



Fishtank Plus Feature Sample

Enhanced Lesson Plans

- Kindergarten, Unit 4, Lesson 13
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Enhanced Lesson Plan

Kindergarten English Language Arts
Unit 4 - Falling in Love with Authors and Illustrators
Lesson 13

[View this lesson](#)

LESSON 13

Kindergarten English Language Arts
Unit 4: Falling in Love with Authors and Illustrators

OBJECTIVE

Describe why Pelé is famous.

READINGS AND MATERIALS

- Book: [Pelé, King of Soccer](#) by Monica Brown

TARGET TASK

DISCUSSION & WRITING PROMPT

Who is Pelé? Why is Pelé famous?

Sample Response

Pelé is a famous soccer player. He is the king of soccer. He helped his team win by shooting lots of goals. He persevered and worked hard to become famous. He had a famous bicycle kick to trick the other team. He helped his team to win World Cup. Many people admire him because he is a hard worker and a champion. He scored 1,000 goals.

KEY QUESTIONS

KEY QUESTION

- The author says, “Pelé runs across the field like a cheetah, dribbling like a dancer...” What does this mean?
- How do the illustrations help the reader better understand Pelé?
- What was Pelé’s childhood like? How did he learn to play soccer?

What challenges did he face?

- Pelé is famous for his bicycle kick. What is a bicycle kick? How do the illustrations help the reader understand what a bicycle kick is?
- What happened when Pelé played in his first World Cup Final? Why was this important?
- What was Pelé’s final dream?

ENHANCED LESSON PLAN

BUILDING BACKGROUND AND ENGAGEMENT

7 minutes

Launch by having students share what they have learned about Monica Brown so far. Also, have students share what they learned about Tito Puente and Celia Cruz. Ask students: Why did Monica Brown want to teach readers about both of them?

Book Introduction: Say: “Today, we are going to read another biography by Monica Brown titled *Pelé, King of Soccer*. Pelé was a famous soccer, or fútbol, player from Brazil. As we read, we are going to think about what details Monica Brown includes about Pelé and how he became famous.”

Additional Supports

- To help students visualize Pelé, show them the following video of different clips of Pelé playing soccer: "[Pelé • He did it 50 years ago • 1](#)" (YouTube).

Building Background and Accessing Prior Knowledge

- Connect to student's prior knowledge by asking students to share what they know about soccer or fútbol. If needed, pre teach students the following soccer vocabulary: "goal," "dribble," "trap," "shoot," "net," "World Cup," "penalty," "kick."

ENGAGING WITH THE TEXT

25 minutes

Read aloud the text to students to model fluent reading. While reading, stop to ask students the Key Questions below. Have students answer the questions individually, with a partner in a Turn and Talk, as a class discussion, or as a Stop and Jot. Use the supports provided to help students who may need additional support answering a particular question.

- The author says, "Pelé runs across the field like a cheetah, dribbling like a dancer..." What does this mean? (p. 2)

This means that Pelé runs really fast. It also means that he can move quickly and gracefully.



Additional Supports

- If students are struggling to figure out the figurative language, prompt with the following questions:
 - How does a cheetah move? If Pelé is moving like a cheetah, what would that mean?
 - How do dancers move?
 - How do the illustrations help the reader better understand how Pelé dribbles?

- How do the illustrations help the reader better understand Pelé? (p. 4)

The illustrations show the ball flying into the goal! The illustrator also wrote the word "GOAL" in the pattern of the ball.

The illustrations show the players on the other team trying to stop Pelé, but they cannot.

The illustrations show the faces of the people in the crowd.

All of this helps the reader understand how good of a player Pelé was.

- What was Pelé’s childhood like? How did he learn to play soccer?

What challenges did he face?

(p. 14)

Pelé lived in Brazil. His family was very poor and did not have a lot of money.

Pelé and his father played soccer in the streets, even if they were tired.

When Brazil lost the World Cup, Pelé promised his dad that one day he would win a World Cup for him.

Pelé also played soccer with his friends. If they did not have a ball, they would make one! They even started a team even though lots of players did not have shoes.

Additional Supports

- If needed, reread pages 5 through 14 and prompt students to think about the challenges Pelé faced and how he learned to play soccer. Push students to think about the details they learn from the text and the illustrations.

