

# The Distance Between Us

*Developed by Jennifer Campbell*

**MODULE: TEACHER VERSION**

**Grade 11, 5 weeks**

**ERWC with Integrated and Designated ELD**

## Module Purpose

Immigration has been and continues to be, a subject that invites not only controversy, but a myriad of stories, experiences, and exceptions. Reyna Grande’s memoir *The Distance Between Us* provides students with an astonishingly honest depiction of the struggles with immigration—before, during, and after. Her story appeals to a variety of readers, as it is not only a tale of transition in geography, but in age, family dynamics and identity. After reading and analyzing the memoir, students will be asked to write argumentatively about the turning point in Grande’s life. During the module, they will practice and refine numerous skills as they evaluate Grande as a writer and the techniques she uses to keep readers interested while telling her life story. To best meet your student’s unique learning needs, consider both the Integrated and Designated activities and strategies and use accordingly to facilitate student success on the final writing assignment.

## Questions at Issue

- What are the effects of immigration on a family? How does the experience change the family before, during, and after the actual immigration has taken place?
- How do family roles flex in response to situations and how is family defined in different settings?
- How do writers of memoirs manage the maintenance of a narrative while staying true to their actual stories?
- How can family dynamics influence an individual’s coming of age?

## Module Texts

Grande, Reyna. *The Distance Between Us*. Washington Square Press, 12 Mar. 2013, New York, NY.

## Module Learning Goals: Integrated

At the end of the module, students will be able to

- Analyze the impact of the author’s choice regarding how to develop and relate elements of a story or drama.
- Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure.

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine two or more central ideas of a text and analyze their development over the course of a text, including how they interact and build upon one another to provide a complex analysis.
- Provide an objective summary of the text.
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- Analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- Write arguments to support claims in an analysis of a text, using valid reasoning and relevant and sufficient evidence.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific audience or purpose.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

### **Module Learning Goals: Designated**

In addition to meeting the ELA objectives for this module, Expanding and Bridging students will be able to:

- Exchange information and ideas with others through oral collaborative discussions on a range of social and academic topics. (I A. 1)
- Interact with others in written English in various communicative forms. (I A. 2)
- Offer and justify opinions, negotiating with and persuading others in communicative exchanges. (I A. 3)
- Read closely literary nonfiction to determine how meaning is conveyed explicitly and implicitly through language. (I. B. 6)
- Express information and ideas in formal oral presentations on academic topics. (I C. 9)
- Write literary and informational texts to present, describe, and explain ideas and information, using appropriate technology. (I C.10)
- Justify own arguments and evaluate others’ arguments in writing. (I C. 11)

## Rhetorical Concepts

The rhetorical concepts emphasized in this module include: *pathos*, purpose, epideictic rhetoric, and genre.

## English Language Arts Standards

Emphasized in this module are the following English language arts (ELA)/literacy standards for grades 11-12: Reading Informational 1, 2, 3, and 6; Writing 1 and 5; Speaking and Listening 1.

### English Language Development Standards

Emphasized in this module are the following English language development (ELD) standards for grades 11-12: Part I, A. Collaborative, 1, 2, and 3, Bridging; Part I, B. Interpretive, 6, Bridging; Part I, C. Productive, 9, 10, and 11, Bridging.

## Defining Features of the Module

The module engages students in the following activities in the arc:

- Students complete several constructed responses during the module with SBAC scoring rubrics provided.
- Students participate in several different collaborative activities throughout the module to defend their opinions, to receive feedback and to see different points of view.
- Students complete two long-range assignments that require them to find the central idea, identify a “golden line,” and summarize and respond to each chapter. They will use the information to create a detailed graph tracing the development of the main character, Reyna Grande. This assignment requires students to do several higher-level thinking skills in a compact and manageable format.

## Culminating Task

Students will complete the “Annotated Timeline” assignment to monitor their comprehension of the memoir and gather useful evidence as they identify their claim for the final writing assignment. The argumentative essay assignment asks students which event in Grande’s life served as the turning point in her coming of age. Students use text evidence to support their choice and explain why, in the scope of the whole story, the event had the most impact on Grande as she developed into a woman.

## Module Background

This module was developed for use in the 11<sup>th</sup> grade in the middle of the year and to require five to six weeks of class time. The final writing assignment for this module is an argumentative piece in which students assert and defend a key turning point in Grande’s development as a character. The module is designed to evaluate Reyna Grande’s memoir *The Distance Between Us* and to analyze her development as a character. This text is divided into two sections—book 1, “Mi Mama Me Ama,” which is set entirely in Mexico and recounts Grande’s childhood experiences and book 2, “The Man Behind the Glass,” which takes place in California and explains Grande’s transition, not only from a child to a woman, but from a Mexican to a Mexican-American. Students will be completing several long-range pieces of work during each book, which when combined, will be used to help them analyze the arc of Grande’s rite of passage. As students work through the memoir, they will be examining several of their own memories and asking themselves to evaluate their place in their own stories.

Immigration has been and continues to be, a subject that invites not only controversy, but a myriad of stories, experiences, and exceptions. Reyna Grande’s memoir, *The Distance Between Us*, provides students with an astonishingly honest depiction of the struggles with immigration—before, during, and after. Her story appeals to a variety of readers, as it is not only a tale of transition in geography, but in age, family dynamics and identity. After reading and analyzing the novel, students will be asked to write argumentatively about the turning point in Grande’s life.

Please note that this module does not explore the overall concepts of immigration. For a deeper discussion of that issue, please consider doing the module on that topic.

### **Module Background: English Language Development**

Resources in this module enable teachers of ELD students at the Expanding and Bridging levels and other linguistically diverse learners to support their engagement with complex full-length texts with activities that amplify or differentiate support for students. Modification for activities and additional activities build necessary background information, offer support in skills needed in the integrated class, provide additional opportunities for discussion and allow students strategies to complete independent and a group reading of the core text.

How to Use Activities Designated for Designated Students:

- They can be used for all students within the integrated class, as appropriate
- They can be used to differentiate instruction for designated students within the class by replacing or supplementing an integrated activity
- They can be used during a time set aside for designated instruction for students grouped by proficiency level

Assessment of the needs of individual students, using an initial diagnostic process and regularly evaluating on-going formative assessments, can help determine how best to make use of these activities.

### **Setting Teaching Goals for this Module**

In this module, students will be reading a full-length memoir, and this might be their first experience reading a full-length nonfiction text. As you consider the activities within the module, assess your students’ needs concerning the genre and adjust activities accordingly.

This module is paced for a brisk five weeks. Homework in this module will be essential. Consider how you can structure the five weeks to best support the students you currently have, keeping in mind their motivation level, and adjust your formative assessment of their independent reading accordingly. How will you ensure that students are keeping up and able to participate fully in the in-class activities and discussions?

Having looked at the Integrated and Designated objectives for the module, as well as the final writing assignment, which of your teaching practices would you most like to focus on as you teach this module in order to make it the best learning experience for your students?

## Formative Assessment Statement

Formative assessment opportunities are built into all learning activities in this module in order for it to occur daily. Formative assessment, or assessment for learning, is a process and not a test, tool, or event (which is an assessment of learning). It is “in-the-moment” and happens while instruction is happening, where both teachers and students engage in a feedback process. This two-way feedback is a) teachers (or another student) to students, who use the feedback to adjust their thinking and/or actions and b) student to teacher (or another student), who use the information to adjust their next supportive moves. Formative assessment includes the following components:

- *A collaborative classroom culture* where students and teachers (and students with other students) are partners in learning;
- *Clear lesson and learning goals and success criteria*, so students (and their teachers) understand what students are aiming for;
- *Careful observation of student learning during lessons* to determine where students are relative to goals;
- *Feedback* that supports student learning by helping them understand where they are going, where they are currently, and what their next steps will be; and
- *Peer and self-evaluation* to strengthen students’ sense of self-efficacy, support their autonomy, and promote their collaborative learning.

(Adapted from the ELA-ELD Framework, Chapter 8, p. 823).

**NOTE: ERWC Modules with Integrated and Designated ELD:** Modules with integrated ELD instruction support the acquisition of academic English for all students including English learners (ELs). The designated ELD curriculum additionally provides a full college-preparatory course for English learners at the Expanding and Bridging levels. In order to make collaboration between the teachers of the ERWC and companion ELD classes as seamless as possible, the Module Plan lays out two parallel curriculums following a day-by-day sequence. Intended for 50 minute periods, it shows the activities designed for both settings and the accompanying ELA and ELD standards. The Module Plan can serve as the basis for adapting the module for the variety of settings in which instruction is delivered.

Each module is organized by days. In the Teacher Version, each day begins with the activities intended for the ERWC class and specifies the activity name, following the ERWC template, the purpose and suggested time for each activity along with a suggested procedure for teachers to consult as they plan how to implement the activity. Shaded boxes indicate student activities (possible handouts) with sample student responses in *italics*. In most cases, the italicized responses are not meant to be definitive correct answers; rather they are an example of an acceptable level of understanding. In addition, many activities exist only in the Teacher Version since no separate handout is required. The corresponding day for the designated class follows immediately and is set apart in a box with double borders. It follows the same pattern of activity name, suggested time, purpose, and procedure with a shaded box for student activities. In the event the module is being used where ELs do not have access to a designated class, the ELA teacher is encouraged to pull in activities from the designated portion of the module to support the academic language development of English learners and other students in the ERWC class.

**NOTE on Italics in the TEACHER VERSION:** The activities for students provided in the Student Version for this module are copied here in the Teacher Version for your convenience. The shaded areas include the actual activities the students will see. The use of italics in the shaded areas generally indicates possible student responses. These are not meant to be definitive correct answers, only some version of possible student responses showing an acceptable degree of understanding. These are meant to help you keep discussions on the right track and indicate the need, should it arise, for further clarification or differentiation. If there are notes to the teacher within the shaded areas, they are indicated by italics and parentheses.

# Reading Rhetorically

## Preparing to Read

### Day 1

#### Activity 1: Getting Ready to Read – Looking at the Map

**Suggested Time:** 15 Minutes

**Purpose:** To introduce students to the geography of the region in Mexico where Grande originated from.

In order to fully understand Book 1, students will need to have a good grasp of Mexico and the geography of the state of Guerrero, Grande’s home. Grande includes a map at the beginning of the book. It might be useful to have students use Post-it notes to layer information on the map. This map will be used mostly for Book 1, although students may return to it in Book 2, Chapter 19 when Reyna returns to Mexico for a visit. If possible, pull the maps (or a similar version) up on your screen or Smart Board and work with the students to examine the map. Pose the following questions:

1. What books or texts typically have maps?
2. What is significant about this map? What do you notice?
3. Why would Grande include this in the book? What predictions can students make?

#### Activity 1: Getting Ready to Read – Looking at the Map

**Directions:** Examine the map at the beginning of the book and answer the following questions. Your teacher will lead a discussion after everyone has examined the book and thoughtfully answered the questions.

1. What books or texts typically have maps?  
*Nonfiction books, books about geography, history books, fantasy novels*
2. What is significant about this map? What do you notice?  
*There is a line from Mexico to the United States*
3. Why would the author, Reyna Grande, include this in the book? What predictions can you make?  
*She is showing us the route someone will take, she is showing how she got somewhere else, she is showing us the way she immigrated, she wants the reader to know more about her setting*

## Exploring Key Concepts

### Activity 2: Exploring Key Concepts – Memoir

**Suggested Time:** 20 minutes initially, but remember to return back to it as the memoir unfolds

**Purpose:** To identify the conventions of the genre of memoir, especially point of view and reliability of a narrator.

1. Decide on an event that most people in your class have shared—maybe a school-wide assembly, a pep rally, a lockdown, etc.
2. Post the event clearly.
3. Provide students with 3 minutes to write down their opinion of the experience. Urge students to recall as many details as they possibly can.
  - a. Initial quickwrite: What is your opinion of the event your teacher selected? Recall as many sensory details as you can. You will have three minutes to write. Please note that you will be sharing your writing.
4. After the timer goes off, review the expectations of the strategy of think-write-pair-share.
5. Strategically pair up students and letter them using A or B.
6. Double check to ensure that each partnership has an A and a B.
7. Remind them of good listening procedures.
8. Ask Partner A to share first. During the sharing, Partner B can jot notes or actively listen.
9. Pause for a moment to allow Partner B to question or clarify Partner A’s statement.
10. Switch roles and repeat steps 8-9.
11. Allow students to now choose a partner.
12. Ensure everyone is paired up and re-letter students.
13. Repeat the same procedure.
14. Have students return to their seats to complete the reflection questions individually.
  - Which partner’s retelling of the event was most similar to yours? Why?
  - Is it possible for anyone to be 100% accurate in their retelling of the event? Explain.
  - Who is telling the “truth” or who is “right”?
  - Did either partner remember anything extremely different from you? Why?
15. Debrief with the whole class: How does the person’s point of view or role in the overall situation play a part in the way he or she retells it?
16. Information for the notes page: Have students label the first element box with “Point of View”. Based on the quickwrite and class discussion, have students complete the definition. At points in the reading, students will be directed to take this organizer out and add definitions and reactions.



## Activity 2: Exploring Key Concepts – Memoir

**Directions:** Your teacher is going to give you a situation or event to recall. After you’ve thought about the situation or event, complete the following quickwrite and be prepared to discuss your writing with a partner.

What is your opinion of the event your teacher selected? Recall as many sensory details as you can. You will have three minutes to write. Please note that you will be sharing your writing.

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Complete the following reflection questions AFTER you have met with a partner or partners to share your response.

1. Which partner’s retelling of the event was most similar to yours? Why?
2. Is it possible for anyone to be 100% accurate in their retelling of the event? Explain.
3. Who is telling the “truth” or who is “right”?
4. Did either partner remember anything extremely different from you? Why?

## Exploring Key Concepts – Memoir Notes

**Directions:** Your teacher will tell you the elements to label the first column of each box as you read through the memoir. As you complete the activities for this module, you will be filling in the explanation column with notes and add your own examples from the text.

Element	Explanation	Example(s) from the text
<i>Point of view</i>	<i>-first person point of view -uses first-person pronouns -reliability of the narrator must be questioned</i>	
<i>Form</i>	<i>-written in narrative form -follows story arch -pace can vary -no extraneous information included -author may manipulate time</i>	

<i>Focus and scope</i>	<ul style="list-style-type: none"> <li>-concentrates on experiences</li> <li>-some details may be invented</li> <li>-focus is either a short time person or related events</li> <li>-relationship between events is the focus</li> </ul>	
<i>Tone and Worldview</i>	<ul style="list-style-type: none"> <li>-reveals thoughts and feelings of the author</li> <li>-makes the subject “come alive”</li> </ul>	
<i>Style</i>	<ul style="list-style-type: none"> <li>-includes natural dialogue both what they say and how they say it</li> <li>-highly descriptive</li> <li>-context is woven into the story</li> </ul>	
<i>Theme and Personal Truth</i>	<ul style="list-style-type: none"> <li>-based on truth, but the story is more important than 100% accuracy</li> <li>-has meaning, shows a lesson and makes people think</li> </ul>	

### **Activity 1D: Exploring Key Concepts – Memory Deep Dive**

**Suggested Time:** 45 minutes

**Purpose:** To have students connect to the idea of a memoir by anchoring on to a key memory.

1. Ideally, this lesson will be done after students have taken notes on memoirs in their ELA class.
2. Instruct students ahead of time to bring either an object or photograph with them to the class that has a strong memory attached to it.
3. Provide the Memory Deep Dive Worksheet.
4. Guide students through the given example and have them complete the 5W and 1H chart with the specifics of the event.
5. Give students the time (and space, if possible) to practice explaining their memory.
6. Partner students up and letter them A and B.
7. Remind students about the importance of careful listening.
8. After reviewing listening procedures, allow students to share.

9. Have the class pause and redirect their attention to the example memory.
10. Model creating a follow-up question such as:
  - a. Do you remember any particular smells or sounds?
  - b. Why is this memory so special to you?
  - c. Why do you think you remember this thing in particular over all the other memories you have?
11. Give students a few minutes to construct 2-3 follow up questions for their partners.
12. Review appropriate academic language in both their reporting of the incident and their follow up questions with their partners.
13. After they have had time to question each other, choose students to report about their partner's memory.
14. Whole class debriefs: Conclude the lesson by asking students to refer back to their notes about memoirs. What conventions of the genre did they include in their story? Which ones could they add if they were going to expand the incident?

**Activity 1D: Activity 1D: Exploring Key Concepts – Memory Deep Dive**

**Directions:** Using the object or photograph you brought with you to class, complete the Memory Deep Dive worksheet.

Example Memory Object: *A photo of a rollercoaster*

The memory it triggers:

Who?	<i>My Uncle Ron and Aunt Melissa</i>
What?	<i>My first time on a rollercoaster</i>
When?	<i>I was in elementary school, it was the summer, it was in the evening</i>
Where?	<i>Elitches Amusement Park</i>
Why?	<i>My parents didn't like the rides very much, but my aunt and uncle did. They took me with them on the rides. It was so exciting.</i>
How?	<i>My parents stayed with my sister in the kiddie area and I got to go to the big rides. It made me really appreciate my aunt and uncle and it was one of the first times I felt independent.</i>

My Memory Object: \_\_\_\_\_

The memory it triggers:

Who?	
What?	
When?	
Where?	
Why?	
How?	

Partner Up! My partner's name: \_\_\_\_\_

1. Summarize their memory. Make sure to use academic language and full sentences.
2. Pause for a moment and write two follow up questions for your partner using the question stems on the board or chart.

My follow up questions:

*What part of the event do you remember the best? Do you remember how the event made you feel?*

*Why?*

3. Be ready to share your partner's experience.

Check in with your notes on memoir. What could you add to the telling of your experience to make it into a full memoir instead of just a short incident? What conventions of the genre did you include in your story? Which ones could you add if you were going to expand the incident?

*I could add more details, like what smells I remember or what I was seeing. I could also give more background information. I might have to explain this so that someone who wasn't there can still understand why this memory is important to me. I included my own truthful memories and I made it into a story. If I was going to expand this, I would need to more dialogue and creative details to keep my readers going.*

## Day 2

### Surveying the Text

#### Activity 3: Surveying the Text – Book Walk

**Suggested Time:** 15 minutes

**Purpose:** To examine the memoir and have students preview the material to begin making predictions.

1. Distribute the books. Give students a few minutes to peruse the book (probably about 5 minutes maximum). Remind students that they will not be reading any of the actual books at this point, although other parts of the text are okay to skim. Give students the purpose of examining the structure Grande has chosen to tell her story.
2. After they have had time to examine the text, lead an informal classroom discussion with the following ideas.
  - What kind of divisions exist in the book? Are they named, numbered or otherwise marked?
  - What kind of text features does this memoir contain? Are the text features evenly scattered throughout the text or concentrated in one area?
  - What do you think the title means?
  - What do you notice about the images on the cover or within the book?
  - Are there prologues, dedications or acknowledgments?

#### Activity 3: Surveying the Text – Book Walk

**Directions:** Examine the book and jot down notes on the following items in preparation for a discussion.

##### Discussion Questions:

1. What kind of divisions exist in the book? Are they named, numbered or otherwise marked?  
*The book is divided into two sections-Book 1 and Book 2. There are chapters. They are numbered.*
2. What kind of text features does this memoir contain? Are the text features evenly scattered throughout the text or concentrated in one area?  
*Each chapter contains a picture at the beginning under the number. There is an extra picture on the front cover. There is a map at the beginning. The text features seem to be distributed evenly through the book.*
3. What do you think the title means?  
*The title means that the author is separated from her family. It also says “A Memoir”, so this is going to be a true story about someone’s life.*
4. What do you notice about the images on the cover or within the book?  
*The images on the cover show rocky terrain. There is a picture of a girl walking. Her back is to the reader. There are no other people or buildings, or signs of life. There is a yellow sticker that says “A National Book Critics Circle Awards Nominee”.*

5. Are there prologues, dedications or acknowledgments?

*There is a dedication to her father, Natalio Grande 1947-2011 and to all DREAMers. There is a quote from Carl Sandburg on the next page that says, "Nothing happens unless first we dream." There is a very short prologue where La Llorona is compared to the United States.*

#### Activity 4: Surveying the Text – Dedications

**Suggested Time:** 25 minutes

**Purpose:** To direct student's attention to the author's dedications and to help analyze the author's purpose.

1. Provide students with the Making Predictions and Brainstorming Worksheet. Start out by explaining the word "dedication."
  - What does it mean as a verb?
  - What does it mean as a noun?
  - What connotations does the word have?
2. Have students explain what they think it means to dedicate something to someone. Have them connect to their own lives by asking what they might dedicate to someone. Next, direct them in the book to the dedication. Have them answer the questions on the page as thoroughly as they can.
  - If Reyna Grande dedicates her memoir to her father, what does it tell you, as the reader, about their relationship?
  - Who is the second part of the dedication directed to? Make a prediction.
  - Next, direct students to the quotation that begins the book by Carl Sandburg.
  - What does this quote mean?
  - What could this mean in relation to this memoir? Make a prediction.
3. After analyzing each of the features in writing, have students select one of their predictions to share in a "whip around" activity. Provide sentence frames such as:
  - "One prediction I have is that Grande will \_\_\_\_\_."
  - "Based on the \_\_\_\_\_, I predict the memoir will be about \_\_\_\_\_."

