph

Word Reading in Isolation Assessment Scoring Sheet

	a	b	c	d	e
8	audit /aw*dit/ digraph * closed	baboon /bab*oon/ closed * digraph	continue /kun*tin*ue/ closed * closed * open	taught /tawt/	overdue /oe*ver*doo/ open * r-cont. * digraph
9	chasm /kaz*əm/ closed * closed	human /hue*mən/ open * closed	pulled /poold/	warning /worn*ing/	worthless /werth*les/ r-controlled * closed
10	scowl /skoul/ ə * digraph * closed	avoidance /ə*vɔid*əns/ ə * digraph * closed	paperboy /pae*per*boi/ open * r-cont. * digraph	courses /koirs*ez/	woodchuck /wood*chuk/ digraph * closed
11	switch /swich/	crumb /krum/	whopper /wop*er/	sprinkle /spring*kəl/ closed * -le	knitting /nit*ing/ closed * closed
12	calculate /kal*kue*laet/ closed * open * digraph	mustache /mus*tash/ closed * closed	partridge /par*trij/ r-controlled * closed	singe /sing/ ə * digraph	assign /ə*sien/ ə * digraph
13	wriggle /rig*əl/ closed * -le	bizarre /biz*ar/ closed * r-controlled	recommit /ree*kum*it/ open * closed * closed	youthful /yooth*fəl/ digraph * ə	mistletoe /mis*əl*toe/ closed * -le * open

Beginning-of-Year Fluency Assessment

Recording Copy

Paul Bunyan

Even as a baby, Paul Bunyan was mighty big. How big? Well, he was so big that his parents 19
had to use a covered wagon for his cradle. 28

As you might imagine, young Paul Bunyan had a big appetite. He gobbled up five barrels 44
of porridge a day, and his parents had to milk four dozen cows every morning and 60
evening just to keep his baby bottle filled. 68

Paul was so big it caused some problems in the little town in Maine where he grew up. 86
When he sneezed, he blew the birds from Maine to California. When he snored, the 101
neighbors ran out of their houses hollering, “Earthquake! Earthquake!” 110

After that, Paul’s father thought it might be better if Paul didn’t sleep in town. He built 127
a cot on a large raft for Paul and floated it off the coast. Paul slept on the raft for a few 149
nights, but the floating cot didn’t work out. When Paul turned over in his sleep, he created 166
gigantic waves that knocked down houses along the coast. 175

Eventually, Paul’s father decided that the East Coast was just too small for Paul Bunyan. 190
The only sensible thing to do was to move out West. So the Bunyan family moved to 207
Minnesota. In those days Minnesota was full of logging camps, sawmills, and lumberjacks. 220
Americans were moving west and “building the country.” They had to cut down a lot of 236
trees to make their homes, not to mention their schools, churches, boats, and furniture. 250

Word Count: 250

Beginning-of-Year Grammar Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A:** Write *n.* above the nouns in each sentence and *adj.* above the adjectives in each sentence.

Strong storms caused extensive damage to the new bank.

Scientists may be able to provide advance warning if an active volcano showed signs of imminent eruption.

Part B: Draw an arrow from each adjective to the noun it describes.

2. Change the adjective in parentheses to an adverb and identify the verb it describes in the sentence.

Damion waved (excited) when he saw his friend walking down the sidewalk toward him.

Adverb: _____

Verb the adverb describes: _____

3. Write a sentence using the verb and adverb provided.

verb: *looked*

adverb: *quickly*

The following question has two parts. Answer Part A and then answer Part B.

4. **Part A:** Draw a line separating the subject from the predicate in each sentence.

Paul Revere and others warned people the British soldiers were on the move.

The Bayeaux Tapestry tells the story of the Norman Conquest.

Part B: Underline the entire subject in each sentence. Draw a wiggly line under the entire predicate in each sentence.

5. Correct the following sentence fragments by rewriting each one to be a complete sentence.

Fragment: *missed soccer practice*

Corrected Sentence:

NAME: _____

DATE: _____

Fragment: *the new family on our street*

Corrected Sentence:

6. Correct the following run-on sentences by breaking each into two sentences.

We didn't go to school for a week after the massive snowstorm dumped so much snow we made snowmen and went sledding.

Corrected Sentences:

Becoming a monk took many years men started the process by learning to read and write.

Corrected Sentences:

7. Which type of sentence is the following?

Why did colonists boycott British tea?

- A. declarative
- B. imperative
- C. interrogative
- D. exclamatory

NAME: _____

DATE: _____

The following question has two parts. Answer Part A and then answer Part B.

8. **Part A:** Which of the following is a declarative sentence?

- A. Did you finish your history project over the weekend?
- B. I finished my history project over the weekend.
- C. I finished my history project over the weekend!
- D. You have to finish your history project over the weekend.

Part B: Write the letter of the answer choice in Part A that is an example of an imperative sentence.