Language Supports

- Teach the word “persevere.” Ask students: How did Pelé persevere? Or, how did Pelé show perseverance?

- Pelé is famous for his bicycle kick. What is a bicycle kick? How do the illustrations help the reader understand what a bicycle kick is? (p. 18)

A bicycle kick is when Pelé’s legs and knees whirl backwards connecting with the ball.

- What happened when Pelé played in his first World Cup Final? Why was this important? (p. 22)

Pelé remembered that he had promised his father that he would win him a game. During the game, he passed the ball to his teammate, Vaca, who scored a goal!

The Brazilians were the world champions for the first time. This made Pelé, his father, and all of Brazil proud.

Additional Supports

- Ask students: How do the illustrations help the reader understand what happened during the World Cup game?

- What was Pelé’s final dream? (p. 28)

Pelé wanted to score 1,000 goals. He had scored 999. On a penalty kick, he scored his 1,000th goal!

BUILDING DEEPER MEANING

28 minutes

In partners, have students discuss who Pelé was and why he was famous. After students have discussed in partners, lead the class in a discussion.

Next, lead the class in a discussion of why Monica Brown would have written a book about Pelé. Ask students: What did she want her readers to learn? Read the author’s note to students so students can learn more about Pelé. Key points to emphasize include:

- He scored 1,281 goals during his soccer career.
- He won three World Cups for Brazil in 1958, 1962, and 1970.
- He also played in the United States for a few years.
- When he retired, he spent his time teaching kids to play soccer and encouraging kids to chase their dreams.

Have students return to their seats to either write about Pelé and why he was famous or to write about what they can learn from Pelé.

Language Supports

- Provide students with the following sentence frames:
 - Pelé was _____.
 - Pelé was famous because _____.

COMMON CORE STANDARDS

CORE STANDARDS

- **RI.K.2** – With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.6** – Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RI.K.7** – With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RL.K.3** – With prompting and support, identify characters, settings, and major events in a story.
- **SL.K.1** – Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SUPPORTING STANDARDS

RI.K.1 **RI.K.10**



Enhanced Lesson Plan

5th Grade English Language Arts
Unit 5 - Belonging to a Movement: One Crazy Summer
Lesson 7

[View this lesson](#)

LESSON 7

5th Grade English Language Arts Unit 5: Belonging to a Movement: One Crazy Summer

OBJECTIVE

Debate if Cecile's actions show that she truly cares for Delphine, Vonetta, and Fern and she just doesn't know how to show it.

READINGS AND MATERIALS

- Book: [One Crazy Summer](#) by Rita Williams-Garcia – "Glass of Water" and "Inseparable"

TARGET TASK

WRITING PROMPT

Cecile's actions show that she truly cares for Delphine, Vonetta, and Fern; she just doesn't know how to show it. Agree or disagree.

SAMPLE RESPONSE

Cecile's actions show that she does not care for Delphine, Vonetta, and Fern and that she is still incredibly annoyed and disgusted by their presence, especially Fern's.

Key moments to analyze:

- Cecile's inability to call Fern by her name and how she calls her "Little Girl."
- Cecile's reaction to Fern and Miss Patty Cake. She is disgusted by Fern carrying around the doll and is unable to empathize as to why she might be carrying it and what it would mean to her. Instead she just instigates her and makes fun of her for carrying it.

KEY QUESTIONS

KEY QUESTION

- Describe what happened when Fern asks for a glass of water. What can we learn about Cecile, Delphine, and Fern from this interaction? Why? Why does the author include this scene?
- Why does Cecile call Fern "Little Girl"? How does it make Fern feel? Why?
- "Then I put on my 'talking to white folks' voice and said, 'Can you get her a glass of cold water?'" What does she mean by her "talking to white folks voice"? Why would she need a different voice when talking to white people?
- At the end of the chapter, Delphine states that Big Ma had been right about Cecile. Explain why.
- How do the sisters respond to Cecile sending them to the center for breakfast? Why do they respond that way?
- Contrast Cecile's attitude toward Miss Patty Cake with Fern's.
- Why is the chapter called "Inseparable"?
- How does Delphine react when her sisters say they want to go home? Why does she react this way?
- How do both chapters help a reader develop a deeper understanding of Delphine and the role she plays with her sisters? Explain.