#### Activity 4: Surveying the Text – Dedications

**Directions:** After a brief discussion, complete the following questions as honestly and thoroughly as you can.

What does it mean to dedicate something to someone? If you were to dedicate something to someone, what would it be and who would you dedicate it to?

*The verb "to dedicate" means to devote time, energy or effort to a particular task or purpose and to cite as being issued or performed in someone's honor.*

The dedication page of the memoir states:

To my father, Natalio Grande

1947-2011

And to all DREAMers

If Reyna Grande dedicates her memoir to her father, what does it tell you, as the reader, about their relationship?

*Reyna Grande dedicating her book to her father, Natalio, tells us that they had a close relationship. She is dedicating the story of her life to him. He must be significant or important to her.*

Who is the second part of the dedication directed to? Make a prediction.

*The book is also dedicated to dreamers. This might mean that she feels like her story can apply to anyone who has dreams for his or her life.*

Reyna Grande includes this quote at the beginning of the memoir:

“Nothing happens unless first we dream.”

– CARL SANDBURG

What does this quote mean?

*This means that in order for action to take place, a person has to have a plan or a goal. If a person doesn't have any dreams, nothing really important can take place. Having a plan for life means that you know what you want to do, so your actions line up with your goals.*

What could this mean in relationship to this memoir? Make a prediction.

*This memoir might involve Reyna Grande following her dreams. It could tell the reader that what happens to Reyna Grande comes as a result of planning and coming up with a goal. It could tell us that Reyna Grande believes that people have to be dreamers and doers.*

## **Activity 2D: Surveying the Text – Creating Our Own Dedication Pages**

**Suggested time:** 40 minutes

**Purpose:** To have students focus on their goal for the unit by dedicating their work to someone important

1. Have students gather a piece of paper for a quickwrite. Provide them with 2-3 minutes to brainstorm the people who are most important to them in their lives and have helped them get this far in their educational journey.
2. Have them choose one and write a dedication to that person for their work in this module.
3. Next, allow students to go online to search for a quote that sums up their life philosophy, makes them think, or relates to their journey to adulthood.

4. Have students write it down underneath their dedication.
5. After students have selected their quote and written it down, have them stand up, hand up, pair up to find a partner.
6. Partnerships should take turns reading their dedications and quotes and explaining them to their classmates.
7. Using the questioning techniques from the last class, students should ask at least one or two probing questions to their partner about either their dedication or quote.

### **Activity 2D: Surveying the Text – Creating Our Own Dedication Pages**

**Directions:** Gather a piece of paper for a quickwrite. Write for 2-3 minutes, brainstorming the people who are most important to you in your life and have helped you get this far in your educational journey. Choose one and write a dedication to that person for your work in this module.

Next, go online and search for a quote that sums up your life philosophy, makes you think, or relates to your journey to adulthood. Write this quote underneath your dedication, making sure to state who originally said the quote you selected.

Next, you'll be sharing with a partner. Read your dedication and quote to your partner and explain why you chose each. Ask your partner at least two questions about their selections. Expect to answer questions on your choices.

## **Making Predictions and Asking Questions**

### **Activity 5: Making Predictions and Asking Questions – Step In**

**Suggested Time:** 20 minutes

**Purpose:** To help students connect to the author and form predictions about the topics of the memoir.

1. Have the students form a circle. It can be outside if there is ample room. If there isn't room for a circle, a line will also work well.
2. Prepare students by explaining that they will be sharing a little bit of personal information in this activity. (If your classroom culture doesn't allow students to comfortably share, you can adapt this activity to a more traditional anticipation guide.)
3. Read each statement. Allow an almost uncomfortable pause between statements so that hesitant students have time to step in. Those who step in quickly can use the time to think about the statement. Do not allow questions during this activity. If they do not understand the statement, just have them do the best they can. This is intended to be a silent activity which should help them to anticipate some key elements from the memoir.



4. Statements:

- You have siblings.
- You have wanted something you couldn't have or afford.
- You are the youngest member of your family.
- You have been separated from one of your parents.
- You have missed someone.
- You are close to your grandparents.
- Someone you know has struggled with addiction.
- You have helped with chores.
- You question the choices a family member makes.
- You play a musical instrument.
- An adult other than a family member has been important in your life.
- Your parents are divorced.

5. Have students complete the following quickwrite: The statements you responded to all relate to *The Distance Between Us*. Judging from your experience in the game, what do you predict the memoir will be about? How many times did you step in? What did you notice about your classmates? Do you think you will have anything in common with the narrator of the memoir?

**Activity 5: Making Predictions and Asking Questions – Step In**

**Directions:** After completing the Step-In activity with your classmates, write to the following prompt.

The statements you responded to all relate to *The Distance Between Us*. Judging from your experience in the game, what do you predict the memoir will be about? How many times did you step in? What did you notice about your classmates? Do you think you will have anything in common with the narrator of the memoir?

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# Reading Purposefully

## Reading for Understanding

### Day 3

**Text – Reyna Grande, *The Distance Between Us*: Book 1 – Chapters 1-20**

#### Activity 6: Reading for Understanding – Part 1 of the Annotated Timeline

**Suggested Time:** Approximately 10 minutes after each chapter

**Purpose:** To review, summarize, and title each chapter as a method of “holding onto” the information for later in the module.

Students will need to use this each day as they read the memoir. Each student will need four of the papers to complete all of the work for Book 1. (Resize the chart so that it fits on one sheet of paper.) If students are assigned to read chapters as homework, this chart can serve as a useful formative assessment to make sure students are on track with their comprehension of the memoir.

As students progress through the memoir, feel free to add to the chart or change parts of it to keep it fresh. Some ideas might include: allowing hashtags or central ideas instead of the title, changing the reflection box to a personal connection box, adding literary device notes, a sketch or symbol. Retaining the summary and “golden line” boxes will best support students with their final writing assignment.

#### Activity 6: Reading for Understanding – Part 1 of the Annotated Timeline

**Directions:** In Book 1, there are 20 chapters that represent a time span of approximately 8 years. Each chapter in the book focuses on one specific anecdote or event. For this long-range assignment, you will be tracking and categorizing the events in the book. Remember that a feature of a memoir is that the author deliberately chooses the events that are described. After you finish each chapter or group of chapters, you will:

- Title the chapter with the central idea
- Write a *short* objective summary of the chapter
- Find one “golden line” that you think is pivotal to understanding the character or plot (with citation)
- Write a short reflection sentence to remind you of your thoughts on the chapter

#### Reading for Understanding – Annotated Timeline

Ch.	Book 1, Chapter <u>  1  </u>	Book 1, Chapter <u>  2  </u>	Book 1, Chapter <u>  3  </u>	Book 1, Chapter <u>  4  </u>	Book 1, Chapter <u>  5  </u>
My title	<i>El Otro Lado</i> #sacrifice	<i>Little Orphans</i> #abandonment	<i>Lice and Worms</i> #favoritism	<i>Anger Tacos</i> #trust	<i>Birthdays</i> #family

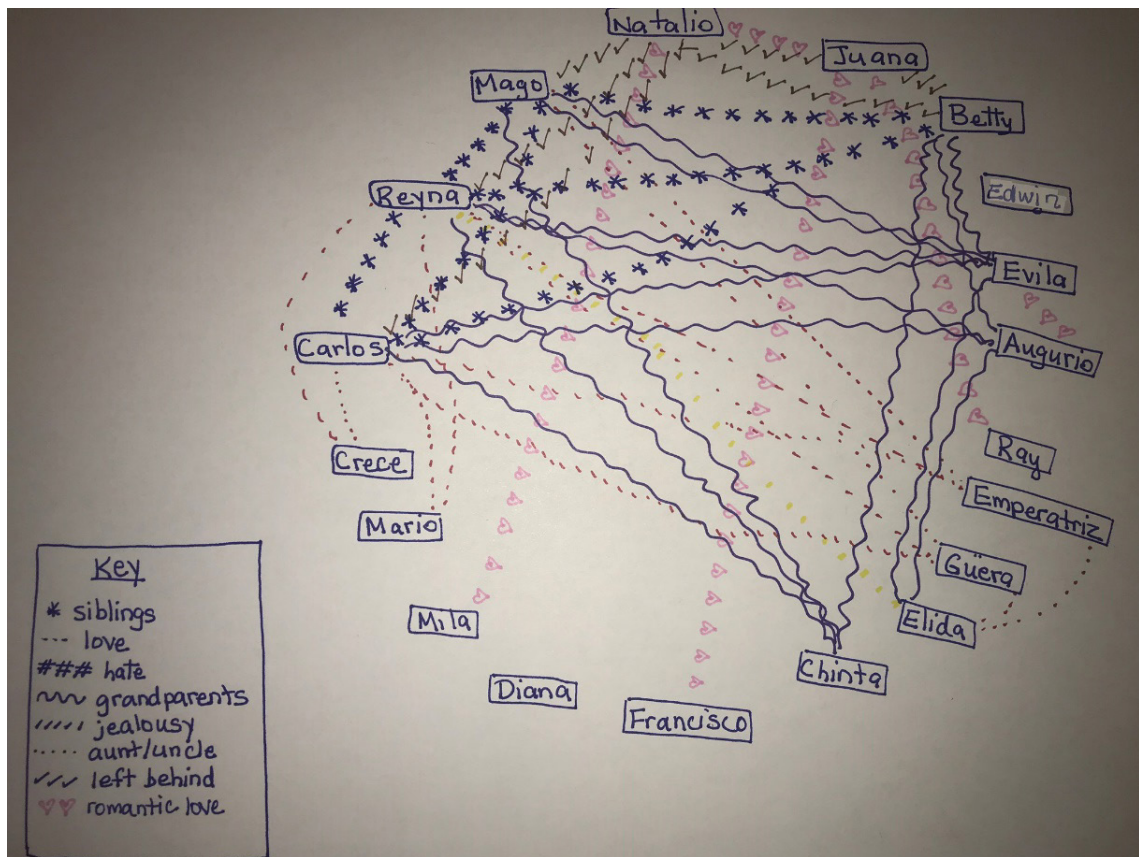
Summary	<i>Juana leaves Reyna, Mago, and Carlos to join Natalio in the US. The kids to have to stay with Abuela Evila, who doesn't like them much.</i>	<i>The kids adjust to their new home. Reyna struggles when she's called an orphan. Mago takes her on a little memory trip.</i>	<i>The children's jealousy over the treatment of Elida worsens. They are "treated" for lice with kerosene. Reyna gets her hair chopped off. She is terribly lonely for her mother.</i>	<i>The children find out that Juana is pregnant. Mago takes it the hardest and begins to resent other families. She feeds poop tacos to two boys who have a mother.</i>	<i>Reyna and Mago both have a birthday and actually get a party. Elizabeth is born in the US. Elida has her quincenera and the girls and Carlos help out.</i>
Golden line (cited)	<i>"Yet I never imagined that 'not too long' would turn out to be never... because I never really got my mother back" (6).</i>	<i>"'Don't ever think that your parents don't love you,' he said. 'It is because they love you very much that they have left'" (22).</i>	<i>"I cried for my hair. It was the only beautiful thing I had" (28).</i>	<i>"'They're replacing us,' Mago said... 'she promised.' Carlos and I tried to make her feel better, yet no matter what we said, Mago was inconsolable" (33).</i>	<i>"Some other girl I did not know had replaced me" (41).</i>
Reflection	<i>Juana seems relieved and almost proud to be needed. Mago accepts a lot of responsibility.</i>	<i>Mago really shows Reyna kindness with the trip to the old house and the shed. Doing the right thing pays off for Reyna.</i>	<i>The kids are treated awfully because Abuela Evila doesn't trust their mother. The treatment is/borders on abuse.</i>	<i>Mago is volatile when she gets mad. Carlos deals with things using humor. The kids are still being treated badly.</i>	<i>They are still treated poorly, like helpers instead of family. The aunt is rude to them. It's hard to be replaced by a sibling born in the US.</i>

### Activity 3D: Understanding Key Vocabulary – Sociogram

**Suggested Time:** 20 minutes to start it, but remember to return to it throughout the memoir.

**Purpose:** To have students review the relationships between characters and the family name vocabulary in Spanish.

1. You will need large paper, markers, and pencils for this activity.
2. You will start this activity and set it up, but the real work will be done once the students have started reading the memoir. You may consider posting yours for students to look at.
3. A glossary of Spanish family names may be nice to display. This is a useful one <https://www.spanish.cl/vocabulary-lists/family-members.htm>.
4. An example sociogram is included below.



### Activity 3D: Understanding Key Vocabulary – Sociogram

1. Directions: You will be constructing a map of all the characters in the memoir, how they relate and what they think of each other. USING A PENCIL, create a key in the corner of their paper. The key should include family relationships and feelings. For example

- a. \*\*\*\* might indicate siblings
  - b. ---- might show that the characters love each other
  - c. ### might show that the characters hate each other
2. Come up with several things for your key and leave space at the bottom if you need to add extras.
  3. Next, write the following characters around the edge of the paper, leaving about a 1” border.

Augurio	Axel	Betty
Carlos	Catalina	Chinta
Crece	Don Oscar	Dr. Savas
Edwin	Elida	Emperatriz
Evila	Gary	Guera
Juana	Leonardo	Luis Gomez
Mago	Maria Felix	Mila
Mr. Adams	Mr. Lopez	Mrs. Anderson
Mrs. Guiliano	Natalio	Ray
Reyna		

4. As you read the story, you will connect the characters using your key to show how the characters are related or their opinions of each other.

## Day 4

### Annotating and Questioning the Text

#### Text – Reyna Grande, *The Distance Between Us*: Book 1 – Chapters 1-5

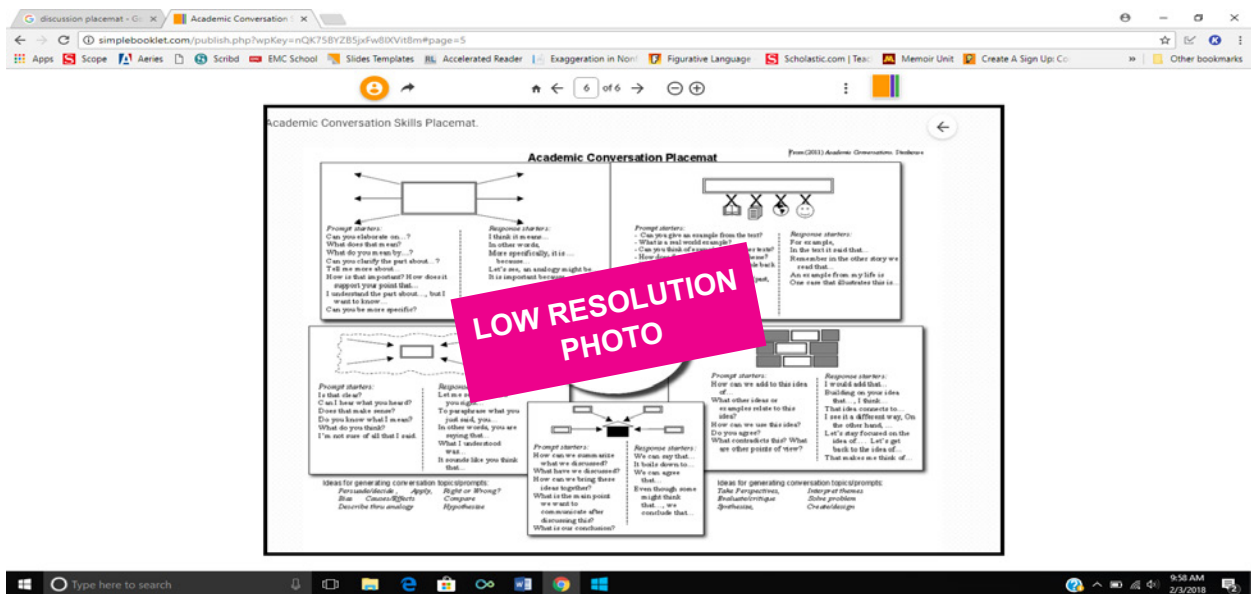
#### Activity 7: Annotating and Questioning the Text – Inside/Outside Circle

**Suggested Time:** 25 minutes

**Purpose:** To provide students with an opportunity to work with a variety of partners to review and discuss their interpretations of the information from Book 1, Chapters 1-5.

1. Before the activity, distribute the academic conversation placemat. Encourage students to read the questions beforehand so that they are comfortable using them independently.
2. Divide the class in half. Arrange the first half in a circle facing outward.
3. The remainder of the class will find a partner and stand to face that partner.
4. Inside the partner shares the title he or she assigned to Chapter 1.

5. Outside partner questions the inside partner with probing questions.
6. Partners switch roles.
7. Outside partner rotates two people to the left.
8. Procedure repeats for the remaining chapters.
9. After the activity, lead the class in a debrief by asking:
  - a. Did you have similar titles as your partners?
  - b. Which question did you use the most?
  - c. How did this activity clarify your understanding of the material?
10. This chart can be accessed at <http://encenter.org/wp-content/uploads/2014/02/22AcademicConversationPlacematWithTerms.pdf>



### Activity 7: Annotating and Questioning the Text – Inside/Outside Circle

**Directions:** For this activity, you will be sharing the work you’ve done on your annotated timeline *for Book 1, Chapters 1-5* with a variety of partners. Before we start sharing, your teacher will give you time to review the Academic Conversation Placemat so you can be adequately prepared for an academic discussion.

After the activity, think about the following questions:

1. Did you have similar titles as your partners?
2. Which question did you use the most?
3. How did this activity clarify your understanding of the material?

## Activity 4D: Annotating and Questioning the Text – Central/Main Idea and Detail Practice

**Suggested Time:** 40 minutes

**Purpose:** To practice identifying central ideas and details.

1. Explain the following information:

When reading a text, it's important to differentiate between the topic and the main, or central, idea. The **topic** answers the question, "Who or what is this paragraph or chapter about?" The **main/central idea** answers the question, "What is the author's most important point about the topic?" One strategy you will be using in this module to help you find the central idea is to give each chapter a title. As the book is published, each chapter is numbered. By providing it a title, we can focus on what is most important in each section.

2. Divide the class into six groups.
3. Have each group nominate a recorder, a reader, and a reporter.
4. Give each group a passage to read. The reader should read the passage aloud to the group.
5. Have each group decide the central or main idea of the paragraph and give the paragraph a title. Have the recorder write the title on one color Post-it and the central/main idea on a different color post it.
6. Give students enough time and have them rotate to the next paragraph. Repeat the steps until each group is done with all 6 passages.
7. At the end of the activity, review all of the main ideas and titles and have students discuss why they chose what they did.
8. When you're finished, you can use this slideshow to see if the students got the correct answers and discuss the titles. <https://www.slideshare.net/hacersivil/reading-finding-mainideas1>

Passage 1:

"It is often said that lightning never strikes twice in the same place, but this isn't true. Go ask the forest rangers. Rangers who spend their summers as fire-fighters will tell you that every thundershower brings several bolts of lightning to their lookout stations."

Passage 2:

"Costs were low that year and the output high. There was a good person for each job and the market remained firm. There were no losses from fire. All in all in was the best years in his history of the company."

Passage 3:

"There were great numbers of deer around here. This whole area is a great country for hunters and fishermen. There are bears, mountain lions, and coyotes. To the east, there are streams full of trout, and there are ducks and geese."