9. Write an exclamatory sentence.

10. Which of the following sentences shows the correct way to use commas to separate items in a series?

- A. Kendra put her homework, math book, and lunch in her backpack.
- B. Kendra put her homework math book and lunch in her backpack.
- C. Kendra put her homework, math book and lunch in her backpack.
- D. Kendra put her homework math book, and lunch in her backpack.

11. Add a comma to show the correct way to use it when writing a date.

July 4 1776

12. Which of the following shows the correct use of a comma in an address?

- A. Marcus Wilhelm
1326 Bellevue Lane
Fayetteville, NC 28301
- B. Marcus Wilhelm
1326, Bellevue Lane
Fayetteville NC 28301
- C. Marcus Wilhelm
1326 Bellevue Lane
Fayetteville NC, 28301
- D. Marcus Wilhelm
1326 Bellevue, Lane
Fayetteville NC 28301

13. Which of the following is the correct way to use a comma and quotations marks to note a quotation from a text?

- A. On page 14, the author states I couldn't tell if my dad was joking or serious when he mentioned the baseball game.
- B. On page 14, the author states, I couldn't tell if my dad was joking or serious when he mentioned the baseball game.
- C. On page 14, the author states “I couldn't tell if my dad was joking or serious when he mentioned the baseball game.”
- D. On page 14, the author states, “I couldn't tell if my dad was joking or serious when he mentioned the baseball game.”

14. Choose the answer that demonstrates the correct way to use a comma and quotation marks when quoting direct speech from a text.

- A. In the story, Ramon was serious when he said “I shouted across the room, I think you should go talk to Mr. Barnes before you make a decision!”
- B. In the story, Ramon was serious when he said, “I shouted across the room, ‘I think you should go talk to Mr. Barnes before you make a decision!’”
- C. In the story, Ramon was serious when he said, I shouted across the room, “I think you should go talk to Mr. Barnes before you make a decision!”
- D. In the story, Ramon was serious when he said, ‘I shouted across the room, ‘I think you should go talk to Mr. Barnes before you make a decision!’”

The following question has two parts. Answer Part A and then answer Part B.

15. **Part A:** Circle the words in the following list that are adjectives.

the

ball

green

category

darkness

huge

Part B: Put the adjectives you circled in Part A in the correct order to describe the following noun.

_____ bug

16. Which of the following sentences contains an adverb that describes the verb?

- A. Rabbits hop quietly in the meadow.
- B. We hung our towels outside so the warm breeze would dry them.
- C. The strong winds shook the tent at the campsite.
- D. Water rushes over the edge of the tall waterfall.

The following question has two parts. Answer Part A and then answer Part B.

17. **Part A:** Identify the subject and the verb in the following sentence and write each on the lines that follow the sentence.

We were first in line for tickets to the new movie.

Subject: _____

Verb: _____

Part B: Write a new subject or a new verb to agree with the following changes to the previous sentence.

New Sentence: _____ is first in line for tickets to the new movie.

New Sentence: *I* _____ first in line for tickets to the new movie.

18. Write the correct form of the verb to agree with the subject and complete the sentence.

Verb: *choose*

Maria _____ nonfiction books each time she goes to the library.

19. Which of the following words best completes the sentence?

You _____ check your coat pockets to see if the missing key is in one of them.

- A. should
- B. are
- C. have
- D. would

20. Identify the linking verb in the following sentence.

We are going to learn about types of rocks when we study geology.

Linking Verb: _____

21. Circle the relative pronoun that references what the sentence is about.

Our class visited the fire station, which has space for four fire engines and all the necessary equipment.

The following question has two parts. Answer Part A and then answer Part B.

22. **Part A:** Circle the conjunction in the following sentence.

Scientists can't give much warning before an earthquake but they can give more warning for a tsunami.

Part B: Add a comma to the correct place in the above sentence related to the conjunction you circled.

The following question has two parts. Answer Part A and then answer Part B.

23. **Part A:** Circle the two prepositions in the following sentence.

General Washington fooled British troops by sending fake messages about attacking New York.

Part B: Write the prepositional phrases related to the prepositions you identified in the above sentences

Prepositional phrases:

DATE: _____

24. Read the sentence and answer the question that follows.

Tectonic plates are slowly colliding.

What verb tense does this sentence show? Circle the correct answer.

past progressive

present progressive

future progressive

25. Write a sentence using the following information.

Verb: *reading*

Verb tense: *past progressive*

Beginning-of-Year Grammar Assessment total _____ of 25 points

To receive a point for a two-part question (i.e., 1, 4, 8, 15, 17, 22, and 23), students must correctly answer both parts of the question.

BEGINNING-OF-YEAR ASSESSMENT

Assessment Day 3

LESSON AT A GLANCE	TIME	MATERIALS
Beginning-of-Year Assessment Morphology Assessment	45 min.	Activity Page A.6
Beginning-of-Year Assessment Word Reading in Isolation Assessment; Fluency Assessment	Ongoing	Activity Pages A.2–A.4; stopwatch

ADVANCE PREPARATION

Beginning-of-Year (BOY) Assessment

- Please plan to have reading material available for students to select from and read independently as they finish the BOY Assessment.