VOCABULARY

indignant *adj.* feeling angry because something is unfair

inseparable *adj.* not able to be separated

ENHANCED LESSON PLAN

BUILDING BACKGROUND AND ENGAGEMENT

5 minutes

In partners have students quickly discuss the following questions.

- Who were the Black Panthers? What did they believe in?

Introduce or review any priority vocabulary words that appear in this lesson using strategies for [Explicit Instruction of Vocabulary](#). Introduce non-priority vocabulary words throughout the lesson using strategies for [Implicit Instruction of Vocabulary](#).

Foundational Skills Support

If this lesson has syllabication patterns that are tricky for students, use the [Syllabication Routine](#) to reinforce student decoding habits.

Use the [Structural Analysis Routine](#) to break down the word "inseparable." Guide students in determining the meaning of the prefix "in-" and the suffix "-able." Also, challenge students to defend if the word "indignant" does or does not have the prefix "in-"

ENGAGING WITH THE TEXT

30 minutes

Have students read “Glass of Water” and “Inseparable” independently.

To help students build meaning use the Key Questions below. Depending on student needs, students can answer the questions orally, annotate in the margins, or write their answer. While students are answering the Key Questions, circulate to gauge student understanding. Provide additional supports where needed.

- Describe what happened when Fern asks for a glass of water. What can we learn about Cecile, Delphine, and Fern from this interaction? Why? Why does the author include this scene?
- Why does Cecile call Fern “Little Girl”? How does it make Fern feel? Why?
- “Then I put on my ‘talking to white folks’ voice and said, ‘Can you get her a glass of cold water?’” What does she mean by her “talking to white folks voice”? Why would she need a different voice when talking to white people?
- At the end of the chapter, Delphine states that Big Ma had been right about Cecile. Explain why.
- How do the sisters respond to Cecile sending them to the center for breakfast? Why do they respond that way?

- Contrast Cecile’s attitude toward Miss Patty Cake with Fern’s.
- Why is the chapter called “Inseparable”?
- How does Delphine react when her sisters say they want to go home? Why does she react this way?
- How do both chapters help a reader develop a deeper understanding of Delphine and the role she plays with her sisters? Explain.

Additional Supports

To track the theme of how race and racism impacts the girl’s lives, close read the following moments.

- “Then I put on my ‘talking to white folks’ voice and said, ‘Can you get her a glass of cold water?’ What does she mean by her “talking to white folks voice”? Why would she need a different voice when talking to white people?

Foundational Skills Support

This lesson should contain a 250-word fluency quick-check. Have students use the [Reading Fluency Rubric](#) and complete the fluency check-point in partners. Students who struggle with fluency should do a quick check with a teacher. Use data from fluency quick-check to determine which students need additional fluency practice. Additional resources for supporting student fluency can be found in [Additional Fluency Instruction and Support](#).

Progress Monitoring Supports

Use this lesson as a quick-check of student independent reading comprehension. Have students read the text independently, annotating the text as they read. Have students write the answer to 2-3 of the key questions. Collect student writing or annotations. Use the [Daily Annotation Rubric](#) to score student annotations, or the [Short Answer Rubric](#) to score student writing. Use data from the reading comprehension quick-check to guide small-group reading instruction and circulation during independent and partner reading in upcoming lessons.

Language Supports

Have students close read the following sentences to determine the meaning of the words in context.

- "Vonetta, indignant, said, 'I can read street signs too.'" (p. 57)
 - What does it mean to be indignant?
 - Why was Vonetta indignant?
 - How do the other sisters respond? Why?
- "Except for going to school and church, Fern and Miss Patty Cake had been inseparable for as long as Fern or anyone else could remember." (p. 60)
 - What does it mean to be inseparable?
 - Why were Fern and Miss Patty Cake inseparable?

BUILDING DEEPER MEANING

25 minutes

Lead students in a close read of the following moment.

Sleepy and sweet voiced, Fern asked, “Can I have a glass of water?”

Papa could never bring himself to say no to Fern. He left that to Big Ma, Vonetta, and me. But Cecile said, “Drank the water in the bathroom.”

“It’s nasty,” Fern said.

“Then you aint thirsty, little girl.”