Passage 4:

"Advertising affects our lives every day. Brand names are common household words. We start each day using the toothpaste, soap and breakfast foods promoted by advertisers. Ads have made the cars we drive signs of our success. Our choices of food, dress, and entertainment are swayed by ads. Not one aspect of American life is untouched by advertising."

Passage 5:

“Penicillin is one of the greatest of the wonder drugs. It has saved thousands of lives already and will save many more in the future. Unfortunately, it has no effect at all on most of the ills of mankind. Penicillin is a very good drug, but it is certainly not a cure-all.”

Passage 6:

“Do you wear glasses? Make sure your glasses fit well. The earpieces should be at eye level. Don’t try to adjust the earpieces yourself. Take your glasses for adjustments to the place you bought them. Keep your glasses in a case when you’re not wearing them. This will prevent scratches. Keep the lenses clean. A soft cloth is best for cleaning.”

#### **Activity 4D: Annotating and Questioning the Text – Central/Main Idea and Detail Practice**

When reading a text, it’s important to differentiate between the topic and the main, or central, idea. The topic answers the question, “Who or what is this paragraph or chapter about?” The main/central idea answers the question, “What is the author’s most important point about the topic?” One strategy you will be using in this module to help you find the central idea is to give each chapter a title. As the book is published, each chapter is numbered. By providing it a title, we can focus on what is most important in each section.

My group number: \_\_\_\_\_ My role in the group: \_\_\_\_\_

#	Title	Central or Main Idea
1	<i>Lightning Strikes</i>	<i>It is often said that lightning never strikes twice in the same place, but this isn’t true.</i>
2	<i>Company Successes</i>	<i>All in all, it was the best years in the history of the company.</i>
3	<i>Hunters’ Paradise</i>	<i>This whole area is great country for hunters and fishermen.</i>
4	<i>The Effects of Advertising</i>	<i>Advertising affects our lives everyday. Not one aspect of American life is untouched by advertising.</i>
5	<i>The Pros and Cons of Penicilin</i>	<i>Penicilin is one of the greatest of the wonder drugs. Penicilin is very good drug, but it is certainly not a cure-all.</i>
6	<i>The Right Fit</i>	<i>Implied: Taking care of your glasses involves many steps.</i>



## Day 5-6

### Text – Reyna Grande, *The Distance Between Us*: Book 1 – Chapters 6-10

#### Activity 8: Annotating and Questioning the Text – Collaborative Slides Presentation

**Suggested Time:** One class period to create, 30 minutes to present

**Purpose:** For students to collaborate and share their understanding of Book 1, Chapters 6-10 by contributing to a presentation. Students will also practice their presentation skills.

1. Please note that if you do not have access to technology for your class, you can easily accomplish a similar goal by having students make a poster.
2. After reading chapters 6-10, students will be given a number—which corresponds to a chapter.
3. The group meets and discusses their chapter. It is important to explain that the students DO NOT need to change their individual papers to match the groups' unless something is wildly inaccurate or they are thoroughly convinced by another student's argument.
4. After discussing, they will complete three slides on a premade Google Slides or PowerPoint presentation that meets the following requirements:
  - Slide one:
    - The BEST title for the chapter with an explanation
    - Student names
  - Slide two:
    - The two BEST “golden lines” (with citations) and explanation
  - Slide three:
    - A short summary of the chapter
5. For classroom management purposes, you might recommend completing the content on the slide before adding anything else, like photos or background colors.
6. Each group will present their slide to the class.

### **Activity 8: Annotating and Questioning the Text – Collaborative Slides Presentation**

**Directions:** For this activity, you will be sharing the work you’ve done on your annotated timeline for *Book 1, Chapters 6-10* with a designated set of partners to work on one of the chapters from the memoir. Your group will need to select the following from your timelines. It’s important that you actually discuss the items on your timelines. Everyone’s work should be represented in the final product, which will be either a poster or a digital presentation. Each group will share with the class.

- Requirements:
  - The BEST title for the chapter with an explanation
  - The two BEST “golden lines” (with citations) and an explanation of each
  - A short summary of the chapter

### **Activity 5D: Annotating and Questioning the Text –Costa’s Levels of Questioning**

**Suggested Time:** 40 minutes

**Purpose:** To have students create questions to use while they are reading, to share with a partner and discuss (in a structured way) their reading.

1. After reviewing the levels of questions with your students, provide each student with three notecards (different colors if you can.)
2. Have them create one question from each level. Make sure they put their name on the front of the card.
3. Collect all of the cards and redistribute them to the students. (Keep the stack of three together and swap so they will have a partner when they are finished.)
4. Have students answer questions on the back of the cards, using the text as needed.
5. After they have answered the questions, have them find their partner and review their answers to the questions.

For more information on Costa’s Levels of Questions or for this in display form, please reference <https://www.slideserve.com/amy/cornell>

### **Activity 5D: Annotating and Questioning the Text – Costa’s Levels of Questioning**

**Directions:** Work with your teacher and classmates to review the ideas of Costa’s Levels of Questioning. Using the notecards your teacher has provided, make one question of each level. Put your name in the corner of the front of the card under the question. You will be switching the cards with a partner, and the partner will write his or her answers on the back of the card.

- Level 1 Questions
  - The answers can be found in the text (either directly or indirectly)

- The answers are very concrete and pertain only to the text
- The question asks for facts about what has been heard or read
- The information is recalled in an exact manner or form it was heard or read
- Level 2 Questions
  - The answer can be inferred from the text.
  - Although it is more abstract than a Level One question, it still deals only with the text
  - The information can be broken down into parts.
  - The answer involves examining in details, analyzing motives or causes, making inferences, finding information to support generalizations or decision making
  - Questions combine information in a new way
- Level 3 Questions
  - The answer goes beyond the text
  - The answer is abstract and does not pertain to the text
  - The question asks that judgments be made from the information
  - The answer gives opinions about issues, judges the validity of ideas or other products and justifies opinions and ideas.

### **Activity 6D: Reading for Understanding – Reciprocal Reading**

**Suggested time:** 40 minutes

**Purpose:** To check for understanding with the annotated timeline assignment and to provide a forum for students to discuss the memoir.

1. Before beginning collaborative reading:
  - a. Carefully structure students into groups
  - b. Discuss with the Integrated teacher where they are at in the reading of the memoir
  - c. Chunk the text into sections and post the sections for students to see
2. The students will assume responsibility for completing one (or more) key tasks for the chunk of text section as they collaboratively read a shared text. Students rotate through these tasks so they get the opportunity to learn and to check their proficiency with each new skill. Everyone reaches consensus before anything is written on their annotated timeline paper.
3. Put students in groups of four (if possible) and assign them a letter.
4. Distribute the organizer below.

5. After students read the chunk of text, give them a moment to fill in the organizer (which you will need to resize before assigning to students.)
6. At the end of the chapter, have students review the information they have written in the organizer and synthesize it into their annotated timeline for Activity 6 of the Integrated class.
7. The collaborative reading process was adapted from Roberta Ching’s work in the Antisocial Networking module.

**Activity 6D: Reading for Understanding – Reciprocal Reading**

Chunk of text (pg. #s)	Reader/titler	Summarizer	Golden Line	Responder
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**Directions:** You will be assuming responsibility for completing one (or more) key tasks for a chunk of text as you collaboratively read a shared text. You will rotate through these tasks so you get the opportunity to learn and to check their proficiency with each new skill. Everyone in your group must reach a consensus before anything is written on your annotated timeline paper.

	A	B	C	D
	D	A	B	C
	C	D	A	B
	B	C	D	A

After you have completed the activity, you can use it to help you with your annotated timeline assignment for your other English class.

## Day 7

### Text – Reyna Grande, *The Distance Between Us*: Book 1 – Chapters 11-15

#### Activity 9: Annotating and Questioning the Text – Cause and Effects

**Suggested Time:** 30 minutes

**Purpose:** Students will identify the cause and event relationships in this section of the text.

1. Put students in partnerships.
2. After the activity, lead a debrief with the following questions:
  - a. What clues or signals in the text demonstrated the cause and effect relationships?

- b. Was the cause of the events in this section? Explain.
- c. Are any of the characters proactive in their decision making or are they reactive? Explain.
3. Use the following rubric from the Smarter Balanced Assessment Consortium to evaluate each student's paragraph in preparation for the state test. (A smaller version is provided to students to reference as they work.)

2	<p>A response:</p> <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to make a clear inference/draw a conclusion</li> <li>• Includes specific examples/details that make clear reference to the text</li> <li>• Adequately explains the inference/conclusion with relevant information based on the text</li> </ul>
1	<p>A response:</p> <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to make an inference/draw a conclusion</li> <li>• Includes vague/limited examples/details that make reference to the text</li> <li>• Provides a limited explanation of the inference/conclusion with vague/limited information based on the text</li> </ul>
0	<p>A response:</p> <ul style="list-style-type: none"> <li>• Gives no evidence of the ability to make an inference/draw a conclusion</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Gives an inference/conclusion but includes no examples/details that make reference to the text</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Gives an inference/draws a conclusion, but includes no explanation OR no relevant information from the text</li> </ul>

### Activity 9: Annotating and Questioning the Text – Cause and Effects

**Directions:** For this activity, you will be sharing the work you've done on your annotated timeline *for Book 1, Chapters 11-15* with a partner. With your partner, choose the one event from this section that you believe to be the root cause of these chapters and find three effects. Be sure to cite at least one piece of text evidence for each effect. Make sure to examine the rubric at the bottom of the page to see how you'll be assessed on this work.

*Juana's embarrassing return from the United States had disastrous effects on her family. When Juana returned to her children, she was a changed woman. Abuelita Chinta says, "Your mother thinks she has failed again...and she thinks everyone else thinks so, too" (107). When Juana returns to Mexico, and moves her children to her mother's, life gets even harder for Mago, Reyna, Carlos and Betty. Neither woman has money or a steady job. Juana takes the children with her to sell trinkets, but all that does is bring up bad memories of Natalio. Juana is determined to put the past behind her, so she switches to a more regular job at a record store. As a result, she meets a man named Francisco who takes her away to Acapulco, launching the children into an even more dire situation. Carlos gets sick, quits school and gets mixed up with Tio Crece. Mago reacts violently and diabolically kills five puppies. Left without proper supervision, Betty gets badly burned, which causes Mago to have to get a job to pay for the medical expenses. All of these events, brought on by Juana's return from the United States, lead to Mago's cemented place as the matriarch of her little family, especially for Reyna. "I thought you were leaving me, I told her reproachfully. She laughed and ruffled my hair. 'Never,' she said" (118). There are several effects of Juana's return from the United States, but the most significant is that Mago has to take over as the head of the household.*

2	<ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to make a clear inference/draw a conclusion</li> <li>• Includes specific examples/details that make clear reference to the text</li> <li>• Adequately explains the inference/conclusion with relevant information based on the text</li> </ul>
1	<ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to make an inference/draw a conclusion</li> <li>• Includes vague/limited examples/details that make reference to the text</li> <li>• Provides a limited explanation of the inference/conclusion with vague/limited information based on the text</li> </ul>
0	<ul style="list-style-type: none"> <li>• Gives no evidence of the ability to make an inference/draw a conclusion</li> </ul> <p style="margin-left: 20px;">OR</p> <ul style="list-style-type: none"> <li>• Gives an inference/conclusion but includes no examples/details that make reference to the text</li> </ul> <p style="margin-left: 20px;">OR</p> <ul style="list-style-type: none"> <li>• Gives an inference/draws a conclusion, but includes no explanation OR no relevant information from the text</li> </ul>

## Activity 7D: Annotating and Questioning the Text – Examining the Text Structure

**Suggested Time:** 40 minutes

**Purpose:** To examine the text structures Grande is using in her memoir.

This activity is dependent upon students having read, or starting to read, Chapters 12 and 13 of Book One. Confirm with the Integrated teacher that this is where students are at in the reading. Before the activity, make sure to review a typical narrative structure with the students.

### Activity 7D: Annotating and Questioning the Text – Examining the Text Structure

Directions: After your class has reviewed the typical text structure of a book, you will be reading passages from Book 1, Chapters 12 and 13 to see how the Grande uses that structure.

Example 1, page 86, “The story my mother told us back then did not include as many details, and it wouldn’t be until I was a young woman that I would hear the full story. But still, the thought that Papi had tried to shoot Mami was something so horrible it was almost too much to be believed. It was straight out of a Mexican soap opera!”

Example 2, page 95, “When Carlos was in his thirties, we would finally learn the medical term for what he had—hepatitis. Even if we had known this back then, it wouldn’t have made a difference. Mago would still have blamed it on our mother and Abuelita Chinta would still have said, ‘They can call it what they want, sadness in any other form is still sadness.’”

Example 3, page 97, “Tio Crece didn’t fall in love with the woman. And he was never the same after that. Back then I had never heard of schizophrenia, and so I had believed, without question, that my uncle’s life had been ruined by witchcraft. When we came to live at Abuelita Chinta’s house, my uncle was about to turn thirty, and no woman in town would look at him twice.”

1. How do these passages affect readers?

*They help the reader understand what happened to those characters. They illustrate the lack of medical care the family had in Mexico. They excuse some of Tio Crece’s actions. They also disrupt the sequence of the story, so they take away some of the suspense.*

2. Why does Grande deviate from chronological order and the general narrative to tell the reader this information?

*She may want to show the reader that she reflected back on her childhood. She may want to excuse some of her family’s behavior by explaining what they did and didn’t know.*

3. How does her strategic move demonstrate a second text structure in these parts of the text?

*It seems like Reyna Grande is very aware in this part of the book that readers will see problems with her family and maybe judge her or her family’s situation. She sets up a problem-solution structure where she identifies a problem occurring in the past and tells the reader the solution from the future. In part, this may be done to alleviate the concern of the reader.*



4. How will these sections impact your reading of the rest of the memoir?

*If the reader knows that Reyna Grande will stop telling her story in chronological order to explain the solution to problems, it might make a reader feel comforted about the characters. Also, it establishes trust between the reader and the writer by showing that she won't leave the reader in suspense. She wants to wrap up the story neatly.*

## Day 8

### Text – Reyna Grande, *The Distance Between Us*: Book 1 – Chapters 16-20

#### Activity 10: Annotating and Questioning the Text – Point of View Storyboard

**Suggested time:** 30 minutes (possibly more for sharing)

**Purpose:** To examine how other characters in the memoir interpret the events presented by Grande.

1. Create partnerships by numbering students off so that you have an even number of partnerships focusing on Carlos and Mago.
2. Students can use either the storyboard organizer or simply fold a piece of paper into six panels.
3. Have students return to the text to choose 6 incidents.
4. They can use simple pictures, thought bubbles or speech bubbles to explain the events in the chapter.
5. After students have completed their storyboard, have them pair up with a partner who examined the other character's perspective and share their opinions.
6. For extra accountability, randomly choose students and put their storyboard on the Elmo or document camera for the class to see and question.

### Activity 10: Annotating and Questioning the Text – Point of View Storyboard

**Directions:** For this activity, you will be sharing the work you’ve done on your annotated timeline for *Book 1, Chapters 16-20* with a partner. You will be examining the end of Book 1 by looking at the events from a different point of view. Your teacher will assign your partnership either Mago or Carlos. Select six pivotal events from the end of Book 1 and depict them by using thought and speech bubbles, simple sketches and captions.

Chapters 16-20 from the POV of \_\_\_\_\_


### Activity 8D: Examining the Structure of the Text – Examining the Cover for Clues

**Suggested Time:** 40 minutes

**Purpose:** To examine the cover for clues about the author and the book itself while building visual literacy.

1. This activity will be a useful precursor to Integrated Activity 14. Work closely with the Integrated teacher to ensure useful timing.
2. According to Dr. Dumetz Carry from Reading Recovery, visual literacy is “the ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words. Visually literate people can read the intended meaning in a visual text, interpret the purpose and intended meaning, and evaluate the form, structure, and features of the text.” Students will be practicing this in a whole-class structure in this activity so that they can do it independently and with a small group in the Integrated class.

3. For this activity, students will need the book, a copy of the front cover of the book (if you feel comfortable) and Internet access.
4. Provide students with three minutes to look at the front cover of the book and write down anything they notice on the copy of the cover you produced.
5. At the end of three minutes (which is an uncomfortably long time on purpose to challenge them to really notice details), have them write two questions they have about the front cover of the book.
6. Give the students 15 minutes to research their questions on the Internet.
7. After the time is up, have them stand up, hand up, partner up to find a partner.
8. Share their observations with their partner. They can add to their paper if they choose.
9. To conclude the class, do a “whip around” and have each student share one thing they noticed about the image. Write their comments on a clean copy of the cover displayed on an Elmo or document projector.
10. Resource accessed from  
[https://readingrecovery.org/images/pdfs/Conferences/NC09/Handouts/Carry\\_Visual\\_Literacy.pdf](https://readingrecovery.org/images/pdfs/Conferences/NC09/Handouts/Carry_Visual_Literacy.pdf)

### **Activity 8D: Examining the Structure of the Text – Examining the Cover for Clues**

**Directions:** You will be examining the cover of the book for details in this activity. After you have thoroughly examined it, you will share your observations with your classmates.

Using your Costa’s Levels of Questioning, create two Level 2 questions. You will be researching the answers on the Internet. You will be sharing both your questions and the answers you discovered online with a partner. Make sure to write down the website where you found the information.

Question 1 \_\_\_\_\_

Answer

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Website: \_\_\_\_\_

Question 2 _____
Answer
_____
_____
_____
_____
Website: _____

## Day 9

### Examining the Structure of the Text

#### Text – Reyna Grande, *The Distance Between US*, Book 1 – Chapters 1-20

#### Activity 11: Examining the Structure of the Text – Photo Analysis

**Suggested Time:** 30 minutes

**Purpose:** To examine and analyze the photos in the text for their strategic placement and inclusion.

One of the most interesting text features of this memoir is the photographs that accompany each chapter. By this point, students should have read approximately 25 chapters and, consequently, have seen at least 25 photos of Grande and her family. Begin the activity by posing the following questions: Do photos enhance our memories of events? Can a photo trigger a deeper, more specific memory of an event from the past? Provide students think time and then have them share with an elbow partner. Ensure that students are thoroughly considering the idea and call on a few volunteers to share out. Then, assign students to groups of 3-4. Designate a chapter for each group. (Make sure to leave a chapter and photo for yourself to use as a model.) Display your photo and model the following, using the worksheet as a guide:

- Quick glance/scan of the whole photo.
- Start at the bottom and slowly work up, studying not only the “subject” but the “background”.
- Think aloud reflecting the idea that Grande strategically included certain photos in certain spots in the overall memoir. Why?
- Refer back to your timeline or graph to compare what was written in the chapter with what is being presented in the photo as a text.

Have students examine the photo that begins each chapter—first individually by completing the “meet the photo” section of the worksheet. Then, move students into groups to discuss the photos, taking detailed notes on their worksheets. At the end of the work time, choose (at random) a reporter from each group to share what they have noticed about their photo. If possible, display large photos as groups report out.

Whole-group debrief:

- How did the message of the photo compare to the written message of the chapter?
- What was Grande’s intent in including the photos? What effect does it have on the reader?
- Did you notice the photos as you were reading the beginning of the book? How will this activity change how you read the remaining chapters?

This resource was accessed from the National Archives and Records Administration.

### Activity 11: Examining the Structure of the Text – Photo Analysis

**Directions:** Complete the quickwrite below.

Do photos enhance our memories of events? Can a photo trigger a deeper, more specific memory of an event from the past?