BEGINNING-OF-YEAR ASSESSMENT

- During the third day of the three-day assessment, all students will complete the Morphology Assessment, independently. It includes twenty items assessing knowledge of the prefixes *un-*, *non-*, *en-*, *im-*, *re-*, and *pre-*; suffixes *-y*, *-ly*, *-able*, *-ible*, *-ful*, *-less*, and *-ment*; and roots *arch*, *graph*, *rupt*, *port*, *bio*, and *loc*, all of which were taught in CKLA prior to Grade 5. Have students work independently to complete the Morphology Assessment on Activity Page A.6. Enter all student scores into the Morphology Assessment Scoring Sheet.
- For the remainder of the class period, allow students time to complete the Reading Comprehension Assessment (Activity Page A.1) they began on Day 1, if needed.
- Continue to administer the Word Reading in Isolation Assessment and the Fluency Assessments, as described on Day 2.

Morphology Assessment

45 minutes

Have students work independently to complete the Morphology Assessment on Activity Page A.6. Record all student scores into the Morphology Assessment Scoring Sheet.

Morphology Assessment Scoring Sheet

Skill	Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Student																					
Root <i>loc</i>																					
Prefix <i>pre-</i>																					
Prefix <i>re-</i>																					
Suffix <i>-ment</i>																					
Suffix <i>-less</i>																					
Suffix <i>-ful</i>																					
Root <i>bio</i>																					
Suffix <i>-ible</i>																					
Suffix <i>-able</i>																					
Prefix <i>in-</i>																					
Prefix <i>im-</i>																					
Root <i>port</i>																					
Root <i>rupt</i>																					
Suffix <i>-ly</i>																					
Suffix <i>-y</i>																					
Root <i>graph</i>																					
Root <i>arch</i>																					
Prefix <i>en-</i>																					
Prefix <i>non-</i>																					
Prefix <i>un-</i>		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Interpreting Beginning-of-Year Assessment Scores

You should use the results of three assessments to determine students' preparedness for Grade 5 CKLA instruction: the Reading Comprehension Assessment, the Word Reading in Isolation Assessment (if administered), and the Fluency Assessment. Please refer to the Grade 5 Beginning-of-Year Assessment Summary (Activity Page A.2) and consider students' performance on these three assessments, in combination.

It is most **challenging to analyze results for students** with ambiguous or borderline scores. In particular, you may have some students who are right on the border between being strong enough readers to benefit from Grade 5 instruction and not having adequate preparation. This might include students who answered most questions correctly on one story of the Reading Comprehension Assessment but not other stories, or this might include students whose performance was uneven on the Word Reading in Isolation Assessment or Fluency Assessment.

In analyzing results from the **Reading Comprehension Assessment**, be aware that some students may not be strong test-takers. They may struggle to answer the questions even if they read the selection and understood it. You may wish to have students with borderline scores read the selection(s) aloud to you and then discuss it with you so you can better determine if their struggles are a result of comprehension difficulties or other factors.

In analyzing results from the **Word Reading in Isolation Assessment**, remember that not all poor scores are the same.

Students who have difficulty reading one-syllable words may have a major problem reading the words or spellings in question and need intensive remediation beyond what can likely be provided in a Grade 5 classroom.

Benchmark results for individual students are not included for the Grammar Assessment or the Morphology Assessment. You should use the results of the Grammar Assessment and the Morphology Assessment to determine the extent to which students (or your class) may benefit from certain Grammar and Morphology skills taught in CKLA prior to Grade 5.

Beginning-of-Year Morphology Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

1. If you come across something that is *uncommon*, what does that mean?
 - A. The item is not rare.
 - B. The item is not usual.
 - C. The item is well-known.
 - D. The item is easy to find.
2. If someone is speaking in a *nonthreatening* way, describe how that person is speaking.

3. Which of the following words correctly completes the sentence below?

The tour guide _____ my brother with reading the map for the group during the hike.

- A. disabled
- B. disliked
- C. endangered
- D. entrusted

4. Choose the sentence that demonstrates an example of what the word *patriarch* means.
 - A. My grandfather is the head of our family.
 - B. The king is the leader of the country.
 - C. The archbishop is the most important leader in the Church.
 - D. My mother is the head of our family.
5. Someone who is skilled in *calligraphy* is skilled at doing what?
 - A. writing his or her signature
 - B. the art of beautiful handwriting
 - C. the art of making pictures to provide information
 - D. telling the story of his or her life

The following question has two parts. Answer Part A and then answer Part B.

6. **Part A:** When you add the suffix *-y* to the word *taste*, what new word do you create?
New Word: _____

Part B: What is the part of speech of the root word *taste* and the new word from Part A?