“I’m not Little Girl. I’m Fern.”

“She didn’t mean …” My mouth sped to Fern’s rescue, but Cecile’s raised hand stopped me. I got the message, and she lowered her stop sign.

“Let’s get one thing straight, Little Girl. No one’s going in my kitchen.”

Use the following questions to guide the close read:

- What happened in this scene? Why?
- Why does the author use the description “sleepy and sweet voiced” to describe the way Fern talked? What is she trying to emphasize?
- The first time Cecile uses the words “little girl” they aren’t capitalized. The next time they are. Why?
- How does Cecile respond to Delphine? Why does she respond that way?
- What does this interaction reveal about Cecile? Why?

After the close read have students find additional evidence that helps the reader better understand Cecile. Once students have gathered enough evidence, have them take a stand on if they think Cecile cares for the girls. Students should write two to three sentences to support their answer. Encourage students to write sentences that include coordinating, correlating, or subordinating conjunctions.

Additional Supports

If students are struggling to understand if Cecile cares for the girls, close read page 59. Prompt students to notice how Cecile responds to Fern and her doll, and what that reveals about who she is.

COMMON CORE STANDARDS

CORE STANDARDS

- **L.5.3.b** – Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- **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., how characters interact).

SUPPORTING STANDARDS

L.5.4 **L.5.4.b** **L.5.5** **RF.5.3** **RF.5.4** **RL.5.1** **RL.5.10** **RL.5.4** **SL.5.1** **W.5.10**



Enhanced Lesson Plan

7th Grade English Language Arts

Unit 4 - Finding Home: The House on Mango Street

Lesson 9

[View this lesson](#)

LESSON 9

7th Grade English

Unit 4: Finding Home: The House on Mango Street

OBJECTIVE

Explain how Cisneros develops and contrasts characters' perspectives of themselves and of other people.

READINGS AND MATERIALS

- Book: [The House on Mango Street](#) by Sandra Cisneros pp. 65 – 78 – "Geraldo No Last Name" through "No Speak English"

TARGET TASK

WRITING PROMPT

How is Marin's perspective of Geraldo different from how others see him? How does Cisneros develop this difference in perspective? Select at least two pieces of evidence from the vignette, "Geraldo No Last Name" and explain how this evidence supports your thinking.

Sample Response

Marin sees Geraldo as a real person whose life mattered, but she knows that other people probably do not see him that way. Although "Marin can't explain why it mattered," she is deeply affected by Geraldo's death. She stays in the waiting room for "hours and hours." The hospital employees, on the other hand, do not call a surgeon to help Geraldo: "nothin' but an intern working all alone." By only having one new doctor working on Geraldo, it suggests that they did not value his life—maybe because they saw him as "just another brazer who didn't speak English. Just another wetback." (p. 66). Cisneros writes that "they" did not know about the hardships he faced, how much he worked to support his family. It is probably for this reason that Marin stays.

KEY QUESTIONS

CLOSE READ QUESTIONS

What is Esperanza's perspective of Ruthie? How is her perspective different from what the rest of the world probably thinks of Ruthie? Provide at least two pieces of evidence from this vignette to support your answer.

How does the vignette "Four Skinny Trees" develop the reader's understanding of how Esperanza sees herself? Provide at least two pieces of specific evidence from the text to support your answer.

How does Mamacita's point of view of America differ from her husband's? Support your answer with two pieces of evidence from the text.

DISCUSSION QUESTION

How did you feel while reading the story "Geraldo No Last Name"? What is Cisneros suggesting about the experience of some undocumented immigrants in this country?

KEY UNDERSTANDINGS

Skills and Strategies

- Identify one or more characters' perspective
- Articulate the difference between their perspectives
- Identify places in the text that are helpful in developing those perspectives
- Pull out specific pieces of evidence to support ideas
- Explain how evidence supports claims

Knowledge

- Marin is deeply affected by the death of an acquaintance, Geraldo, who was an undocumented immigrant. She realizes that nobody knows who he was, or that he died, and that many people will not see him as a person worth valuing.
- Esperanza sees herself much like four trees that grow in her neighborhood; they are surviving in a place where they do not belong, much like she feels she is.