*Photos can definitely enhance our memories in certain ways. They can help a person remember the setting of an event, the clothes that someone was wearing, a hairstyle, the friends or family members they used to spend time with. Sometimes when you see a photo, you are reminded of a certain time or place which comes alive in your memory. You might be able to taste the birthday cake in the picture of you blowing out your candles or feel the scratch of a sweater you got for Christmas.*

**Part 1: Meet the Photo** *Example is for picture for Book 1, Chapter 1*

1. Quickly scan the photo. What do you notice first?

*I notice the vibrant stripes on the woman’s sweater. I notice the three children. All of the people in the picture are wearing white. There is a portrait on the wall behind the people.*

2. Type of photo (Check all that apply)

- |                                      |   |  |   |
|--------------------------------------|---|--|---|
| <input type="checkbox"/> Action      | <input type="checkbox"/> Aerial/satellite | <input type="checkbox"/> Architectural     | <input type="checkbox"/> Candid           |
| <input type="checkbox"/> Documentary | <input type="checkbox"/> Event            | <input type="checkbox"/> Family <i>yes</i> | <input type="checkbox"/> Landscape        |
| <input type="checkbox"/> Other       | <input type="checkbox"/> Panoramic        | <input type="checkbox"/> Portrait          | <input type="checkbox"/> Posed <i>yes</i> |
| <input type="checkbox"/> Selfie      |   |  |   |

3. Is there a caption? If so, write it here. *Carlos, Reyna, and Mago with Mami*

**Part 2: Observe its parts**

People	Objects	Activities
<p><i>There is a woman with short, dark hair. She is fairly tall and slim. She is wearing a dark sweater with white stripes and white wide-leg pants. She has a large necklace and earrings.</i></p> <p><i>The boy in the lower left-hand corner is wearing a button down shirt that is missing buttons. His tummy shows. He is wearing white pants and sandals. He is smiling.</i></p> <p><i>The girl in the middle of the picture has shoulder-length hair. She is wearing a sundress with a wide ruffle around the bottom. She is barefoot. She has her hands in a pocket or in her dress. They are not visible.</i></p> <p><i>The girl in the lower right-hand corner is wearing a short-sleeve tee shirt and a flared short skirt. She has shoulder-length hair. She is wearing white socks and black shoes with a buckle. She is holding a white object.</i></p>	<p><i>Behind the people in the picture is a poster-type portrait of a man with long hair. It has reflections in it as though it is either laminated or printed on shiny paper. It is hung on the wall in a diagonal manner.</i></p> <p><i>Behind the taller girl are other wall decorations. They look like stickers of animals.</i></p> <p><i>There is also a crocheted pillow behind the people. It may be on a couch, but it's hard to tell.</i></p> <p><i>The tallest girl is holding a white rectangle-shaped object.</i></p>	<p><i>The people are posing for this picture.</i></p> <p><i>There are no actions in the picture.</i></p> <p><i>The only facial expression that stands out is the boy's wide smile.</i></p>

Write one sentence summarizing this photo.

*The four people in this photo are posed strategically. They appear to be dressed up, so it might be a special occasion.*

**Part 3: Try to make sense of it.**

1. Who took the photo?

*Possibly one of the aunts? I am not sure.*

2. Where is it from?

*The back of the book says “Courtesy of the Grande Family.”*

3. When is it from?

*The fact that Juana is in the picture indicates it might be before she left for the United States.*

4. What was happening in the story at the time of this photo?

*The children are left with their Abulea Evila while their mother joins their father in the United States.*

5. Why was it taken?

*List evidence from the photo or your knowledge about the photographer that led you to your conclusion. Maybe it was taken before Juana left for the United States. It may have been something that the children could have while she was gone.*

6. What did you find out from this photo that you might not learn anywhere else?

*I found out that Reyna was barefoot. It looked like only Mago had real shoes.*

## Questioning the Text

### Summarizing and Responding

#### Activity 12: Summarizing and Responding – Answer and Pass

**Suggested Time:** 30-45 minutes for both individual time and switching

**Purpose:** Students will synthesize information from all of their work, find textual evidence to support their choices, and interact with classmates by having a discussion on paper. This enables students to practice using sentence frames for several key “talk moves.”

Students will be using the work they have done for Book 1, especially the Annotated Timeline, to whittle down the events into the most significant ones for Grande’s overall development. This activity will set students up for the end of module writing task. This will also give students the chance to see what their classmates think is important. Students will be making three decisions: one about the setting, one about the characters, and one about the conflicts.

1. Which place that Grande describes living impacted her the most?
2. Which character had the most impact on her life in Mexico?
3. Which external conflict most influenced her life as a child in Mexico?

Procedure:

1. Begin by having students answer the questions on the top row of the answer document (provided). Urge them to use evidence in order to have the best “conversation” with their classmates.
2. When you direct them, they will pass their paper to a classmate. This works great in rows!
3. The classmate will read the answer and respond to one of the answers by:

- a. Agreeing with another piece of explanation
  - b. Disagreeing with a reason
  - c. Adding an example.
4. Continue passing three times. Note that some of the spaces on the paper will be blank. If you have time, feel free to keep going. Sometimes if no one responds to their answer, it serves as a good “wake up call” that their answer could use some work, either in accuracy or in detail. (It’s hard to respond to something that doesn’t make sense!)
  5. At the end of the activity, students will get their paperback in order to write a rebuttal or a conclusion based on the evidence.

Additional teacher notes:

It would benefit students to have access to either the Academic Discussion Placemat or a posting of sentence frames. Also, if you can participate strategically in groups that may need a little extra support, it really goes a long way in this activity. Resize the organizer below to make it more realistic for students to answer in. On the example below, all of the boxes are filled in as a model. Student papers may not be completely filled in.

### **Activity 12: Summarizing and Responding – Answer and Pass**

**Directions:** For this activity, you will be using the work you have done for Book 1, especially the annotated timeline, to whittle down the events into the most significant ones for Grande’s overall development. This activity will set you up for the end of module writing task. This will also give you the chance to see what your classmates think is important. For this activity, you will be making three decisions:

1. Which place that Grande describes living impacted her the most?
2. Which character had the most impact on her life in Mexico?
3. Which external conflict most influenced her life as a child in Mexico?

After you answer each of the questions in the appropriate column on the grid below, you will be passing your paper around. As you receive a new paper, read your classmate’s answers and do **one** of the following:

1. Agree and add another piece of explanation.
2. Disagree and add a reason
3. Add an example from the text.

At the end of the activity, you will get your paperback for a reflection. Judging from the responses of your classmates, are you strengthened in your original conviction or does your idea need some work? Do any of the objections of your classmates change your original opinion?



Setting	Character	Conflict
<p>My choice:</p> <p><i>Abuelita Chinta's house is the most significant setting. Even though this was the most humble home she lived in, it was the place where she felt the most loved and accepted.</i></p>	<p>My choice:</p> <p><i>Juana is the most important character in this part of the story. When Juana left the children for the second time, it changed the dynamics of the family completely and ended Mago's brief childhood.</i></p>	<p>My choice:</p> <p><i>The external conflict that most impacted Reyna was between Juana and Natalio. When Natalio left Juana for another woman in the US, it set the family on an even more difficult path. Juana, who was humiliated, looked for comfort wherever she could find it. Her unsuccessful relationship with Francisco caused the children more anguish and suffering.</i></p>
Setting	Character	Conflict
<p>Partner's Response</p> <p><i>I agree and I would add that even though she felt loved, Abuelita Chinta really didn't have the resources to care for the children properly.</i></p>	<p>Partner's Response</p> <p><i>I disagree. I think that Mago still behaved as a child. When she poisoned the puppies, she was acting out in a really immature way.</i></p>	<p>Partner's Response</p> <p><i>I agree. Juana coming in and out of the kids' lives makes it worse. Just when they start to get comfortable, she leaves or comes back and disrupts the family.</i></p>
<p>Partner's Response</p> <p><i>True. An example of this is when Betty got burned by the bathwater and Mago had to get a job to get the medication. She was a child herself.</i></p>	<p>Partner's Response</p> <p><i>Maybe Mago handles her anger in the wrong way, but don't you think she is entitled to be angry? At least she tries to take care of Reyna and Betty.</i></p>	<p>Partner's Response</p> <p><i>I feel angry for how she just leaves the children. She might have a good reason for doing it sometimes, but sometimes I think it is just selfish.</i></p>

Reflection

*Abuelita Chinta's house is the most comfortable for Reyna. It is different from Abuela Evila's house, where she had more food, but less love. I think love is more important than food to Reyna at this point, since she feels so abandoned by her parents.*

Reflection

*Although Mago may be more violent than necessary, these brief periods of acting out are pretty rare. I think she's only acted out a few times—the poop tacos and killing the puppies. She has a lot of responsibility on her shoulders and she is just a child. Mago is a complicated character. I'm not totally sure what to think of her.*

Reflection

*Juana is not a responsible parent. At first, he leaving for the US was to help make their life better. But once she returns to Mexico, some of her decisions are not made with the children's best interests in mind. She's lucky to have a mother who will just take the four children in without question.*

### Activity 9D: Summarizing and Responding – Answering Summative Questions on Placemats

**Suggested Time:** 40 minutes

**Purpose:** To have students interact with key questions while getting input from classmates.

1. Students should be finished reading Book 1 prior to completing this activity.
2. Before class, print out the questions on slips of paper. Use the first 15 questions in the discussion guide in the back of the book.
3. Sample answers are provided.

The questions are:

1. Reyna is two years old when her father leaves Iguala for El Otro Lado (the other side). Why does he leave? Why do Reyna, her mother, and her two siblings—Mago and Carlos—stay behind?
2. When Reyna turns four, her father sends for her mother. Reyna, Mago, and Carlos are left to live with their father's mother (Abuela Evila). Describe Reyna's feelings regarding her mother's leaving and her mother's absence during these early years.
3. Who is "The Man Behind the Glass"? What does he symbolize?
4. Reyna wishes to stay with Abuelita Chinta instead of Abuela Evila. Compare and contrast the two grandmothers and their attitudes and behaviors toward their grandchildren. Are Reyna, Mago, and Carlos better off once they begin living with Abuelita Chinta? Why or why not? Use evidence from the text to support your answer.
5. Who is Elida and why is she favored by Abuela Evila? Is her behavior toward Reyna, Mago, and Carlos justified? Why or why not?

6. In what way does Tia Emperatriz come to the aid of Reyna, Mago, and Carlos? Could she have done more for the three siblings? Why or why not?
  7. Describe Reyna’s relationships with her sister Mago. Why does Mago feel responsible for Reyna? Does Mago seem to feel the same level of responsibility for Carlos? Explain.
  8. Describe the hardships Reyna, Mago and Carlos face growing up in Iguala.
  9. What reactions do the three siblings have when they learn they have a younger sister, Elizabeth? Who seems the most impacted by this news and why?
  10. Why does Reyna’s mother, Juana, return alone from the United States? How does life change for Reyna, Mago, and Carlos when she returns?
  11. Who is Rey, and why do Reyna, Mago, and Carlos not like him? What happens when he visits the family during the holidays?
  12. Compare and contrast Mago’s and Reyna’s feelings toward their mother as time after time she chooses her own needs over those of her children. Does she love her children? Use evidence from the text to support your response.
  13. As Carlos matures, he has a need for a father figure. Identify the male role models in his life and explain the influences they have on his development.
  14. When Reyna’s father returns from the United States after an eight-year absence, Reyna is almost ten. How does she feel about his return? Why does he return, and why does he offer to take Mago back to the United States with him? Why does he want to leave Reyna and Carlos behind?
  15. How does Reyna feel about the possible separation from Mago? Why does their father decide to take all three children back with him? Describe their harrowing journey.
4. As students enter the classroom, have them draw a slip of paper out of a bag. This will be their question for the activity.
  5. Provide each student with a large piece of paper. Have each student copy their question onto the top of the paper and answer it using a marker.
  6. After about 15 minutes, have students stand up and move to the next desk, bringing their marker with them. They get to “chime in” on the question.
  7. Continue this movement until students have had time to answer several questions.
  8. Have them return to their original seat and read the answers.
  9. Reading through these questions should be a good formative, if not summative, assessment since this is the mid-point of the book. If you spot any misunderstandings, correct them before moving on to Book 2.

Sample Answers:

1. Reyna is two years old when her father leaves Iguala for El Otro Lado (the other side). Why does he leave? Why do Reyna, her mother, and her two siblings—Mago and Carlos—stay behind?

*Natalio leaves Mexico because of the worst recession Mexico had seen in 50 years. He went to the US to find work so he can send money back to Mexico to build their house. Juana, Reyna, Mago, and Carlos stay behind because crossing the border is too dangerous for children. Also, in the United States he will be focused on working and sending money home.*

2. When Reyna turns four, her father sends for her mother. Reyna, Mago, and Carlos are left to live with their father's mother (Abuela Evila). Describe Reyna's feelings regarding her mother's leaving and her mother's absence during these early years.

*Reyna is very upset about her mother leaving. She desperately clings to her dress and tries to preserve the lipstick kiss mark on her face. She is grateful for Mago, but she waffles between feeling lonely for her mother and feeling anger at her mother for leaving her behind.*

3. Who is "The Man Behind the Glass"? What does he symbolize?

*The man behind the glass is Natalio, Reyna's father. Since he left when Reyna was only two, she doesn't have clear memories of him, so she builds a persona for him based on the framed photo she has of him.*

4. Reyna wishes to stay with Abuelita Chinta instead of Abuela Evila. Compare and contrast the two grandmothers and their attitudes and behaviors toward their grandchildren. Are Reyna, Mago, and Carlos better off once they begin living with Abuelita Chinta? Why or why not? Use evidence from the text to support your answer.

*Abuelita Chinta is a more gentle grandmother than Abuela Evila. The orientation toward the children was colored more by their parent's than by them or their behavior. Reyna describes Abuelita Chinta as smelling of "almond oil" and having a voice "like the soft cooing of the doves she had in cages around her shack" (9). Abuela Evila "still disapproved of my father's choice for a wife," which led to her treating the children like second-class citizens. The children are better off emotionally when they initially moved to Abuelita Chinta's house, but things go downhill pretty quickly. They feel loved and included in the shack, unlike how they feel in the cold and distant home of Abuela Evila. Abuela Evila had more resources to support the children, but since she didn't trust their mother, she treated them poorly.*

5. Who is Elida and why is she favored by Abuela Evila? Is her behavior toward Reyna, Mago, and Carlos justified? Why or why not?

*Elida is the children's first cousin, the daughter of their Aunt. Since Abuela Evila saw her birth, she knew she was her true grandchild. For this reason she is favored by their abuela. Her behavior is not justified. She calls them orphans, even though they are in the same situation, as her mother is also in the United States working. She is lucky to be in favor with the family, and instead of using that to help her cousins, she uses it against them, making them feel even worse.*

6. In what way does Tia Emperatriz come to the aid of Reyna, Mago, and Carlos? Could she have done more for the three siblings? Why or why not?

*Tia Emperatriz comes to their rescue several times. She gives them money to buy food and gets medical care for Reyna when she gets stung by a scorpion. She saved the day on more than one occasion. She also took them places, like to the movies. She tried to give them a childhood. Overall, though, she could have done more to support the three siblings. If she knew that they weren't getting fed properly, she should have taken steps to ensure they were treated better.*

7. Describe Reyna's relationships with her sister Mago. Why does Mago feel responsible for Reyna? Does Mago seem to feel the same level of responsibility for Carlos? Explain.

*When Juana left for the United States, Mago was left in charge as a “little mother”. In particular, it seems that she has developed a maternal instinct for Reyna. She monitors Carlos to some extent, but she is mostly worried about Reyna and then Betty. She makes the most sacrifices for Reyna. Carlos declares himself independent of Mago fairly early on, and especially after his adventures with Tio Crece. “Looking back on it now, I realize that this was the beginning of Carlos’s independence from Mago. My mother’s second abandonment forced him to grow up. And that meant that he no longer needed a little mother” (100).*

8. Describe the hardships Reyna, Mago and Carlos face growing up in Iguala.

*Reyna, Carlos, and Mago face several hardships in Mexico. To begin with, they are unwanted guests in their grandparent’s home. They are given inadequate sleeping arrangements and food. They are witnesses to the favoritism their abuela demonstrates for Elida. Once they move to Abuelita China’s, their poverty becomes almost dire. Her home was described as a shack with cardboard walls. They had to use an outhouse and bathe in the river. Their grandmother did not have steady income and struggled to keep them fed. They were exposed to their Tio Crece, who proved to be an unstable adult. These children were shuffled around at the whims of their parents and survived through the kindness of their extended family.*

9. What reactions do the three siblings have when they learn they have a younger sister, Elizabeth? Who seems the most impacted by this news and why?

*Mago felt like her parents were replacing her. Initially, Reyna fails to understand and thinks that her mother will still come home and she’ll have the baby in Mexico. Reyna already understood the way that citizenship worked and second-guessed her mother’s desire to return to Mexico to have the baby if she could “stay on that side of the border and give birth to an American citizen?” (33). Carlos doesn’t seem as affected as the girls by the news. He develops a bedwetting habit, which Reyna connects to the news, but doesn’t explicitly explain.*

10. Why does Reyna’s mother, Juana, return alone from the United States? How does life change for Reyna, Mago, and Carlos when she returns?

*Reyna’s mom returns home with only Betty after she discovers that Natalio has another woman. She took Betty from the babysitter’s house and brought her home to Mexico. Life changes fairly abruptly for the three older children when they move into Abuelita Chinta’s house. Their material circumstances decrease dramatically. They are in a more loving environment, so that does help. They also experience a great life change because the mother they knew is gone, replaced by someone less familiar. “The woman standing there [Mami] wasn’t the same woman who had left” (76).*

11. Who is Rey, and why do Reyna, Mago, and Carlos not like him? What happens when he visits the family during the holidays?

*Rey is Juana’s boyfriend. Reyna, Mago, and Carlos do not like him because he once again took away their mother’s attention. After she returned from Acapulco, she moved to the village to live with Tia Guera. The children absolutely hated him and when he came to their holiday celebration, it made them uncomfortable and self-conscious of their meager life. At the dinner, Mago and Reyna both cried, but Mago made a production out of it. She “turned into a monster” (138). She even said she wanted to die. Even Abuelita China is upset at Juana for bringing him to their family dinner.*

12. Compare and contrast Mago's and Reyna's feelings toward their mother as time after time she chooses her own needs over those of her children. Does she love her children? Use evidence from the text to support your response.

*Reyna describes their relationship like "Hansel and Gretel" because "no matter how many times we were abandoned and left to fend for ourselves, we would always follow the crumbs back to Mami" (134). They were always harboring hope that she would fully return to them and take care of them. However, after the awful incident of the Christmas dinner, Mago has decided that she's had enough. She writes to her father in the United States for help. Before this point, the children had always sort of protected their mother, but now, they are not holding back. She does love her children, but she does not love her life and is desperate for a better one. She seems to have a range of emotions about parenthood, but one of the most prevalent is stubbornness. "Mami looked away and didn't answer. Later, I would come to realize that her decision had come from stubbornness. Pride. If she had allowed my father to have Betty, it would have meant that he had won" (152).*

13. As Carlos matures, he has a need for a father figure. Identify the male role models in his life and explain the influences they have on his development.

*Carlos has had a few male role models. One was his Tio Crece. When Carlos quit attending school, he ran around with his uncle. "I was sacred for my brother. I didn't want him hanging out with our crazy uncle. I didn't want him learning to be a man from Tio Crece. But who else would he learn it from, I asked myself as I glanced at the Man Behind the Glass. Not from him" (97). Tio Mario was also an influence on Carlos. Carlos broke up a violent fight between the two brothers, which led to his separation from Tio Crece and his return to school.*

14. When Reyna's father returns from the United States after an eight-year absence, Reyna is almost ten. How does she feel about his return? Why does he return, and why does he offer to take Mago back to the United States with him? Why does he want to leave Reyna and Carlos behind?

*Reyna is excited and very nervous about her father being back in town. She is embarrassed about how shabby she looks. She wants him to look at her and see his child, not a dirty, lice-infested little girl. He offers to take Mago back to the United States because she is old enough to make the trip. "I'm going to take Mago with me. She's the oldest, and she won't have as much trouble running across the border with me" (147). He wants to leave the other two behind because they aren't old enough yet.*

15. How does Reyna feel about the possible separation from Mago? Why does their father decide to take all three children back with him? Describe their harrowing journey.

*Reyna is absolutely devastated at the prospect of Mago going to the United States without her. She says, "'You can't take her,' I said. 'You can't take her.' 'Why not?' he asked. 'Because she's all I have'" (147). After going to school and talking about her father's arrival, Reyna is even more desperate to go with her father and Mago to the US. The reason Natalio capitulates is because Mago says, "'I won't go with you if you don't take Reyna...I mean it" (149). Even Carlos agrees about not leaving Reyna behind. They are united.*

### **Activity 9D: Summarizing and Responding – Answering Summative Questions on Placemats**

**Directions:** As you enter the classroom, you will be drawing a question out of a bag. You will need to write the question onto the paper and answer it using a marker. You can only use one marker, so choose wisely. You will rotate around the room, adding your answers to your classmates' questions.