Part of Speech of *taste*: _____

Part of Speech of new word: _____

7. Which of the following words with the suffix *-ly* means in a way that indicates something is for a limited time?
 - A. easily
 - B. speedily
 - C. temporarily
 - D. daily

8. If you *interrupt* someone while he or she studies, what are you doing?

9. Which word pair shares the same root and means the opposite of each other?

- A. import and export
- B. unable and disable
- C. erupt and rupture
- D. monarchy and hierarchy

The following question has two parts. Answer Part A and then answer Part B.

10. **Part A:** Circle the correct prefix to add to the root word in the following sentence.

The bus driver got _____ *patient* with me as I dug in my bag for correct change for the fare.

- A. *un-*
- B. *non-*
- C. *im-*
- D. *in-*

Part B: Identify the word you created in Part A by adding the prefix and write its meaning.

New Word: _____

Meaning: _____

11. Complete the following sentence:

If my homework is *incomplete*, that means it is _____

12. A laptop is a portable computer. What does *portable* mean?

- A. able to be eaten
- B. able to bend
- C. able to be carried around
- D. able to be seen

13. Which of the following items is *edible*?

- A. paint
- B. folder
- C. poison ivy
- D. broccoli

The following question has two parts. Answer Part A and then answer Part B.

14. **Part A:** Which of the following roots means “life?”

- A. rupt
- B. bio
- C. graph
- D. loc

Part B: Choose the word with the root that means “life” and write a sentence using the word.

- A. disrupt
- B. biography
- C. autograph
- D. relocate

Sentence:

15. Which of the following demonstrates the meaning of the word *purposeful*?

- A. having the TV on in the background while you finish math homework
- B. working hard to finish a science project so you can go to a friend’s house the next day
- C. asking your dad if you can ride your bike to the park
- D. throwing your backpack on the floor by the door

16. Circle the correct suffix to add to the root word in the following sentence.

There were *end* _____ possibilities for who to choose as the topic of the biography project.

-y	-ly	-ful	-less	-able	-ible
----	-----	------	-------	-------	-------

17. Complete the following sentence:

My *disappointment* showed when _____

18. If you need to *rearrange* things in your closet, what do you need to do?

- A. look at things beforehand
- B. look at things again
- C. organize things beforehand
- D. organize things again

19. Explain what the following statement means.

The preamble *precedes* the Constitution.

20. Which of the following words with the root *loc* means “the place where something happens?”

- A. locale
- B. locate
- C. allocate
- D. dislocate

Beginning-of-Year Morphology Assessment total _____ of 20 points

To receive a point for a two-part question (i.e., 6, 10, and 14), students must correctly answer both parts of the question.

NAME: _____
DATE: _____

5.2 ACTIVITY PAGE

“Learning to Read” and “Nagual”

1. What kind of stories did the narrator’s abuela tell him when he was young? (Pages 18-20, Lines 1-4)

**Answers will vary, but should include that the stories were
scary, or spine-tingling, and were about monsters.**

2. What does the information in lines 8 and 9 tell us about the narrator?

Answers will vary, but should refer to the narrator’s curiosity.

3. What does *no sé, m’ijo* mean? (Line 19)

I don’t know, my son.

4. What does abuela say is the “greatest truth”? (Lines 27-30)

“You have to learn to read.”

NAME: _____
DATE: _____

5. What happened at the narrator’s first day of kindergarten, and what does this tell you about his character? (Lines 31-43)

**Answers will vary, but should include some reference to his
disappointment, his impatience, and possibly his determination.**

6. How did the narrator spend his time the rest of the year that he was not in kindergarten? (Lines 34-43)

His mother took him to the library every day and he read books

7. What happened when the narrator entered first grade? How did he feel about other kids making fun of him, calling him a nerd? (Lines 50-55)

He didn’t care, and was proud of his reading ability.

8. What effect did abuelita’s stories have on the narrator? (Lines 67-76)

**Answers will vary, but should mention that they inspired the
narrator’s curiosity and sparked a desire to read**

NAME: _____
DATE: _____

5.2 ACTIVITY PAGE
CONTINUED

9. What simile does the narrator use in these lines? What does it mean? (Lines 72-76)

**The narrator uses the smile “like larvae.” It means
something developing or growing.**

10. In Nagual, what kinds of stories does the narrator’s uncle tell him, and what is the narrator’s reaction to the stories? (Page 21, Lines 1-23)

**The narrator’s uncle tells him about the trickster, a
shapeshifter who can become an animal. His reaction was
“Wow!” He was excited, and wanted to be a shapeshifter too.**

NAME: _____
DATE: _____

6.2 ACTIVITY PAGE

Writing: Practice Using Quotation Marks

Directions: Use commas and quotation marks to properly punctuate the following quotations. Rewrite the sentence correctly on the lines provided.

1. I have finished my homework said Jodi.

“I have finished my homework,” said Jodi.

2. My grandmother said I love to read stories to my grandchildren.

My grandmother said, “I love to read stories to my grandchildren.”

3. I have misplaced my favorite book said Thomas.

“I have misplaced my favorite book,” said Thomas.