HOMEWORK

- Article: Most Teenage Girls Still Experience Sexual Harassment
- Article: This is what happens when gender roles are forced on kids

ENHANCED LESSON PLAN

BUILDING BACKGROUND AND ENGAGEMENT

10 minutes

Have students read Tupac Shakur's "[The Rose That Grew from Concrete](#)" (AllPoetry.com).

In a Quick Write and/or Turn and Talk, ask students to discuss:

- How do you think that Esperanza would respond to this poem?
- What connections can you make between this poem and *The House on Mango Street*?

Building Background and Accessing Prior Knowledge

- There are many similarities between this poem and the vignette, "Four Skinny Trees." You may want to have students answer the Close Read Question about this vignette first, while they are still thinking about this poem.

CLOSE READ

25 minutes

Have students answer the following questions. Students should read each question, then reread the page(s) referenced in the question before writing their answer.

- What is Esperanza’s perspective of Ruthie? How is her perspective different from what the rest of the world probably thinks of Ruthie? Provide at least two pieces of evidence from this vignette to support your answer.

Additional Supports

- Scaffolding questions:
 - How does Esperanza feel about Ruthie? How do you know?
 - How does Ruthie behave? Is her behavior normal or abnormal for an adult?
 - Do you believe the things that Ruthie tells Esperanza about her life?
 - Do you think that Esperanza understands that Ruthie is different from other adults?
- Students should understand:
 - Ruthie probably has some sort of intellectual or developmental disability, or a mental illness. The way that she behaves is unusual for an adult.
 - Students may struggle to identify the fact that Ruthie is quite different from other adults because Esperanza does not explicitly say so; it is not clear whether Esperanza even understands that Ruthie most likely has a disability. She primarily just talks about all of the things that she likes about Ruthie and is very matter-of-fact about the things Ruthie does. Ask students to consider how they would react if they saw a person behaving in the way that Esperanza describes her: “she never comes into stores and if she does she keeps looking around her like a wild animal”; (p. 68) Ruthie not knowing whether to go to bingo and trying to decide for fifteen minutes before the car left, etc.
- Sentence frame:
 - Esperanza sees Ruthie as _____, although other people might think _____.

- How does the vignette “Four Skinny Trees” develop the reader’s understanding of how Esperanza sees herself? Provide at least two pieces of specific evidence from the text to support your answer.

Additional Supports

- Scaffolding questions:
 - What does Esperanza mean when she says that the trees “are the only ones who understand me”?
 - How are the trees physically like Esperanza?
 - What qualities do the trees have that Esperanza also has—both positive and negative?
 - How does Esperanza see these trees? How does she feel about them?
- Students should understand:
 - Esperanza compares herself to these trees, which she ultimately feels very positively about. She relates to the idea that they “do not belong here.”
- Graphic organizer:
 - [graphic organizer \(7th Grade Unit 4 Lesson 9 Close Read\)](#)

- How does Mamacita’s point of view of America differ from her husband’s? Support your answer with two pieces of evidence from the text.

Additional Supports

- Scaffolding questions:
 - Why does it “break her heart forever” when Mamacita’s son begins to speak English?
 - Where is “home” for Mamacita?
 - What does English represent to Mamacita?
 - Where is “home” for the husband?
- Students should understand:
 - Mamacita does not see America as home, while her husband does.
 - The reader learns this through their conversation on page 78.
 - “Home. Home. Home is a house in a photograph.” (p. 77)
 - “We are home. This is home. Here I am and here I stay.” (p. 78)

Depending on student needs, students can answer the questions orally, annotate in the margins, or write their answers. While students are reading, circulate to gauge student understanding of the questions. Provide additional support when needed.

Building Background and Accessing Prior Knowledge

- Be mindful of the language that you model when talking about Ruthie. Although not explicitly stated in the text, students will infer that Ruthie most likely has an intellectual or developmental disability, or some form of mental illness. Avoid using the words “retarded” or “crazy,” etc.
- *mamacita* and *mamasota*: -ita is a suffix added to Spanish words to communicate affection or to suggest that something is small. -ota is added to words to suggest that something is very large. (p. 76)

TARGET TASK

20 minutes

Read “Geraldo No Last Name” aloud with students. Ask students to briefly summarize what happens in this vignette.

- Ask students to discuss: How is the perspective of “Geraldo No Last Name” different from other vignettes in this book? Consider who is and is not present in the scene.