## **Day 10**

### **Reading for Understanding**

#### **Text – Reyna Grande, *The Distance Between US: Book 1 – Chapters 1-20***

### **Activity 13: Reading for Understanding – Part 2 of the Annotated Timeline**

**Suggested Time:** 30 minutes

**Purpose:** This visual representation of the book helps students to see the “peaks and valleys” in Grande’s existence and requires them to differentiate between similar events.

**Teacher Notes:** If you can copy it on only one side of the paper, at the end of the story, the four papers (two from Book 1 and two from Book 2) can be taped together to create one long timeline for Grande’s life as represented in the memoir. To give you an idea of how it could look, sample titles are typed into the cells to indicate where the “peaks” and “valleys” might be for a reader. In order to finish the chart, a line would need to be drawn between the cells and other items added, like graphics, quotes, etc.

1. For the second part of the Annotated Timeline assignment, students will be charting Chapters 1-20 of Book 1 to determine if the chapter was positive or negative for Grande’s development.
2. This can be done simply with a graph (provided) or on Google Drawings. Regardless of the chosen path, students need to set up an axis from +10 to -10 on the vertical axis and Chapters 1-20 on the horizontal axis.
3. As a review and another level of analysis, students should return to their annotations and decide if the chapter is positive or negative and to what degree. For instance, getting a brand-new car on a student’s birthday would probably be a +10, while the death of a beloved pet would be a -10.
4. Students should plot the chapter by putting a dot and labeling it with the title they created for the chapter.
5. If you want to extend the activity, you can have them illustrate it, add other enhancements, or present their rankings to the class.
6. If you have time, taking one minute per student to discuss their chart is a powerful way of checking for understanding.









**Text – Reyna Grande, *The Distance Between US*: Book 2 – Chapters 1-24**

**Activity 14: Reading for Understanding—Annotated Timeline—Book 2**

**Suggested Time:** Approximately 10 minutes after each chapter

**Purpose:** To review, summarize, and title each chapter as a method of “holding onto” the information for later in the module.

Students will need to use this each day as they read Book 2 of the memoir. If students are assigned to read chapters as homework, this chart can serve as a useful formative assessment to make sure students are on track with their comprehension of the memoir. Resize the chart below so it fits on a piece of paper. Students will need five of these charts to complete the work for Book 2. Requirements for Book 2 have changed slightly, while still allowing students to collect their thoughts on what they are reading.

Ch.	Book 2, Chapter ____	Book 2, Chapter ____	Book 2, Chapter ____	Book 2, Chapter ____	Book 2, Chapter ____
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**Activity 14: Reading for Understanding—Annotated Timeline—Book 2**

**Directions:** In Book 2, there are 24 chapters that represent a time span of approximately 14 years. Each chapter in the book focuses on one specific anecdote or event. For this long-range assignment, you will be tracking and categorizing the events in the book. Remember that a feature of a memoir is that the author deliberately chooses the events that are described. After you finish each chapter or group of chapters, you will:

- Hashtag each chapter with a central idea
- Write a *short* objective summary of the chapter
- Find one “golden line” that you think is pivotal to understanding the character or plot (with citation)
- Write a short explanation of the golden line. Why did you select it?

Hashtag					
Summary					
Golden line (cited)					
Explanation					

### Activity 10D: Annotating and Questioning the Text – Golden Line Explanation

**Suggested Time:** 40 minutes

**Purpose:** To create a constructed response paragraph using student-selected text evidence and to model expectations for the constructed responses in the Integrated class.

1. Using their annotated timelines from Book 1, students need to select 5 of their favorite “golden lines”.
2. Using the “golden lines” they collected, have students come to a conclusion about the book so far by connecting the evidence they have gathered. (This is also a useful formative assessment about choosing real “golden lines”, not just short passages with no meaning.)

3. Guide students in creating a constructed response paragraph by modeling and using the rubric below as a checkpoint.
  - a. Create a claim about the characters or book so far.
  - b. Support the claim with at least one of the “golden lines”.
  - c. Explain how the evidence supports the claim.
4. Use the following rubric from the Smarter Balanced Assessment Consortium to evaluate each student’s paragraph in preparation for the state test.

2	<p>A response:</p> <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to make a clear inference/draw a conclusion</li> <li>• Includes specific examples/details that make clear reference to the text</li> <li>• Adequately explains the inference/conclusion with relevant information based on the text</li> </ul>
1	<p>A response:</p> <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to make an inference/draw a conclusion</li> <li>• Includes vague/limited examples/details that make reference to the text</li> <li>• Provides a limited explanation of the inference/conclusion with vague/limited information based on the text</li> </ul>
0	<p>A response:</p> <ul style="list-style-type: none"> <li>• Gives no evidence of the ability to make an inference/draw a conclusion</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Gives an inference/conclusion but includes no examples/details that make reference to the text</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Gives an inference/draws a conclusion, but includes no explanation OR no relevant information from the text</li> </ul>

### Activity 10D: Annotating and Questioning the Text – Golden Line Explanation

**Directions:** For this activity, you will need your annotated timeline from Book 1. Using your annotated timeline, select 5 of your favorite “golden lines”. Then, come to a conclusion about the book so far by connecting the evidence you have gathered. Construct a response paragraph by creating a claim about the characters or book so far, supporting your claim with at least one of the “golden lines” and explaining how your evidence supports your claim.

Golden lines:

- Chapter #--16---, Page --124----
- Chapter #--18---, Page --135----
- Chapter #--17---, Page --131----
- Chapter #--13---, Page ---95---
- Chapter #--1---, Page ----6—

*Juana’s abandonment of her children has a profound impact on Reyna’s childhood. Reyna so longed for a mother that when Tio Crece’s dog had puppies, “We looked at the puppies snuggling with their mami, and I couldn’t believe that I actually felt jealous of them” (95). Reyna was desperately in need of attention, and when her mother did pay attention to her, she “felt as if... [she] was flying because it was so good to know that I was not dreaming” (124). Some people would think that having an unreliable mother would dampen the desire for a mother figure. Not so for Reyna. “...My mother’s constant comings and goings wouldn’t let me forget her. Instead, they increased my longing for her even more” (131). The conflict within Juana was real, and only because more complicated after her break from Natalio. Finally, and possibly later as an adult, Reyna understood that her “...Mami was two people in one: a woman who wanted to be loved by a man, and a mother who wanted to do right by her children (135). Ultimately, Reyna had to learn that after the first time her mami left, their relationship was permanently altered. “...I never imagined that ‘not too long’ would turn out to be never...because I never really got my mother back”(6). Juana’s initial choice to leave her children with Abuela Evila to be at Natalio’s side had life-long implications for Reyna and their mother-daughter relationship.*

2	<ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to make a clear inference/draw a conclusion</li> <li>• Includes specific examples/details that make clear reference to the text</li> <li>• Adequately explains the inference/conclusion with relevant information based on the text</li> </ul>
1	<ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to make an inference/draw a conclusion</li> <li>• Includes vague/limited examples/details that make reference to the text</li> <li>• Provides a limited explanation of the inference/conclusion with vague/limited information based on the text</li> </ul>
0	<ul style="list-style-type: none"> <li>• Gives no evidence of the ability to make an inference/draw a conclusion OR</li> <li>• Gives an inference/conclusion but includes no examples/details that make reference to the text OR</li> <li>• Gives an inference/draws a conclusion, but includes no explanation OR no relevant information from the text</li> </ul>

## Day 11

### Annotating and Questioning the Text

#### Activity 15: Annotating and Questioning the Text – Text Structure

**Suggested Time:** 20 minutes

**Purpose:** To analyze the storytelling devices Grande strategically employs in the memoir.

As a storyteller, Grande uses several fiction techniques to create a really interesting, suspenseful tale.

Quickwrite:

Explain how Grande has used a typical plot structure in the memoir so far. Do you think she starts over with exposition at the beginning of Book 2 or is Book 2 simply a continuation of Book 1? Explain your reasoning.

Whole class debriefs:

- How does her structure follow the typical plot structure?
- Where does she manipulate time by using a flashback or directly telling the reader about the future?
- What is her purpose in speaking directly to the reader?
- What effect does her “stepping out of the story” have on the reader?

Assessment:

Use the following brief write rubric from the Smarter Balanced Assessment Consortium to evaluate each student's paragraph in preparation for the state test.

2	<p>A response:</p> <ul style="list-style-type: none"><li>• Gives sufficient evidence of the ability to make a clear inference/draw a conclusion</li><li>• Includes specific examples/details that make clear reference to the text</li><li>• Adequately explains the inference/conclusion with relevant information based on the text</li></ul>
1	<p>A response:</p> <ul style="list-style-type: none"><li>• Gives limited evidence of the ability to make an inference/draw a conclusion</li><li>• Includes vague/limited examples/details that make reference to the text</li><li>• Provides a limited explanation of the inference/conclusion with vague/limited information based on the text</li></ul>
0	<p>A response:</p> <ul style="list-style-type: none"><li>• Gives no evidence of the ability to make an inference/draw a conclusion</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>• Gives an inference/conclusion but includes no examples/details that make reference to the text</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>• Gives an inference/draws a conclusion, but includes no explanation OR no relevant information from the text</li></ul>

### Activity 15: Annotating and Questioning the Text – Text Structure

**Directions:** As a storyteller, Grande uses several fiction techniques to create a really interesting, suspenseful tale. Compose a response to the prompt below and be ready to discuss this with a group. Also, examine the rubric at the bottom of the page to see how your writing will be assessed.

Explain how Grande has used a typical plot structure in the memoir so far. Do you think she starts over with exposition at the beginning of Book 2 or is Book 2 simply a continuation of Book 1?

Explain your reasoning.



*Grande used chronological order skillfully in the first book with a few exceptions. She introduced her characters, described her setting and firmly established herself as the narrator at the beginning of Book 1. Through Book 1, the children’s main conflict of being separated from their parents is complicated by a range of problems stemming from lack of resources, difficult relatives, and abandonment. “As the oldest, it was clearer to Mago, more than to Carlos and me, that the distance between us and our parents was destroying our relationship more than any of us could have imagined. And the consequences would be great” (57). The climax of Book 1 is when Natalio comes to Mexico fetch his children. Book 1 is wrapped up with them safely crossing the boarder on the third try. “Two thousand miles was the distance between us and Mami. Between me and the place I had been born. Between me and my childhood, however painful it had been. I turned to look behind me as the car sped on... We exited te freeway and arrived at our new home” (159). Although Grande follows the narrative structure, she does break the “third wall” to explicitly tell the reader future information for some characters. Like we know that Carlos had hepatitis and that Tio Crece was schizophrenic. Some of the characters will be the same in Book 2, but I think the rest will change as Book 2 begins.*

2	<ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to make a clear inference/draw a conclusion</li> <li>• Includes specific examples/details that make clear reference to the text</li> <li>• Adequately explains the inference/conclusion with relevant information based on the text</li> </ul>
1	<ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to make an inference/draw a conclusion</li> <li>• Includes vague/limited examples/details that make reference to the text</li> <li>• Provides a limited explanation of the inference/conclusion with vague/limited information based on the text</li> </ul>
0	<ul style="list-style-type: none"> <li>• Gives no evidence of the ability to make an inference/draw a conclusion</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Gives an inference/conclusion but includes no examples/details that make reference to the text</li> </ul> <p>OR</p> <p>Gives an inference/draws a conclusion, but includes no explanation OR no relevant information from the text</p>

### Activity 11D: Annotating and Questioning the Text – *Ethos, Pathos, or Logos*—Grande’s Choices?

**Suggested Time:** 30 minutes

**Purpose:** To review the concepts of *ethos*, *pathos*, and *logos* in preparation for an activity in the Integrated class.

1. Provide the organizer to students.
2. As they watch the video <https://ed.ted.com/on/AtAkmY7D#watch>, encourage them to take a few notes on *Ethos, Pathos, and Logos*.
3. To check for understanding, ask them if they think “Ari will get what he wants.” Have them justify their opinions by talking with an elbow partner.
4. Pose the following question: *What does Reyna Grande want from her readers?*
5. Have them discuss with their elbow partner and call on partnerships to explain their answers. Write answers on the board.
6. Using the paper the students have already taken notes on, have them decide which of the three—*ethos, pathos, or logos*—they feel Grande will use most to accomplish her goal. Have students explain why in their paper.
7. Partner students up and have them share with an elbow partner. Call out for answers and record them on the board.

### Activity 11D: Annotating and Questioning the Text – *Ethos, Pathos, or Logos*—Grande’s Choices?

**Directions:** Use the following chart to take notes on the video

<i>Ethos</i>	<i>Pathos</i>	<i>Logos</i>
<ul style="list-style-type: none"><li>• <i>Appeal to ethics</i></li><li>• <i>Establishing credibility</i></li><li>• <i>Fair</i></li><li>• <i>Credible</i></li><li>• <i>Trustworthy</i></li><li>• <i>Knowledgeable</i></li><li>• <i>Considerate</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Appeal to emotions</i></li><li>• <i>Feelings</i></li><li>• <i>Positive feeling toward the speaker or writer</i></li><li>• <i>Make the reader feel the same as the writer</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Appeal to logic</i></li><li>• <i>Being reasonable</i></li><li>• <i>Putting thought into your argument</i></li><li>• <i>Evidence to support what you say</i></li></ul>

What does Reyna Grande want from her readers?

*Reyna Grande wants her readers to feel what she felt growing up in Mexico. She wants to share the story of her childhood with a wider audience.*

Which of the three elements of rhetoric from the video is Reyna Grande using to accomplish her goal? Explain.

*Reyna Grande uses ethos by giving the reader a lot of details that help her establish credibility. The reader can trust her. Grande also used pathos. She appeals to the emotions of her readers and puts them directly in the setting so that they feel right alongside her and her siblings. Her honesty is heartbreaking.*

## Day 12

### Activity 16: Annotating and Questioning the Text –*Pathos*

**Suggested Time:** 30 minutes

**Purpose:** To explore the text by considering how Grande employs *pathos* as a rhetorical device at points in the memoir.

1. Have students make a four-square organizer by folding a piece of paper into fourths or use the graphic organizer (provided).
2. Partner up students to analyze Grande’s use of *pathos* in the memoir. You may want to strategically assign partners, especially in round 3 to ensure that each partnership can adequately complete the task.
3. Time the students so they get through all four boxes and have time to reflect at the end.
4. Display the questions on a slideshow or butcher paper.
  - In box 1, have partnerships brainstorm the personal examples or anecdotes that first come to mind when they think of the memoir so far. What was described vividly enough to cause you an emotional reaction?
  - In box 2, have partnerships return to the text and find examples of loaded language by listing any words they feel have strong emotional connotations.
  - In box 3, have partnerships discuss and write down any instances of humor, irony, sarcasm, or suspense that appealed to their emotions.
  - In box 4, have partnerships decide what they feel is the author’s main claim or position in the book. What does Grande want you, as a reader, to take away from reading about her life?
5. Follow up quick-write: Describe the overall emotional impact of this text. How did the writer make you feel? Happy? Sad? Afraid? Hurt? Enthusiastic? Suspicious? Excited? Irritated? Brave? Angry? Amused? Concerned? How strong were your feelings when reading the text so far? Make sure to provide specific reasoning for your feelings.
6. *Pathos* questions adapted from Fletcher, Jennifer. *Teaching Arguments: Rhetorical Comprehension, Critique, and Response*. Stenhouse Publishers: Portland, Maine, 2015.

### Activity 16: Annotating and Questioning the Text –*Pathos*

**Directions:** Using your text, and with a designated partner, complete the questions to complete your organizer. You will be shown the prompt for each box for a specific amount of time and then you'll need to move to the next box. After going through all of the boxes, respond to the quickwrite below.

<p>Box 1</p> <p><i>The stories that come to mind involve Mago. Some of the things she did were vile. However, her motivation is fairly clear. The other part that I vividly remember is when Mago said that if Reyna couldn't go to the US, she wouldn't go either. Her sacrifice made me feel so sad for all of them.</i></p>	<p>Box 2</p>
<p>Box 3</p>	<p>Box 4</p>

Describe the overall emotional impact of this text. How did the writer make you feel? Happy? Sad? Afraid? Hurt? Enthusiastic? Suspicious? Excited? Irritated? Brave? Angry? Amused? Concerned? How strong were your feelings when reading the text so far? Make sure to provide specific reasoning for your feelings.

### Activity 12D: Reading for Understanding – Directed Reading and Thinking

**Suggested Time:** 40 minutes

**Purpose:** To provide students with an opportunity to check in with their reading and to give them another strategy to use when reading independently.

1. Work with the Integrated teacher to determine where students are at in the reading. They should be around Chapters 11-15 in Book 2, but check to make sure.

2. Before the activity, decide what chapter students will read and create “stopping points.” Clearly post these points for students to see.
3. For this activity, students will need the book, a piece of paper and a pencil.
4. You will be leading students through a DRTA reading of a selected chapter of the text.
5. Step 1: Direct students by helping them preview the chapter. Pay attention to the picture at the beginning of the chapter. Notice any other features, including the length, the amount of dialogue, etc. Direct students to create a prediction and explain why they think so.
6. Step 2: Have students read independently up to the first stopping point you’ve posted on the board. Students should respond to their prediction. If students need to change their prediction, they should do so. Students continue reading and stopping to evaluate and change their predictions until they are finished with the chapter.
7. Step 3: Lead students in thinking about their predictions. Help them facilitate their thinking by finding supporting evidence in the text for their predictions. Ask the following questions to help them:
  - a. What do you think about your predictions now?
  - b. What did you find in the text to prove your predictions?
  - c. What did you find in the text that caused you to modify your predictions?
8. Step 4: Apply their learning to their assignment for the Integrated class. Have them complete the annotated timeline worksheet for the chapter. If time, you might question them about the change in the difficulty of the assignment. Was it easier when the read with a purpose and stopped to think of certain points? How could they apply this to their future reading?
9. Adapted from <http://www.adlit.org/strategies/23356/>

### **Activity 12D: Reading for Understanding – Directed Reading and Thinking Activity**

**Step 1:** Direct your attention to the text by previewing the chapter. Pay attention to the picture at the beginning of the chapter. Notice any other features, including the length, the amount of dialogue, etc. Create a prediction and explain why you think it might be correct.

**Step 2:** Read independently up to the first stopping point your teacher has posted on the board. Respond to your prediction by saying if it is correct or not and how you know. If you need to change your prediction, you should do so. Continue reading and stopping to evaluate and change your predictions until you are finished with the chapter.

**Step 3:** Think about your predictions. Find supporting evidence in the text for your predictions. What do you think about your predictions now? What did you find in the text to prove your predictions? What did you find in the text that caused you to modify your predictions?

**Step 4:** Complete the annotated timeline worksheet for the chapter.

## Day 13

### Considering the Rhetorical Situation

#### Activity 17: Considering the Rhetorical Situation – Applying a New Lens

**Suggested Time:** 30 minutes

**Purpose:** To consider how events in a memoir can be interpreted by different people and how this influences the credibility of an author.

Teacher Note: If your students need additional support on dialogue and/or you have time to explore this aspect of the memoir in more depth, please reference the 9<sup>th</sup> grade module *The Absolutely True Diary of a Part-Time Indian*, Activity 12: Analyzing Rhetorical Grammar-Dialogue Tags.

1. Have students take a few moments to privately brainstorm the most important events that have occurred in their lives so far. They can be serious or funny.
2. Put the events in exact chronological order.
3. Direct students to choose one event and generate at least 5 exchanges of dialogue that occurred at this event. Urge them to be as specific as possible, using people's actual names and the real words they spoke.
4. Partner students up and have them share:
  - Their exact age when the event occurred.
  - The dialogue.
  - Direct students that if they can't remember the exact words, they should remain silent.
5. Debrief with the class:
  - Ask students who chose a memory within the past year to stand up. Ask them what the most difficult part of the activity was.
  - Ask students who chose a memory that happened before they were 10 years old to stand up. Ask them what the most difficult part of the activity was.
  - What can we take away from this experience?
6. Have students return to the partner, and allow them to just freely explain the situation without the constraints of accuracy or dialogue.
7. Debrief with the class:
  - How was this experience different?
  - Was it more satisfying? Why?
  - How does this apply to Grande's memoir?
8. After completing this activity thoroughly, consider Grande's depiction of certain key situations in the memoir by dividing the class into groups. Have each group choose a key situation from Ch. 11-15 of Book 2 to explore with the following questions.
  - What was her purpose in including them?
  - Can we trust Grande to tell us the truth about what happened? Why or why not?
  - How can you continue reading with this knowledge in mind?