They Call Me Güero Unit Answer Key

ACTIVITY PAGE **6.2** CONTINUED NAME: _____ DATE: _____

4. If I had to choose between broccoli or tomatoes said Mia I would choose broccoli.

"If I had to choose between broccoli or tomatoes," said Mia,
"I would choose broccoli."

5. Eleanor Roosevelt said it is better to light a candle than curse the darkness.

Eleanor Roosevelt said, "It is better to light a candle than curse the darkness."

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Grade 5 | Core Knowledge Language Arts

ACTIVITY PAGE **8.2** OPTIONAL NAME: _____ DATE: _____

Mid-Unit Assessment

Directions: The following questions are based on what you've read so far in *They Call Me Güero*. Circle the choice that best answers each multiple-choice question, and answer in complete sentences for each short-answer question.

1. In what country, or countries, does the narrator live?
 a. the United States
 b. Mexico
 c. both the United States and Mexico
 d. Canada

2. What two languages does the narrator speak?
The narrator speaks English and Spanish.

3. What does the narrator's father mean when he says they have "a foot on either bank"?
The family lives near the Rio Grande River, and, although they live in the United States, they spend time in, and have connections to, both Mexico and the United States.

4. How does the narrator feel in the selection "Checkpoint" when they see the border patrol agents?
 a. happy
 b. angry
 c. he doesn't feel anything
 d. amused

Core Knowledge Language Arts | Grade 5

Activity Book | Unit 1 19

ACTIVITY PAGE **8.2** CONTINUED NAME: _____ DATE: _____

5. Describe how the narrator feels about his house and his room.
He liked it and called it "a nice lot." He said he couldn't imagine life anywhere else, and that his room was filled with all of his favorite things, and the house was a place where his family celebrated all the things that mattered.

6. How does the narrator feel about his mother teaching him to play the piano?
 a. He does not like playing the piano.
 b. He is happy his mother is teaching him to play the piano.
 c. He likes spending the time with his mother, but he does not like playing the piano.
 d. He would rather play the guitar.

7. Describe the type of stories the narrator's grandmother used to tell him.
She told him scary stories that had a moral, or hidden meaning and lesson.

8. What does the narrator's grandmother say is "the greatest truth"?
 a. The narrator can learn all he needs to know by listening to his grandmother.
 b. Kindergarten was the most important year of the narrator's life.
 c. All the narrator seeks can be found in books.
 d. The narrator's family likes to tell stories.

9. Describe how the narrator feels when he is in first grade and he is placed in a third-grade reading group, and other students make fun of him.
He is so happy about being challenged in reading class and learning new things that he doesn't mind how other students are treating him.

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Grade 5 | Core Knowledge Language Arts

ACTIVITY PAGE **8.2** CONTINUED NAME: _____ DATE: _____

10. What is unusual about the narrator's friends in seventh grade?
 a. They are all named Bobby.
 b. They are all much taller than average.
 c. They are all the narrator's cousins.
 d. They were all named Güero.

11. Who was the narrator's mentor when he was in seventh grade?
 Describe what this mentor did for the narrator and his friends.
The narrator's mentor was the librarian, Mr. Soria. He introduced the narrator and his friends to diverse writers and great books.

12. What does the name Güero mean?
 a. pale skin
 b. freckles
 c. red hair
 d. tall one

13. Explain the different ways the narrator and his father feel about the narrator's skin color.
The narrator wishes his skin color were darker, like his father's, but the father says he is happy Güero's skin is lighter. He is happy about the lighter shade of the narrator's skin because, according to the father, people with lighter color skin "catch all the breaks."

14. Why does the narrator like Ms. Wong's class?
 a. It is the science class, which is his favorite subject.
 b. It is the easiest class he has.
 c. It is his math class, and he likes the challenge.
 d. They read books from and about different cultures in this class.

Core Knowledge Language Arts | Grade 5

Activity Book | Unit 1 21

NAME: _____
DATE: _____

ACTIVITY PAGE

15.2

OPTIONAL

NAME: _____

DATE: _____

3. The narrator tries to help a new student named Andrés. Describe how Andrés' feelings toward the narrator change over time.

At first Andrés is suspicious of the narrator's reasons for trying to

help him, but over time he learns to trust the narrator and becomes
his friend.

4. Which of the following things is NOT one of the things Andrés and some of the others in the narrator's school had in common?

- a. They all crossed Mexico to come into the United States.
- b. They all escaped dangerous situations.
- c. They all faced hunger and deportation.
- d. They all wanted to go back to the country from which they came.**

5. Describe how the narrator's uncle feels about the land on the border between Mexico and Texas.

He believes that the Treaty of Guadalupe Hildago was unfair and

that the land should still belong to Mexico.