Give students approximately ten minutes to independently answer this question. Circulate to gauge student understanding.

Consider a Show Call. Provide two examples: one that almost meets expectations and one that meets expectations. Have students assess the quality of the examples or provide batch feedback based on observations and have students revise their work based on that feedback.

- How is Marin’s perspective of Geraldo different from how others see him? How does Cisneros develop this difference in perspective? Select at least two pieces of evidence from the vignette, “Geraldo No Last Name” and explain how this evidence supports your thinking.

Building Background and Accessing Prior Knowledge

- **intern:** a doctor who has just completed medical school and is working their first job; generally, interns are less experienced and skilled than other doctors (p. 66)
- **brazer:** slang for an immigrant from Mexico or Central America, usually one who performs manual labor
- **wetback:** an offensive term for an undocumented immigrant from Mexico
- **money order:** a way to send money to another country; many immigrants use money orders to send money to their families back in their country of origin

Additional Supports

- Scaffolding questions:
 - Is Geraldo someone important to Marin?
 - Why does Marin see Geraldo differently from the police and the people in the hospital, even if she did not know him well at all?
 - What is significant about the fact that an intern worked on Geraldo, and the surgeon didn't come?
 - Why does Cisneros include the sentences, "Just another brazer who didn't speak English. Just another wetback." (p. 66) Whose perspective do these phrases communicate?
 - Who is Cisneros referring to when she says, "They never saw the kitchenettes. They never knew about the two-room flats." (p. 66)
 - Why do you think Cisneros writes, "his home is in another country"?
- Students should understand:
 - Students may mistakenly think that Marin does not care about Geraldo, because of the repeated lines like, "What difference does it make? He wasn't anything to her." (p. 66) If they are struggling with this idea, direct them to the lines, "Only Marin can't explain why it mattered... how does she explain?" (p. 66)
 - It is implied in this story that the "they" are people who do not understand the immigrant experience, what it is like to be a Latinx person in this country. Marin is connected to Geraldo not only because she was the last person to see him alive, but also because she knows more about what kind of life he led."

CLASS DISCUSSION

5 minutes

You may find it helpful to have this class discussion before students write their Target Tasks.

- How did you feel while reading the story "Geraldo No Last Name"? What is Cisneros suggesting about the experience of some undocumented immigrants in this country?

(1 min) Have students jot down their responses to the question.

(2 min) Have students talk in pairs or small groups, making sure that each student gets the opportunity to share their thoughts. Circulate and listen in for strong points.

(2 min) Whole-class discussion. Take hands or call on students who made interesting comments during small-group discussion.

Building Background and Accessing Prior Knowledge

- Be mindful that today's reading deals with the topic of (undocumented) immigrants and racism toward/discrimination against them. This is a sensitive topic, and students may have strong points of view on this.

COMMON CORE STANDARDS

CORE STANDARDS

- **RL.7.6** – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

SUPPORTING STANDARDS

L.7.6 RL.7.1 RL.7.10 RL.7.2 RL.7.4 SL.7.1 SL.7.6 W.7.1 W.7.1.a W.7.1.b W.7.4
W.7.9 W.7.9.a



Enhanced Lesson Plan

9th Grade English Language Arts
Unit 3 - Coming of Age and Patriarchy in Dominicana
Lesson 11

[View this lesson](#)

LESSON 11

9th Grade English

Unit 3: Coming of Age and Patriarchy in Dominicana

OBJECTIVE

Analyze how the author establishes characterization in the opening of *Dominicana* and how it introduces central ideas of the text.

READINGS AND MATERIALS

- Book: [Dominicana](#) by Angie Cruz pp. 3 – 8 – Part 1

TARGET TASK WRITING PROMPT

What is the most important line in the opening pages of the text that reveals characterization and introduces central ideas of *Dominicana*?

Criteria for Success

- **Thesis:** Responds to the prompt with a thesis that presents a defensible interpretation.
- **Evidence:** Includes multiple and varied evidence to support your line of reasoning.
- **Commentary:** Explains how your evidence supports your line of reasoning (reason or claim used to support a larger thesis).
- **Sophistication:** Demonstrates sophistication of thought or develops a complex literary argument.