**Activity 17: Considering the Rhetorical Situation – Applying a New Lens**

**Directions:** Your teacher will give you a few minutes to privately brainstorm the most important events that have occurred in your life so far. The events can be serious or funny. Put the events in exact chronological order.

Choose one event and generate at least 5 exchanges of dialogue that occurred at this event. Be as specific as possible, using people’s actual names and the real words they spoke.

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After you’ve written your dialogue, discuss with a partner:

- Their exact age when the event occurred.
- The dialogue
- If you can’t remember the exact words or didn’t write them down, remain silent.

**Group debrief:**

Choose a situation or event from Book 2, Chapters 11-15 and answer the questions.

**Event:** \_\_\_\_\_

- What was her purpose in including this event?
- Can we trust Grande to tell us the truth about what happened? Why or why not?
- How can you continue reading with this knowledge in mind?

### **Activity 13D: Reading for Understanding – Quinceañera Research**

**Suggested Time:** 40 minutes

**Purpose:** To learn about the tradition of the quinceañera, which students can apply to analyze Chapter 16 of Book 2.

1. This activity will work best before Chapter 16 of the book. Please work with the Integrated teacher on the timing.
2. If you don't have access to computers for your students, you can print the article out ahead of time for students to read.
3. If you have time, it would be an excellent idea to return back to this activity after the students read Chapter 16 to have them compare what occurred at Grande's quinceañera with Mago's experiences with celebrations. One particularly interesting passage from Mago's graduation celebration is on page 133.
4. Provide students with a KWL chart or have them make a simple one by folding paper. Give them a few minutes to brainstorm what they know about quinceañeras. Lead them through creating a few Level 2 questions about quinceañeras.
5. Have students access the following website <https://people.howstuffworks.com/culture-traditions/cultural-traditions/quinceañera.htm>.
6. Allow students to read the article. Point out that there are blue buttons on the bottom of the page to navigate between pages.
7. As students read, have them record information in the Learned column of their KWL chart.
8. Rotate around the room, checking their questions and their success in answering them.
9. Bring the class back together and explain that they will be using the information in this article to help them better understand Chapter 16 of Book 2.
10. This article by Cristen Conger can be accessed at <https://people.howstuffworks.com/culture-traditions/cultural-traditions/quinceañera.htm>

### **Activity 13D: Reading for Understanding – Quinceañera Research**

**Directions:** Use the following KWL chart to brainstorm what you know about quinceañeras. Create two Level 2 questions about quinceañeras. Go to the following website <https://people.howstuffworks.com/culture-traditions/cultural-traditions/quinceañera.htm>. Use the blue buttons on the bottom of the pages to navigate through the article. As you read, record information on the chart.



What I already KNOW	What I WANT to know	What I LEARNED

## Day 14

### Analyzing Rhetorical Grammar

#### Activity 18: Analyzing Rhetorical Grammar – The Title

**Suggested Time:** 30 minutes

**Purpose:** To examine how Grande uses the title of the book in various ways at different points in the memoir.

Post the following page numbers for students to use during this activity:

1. Page 21
2. Page 34
3. Page 57
4. Page 124

Page 159

Using the text, have students review the context of the different times Grande has repeated the title in both Book 1 and Book 2. Complete the quickwrite, and be prepared to share with a partner.

Quickwrite:

- How does Grande use the title?
- Does the title mean the same thing each time she uses it?
- How does the pronoun change as the book progresses?

## Activity 18: Analyzing Rhetorical Grammar – The Title

**Directions:** Using the text, review the context of the different times Grande has repeated the title in both Book 1 and Book 2. Complete the quickwrite and be prepared to share with a partner.

How does Grande use the title? Does the title mean the same thing each time she uses it?

How does the pronoun's antecedent change as the book progresses?

*Grande uses the title of her memoir in many different ways. On page 21, the title comes through in an interaction between Mago and Reyna. Mago has taken Reyna to see where she was born since she is struggling so much with Mami leaving. Mago says, "It doesn't matter that there's a distance between us now. That cord is there forever." On page 34, the words are again spoken by Mago, but in a more mean-spirited manner. She is looking at a map and has figured out where her parents were. "This is Iguala. And this is Los Angeles, and this," she said as she made her finger go from one dot to the other, "this is the distance between us and our parents." Mago had just reassured Reyna that they were always connected, yet in this second use of the title, she uses the phrase to show how far apart they are. The next time the title is mentioned is on page 57 within some narration that describes the difficulty of being separated. "As the oldest, it was clearer to Mago, more than to Carlos or me that the distance between us and our parents was destroying our relationship more than any of us could have imagined." Another mention of the title in Book 1 is on page 124 when Reyna connects herself and her separation from her parents to the main character in a movie she has seen. In this case, she uses the title to explain not physical distances as much as differences in socioeconomic status, describing the character Poquito who lived near his father, but was disconnected because he was poor and his father was wealthy. The last use of the title in Book 1 is after Reyna and her siblings have made it safely to the United States. "Two thousand miles was the distance between us and Mami. Between me and the place I was born. Between me and my childhood, however painful it had been" (159). Reyna uses the title in this case to show her transition from a child to a young woman.*

## Activity 14D: Examining the Structure of the Text – Cause and Effect Response

**Suggested Time:** 40 minutes

**Purpose:** To have students examine the cause and effect text structure within certain passages near the end of the book. This lesson will also be a key piece in understanding Reyna's relationship with her father, Natalio.

1. Collaborate with the Integrated teacher to see where students are at in the reading. Ideally, this activity would be done with Chapter 21 as a first reading.
2. Resize the chart below to suit your student's needs.
3. Provide each student with the organizer below.
4. Project the following passage from page 292 (the end of Chapter 20) or have students turn to the page in their books. "I shook my head, unable to believe what Mila had said. It couldn't be true. How could Mago have left when she knew he was hitting me? No, no. There has to be a mistake. 'Mago!' I yelled at the top of my lungs. 'Mago!' But no one answered."

5. Ask students to write in response to this situation in the book for a few moments.
6. As students read through Chapter 21, have them check each significant event against the passage above. If necessary, question them about Grande’s use of cause and effect text structure in this part of the book.
7. After they have finished reading the chapter, project the following passage from page 298 or have students access it in their books. ““You know, Chata, when my father took me to the field to work, my job was to guide the oxen in a straight line. My father gave me a rod and said that if the oxen didn’t listen to me, to hit them as hard as I could. I was nine years old, Chata. Do you understand?””
8. Have students complete the organizer by responding to this quote.
  - a. What is the father saying in this quote?
  - b. What is the effect of Natalio using “Chata” instead of “Reyna”?
  - c. Does this excuse his behavior for you? What about for Reyna?

**Activity 14D: Examining the Structure of the Text – Cause and Effect Response**

**Directions:** Your teacher will be projecting or posting a quote on page 292 of the text. After you read it, respond to the quote in the chart below. Independently read Chapter 21. As you read, add to the chart below, comparing the situations in the chapter to the response you had to the initial quote from page 292. When you are finished, your teacher will project or post another quote from page 298. Write a response to this quote using what you have in your chart as support.

My response to the passage from page 292:

*Mago has finally decided to strike out on her own and to stop being Reyna’s protector. It’s surprising that this is when she chose to leave Reyna. This is probably the hardest thing for Reyna to understand, since Mago has promised repeatedly to never leave her.*

<p>Event #1—Reyna and Steve’s advancing relationship</p> <p><i>Reyna agrees to have sex with Steve because he is “all she has left.” Mago chose to start her own family, and so why couldn’t she? At least Steve was someone who wanted her for something. He saw her for who she was, not as a burden.</i></p>	<p>Event #2—Reyna’s acting and modeling career</p> <p><i>Reyna thought acting or modeling might be the way to get out of her living situation. Luckily, she had enough intuition to get out of a bad situation before it got worse. She had an internal voice telling her to focus on school and forget her boyfriend and her “modeling” career.</i></p>	<p>Event #3—Reyna stands up to her father</p> <p><i>Reyna started making smart choices for herself and her future. She broke up with Steve and told her father she was going to enroll in Pasadena City College.</i></p>
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My response to the passage from page 298:

*Reyna learns a lot about life and about herself in this chapter. She learns that everyone has to think of him or herself first. This is why Mago left her at the apartment when she was being beat. She had to do it to protect her unborn child. It's why Reyna broke things off with Steve after they started having unprotected sex. It's why she gave up her acting and modeling career after one day. She knew that she had to follow her own path and do what was best for her. "I turned around and the street was empty. No one was chasing me. Forget the job, Reyna. Forget the horny boyfriend. Focus on school, I heard the other me say...I took my glasses out of my purse and everything came back into focus" (298). Finally, Natalio explains his behavior to Reyna so that she knows that she didn't necessarily do anything wrong to make him beat her. It was all he knew. He loved her. He was struggling himself and had been struggling in one way or another for years. In these chapters, Reyna learns to be self-sufficient and follow her own dreams.*

2	<ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to make a clear inference or draw a conclusion</li> <li>• Includes specific examples and details that make clear reference to the text</li> <li>• Adequately explains the inference or conclusion with relevant information based on the text</li> </ul>
1	<ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to make an inference or draw a conclusion.</li> <li>• Includes vague or limited examples or details that make reference to the text</li> <li>• Provides a limited explanation of the inference or conclusion with vague or limited information based on the text</li> </ul>
0	<ul style="list-style-type: none"> <li>• Gives no evidence of the ability to make an inference or draw a conclusion OR</li> <li>• Gives an inference/conclusion, but includes no examples or details that make reference to the text OR</li> <li>• Gives an inference/draws a conclusion, but includes no explanation or no relevant information from the text.</li> </ul>

## Day 15

### Analyzing Stylistic Choices

#### Activity 19: Analyzing Stylistic Choices – Descriptive Outlining Grande’s Work

**Suggested Time:** 35 minutes

**Purpose:** To examine Grande’s writing style by analyzing her sentences and how she uses variety. For the sample, I used page 191. Direct students to choose a page that has a “golden line” or that has other interesting features.

#### Activity 19: Analyzing Stylistic Choices – Descriptive Outlining Grande’s Work

**Directions:** Look back at the work you have done and select one page of text that you think is interesting. It can be in Book 1 or Book 2. Using the text, the word bank below, and the chart, describe Grande’s writing style.

##### Word Bank for Column Three

- Analysis
- Conclusion
- Explanation
- Reason
- Background
- Counterclaim
- Exposition
- Transition
- Claim
- Evidence
- Introduction
- Comparison

What does the sentence start with? ( <i>Write the first three words.</i> )	How many words does the sentence have? ( <i>Count the number of words in the sentence.</i> )	What is the sentence doing? ( <i>What is the purpose of the sentence? Choose a word from the word bank.</i> )
<i>Mago and Carlos</i>	5	<i>Transition from one event to the next. Shows the reaction of the characters.</i>
<i>They sat there</i>	15	<i>Explanation of the family’s reaction to Natalio’s outburst.</i>
<i>I wished I</i>	19	<i>Analysis of the situation and what she wished she could do.</i>
<i>I wished, for</i>	19	<i>Comparison to Mexico. Shows how upset she is by the spaghetti.</i>
<i>I wanted to</i>	21	<i>Comparison to Cristal- a daydream.</i>
<i>Papi went back</i>	32	<i>Explanation of what the whole family did after Natalio went to his room.</i>

<i>Now I would</i>	27	<i>Explanation of what wil happen to her if she doesn't eat the eggs.</i>
<i>As I showered</i>	11	<i>Background of her relationship with her grandmother.</i>
<i>She would never</i>	12	<i>Background of her relationship with her grandmother.</i>
<i>And I wouldn't</i>	14	<i>Background of her relationship with her grandmother.</i>
<i>She would have</i>	7	<i>Explanation of what her grandmother would do.</i>

## Thinking Critically

### Activity 20: Thinking Critically – Rhetorical Purpose

**Suggested Time:** 45 minutes

**Purpose:** To analyze the purpose of Grande’s memoir and have students discuss their opinions with a diverse range of partners.

For this activity, you will be asking students to analyze *The Distance Between Us* for its place in the immigration conversation by looking at the author’s purpose.

1. Have students create a four-square organizer either by folding paper or by using the graphic organizer (provided).
2. For this activity, you will have students in groups of four (or as close to four as possible).
3. Letter each student A, B, C, D.
4. Number each student to correspond with the number of groups you have in class.
5. To begin with, have students meet in numbered groups to set up the organizer and choose roles.
  - a. Box 1—Ideas
  - b. Box 2—Feelings
  - c. Box 3—Actions
  - d. Box 4—Past, Present, or Future
6. Once students have met, set up their organizer and chosen a role, move them to expert groups in the four corners of the room.
  - a. Corner A—Ideas
  - b. Corner B—Feelings
  - c. Corner C—Actions
  - d. Corner D—Past, Present or Future

7. Provide students in each corner with the following questions to answer on their organizer.
  - a. Corner A—Ideas
    - i. Describe what the writer wants the audience to know or understand about her life.
    - ii. Is she asking readers to apply the lessons from her life to other people in similar situations?
  - b. Corner B—Feelings
    - i. Describe the emotions the writer wants the audience to feel.
    - ii. Will all readers feel the same way? What might interfere with readers grasping the emotions Grande wants them to get?
  - c. Corner C—Actions
    - i. Describe what the writer wants the audience to do with this new information.
    - ii. Has reading this memoir changed any of your viewpoints?
  - d. Corner D—Past, Present, or Future
    - i. Explain whether the writer wants the audience to make a judgment about the past, understand a statement about the present, or decide a course of action for the future.
8. After ample time to discuss their question, have students return to numbered groups and share what their lettered “expert groups” came up with. Students should take notes as group members talk, but don’t need to feel pressured to write it all down. During this time, it would be beneficial to display the questions all four corners answered up on the board or screen.

Quickwrite:

How would you describe the purpose of *The Distance Between Us*? What do you think Grande is trying to accomplish through her argument? Does the argument serve multiple purposes? If so, which one do you think is most important?

Assessment:

Use the following rubric from the Smarter Balanced Assessment Consortium to evaluate each student’s paragraph in preparation for the state test.

2	<p>A response:</p> <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to make a clear inference/draw a conclusion</li> <li>• Includes specific examples/details that make clear reference to the text</li> <li>• Adequately explains the inference/conclusion with relevant information based on the text</li> </ul>
1	<p>A response:</p> <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to make an inference/draw a conclusion</li> <li>• Includes vague/limited examples/details that make reference to the text</li> <li>• Provides a limited explanation of the inference/conclusion with vague/limited information based on the text</li> </ul>

0	<p>A response:</p> <ul style="list-style-type: none"> <li>• Gives no evidence of the ability to make an inference/draw a conclusion</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Gives an inference/conclusion but includes no examples/details that make reference to the text</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Gives an inference/draws a conclusion, but includes no explanation OR no relevant information from the text</li> </ul>
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Purpose questions adapted from Fletcher, Jennifer. *Teaching Arguments: Rhetorical Comprehension, Critique, and Response*.

### Activity 20: Thinking Critically – Rhetorical Purpose

**Directions:** For this activity, you will be meeting in a numbered group and a lettered group to complete a rhetorical analysis of the purpose of Reyna Grande’s memoir.

My number: \_\_\_\_\_ My letter: \_\_\_\_\_

<p><b>Ideas</b></p> <p><i>Grande wants the reader to understand that she made it! Through all of the obstacles and difficulties, she succeeded. She wants others to see that it isn't always easy, but staying true to her goals helped her make it through the tough times. She doesn't want this story to just apply to people who are immigrants. I think she wants it to apply to people who are struggling with any kind of family dysfunction, separation or struggle.</i></p>	<p><b>Feelings</b></p> <p><i>Grande wants people to feel like her story is their story. She wants people to have empathy for those around them and to see things from a different point of view. Some readers might think that she should have stayed in Mexico. Some people may have their own immigration story that contradicts or doesn't support Reyna's tale.</i></p>
<p><b>Actions</b></p> <p><i>The writer wants people to see how the decisions her and her family members made impacted their lives. She wants to show that determination matters. This book changed how I saw some things. I was surprised at some of the living conditions in her hometown. It also opened my eyes to how music could be used as a universal language.</i></p>	<p><b>Past, Present, Future</b></p> <p><i>The writer might want the reader to do all three. I don't know if she wants people to judge her past, but maybe learn from it. Use what happened to her to have empathy for others in the same situation. She wants to demonstrate the importance of following your true goals without letting other people interfere.</i></p>



After meeting with your lettered (expert) group, and returning to share with your numbered group, compose a response to the following prompt. Examine the rubric to see how you'll be scored for this activity.

How would you describe the purpose of *The Distance Between Us*? What do you think Grande is trying to accomplish through her argument? Does the argument serve multiple purposes? If so, which one do you think is most important?

*Grande's most important purpose is to develop empathy in her readers. She wants to ensure that the people who read her book see that immigration is a complicated issue—especially for children. For Reyna, it was try her luck with her father or practically starve living in a cardboard and stick shack with her aged grandmother. “Mago, I don't want to fight with you. If your father wants to take you with him, then you should go. Going to El Otro Lado is a good opportunity, for you, for your brother, for Reyna” (152). Being pulled between parents, whether it is because of immigration, work schedules, incarcerations, or other situations, it can shape people's perspectives on life. For Reyna, her humble beginnings made her even more grateful for the chances she was given in the United States. Reyna's story exposes many parts of the immigration process—the difficult journey, the struggle to understand the new culture, learning the language, fitting in, dealing with frustrations and lack of resources. She combines this all into a succinct narrative so that the reader becomes absorbed in her story and forgets that he or she is learning lessons about sensitivity and kindness to people who are just trying to improve their lives and the lives of their families.*

2	<ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to make a clear inference/draw a conclusion</li> <li>• Includes specific examples/details that make clear reference to the text</li> <li>• Adequately explains the inference/conclusion with relevant information based on the text</li> </ul>
1	<ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to make an inference/draw a conclusion</li> <li>• Includes vague/limited examples/details that make reference to the text</li> <li>• Provides a limited explanation of the inference/conclusion with vague/limited information based on the text</li> </ul>
0	<ul style="list-style-type: none"> <li>• Gives no evidence of the ability to make an inference/draw a conclusion OR</li> <li>• Gives an inference/conclusion but includes no examples/details that make reference to the text OR</li> <li>• Gives an inference/draws a conclusion, but includes no explanation OR no relevant information from the text</li> </ul>

### **Activity 15D: Thinking Critically – Return to the Sociogram**

**Suggested Time:** 40 minutes

**Purpose:** To examine the relationships between the characters in the memoir and to analyze their impact on Grande’s development as a character.

1. This activity is a continuation of Activity 7D, the Sociogram.
2. You will need markers, colored pens or colored pencils and rulers for this activity.
3. Since students will be working independently through this activity, it is a great opportunity to conference with each student individually about his or her sociogram.
4. If they need help with this activity, model on the board using something they are familiar with, like a TV show or movie. *The Simpsons* works well for modeling if you’re familiar with it.
5. There are multiple examples online, which you can access with a quick Google search of “sociogram + characters”.
6. Have students gather their materials, book and their sociogram from the first week of this module.
7. Have students work independently on connecting the characters using the key they created.
8. Inform students that some characters will have multiple lines between two characters, while some minor characters will have only a few lines.
9. As a closure activity, have students choose one character that they feel is the most impactful to Grande’s character and explain why to an elbow partner.

### **Activity 15D: Thinking Critically – Return to the Sociogram**

**Directions:** Gather your materials, book and your sociogram from the first week of this module.

Update your sociogram independently by focusing on connecting the characters using the key you created. Some characters will have multiple lines between two characters, while some minor characters will have only a few lines. At the end of today’s work time, you will be sharing the relationships of one character.

## **Questioning the Text**

### **Summarizing and Responding**

#### **Day 16**

### **Activity 21: Summarizing and Responding – Answer and Pass**

**Suggested Time:** 30-45 minutes for both individual time and switching

**Purpose:** To synthesize information from all of their work, find textual evidence to support their choices, and interact with classmates by having a discussion on paper. This enables students to practice using sentence frames for several key “talk moves.”