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Unit 1 | Activity Book

Grade 5 | Core Knowledge Language Arts

NAME:	<hr/>	15.2 <small>OPTIONAL</small>
DATE:	<hr/>	
<p>6. Which of the following things upset the narrator's uncle when he was in elementary school?</p> <p>a. <u>He was not allowed to speak Spanish.</u></p> <p>b. He could not take the bus to school but was forced to walk.</p> <p>c. He was not allowed to read the books he wanted to read.</p> <p>d. He could not eat lunch with his friends.</p>		
<p>7. Describe how Snake treats the narrator in "Answering the Bully" and the narrator's response to this treatment.</p> <p><u>Snake bullies the narrator because he says he lives in a nice house</u></p> <p><u>and isn't truly Mexican. The narrator responds not with violence but</u></p> <p><u>with poetry and rap. The narrator is proud of himself that he did not</u></p> <p><u>resort to violence to respond to the bullying.</u></p>		
<p>8. Explain how the bullying the narrator and his friends experience at the basketball game differs from the bullying from Snake.</p> <p><u>Snake was bullying the narrator because he didn't consider the narrator</u></p> <p><u>"Mexican enough" – he had pale skin, freckles, etc. The white fans at</u></p> <p><u>the basketball game taunted the narrator and the others because they</u></p> <p><u>were Mexican; they said the narrator and his friends should "go back"</u></p> <p><u>to their country.</u></p>		

They Call Me Güero Unit Answer Key

ACTIVITY PAGE OPTIONAL	15.2	NAME: _____
		DATE: _____
<p>9. What is the ritual, or tradition, described by the narrator in "Carna Asada"?</p> <p>a. His family bakes cookies together for their birthdays. b. <u>His family grills meat over a fire and tells stories.</u> c. His family take turns telling each other scary stories around a campfire. d. His family sings songs every night after dinner.</p> <p>10. Describe how the narrator feels about the ranch and the bird sounds he hears at the ranch.</p> <p><u>He views the ranch as a refuge, or a safe place where he can find</u></p> <p><u>peace. He likes hearing the bird sounds at the ranch, because they</u></p> <p><u>remind him of hearing his loved ones speaking Spanish.</u></p> <p>_____</p> <p>_____</p>		

NAME: _____
DATE: _____

A.5

Assessment

Beginning-of-Year Grammar Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A:** Write *n.* above the nouns in each sentence and *adj.* above the adjectives in each sentence.

<i>adj.</i> <i>n.</i> <i>adj.</i> <i>n.</i> <i>adj.</i> <i>n.</i> Strong storms caused extensive damage to the new bank.
<i>n.</i> <i>adj.</i> <i>n.</i> <i>adj.</i> <i>n.</i> Scientists may be able to provide advance warning if an active volcano showed signs of imminent eruption.

Part B: Draw an arrow from each adjective to the noun it describes.

2. Change the adjective in parentheses to an adverb and identify the verb it describes in the sentence.

Damion waved (excited) when he saw his friend walking down the sidewalk toward him.

Adverb: excitedly

Verb the adverb describes: waved

Core Knowledge Language Arts | Grade 5

Activity Book | Unit 1 **115**

3. Write a sentence using the verb and adverb provided.

verb: *looked*

adverb: *quickly*

Answers may vary, but should be a complete sentence including *looked* and *quickly* appropriately.

The following question has two parts. Answer Part A and then answer Part B.

4. **Part A:** Draw a line separating the subject from the predicate in each sentence.

Paul Revere and others | warned people the British soldiers were on the move.

The Bayeux Tapestry | tells the story of the Norman Conquest.

Part B: Underline the entire subject in each sentence. Draw a wiggly line under the entire predicate in each sentence.

5. Correct the following sentence fragments by rewriting each one to be a complete sentence.

Fragment: *missed soccer practice*

Corrected Sentence:

Answers may vary, but should be a complete sentence including *missed soccer practice*.

NAME: _____
DATE: _____

A.5

Assessment
CONTINUED

Fragment: *the new family on our street*

Corrected Sentence:

Answers may vary, but should be a complete sentence including *the new family on our street*.

6. Correct the following run-on sentences by breaking each into two sentences.

We didn't go to school for a week after the massive snowstorm dumped so much snow we made snowmen and went sledding.

Corrected Sentences:

We didn't go to school for a week after the massive snowstorm dumped so much snow. We made snowmen and went sledding.

BOY Assessment Answer Key

Becoming a monk took many years men started the process by learning to read and write.

Corrected Sentences:

Becoming a monk took many years. Men started the process by learning to read and write.

7. Which type of sentence is the following?

Why did colonists boycott British tea?

- A. declarative
- B. imperative
- C. interrogative
- D. exclamatory

10. Which of the following sentences shows the correct way to use commas to separate items in a series?

- A. Kendra put her homework, math book, and lunch in her backpack.
- B. Kendra put her homework math book and lunch in her backpack.
- C. Kendra put her homework, math book and lunch in her backpack.
- D. Kendra put her homework math book, and lunch in her backpack.