Sample Response

The most important line in the opening pages of *Dominicana* that reveals characterization while introducing central ideas is “love’s not a choice for you to make.” Teresa tells this to her sister Ana at the end of the second chapter just before she sneaks out of the house to be with the man she loves. Perhaps the key word in this quote is “choice” as it conveys freedom, independence, ownership, and flexibility. Additionally, the timing of Teresa’s advice to Ana is untimely for her sister but accurate for herself. Unlike Ana, Teresa does get to make a choice. She is following her heart and not subjecting herself to an arranged marriage and the limited freedom that comes with it. Ultimately, this quote contrasts Teresa’s spirited nature and maturity with Ana’s innocence and naivety.

KEY THINKING ANNOTATION FOCUS

What lines, words, and phrases establish Ana’s character?

What lines, words, and phrases establish Mamá’s character?

What lines, words, and phrases establish Teresa’s character?

What lines, words, and phrases establish Juan’s character?

SCAFFOLDING QUESTIONS

Juan:

- How does Cruz describe Juan when he proposes to Ana? How does this inform your first impression of him? What does his dialogue add to this impression?
- Juan is described as barking, pouncing, and laughing at Ana at the end of their first encounter. What are the connotations of barking and pouncing? What do these diction choices suggest about the kind of man that Juan is?

Mamá:

- What is Mamá's primary concern regarding her children? How do you know?

Ana:

- Trace the diction choices that Cruz uses to illustrate Ana's emotions when she first meets Juan. What emotions does she have and why? What do they suggest about her attitude towards him?

Teresa:

- What does Teresa tell Ana about falling in love? What is the significance of her statement?
- Why does Teresa say to Ana that "love's not a choice for you to make"? What does this suggest about the cultural norms of the time period in Dominicana?

DISCOURSE QUESTIONS

What does Teresa tell Ana about falling in love? What is the significance of her statement?

Why does Teresa say to Ana that "love's not a choice for you to make"? What does this suggest about the cultural norms of the time period in Dominicana?

HOMEWORK

Read and annotate Part 3 of *Dominicana* by Angie Cruz by Lesson 13.

- Annotation Focus: How has Ana's character changed since Part 1 of the text?
- Write a complex sentence about Ana's character development.

ENHANCED LESSON PLAN

OPENING

10 minutes

Warm Up Activity (~7 min): Choose one of the following warm up activities:

- Reading Accountability Quiz:
 - Assign students a reading quiz that includes a combination of at least two of the following item types: multiple-choice comprehension questions, short answer comprehension or analytical questions, and quote identifications from the assigned reading done for today's class. Allow students to use their annotation guides or double journal entry for last night's reading to complete the quiz. After students complete the five-minute quiz, collect all quizzes, if on paper (or lock assignment, if online), and then have students share responses to today's quiz to review assigned reading.

Launch (~3 min):

- Uplift key responses from yesterday’s daily reflection and explain the connection between today’s lesson and yesterday’s lesson:
 - For example, “Yesterday, we analyzed the literal and figurative meaning of the complex experience of blackberry picking in Seamus Heaney’s poem.”
- Frame the lesson:
 - For example, “In today’s lesson, we are analyzing how Cruz establishes characterization in the opening of her novel *Dominicana* and uses it to introduce central ideas in the text.”

NOTICE AND WONDER

30 minutes

Have students independently read the text of the day to build initial reactions to the topic/text and notice and wonder.

- Annotation Focus: Assign students one of the following foci.
 - What lines, words, and phrases establish Ana’s character?
 - What lines, words, and phrases establish Mamá’s character?
 - What lines, words, and phrases establish Teresa’s character?
 - What lines, words, and phrases establish Juan’s character?
- Sample Annotation Points:
 - Key Lines:
 - “The first time Juan proposes, I’m eleven years old, skinny, and flat chested.”
 - “I know then that one day the earth will rip open underneath my feet and Juan will take me away.”
 - “He makes a gesture of retreat and suddenly pounces towards me and barks, loud and insistent.”
 - “When you fall in love, you have to play it out, even if everyone calls you crazy. That’s why they call it falling. We have no control over it.”
 - “Love’s not a choice for you to make.”
 - Key Ideas:
 - From the novel’s very first line, we see the pressures of adulthood placed on a female child—the pressure to marry a much older man to take care of the family.
 - Mama’s number one goal/desire is to have her girls married.
 - Juan demonstrates toxic masculinity, and something about him is off from the beginning: his drunkenness, his barking and pouncing at Ana, him asking a child to marry him instead of her older sister.
 - Cruz is questioning cultural norms of toxic masculinity and arranged marriages.