Students will be using the work they have done for Book 2, especially the Annotated Timeline, to whittle down the events into the most significant ones for Grande’s overall development. This activity will set students up for the end of module writing task. This will also give students the chance to see what their classmates think is important. Students will be making three decisions: one about the setting, one about the characters, and one about the conflicts.

1. Which experience at or related to school impacted Grande the most?
2. Which character affected Grande the most in her life in California?
3. Which external conflict most influenced her life growing up in California?

Procedure:

4. Begin by having students answer the questions on the top row of the answer document (provided). Urge them to use evidence in order to have the best “conversation” with their classmates.
5. When you direct them, they will pass their paper to a classmate. This works great in rows!
6. The classmate will read the answer and respond to **one of the answers** by:
  - a. Agreeing with another piece of explanation
  - b. Disagreeing with a reason
  - c. Adding an example.
7. Continue passing three times. Note that some of the spaces on the paper will be blank. If you have time, feel free to keep going. Sometimes if no one responds to their answer, it serves as a good “wake up call” that their answer could use some work, either in accuracy or in detail. (It’s hard to respond to something that doesn’t make sense!)
8. At the end of the activity, students will get their paperback in order to write a rebuttal or a conclusion based on the evidence.

Assessment:

If you are having students keep all the materials from this module, it would be a beneficial formative assessment to compare this activity with the one they did from Book 1. Did their answers improve? Were they more able to use academic language than they were the first time?

Additional teacher notes:

It would benefit students to have access to either the Academic Discussion Placemat or a posting of sentence frames. Also, if you can participate strategically in groups that may need a little extra support, it really goes a long way in this activity. Resize the document below to suit your students.

**Activity 21: Summarizing and Responding – Answer and Pass**

**Directions:** For this activity, you will be using the work you have done for Book 1, especially the annotated timeline, to whittle down the events into the most significant ones for Grande’s overall development. This activity will set you up for the end of module writing task. This will also give you the chance to see what your classmates think is important. For this activity, you will be making three decisions:

1. Which experience at or related to school impacted Grande the most?
2. Which character affected Grande the most in her life in California?
3. Which internal or external conflict most influenced her life as a child in California?

After you answer each of the questions in the appropriate column on the grid below, you will be passing your paper around. As you receive a new paper, read your classmate’s answers and do **one** of the following:

1. Agree and add another piece of explanation.
2. Disagree and add a reason
3. Add an example from the text.

At the end of the activity, you will get your paperback for a reflection. Judging from the responses of your classmates, are you strengthened in your original conviction or does your idea need some work? Do any of the objections of your classmates change your original opinion?

School	Character	Conflict
<p>My choice:</p> <p><i>The experience that most impacted Reyna was when she joined the band class with Mr. Adams. She didn’t need to “speak, just play” (232).</i></p>	<p>My choice:</p> <p><i>The character who most influenced her was her teacher, Diana. She introduced her to literature that really spoke to her situation. She also encouraged her to continue her education.</i></p>	<p>My choice:</p> <p><i>The conflict that most impacted her was when Mago left her with her father and Mila. This was a point that really caused Reyna to grow up.</i></p>

<p>Partner's Response</p> <p><i>I agree. The fact that she didn't have to worry about the language allowed her to let her guard down.</i></p>	<p>Partner's Response</p> <p><i>I disagree. I think Mila is more important. Mila helped her get her paperwork in order and helped her father raise her.</i></p>	<p>Partner's Response</p> <p><i>I think the conflict was really with her father more than with Mago. Mago left, true, but if her father wasn't beating her, it wouldn't have made such an impact.</i></p>
<p>Partner's Response</p> <p><i>I think it might also have been the fact that they were all learning at the same time, so no one was better than any other person.</i></p>	<p>Partner's Response</p> <p><i>Here's a quote that supports your argument: "...I hadn't even known, until then, that Chicano/Latino literature existed" (306).</i></p>	<p>Partner's Response</p> <p><i>At the end of the book, Reyna makes peace with her father, so I kind of think that maybe her conflict with her father is the most important one in this section.</i></p>
<p>Reflection</p> <p><i>Reyna's joining the band allowed her to belong somewhere, which she really never had before. It allowed her to have interests in common with people. It was safe and it was an activity that her father supported.</i></p>	<p>Reflection</p> <p><i>Diana really saw the value in Reyna and went the extra mile to help a student in her class escape an abusive home and develop her talents.</i></p>	<p>Reflection</p> <p><i>I've changed my thinking. The main or most significant conflict in this book is with the father. He was critically important throughout the whole book, but she really started to understand him when she was in her 20s.</i></p>

## Activity 22: Reading for Understanding – Part 2 of the Annotated Timeline

**Suggested Time:** 30 minutes

**Purpose:** This visual representation of the book helps students to see the “peaks and valleys” in Grande’s existence and requires them to differentiate between similar events.

**Teacher Notes:** If you can copy it on only one side of the paper, at the end of the story, the four papers (two from Book 1 and two from Book 2) can be taped together to create one long timeline for Grande’s life as represented in the memoir.

1. For the second part of the Annotated Timeline assignment, students will be charting Chapters 1-24 of Book 2 to determine if the chapter was positive or negative for Grande’s development.
2. This can be done simply with a graph (provided) or on Google Drawings. Regardless of the chosen path, students need to set up an axis from +10 to -10 on the vertical axis and Chapters 1-24 on the horizontal axis.
3. As a review and another level of analysis, students should return to their annotations and decide if the chapter is positive or negative and to what degree. For instance, getting a brand-new car on a student’s birthday would probably be a +10, while the death of a beloved pet would be a -10.
4. Students should plot the chapter by putting a dot and labeling it with the title they created for the chapter.
5. If you want to extend the activity, you can have them illustrate it, add other enhancements, or present their rankings to the class.

Assessment:

If you have time, taking one minute per student to discuss their chart is a powerful way of checking for understanding.

### Activity 22: Reading for Understanding – Part 2 of the Annotated Timeline

**Directions:** For the second part of the annotated timeline assignment, you will be charting Chapters 1-24 of Book 2 to determine if the chapter was positive or negative for Grande’s development.

Step 1:

- Get your materials and label each chapter on the chart with the title that you assigned it.

Step 2:

- Reread your summaries, quickwrites and other materials and decide on a ranking for the chapter from Grande’s point of view. Was it a positive or negative chapter?

Step 3:

- Next, decide to what degree it is positive or negative for Grande. For instance, getting a brand-new car on a student’s birthday would probably be a +10, while the death of a beloved pet would be a -10.

Step 4:

- Put a dot where you think the chapter lands.

Step 5:

- Connect the dots.

10									
9									
8									
7									
6									
5									
4									
3	<i>Belonging</i>								
2									
1									
0					<i>No Santa</i>				
-1						<i>Ms. Mago</i>			<i>Authorhood</i>
-2									
-3			<i>Cindy</i>						
-4									
-5									
-6									
-7									
-8									
-9									
-10									
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>





21					Focus Reyna															
22					Charges															
23					Choice: Mila															
24																		UCSC		

### Activity 16D: Synthesizing Multiple Perspectives – Epideictic Rhetoric—Who to Praise and Who to Blame

**Suggested Time:** 40 minutes

**Purpose:** To analyze Grande’s persuasive techniques and to examine the characters in order to determine who is the protagonist and the antagonist.

1. According to George A. Kennedy, as quoted by Jennifer Fletcher, epideictic rhetoric is “any discourse that does not aim at a specific action but is intended to influence the values and beliefs of the audience.”
2. Ask your students the following questions:
  - a. Does Reyna Grande want to influence our values and beliefs by reading her story?
  - b. If so, who does she want us to cheer for and who does she want us to root against?
3. For this assignment, students will be utilizing multiple perspectives as they praise and blame characters in the book by using sentence frames.
4. Remind students that the sentence frames are just to get them started. They should expand the sentences as they choose, adding details from the text.
5. After students have completed their sentences, have them partner up with a partner of their choice and read their sentences. They should try to come to a consensus on one character to praise and one to blame.
6. Make a simple T chart on the board for “Praise” and “Blame” and have students come up and put the names of the characters they chose in each column.
7. Discuss the different characters and why students chose who they did.
8. This activity was adapted from Fletcher, Jennifer. *Teaching Arguments: Rhetorical Comprehension, Critique, and Response*.

### Activity 16D: Synthesizing Multiple Perspectives – Epideictic Rhetoric—Who to Praise and Who to Blame

**Directions:** According to George A. Kennedy, (Fletcher 4), epideictic rhetoric is “any discourse that does not aim at a specific action but is intended to influence the values and beliefs of the audience.” Consider the following:

Does Reyna Grande want to influence our values and beliefs by reading her story? If so, who does she want us to cheer for and who does she want us to root against?

For this assignment, you will be utilizing multiple perspectives as you praise and blame characters in the book. You should use the following sentence frames to help construct your thinking, but feel free to add more of your opinion and evidence to each one.

1. Abuelita Chinta is/was the only adult to make Reyna feel loved.
2. Every character is/was impacted by the Mexican recession.
3. Carlos is/was the first to break away from Mago’s version of motherhood.
4. Reyna is/was the last to leave her father’s house.
5. Diana is/was/has the largest impact on Reyna’s education.
6. Abuelita Chinta is/was better than Abuela Evila.
7. Mago is/was the best person in young Reyna’s life.
8. Juana is worse than Natalio.
9. Mila is/was more consistent than Natalio.

After you have constructed your sentences, you’ll be meeting with a partner and sharing with the class.

### Day 17

#### Activity 23: Thinking Critically – Quote Battle

**Suggested Time:** 30 minutes

**Purpose:** To evaluate their ability to collect evidence to support a claim.

**Teacher Notes:** This activity is a great way to get all of your students talking and debating at once. Please note that this activity can be demonstrated for the class with a simple claim to get the gist of the activity. It goes quickly once they get the idea.

1. For this activity, put students in groups of four. You will need 8 groups total.
2. Give each group a claim.

3. Direct students to pull quotes from any of their work or directly from the text to use as evidence to support the claim.
4. Structure student desks (if possible) in lines of four facing each other. (Example: KKKK → and ←MMMM). If possible, spread the seats apart so that several battles can take place simultaneously.
5. For the actual “battle”:
  - a. Each person needs to be “armed” with a quote and a one-sentence explanation.
  - b. After each person has stated his or her quote and given one sentence of explanation, he or she moves to the back and the next person comes to the front.
  - c. Quotes cannot be repeated by the same side, so listening is essential. Notetaking during the activity is encouraged.
  - d. The “battle” continues until all four members on each side have gone.
6. If you have time, provide them with another claim and repeat the process.
7. After everyone is back to his or her original seat, complete the quickwrite below.

Claims: *(feel free to use any claim you choose.)*

- a. Reyna’s happiness was dependent on other people.
- b. Reyna had no trustworthy family members.
- c. Mago is Reyna’s only true parent.
- d. Reyna’s success is because of her musical ability.

Quickwrite:

- Did your side “win” the battle? Why or why not?
- How is evidence more or less convincing than an explanation?
- Were any quotes used by both sides? Which side used it better?

### Activity 23: Thinking Critically—Quote Battle

**Directions:** You will be in a group of four students. Your teacher will give you a claim and tell you if you agree or disagree with the statement. You will construct a defense using textual evidence. You will have some time to meet as a group to select 4 quotes and write one sentence of explanation for each quote. Decide which order you will present your quotes and evidence. Once the “battle” begins, you will move to the desk facing the opposing team, state your evidence and explanation and listen to the other person. Then you will both move to the last seat in the row and everyone moves up. Listening skills and appropriate volume are essential in this activity. You need to speak loud enough to be heard without disturbing the other groups. You are welcome to take notes during the “battle”, which will go very quickly. Your teacher may give you a second claim to repeat the process if there is time.

Claim: \_\_\_\_\_

Side?  agree       disagree

Evidence (don't forget the page number):

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

Notes:

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Quickwrite:

Did your side “win” the battle? Why or why not? How is evidence more or less convincing than explanation? Were any quotes used by both sides? Which side used it better?

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## Synthesizing Multiple Perspectives

### Activity 24: Synthesizing Multiple Perspectives—Book Review Discussion

**Suggested Time:** 20 minutes

**Purpose:** To have students consider how this text fits in the overall argumentative conversation about immigration.

Post the following prompt:

According to BookPage, this memoir is “An important piece of America’s immigrant history.”

- Is this Grande’s point in telling her tale? If not, what is her central idea or theme?
- Does her story only resonate with those who have immigrated to this country?
- Do you agree with this critic? Is Grande’s tale a key piece to understanding US immigration?

Use textual evidence, as well as your own explanation to adequately explain your position.

Assessment:

Use the following **Smarter Balanced Assessment Consortium** rubric to assess your students in preparation for the state test.

2	<ul style="list-style-type: none"><li>• Gives sufficient evidence of the ability to make a clear inference/draw a conclusion</li><li>• Includes specific examples/details that make clear reference to the text</li><li>• Adequately explains the inference/conclusion with relevant information based on the text</li></ul>
1	<ul style="list-style-type: none"><li>• Gives limited evidence of the ability to make an inference/draw a conclusion</li><li>• Includes vague/limited examples/details that make reference to the text</li><li>• Provides a limited explanation of the inference/conclusion with vague/limited information based on the text</li></ul>
0	<ul style="list-style-type: none"><li>• Gives no evidence of the ability to make an inference/draw a conclusion OR</li><li>• Gives an inference/conclusion but includes no examples/details that make reference to the text OR</li><li>• Gives an inference/draws a conclusion, but includes no explanation OR no relevant information from the text</li></ul>

## Activity 24: Synthesizing Multiple Perspectives—Book Review Discussion

**Directions:** Construct a response to the following prompt.

According to BookPage, this memoir is “An important piece of America’s immigrant history.”

Is this Grande’s point in telling her tale? If not, what is her central idea or theme? Does her story only resonate with those who have immigrated to this country? Do you agree with this critic? Is Grande’s tale a key piece to understanding US immigration? Use textual evidence, as well as your own explanation to adequately explain your position.

*Grande’s main point for writing is not to tell a story about immigration, but to tell a story about a family. She provides an honest depiction of a family deeply affected by poverty, lack of education and overall difficult circumstances. This story could be told by many families, not just those who have immigrated to the United States, yet I still agree with this critic. The memoir presents one of the main reasons for immigration—education and opportunity. “I brought you to this country to get an education and to take advantage of all the opportunities this country has to offer. The minute you walk through this door with anything less than straight As, I’m sending you straight back to my mother’s house” (166). Reyna did not want to disappoint her family, so she worked hard. Many families who immigrate to the United States have similar attitudes. Additionally, this memoir tells a tale that many immigrants can relate to. A recession in their home country, difficulty finding stable work, lack of infrastructure and educational institutions—all of these are common reasons people immigrate and they are all present in this story, which is told in a page-turning style.*

2	<ul style="list-style-type: none"><li>• Gives sufficient evidence of the ability to make a clear inference/draw a conclusion</li><li>• Includes specific examples/details that make clear reference to the text</li><li>• Adequately explains the inference/conclusion with relevant information based on the text</li></ul>
1	<ul style="list-style-type: none"><li>• Gives limited evidence of the ability to make an inference/draw a conclusion</li><li>• Includes vague/limited examples/details that make reference to the text</li><li>• Provides a limited explanation of the inference/conclusion with vague/limited information based on the text</li></ul>
0	<ul style="list-style-type: none"><li>• Gives no evidence of the ability to make an inference/draw a conclusion OR</li><li>• Gives an inference/conclusion but includes no examples/details that make reference to the text OR</li><li>• Gives an inference/draws a conclusion, but includes no explanation OR no relevant information from the text</li></ul>

### **Activity 17D: Developing a Position – Sharing Timelines**

**Suggested Time:** 30 minutes

**Purpose:** To use conversation to review the text and begin to develop a position on the end of module writing topic.

1. For this activity, students will be required to use their annotated timeline from the Integrated class. If they still have their academic conversation placemat from earlier in the module that will also be helpful.
2. If you have access to an outside area or a cafeteria, it would be useful to have a bigger space to do this activity since the timelines are ideally kind of large.
3. Before the activity, distribute the academic conversation placemat. Encourage students to read the questions beforehand so that they are comfortable using them independently.
4. Have students choose three points on their timeline that they are considering as Grande’s turning point. (They will be sharing the title and why they ranked it in the manner which they did.)
5. Divide the class in half. Arrange the first half in a circle facing outward.
6. The remainder of the class will find a partner and stand to face that partner.
7. Inside the partner shares the first point he or she chose from the timeline.
8. Outside partner questions the inside partner with probing questions.
9. Partners switch roles.
10. Outside partner rotates two people to the left.
11. Procedure repeats for the remaining points on the timeline.

### **Activity 17D: Developing a Position – Sharing Timelines**

**Directions:** Today you will be participating in a partner sharing activity called Inside, Outside Circle. You will be using your timelines. Before we get into the circles, please review your Academic Conversation placemat and your Costa’s Levels of Questioning so that you are prepared for your discussion. When you get into the circle you will be sharing the three points on your timeline that you are considering as Reyna Grande’s turning point. You will share the title of that chapter and why you are considering it for your final writing activity.

## Day 18

### Reflecting on Your Reading Process

#### Activity 25: Reflecting on Your Reading Process—Reading Survey

**Suggested Time:** 15 minutes

**Purpose:** To gather feedback on the students' perceptions of the reading.

1. Distribute the survey (provided) and give ample time for students to complete it.
2. After the survey, tabulate the results on the bottom of the survey to determine what your class thinks is easiest to understand or most difficult to understand.
  1. What has your process been for doing the reading homework? Where are you reading? When are you reading?
  2. Are you noticing new vocabulary as you read? What have you been doing when you encounter a new word or phrase?
  3. What strategies that we have used in class have you used independently to help you with your reading comprehension?
  4. Are you completing the annotated timeline assignment as you read? Do you wait until after you're done reading to complete it? Is it helping you remember story details?
  5. What skills related to this reading do you feel confident about? Which skills do you still want help in developing?

Rate the following on a scale of 1 (easiest to understand) to 5 (hardest to understand):

1. The reading level of the book. \_\_\_\_\_
2. The subject or topic of the book. \_\_\_\_\_
3. The setting of the book. \_\_\_\_\_
4. The sequence of the book. \_\_\_\_\_
5. The vocabulary of the book. \_\_\_\_\_

#### Activity 25: Reflecting on Your Reading Process—Reading Survey

**Directions:** Complete the following survey about your reading during this unit.

1. What has your process been for doing the reading homework? Where are you reading? When are you reading?
2. Are you noticing new vocabulary as you read? What have you been doing when you encounter a new word or phrase?
3. What strategies that we have used in class have you used independently to help you with your reading comprehension?



4. Are you completing the annotated timeline assignment as you read? Do you wait until after you're done reading to complete it? Is it helping you remember story details?
5. What skills related to this reading do you feel confident about? Which skills do you still want help in developing?

Rate the following on a scale of 1 (easiest to understand) to 5 (hardest to understand):

1. The reading level of the book. \_\_\_\_\_
2. The subject or topic of the book. \_\_\_\_\_
3. The setting of the book. \_\_\_\_\_
4. The sequence of the book. \_\_\_\_\_
5. The vocabulary of the book. \_\_\_\_\_

### **Activity 18D: Gathering Relevant Materials – Collaborative Paragraph**

**Suggested time:** 40 minutes

**Purpose:** To assist students in gathering good evidence to support their claims on the final writing assignment for the module.

1. It's important to keep in constant communication with the Integrated teacher to make sure students are on pace. These activities are meant to scaffold and supplement what is already occurring in the main class.
2. Before class, copy and cut the following cards out and put in envelopes. You'll need one set per team (which could be about 4 students).
3. Provide each group with the six cards in an envelope.
4. Instruct students that they will be reading the quotations and doing four things:
  - a. Deciding what claim the cards could support
  - b. Evaluating which pieces of evidence make the most sense in supporting their claim.
  - c. Arranging the evidence in an order that makes the most sense to their argument.
  - d. Introducing each quote and explaining it so that it makes a cohesive paragraph.
5. After groups have completed the collaborative paragraph, have each group read their paragraph to the class.