11. Add a comma to show the correct way to use it when writing a date.

July 4, 1776

12. Which of the following shows the correct use of a comma in an address?

- A. Marcus Wilhelm
1326 Bellevue Lane
Fayetteville, NC 28301
- B. Marcus Wilhelm
1326, Bellevue Lane
Fayetteville NC 28301
- C. Marcus Wilhelm
1326 Bellevue Lane
Fayetteville NC, 28301
- D. Marcus Wilhelm
1326 Bellevue, Lane
Fayetteville NC 28301

NAME: _____

DATE: _____

A.5

Assessment
CONTINUED

The following question has two parts. Answer Part A and then answer Part B.

8. **Part A:** Which of the following is a declarative sentence?

- A. Did you finish your history project over the weekend?
- B. I finished my history project over the weekend.
- C. I finished my history project over the weekend!
- D. You have to finish your history project over the weekend.

Part B: Write the letter of the answer choice in Part A that is an example of an imperative sentence.

D

9. Write an exclamatory sentence.

Answers may vary, but should be a complete exclamatory sentence including an exclamation point.

NAME: _____

DATE: _____

A.5

Assessment
CONTINUED

13. Which of the following is the correct way to use a comma and quotation marks to note a quotation from a text?

- A. On page 14, the author states I couldn't tell if my dad was joking or serious when he mentioned the baseball game.
- B. On page 14, the author states, I couldn't tell if my dad was joking or serious when he mentioned the baseball game.
- C. On page 14, the author states "I couldn't tell if my dad was joking or serious when he mentioned the baseball game."
- D. On page 14, the author states, "I couldn't tell if my dad was joking or serious when he mentioned the baseball game."

14. Choose the answer that demonstrates the correct way to use a comma and quotation marks when quoting direct speech from a text.

- A. In the story, Ramon was serious when he said "I shouted across the room, I think you should go talk to Mr. Barnes before you make a decision!"
- B. In the story, Ramon was serious when he said, "I shouted across the room, 'I think you should go talk to Mr. Barnes before you make a decision!'"
- C. In the story, Ramon was serious when he said, I shouted across the room, "I think you should go talk to Mr. Barnes before you make a decision!"
- D. In the story, Ramon was serious when he said, 'I shouted across the room, 'I think you should go talk to Mr. Barnes before you make a decision!'"

The following question has two parts. Answer Part A and then answer Part B.

15. **Part A:** Circle the words in the following list that are adjectives.

- the
- ball
- green
- category
- darkness
- huge

Part B: Put the adjectives you circled in Part A in the correct order to describe the following noun.
huge green bug

16. Which of the following sentences contains an adverb that describes the verb?
 A. Rabbits hop quietly in the meadow.
 B. We hung our towels outside so the warm breeze would dry them.
 C. The strong winds shook the tent at the campsite.
 D. Water rushes over the edge of the tall waterfall.

The following question has two parts. Answer Part A and then answer Part B.

17. **Part A:** Identify the subject and the verb in the following sentence and write each on the lines that follow the sentence.

We were first in line for tickets to the new movie.
 Subject: We
 Verb: were

Part B: Write a new subject or a new verb to agree with the following changes to the previous sentence.
 New Sentence: He/She/Proper Name is first in line for tickets to the new movie.
 New Sentence: I was/am/will be first in line for tickets to the new movie.

A.5 Assessment CONTINUED

NAME: _____
 DATE: _____

18. Write the correct form of the verb to agree with the subject and complete the sentence.
 Verb: *choose*
 Maria chooses nonfiction books each time she goes to the library.

19. Which of the following words best completes the sentence?
 You _____ check your coat pockets to see if the missing key is in one of them.
 A. should
 B. are
 C. have
 D. would

20. Identify the linking verb in the following sentence.

We are going to learn about types of rocks when we study geology.

Linking Verb: going

21. Circle the relative pronoun that references what the sentence is about.

Our class visited the fire station, which has space for four fire engines and all the necessary equipment.

The following question has two parts. Answer Part A and then answer Part B.

22. **Part A:** Circle the conjunction in the following sentence.

Scientists can't give much warning before an earthquake, but they can give more warning for a tsunami.

Part B: Add a comma to the correct place in the above sentence related to the conjunction you circled.

The following question has two parts. Answer Part A and then answer Part B.

23. **Part A:** Circle the two prepositions in the following sentence.

General Washington fooled British troops by sending fake messages about attacking New York.

Part B: Write the prepositional phrases related to the prepositions you identified in the above sentences

Prepositional phrases:
by sending fake messages
about attacking New York

A.5 Assessment CONTINUED

NAME: _____
 DATE: _____

24. Read the sentence and answer the question that follows.

Tectonic plates are slowly colliding.

What verb tense does this sentence show? Circle the correct answer.
 past progressive
present progressive
 future progressive

25. Write a sentence using the following information.
 Verb: *reading*
 Verb tense: *past progressive*

Answers may vary, but should be a complete sentence including
reading used in past progressive (e.g., was, had been).

Beginning-of-Year Grammar Assessment total _____ of 25 points
 To receive a point for a two-part question (i.e., 1, 4, 8, 15, 17, 22, and 23), students must correctly answer both parts of the question.