Then have students share out reactions and noticings and wonderings during discussion (discussion can be partner, small group, or whole class).

- Discourse Question(s):
 - What are your first impressions of Ana, Juan, Mama, and Teresa? Why?

Reading Supports

- One of the difficult features of this novel is reading dialogue.
- Characters are speaking without quotation marks in place and it is super important that we point this out for students and provide them with strategies to help them keep track of when someone is speaking and who is speaking.
 - Instruct students to find the dialogue tags or verbs that indicate when someone is speaking.
 - Have students put quotations around words that are coming out of characters’ mouths.

Language Supports

- To support students in the discussion, provide the following sentence stems:
 - To experience the text:
 - I am imagining... because...
 - To notice and wonder:
 - The diction choice of, detail of, juxtaposition between... jumps out to me because it reveals that...
 - When the author uses and says... he or she really means...
 - To build on peers' answers:
 - I want to build on what... said by adding...
 - I agree or disagree with X's idea about... because...
- To support students with crafting an interpretation, providing the following stems/words/phrases:
 - Singh's tone in this poem can best be described as ...
 - Ultimately Singh conveys the following message...

Additional Supports

Scaffolding Questions:

Juan:

- How does Cruz describe Juan when he proposes to Ana? How does this inform your first impression of him? What does his dialogue add to this impression?
- Juan is described as barking, pouncing, and laughing at Ana at the end of their first encounter. What are the connotations of barking and pouncing? What do these diction choices suggest about the kind of man that Juan is?

Mamá:

- What is Mamá's primary concern regarding her children? How do you know?

Ana:

- Trace the diction choices that Cruz uses to illustrate Ana's emotions when she first meets Juan. What emotions does she have and why? What do they suggest about her attitude towards him?

Teresa:

- What does Teresa tell Ana about falling in love? What is the significance of her statement?
- Why does Teresa say to Ana that "love's not a choice for you to make"? What does this suggest about the cultural norms of the time period in Dominicana?

CRAFT AN INTERPRETATION

10 minutes

Writing to Craft a One-Pager:

Explain to students that they have read the text and have gathered annotations and evidence to help them complete the one-pager. Share both the Prompt and Criteria for Success with students prior to independent work time.

- Prompt:
 - What is the most important line in the opening pages of the text that reveals characterization and introduces central ideas of Dominicana?

- Teacher Moves:
 - Pick one of the following Teacher Moves to complete during writing time: Batch Feedback + Mid-Writing Interruption, Chunk Independent Work Time, Show Call + Discourse. To learn more about each of these Teacher Moves, see our Teacher Tool [Target Task Writing Support \(6-12\)](#).

Discourse:

After students craft an interpretation, use the question(s) below to lead students in discourse.

- See writing prompt.
- What does the characterization of Juan, Mama, Ana, and Theresa reveal about the social and cultural norms of the Dominican Republic during this time?
- To what extent does Juan model the toxic behaviors described by MacKinnon in her piece, “#MeToo Has Done What the Law Could Not”?

CLOSING

10 minutes

Tracking a Character’s Psychological and Moral Development:

- Have students reflect on today’s text and discourse. Have them create a page in their notebook including the graphic organizer below to track how the essential questions show up in the text.

Text + Section	Summary + Character / Narrator / Speaker	Key Lines / moments in the text that shape the character’s moral and psychological development	How the character’s moral and psychological development is shaped by this moment

Review tonight’s assigned homework.

COMMON CORE STANDARDS

CORE STANDARDS

- **LO 1.3A** – Analyze how literary elements interact to develop the central ideas of a work of literature.
- **RL.9-10.2** – Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL.9-10.3** – Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

SUPPORTING STANDARDS

LO 1.4A LO 1.4B LO 2.3A LO 2.3B LO 2.3C LO 5.1A LO 5.1B RL.9-10.1 SL.9-10.1
W.9-10.2