BOY Assessment Answer Key

NAME: _____
DATE: _____

A.6 Assessment

Beginning-of-Year Morphology Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

- If you come across something that is *uncommon*, what does that mean?
A. The item is not rare.
 B. The item is not usual.
C. The item is well-known.
D. The item is easy to find.
- If someone is speaking in a *nonthreatening* way, describe how that person is speaking.
Answers may vary, but should accurately describe *nonthreatening*.

- Which of the following words correctly completes the sentence below?

The tour guide _____ my brother with reading the map for the group during the hike.

- disabled
- disliked
- endangered
- entrusted

Core Knowledge Language Arts | Grade 5

Activity Book | Unit 1 127

- Choose the sentence that demonstrates an example of what the word *patriarch* means.

- A. My grandfather is the head of our family.
- B. The king is the leader of the country.
- C. The archbishop is the most important leader in the Church.
- D. My mother is the head of our family.

- Someone who is skilled in *calligraphy* is skilled at doing what?

- A. writing his or her signature
- B. the art of beautiful handwriting
- C. the art of making pictures to provide information
- D. telling the story of his or her life

The following question has two parts. Answer Part A and then answer Part B.

- Part A:** When you add the suffix *-y* to the word *taste*, what new word do you create?

New Word: tasty

Part B: What is the part of speech of the root word *taste* and the new word from Part A?

Part of Speech of *taste*: noun
Part of Speech of new word: adjective

- Which of the following words with the suffix *-ly* means in a way that indicates something is for a limited time?

- easy
- speedily
- C. temporarily
- daily

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Grade 5 | Core Knowledge Language Arts

NAME: _____
DATE: _____

A.6 Assessment

CONTINUED

- If you *interrupt* someone while he or she studies, what are you doing?

Answers may vary, but should accurately describe *interrupt*.

- Which word pair shares the same root and means the opposite of each other?
 A. import and export
B. unable and disable
C. erupt and rupture
D. monarchy and hierarchy

The following question has two parts. Answer Part A and then answer Part B.

- Part A:** Circle the correct prefix to add to the root word in the following sentence.

The bus driver got _____ patient with me as I dug in my bag for correct change for the fare.

- A. *un-*
- B. *non-*
- C. *im-*
- D. *in-*

Part B: Identify the word you created in Part A by adding the prefix and write its meaning.

New Word: impatient

Meaning: Answers may vary, but should accurately define *impatient*.

Core Knowledge Language Arts | Grade 5

Activity Book | Unit 1 129

- Complete the following sentence:

If my homework is *incomplete*, that means it is _____

Answers may vary, but should complete the sentence with an accurate description of *incomplete*.

- A laptop is a portable computer. What does *portable* mean?

- able to be eaten
- able to bend
- C. able to be carried around
- able to be seen

- Which of the following items is *edible*?

- paint
- folder
- poison ivy
- D. broccoli

The following question has two parts. Answer Part A and then answer Part B.

- Part A:** Which of the following roots means "life?"

- A. rupt
- B. bio
- C. graph
- D. loc

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Grade 5 | Core Knowledge Language Arts

NAME: _____ DATE: _____

A.6 Assessment
CONTINUED

Part B: Choose the word with the root that means “life” and write a sentence using the word.

A. disrupt
 B. biography
C. autograph
D. relocate

Sentence:
Answers may vary, but should be a complete sentence accurately using biography.

15. Which of the following demonstrates the meaning of the word *purposeful*?

A. having the TV on in the background while you finish math homework
 B. working hard to finish a science project so you can go to a friend’s house the next day
C. asking your dad if you can ride your bike to the park
D. throwing your backpack on the floor by the door

16. Circle the correct suffix to add to the root word in the following sentence.

There were *end* _____ possibilities for who to choose as the topic of the biography project.

-y	-ly	-ful	<input checked="" type="radio"/> -less	-able	-ible
----	-----	------	--	-------	-------

Core Knowledge Language Arts | Grade 5

Activity Book | Unit 1 **131**

17. Complete the following sentence:
My disappointment showed when Answers may vary, but should complete the sentence with an accurate example for disappointment.

18. If you need to *rearrange* things in your closet, what do you need to do?

A. look at things beforehand
B. look at things again
C. organize things beforehand
 D. organize things again

19. Explain what the following statement means.

The preamble *precedes* the Constitution.

Answers may vary, but should be an accurate description of precede.

20. Which of the following words with the root *loc* means “the place where something happens?”

A. locale
B. locate
C. allocate
D. dislocate

Beginning-of-Year Morphology Assessment total _____ of 20 points
To receive a point for a two-part question (i.e., 6, 10, and 14), students must correctly answer both parts of the question.

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Grade 5 | Core Knowledge Language Arts



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Unit 1
Contemporary Fiction
**They Call Me Güero:
A Border Kid's Poems**
by David Bowles

Teacher Guide

GRADE 5