<p>“But then I thought about Mago, and I knew I couldn’t be without her. And I wanted to have a father. <i>Why does it have to be so hard?</i> I had to leave my mother, my little sister, my grandmother—so that I could have a father. But even that was in jeopardy. If we didn’t cross that third time, I would lose him. <i>Please God, give me wings</i>” (155).</p>	<p>“He left me for years. How can he treat me like this now?” Carlos said between tears. Mago and I left the soiled covers soaking in the bathtub. We sat on the couch, not knowing what to do. I thought getting dumped into a bathtub full of cold water was worse than getting a spanking from Papi, even though his spankings hurt more than Abuela Evila’s, not because he was a man and could hit harder, but because he was our father, our hero” (178).</p>	<p>“At first, it sounded like a kitten purring. Then the sound got louder, and the coyote yelled, ‘Corranle!’ In the darkness, I saw him take off without us. My father grabbed my hand and ran, too. I couldn’t keep up with his long strides, and I fell flat on my face. He scooped me up and ran with me in his arms” (156).</p>
<p>“A month later, my father came home with an old yellow Datsun he’d bought from a friend. He told Carlos the car was for him. Carlos had just finished his first year at Los Angeles City College. ‘My Carnal is going to make me proud,’ Papi said while looking at Mago in disappointment. The car was old, but Carlos didn’t care. He smiled and rushed to grab the keys from Papi” (271).</p>	<p>“I didn’t want to see that look on his face. All those years staring at his photo, wishing that his eyes were not looking to the left but instead were looking at me. All those years wishing to be seen by him. And here he was, looking at me, but not really seeing me. He couldn’t see past the tangled hair, the dirt on my face, my tattered clothes. He couldn’t see the girl who had longed so much for this moment, to finally meet her father. I knew he was ashamed by what he saw” (143).</p>	<p>“I forgot I was supposed to be angry at my sister, and I rushed at him and pushed him. ‘Don’t hit her!’ I yelled. ‘She’s menstruating. She’s become a <i>senorita</i>. Stop it. Stop it!’ Then Papi steadied his belt and put it down. He looked at the three of us, and for a moment it was as if he had just awakened as if the person who had just beat up my sister wasn’t the one who was now in the room with us. He blinked once, twice, then went into his room and didn’t come out” (200).</p>

**Activity 18D: Gathering Relevant Materials – Collaborative Paragraph**

**Directions:** Each group will receive an envelope with six quotes from the text. Your group needs to do the following:

1. Read the quotes from the text carefully. If someone in your group doesn’t understand the quote, explain them to each other until you all understand.

2. Decide what claim this evidence might support. Write it down on the group worksheet.
3. Evaluate which pieces of evidence make the most sense in supporting the claim your group wrote.
4. Rank the evidence from the most supportive to the least supportive.
5. Discard the evidence that you don't think will work for your claim by putting the cards back in the envelope.
6. Compose a paragraph as a group using the evidence and your own opinions to explain HOW the evidence supports the claim.
7. Practice reading the paragraph because each group will share.

Group members: \_\_\_\_\_

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Checklist:

2	<ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to make a clear inference or draw a conclusion</li> <li>• Includes specific examples and details that make clear reference to the text</li> <li>• Adequately explains the inference or conclusion with relevant information based on the text</li> </ul>
1	<ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to make an inference or draw a conclusion.</li> <li>• Includes vague or limited examples or details that make reference to the text</li> <li>• Provides a limited explanation of the inference or conclusion with vague or limited information based on the text</li> </ul>

0	<ul style="list-style-type: none"> <li>• Gives no evidence of the ability to make an inference or draw a conclusion OR</li> <li>• Gives an inference/conclusion, but includes no examples or details that make reference to the text OR</li> <li>• Gives an inference/draws a conclusion, but includes no explanation or no relevant information from the text.</li> </ul>
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- Claim
- Evidence with citation
- Explanation
- Concluding sentence

## Preparing to Respond

### Discovering What You Think

#### Day 19

#### Considering Your Task and Your Rhetorical Situation

#### Activity 26: Considering Your Task and Your Rhetorical Situation – Dots and Patterns

**Suggested Time:** 15 minutes

**Purpose:** To gain feedback from the students and to show a pattern of opinions. This discussion will be helpful to students in gaining confidence for their writing task.

Prior to class, use adding tape, sentence strips or butcher paper to draw a timeline of the memoir. Label them Book 1 and Book 2 and put divisions for each chapter. Have colored dot stickers for students—you'll need red, yellow, green and blue. Each student will need one of each color. Have students gather their materials for this module, including the timeline, the text and all other activity papers they have. Also, if you'd like a little bit of delicious suspense, skip the class discussion of #3, but leave the dots up. Since this is a basic version of their end of module prompt, it will be interesting to see the variance.

1. Using their materials, have students decide:
  - a. Grande's lowest point. This will be their red dot.
  - b. Grande's highest point. This will be their yellow dot.
  - c. Grande's turning point. This will be their green dot.
  - d. Grande's most memorable part as a storyteller. This will be their blue dot.
2. After the dots have been placed, lead the class in looking for patterns.
  - a. Which book/chapter contains Grande's lowest point? What was going on in the story at that point?

- b. Which book/chapter contains Grande’s highest point? What was going on in the story at that point?
- c. Which book/chapter contains Grande’s turning point?
- d. Which book/chapter shows off Grande’s skills as a storyteller best? Why? What makes that part of the memoir memorable over other parts?

**Activity 26: Considering Your Task and Your Rhetorical Situation – Dots and Patterns Activity**

**Directions:** Your teacher is going to give you four colored sticker dots. Using your materials, decide Grande’s lowest point (red dot), Grande’s highest point (yellow dot), Grande’s turning point (green dot), Grande’s most memorable part as a storyteller (blue dot). After you’ve figured out where you’re going to put your dots, place them and then look for patterns.

- Red:                   Book \_\_\_\_\_, Chapter \_\_\_\_\_
- Yellow:               Book \_\_\_\_\_, Chapter \_\_\_\_\_
- Green:                Book \_\_\_\_\_, Chapter \_\_\_\_\_
- Blue:                 Book \_\_\_\_\_, Chapter \_\_\_\_\_

**Gathering Relevant Ideas and Materials**

**Activity 27: Gathering Relevant Ideas and Materials – Rubric Annotation**

**Suggested time:** 25 minutes

**Purpose:** To investigate the rubric that will be used to score students’ writing to help them develop a more concrete writing plan. Provide each student with a copy of the rubric and a highlighter.

- Starting with the first column, have students look at the difference in adjectives or adverbs used to describe the element or skill.
- Lead students in analyzing the rubric. What will they need to have in their writing to be most effective?
- Make a collaborative list on the board or screen.
- The rubric below was adapted from the Smarter Balanced Assessment Consortium, other versions are available at <https://www.livebinders.com/play/play?id=774846>.

**Activity 27: Gathering Relevant Ideas and Materials – Rubric Annotation**

**Directions:** The following rubric will be how you will be scored on the final assignment for this module. Using a highlighter, look at the differences in adjectives and adverbs used to describe the skill or element.

	<b>Statement of Purpose/Focus and Organization</b>		<b>Development: Language and Elaboration of Evidence</b>		<b>Conventions</b>
	<b>Statement of Purpose/Focus</b>	<b>Organization</b>	<b>Elaboration of Evidence</b>	<b>Language and Vocabulary</b>	<b>Conventions</b>
4	<p>The response is <u>fully and consistently and purposefully</u> focused:</p> <ul style="list-style-type: none"> <li>• The claim is clearly stated, focused and strongly maintained</li> <li>• Alternate or opposing claims are clearly addressed</li> <li>• The claim is introduced and communicated clearly within the context</li> </ul>	<p>The response has a <u>clear and effective organizational structure</u> creating <u>unity and completeness</u>:</p> <ul style="list-style-type: none"> <li>• Effective, consistent use of a variety of transitional strategies</li> <li>• Logical progression of ideas from beginning to end</li> <li>• Effective introduction and conclusion for audience and purpose</li> <li>• Strong connections among ideas, with some syntactic variety</li> </ul>	<p>The response provides <u>thorough and convincing support/evidence</u> for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> <li>• Use of evidence from sources is smoothly integrated, comprehensive, relevant and concrete</li> <li>• Effective use of a variety of elaborative techniques</li> </ul>	<p>The response <u>clearly and effectively expresses ideas</u>, using <u>precise language</u>.</p> <ul style="list-style-type: none"> <li>• Use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose.</li> </ul>	<p>The response demonstrates a <u>strong command</u> of conventions:</p> <ul style="list-style-type: none"> <li>• Few, if any, errors are present in usage and sentence formation</li> <li>• Effective and consistent use of punctuation, capitalization, and spelling.</li> </ul>

3	<p>The response is <u>adequately and generally</u> focused:</p> <ul style="list-style-type: none"> <li>• The claim is clear and for the most part maintained, though some loosely related material may be present.</li> <li>• The context provided for the claim is adequate.</li> </ul>	<p>The response has an <u>evident organizational structure</u> and a sense of <u>completeness</u>, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> <li>• Adequate use of a variety of transitional strategies with some variety</li> <li>• Adequate progression of ideas from beginning to end</li> <li>• Adequate introduction and conclusion</li> <li>• Adequate, if slightly inconsistent, connection among ideas</li> </ul>	<p>The response provides <u>adequate support/evidence for writer’s claim</u> that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominately general:</p> <ul style="list-style-type: none"> <li>• Some evidence from sources is integrated, though citations may be general or imprecise</li> <li>• Adequate use of some elaborative techniques</li> </ul>	<p>The response <u>adequately</u> expresses ideas, employing a <u>mix of precise with more general</u> language:</p> <ul style="list-style-type: none"> <li>• Use of domain-specific vocabulary is generally appropriate for the audience and purpose</li> </ul>	<p>The response demonstrates an <u>adequate</u> command of conventions:</p> <ul style="list-style-type: none"> <li>• Some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed</li> <li>• Adequate use of punctuation, capitalization, and spelling</li> </ul>
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2	<p>The response is <u>sustained</u> and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>• Maybe clearly focused on the claim but is insufficiently sustained</li> <li>• Claim on the issue may be somewhat unclear and unfocused</li> </ul>	<p>The response has an <u>inconsistent</u> organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> <li>• Inconsistent use of basic transitional strategies with little variety</li> <li>• Uneven progression of ideas from beginning to end</li> <li>• Conclusion and introduction, if present, are weak</li> <li>• Weak connection between ideas</li> </ul>	<p>The response <u>provides uneven, cursory support/evidence for the writer's claim</u> that includes partial or uneven use of sources, facts, and details, and achieves little depth:</p> <ul style="list-style-type: none"> <li>• Evidence from sources is weakly integrated, and citations, if present, are uneven</li> <li>• Weak or uneven use of elaborative techniques.</li> </ul>	<p>The response expresses ideas <u>unevenly</u>, using <u>simplistic</u> language:</p> <ul style="list-style-type: none"> <li>• Use of domain-specific vocabulary may be at times inappropriate for the audience and purpose.</li> </ul>	<p>The response demonstrates a <u>partial command</u> of conventions:</p> <ul style="list-style-type: none"> <li>• Frequent errors in usage may obscure meaning</li> <li>• Inconsistent use of punctuation, capitalization, and spelling</li> </ul>
1	<p>The response may be <u>related</u> to the purpose but may offer <u>little relevant detail</u>:</p> <ul style="list-style-type: none"> <li>• Maybe very brief</li> <li>• May have a major drift</li> <li>• Claim may be confusing or ambiguous</li> </ul>	<p>The response has <u>little or no discernible organizational structure</u>:</p> <ul style="list-style-type: none"> <li>• Few or no transitional strategies are evident</li> <li>• Frequent extraneous ideas may intrude</li> </ul>	<p>The response provides <u>minimal support/evidence for the writer's claim</u> that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>• Use of evidence from sources is minimal, absent, in error, or irrelevant</li> </ul>	<p>The response's expression of ideas is <u>vague, lacks clarity, or is confusing</u>:</p> <ul style="list-style-type: none"> <li>• Uses limited language or domain-specific vocabulary</li> <li>• May have little sense of audience and purpose</li> </ul>	<p>The response demonstrates a <u>lack of command</u> of conventions:</p> <ul style="list-style-type: none"> <li>• Errors are frequent and severe and meaning is often obscure</li> </ul>
0	<p>A response gets no credit if it provides no evidence of the ability to establish a claim and support it with evidence.</p>				



## Activity 19D: Developing a Position – Creating a Claim or Topic Sentence

**Suggested Time:** 20 minutes

**Purpose:** To ensure that each student has a workable claim before moving forward with the final writing assignment.

1. The timing of this activity is important, as to not confuse students. This activity should not supplant anything going on in Integrated, rather this is an opportunity for formative assessment that they may not get in the other class.
2. Have each student get his or her materials and a clean piece of paper.
3. Discuss the following characteristics of a claim, or a thesis statement:
  - a. **Topic**—what you’re going to talk about
  - b. **Opinion**—what you’re trying to prove
  - c. **Plan of Development**—a brief outline of how you are going to prove it
4. Review the writing prompt: Which event in Grande’s life serves as the turning point in her coming of age? Use text evidence to support your choice and explain why, in the scope of the whole story, the event has the most impact on Grande as she developed into a woman. Discuss the significance of the event in detail. Make sure to include a discussion of a counterclaim in your argument.
5. Have students create their claim, including the plan of development.
6. Conference with each student about his or her claim.

### Activity 19D: Developing a Position – Creating a Claim or Topic Sentence

**Directions:** Today you will be constructing the claim, or thesis statement, you will use for your end of module writing assignment. To begin, review the prompt below:

Which event in Grande’s life serves as the turning point in her coming of age? Use text evidence to support your choice and explain why, in the scope of the whole story, the event has the most impact on Grande as she developed into a woman. Discuss the significance of the event in detail. Make sure to include a counterclaim in your argument.

<b>TOPIC</b> <ul style="list-style-type: none"><li>• What are you talking about?</li></ul>	<i>Reyna Grande’s transition into womanhood.</i>
<b>OPINION</b> <ul style="list-style-type: none"><li>• What do you think about the topic?</li><li>• Note that you do not need to include the pronoun “I”.</li></ul>	<i>came as a result of her experiences in band</i>

<p>PLAN of DEVELOPMENT</p> <ul style="list-style-type: none"> <li>• How will you develop your opinion?</li> <li>• What are your reasons?</li> </ul>	<p><i>Allowed her to belong</i>  <i>Made language unimportant</i>  <i>Showed her that she was good at something</i></p>
<p>PUT IT TOGETHER</p> <ul style="list-style-type: none"> <li>• Remember to discuss each point in the order it is presented</li> </ul>	<p><i>Reyna Grande's transition into womanhood came as a result of her experiences in band because it allowed her a place to belong, made language skill irrelevant, and showed her that she had unique abilities.</i></p>

## Day 20

### Developing a Position

#### Activity 28: Developing a Position – Creating a Claim

**Suggested Time:** 20 minutes

**Purpose:** To establish their claim and begin to gather evidence to support it.

1. After the dots activity, students should be at least thinking about their claims about Grande's turning point or the event they feel is most pivotal in Grande's rite of passage from a young girl in Mexico to a woman in America. (This would have been their green dot).
2. Review the writing prompt with them.

#### **The prompt:**

Which event in Grande's life serves as the turning point in her coming of age? Use text evidence to support your choice and explain why, in the scope of the whole story, the event has the most impact on Grande as she developed into a woman. Discuss the significance of the event in detail. Make sure to include a discussion of a counterclaim in your argument.

3. Now they have to go back to that point in the story and start looking for evidence to support that claim.
4. Decide with your students how much evidence they need in proportion to their original explanation and analysis. How does this change based on the audience?
5. At the end of the activity, complete a "whip around" the class in order to hear each student's claim. Remind them prior to the "whip around" that it is acceptable to have a similar claim to someone else.
6. As students are sharing in the "whip around", make notes on a class roster so you know who you need to touch base with before they start writing the whole draft.

### Activity 28: Developing a Position – Creating a Claim

**Directions:** Think back to the dots activity. Where did you place your green dot? Review the following prompt:

Which event in Grande’s life serves as the turning point in her coming of age? Use text evidence to support your choice and explain why, in the scope of the whole story, the event has the most impact on Grande as she developed into a woman. Discuss the significance of the event in detail. Make sure to include a discussion of a counterclaim in your argument.

What is your claim?

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Start brainstorming evidence you will use to support your claim:

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## Writing Rhetorically

### Composing a Draft

#### Making Choices about Learning Goals

#### Activity 20D: Making Choices as You Write – Outline and Organizers

**Suggested Time:** 40 minutes

**Purpose:** To construct a basic outline for their writing assignment.

1. Remind students that although there are many ways students can approach the writing prompt, some basic elements must exist in order for them to earn the most points possible.
2. For this activity, direct students to complete the following organizer to help support their drafting.
3. After students have completed the organizer, partner them up and have them check each other’s reasoning.
  - a. Do they have enough evidence to prove that point?
  - b. What kind of transitions could they use in the draft to help orient and guide readers?
  - c. Are the reasons presented in the most impactful way?

### Activity 20D: Making Choices as You Write – Outline and Organizers

**Directions:** There are many ways you can approach the writing prompt; however, some basic elements must exist in order for you to earn the best score as judged by the Smarter Balanced Rubric. There is no specific length for this assignment in sentences, paragraphs, or pages. The emphasis should be on successfully convincing your reader through the thoughtful use of evidence that your argument makes the most sense.

*Use the following organizer as a guide only.* You can add to it or cross boxes off. After you finish the organizer, you will be working with a partner to check your reasoning.

Claim:		
Reason 1	Reason 2	Reason 3
Evidence	Evidence	Evidence
Explanation	Explanation	Explanation
Evidence	Evidence	Evidence
Explanation	Explanation	Explanation

Summation	Summation	Summation
Restated Claim:		

## Day 21

### Making Choices as you Write

#### Activity 29: Making Choices as You Write – Considering Purpose, Audience, Format and Topic

**Suggested Time:** 50 minutes

**Purpose:** To provide students with additional support before they begin drafting their written responses.

1. Students will need their rubric and materials for this activity.
2. Have students consider the following ideas before constructing their written response:
  - a. Purpose: Why are you writing? What specifically can you do in your writing to ensure your purpose shines through?
  - b. Audience: Who will the audience be for your writing? If you were to provide the author, Reyna Grande, with a draft of your writing, what would she think?
  - c. Format: How will you structure your writing? If you notice, the rubric doesn't specify a format. What will work best for what you want to say?
  - d. Topic: What specifically are you writing about? How will your claim be carried through your whole piece? How will you wrap up, or conclude, your writing?
3. After this introduction, students should be given time to draft their written response.
4. Conference with students as needed to help them through the writing process.
5. As students are writing, post a blank clock on the board and assign students times. Brief conversations with students as they are writing can save a lot of time and trouble later on.

### **Activity 29: Making Choices as You Write – Considering Purpose, Audience, Format and Topic**

**Directions:** Today you will be working on the draft for your final writing assignment. Your teacher will be meeting with individuals or groups to assess your progress. Before you start writing, consider the following:

- **Purpose:** Why are you writing? What specifically can you do in your writing to ensure your purpose shines through?
- **Audience:** Who will the audience be for your writing? If you were to provide the author, Reyna Grande, with a draft of your writing, what would she think?
- **Format:** How will you structure your writing? If you notice, the rubric doesn't specify a format. What will work best for what you want to say?
- **Topic:** What specifically are you writing about? How will your claim be carried through your whole piece? How will you wrap up, or conclude, your writing?

### **Activity 21D: Analyzing Your Draft Rhetorically – Revising for a New Audience Using A.R.M.S**

**Suggested Time:** 20 minutes

**Purpose:** To practice revising using a different lens.

1. Since this is a shorter activity, try to get to each student to check in with them on their progress with the draft. If some students are ready, they should start typing if you have the appropriate technology.
2. By this point in the module, students should have at least a rough draft. They will need the rough draft and several sticky notes.
3. Inform students that the audience for their writing has changed from the teachers at their school to Reyna Grande, herself, who is a California resident and deeply involved in educational causes.
4. Have students carefully reread their drafts with this new knowledge in mind. They should find and mark with the Post-it notes three places where they would revise their draft specifically to accommodate or address their new audience.
5. Work with students through the revision acronym ARMS:
  - a. What would they add?
  - b. What would they reword?
  - c. What would they move?
  - d. What would they substitute?
6. To wrap up the activity, create a chart on butcher paper and have students bring up their Post-its and place them in one of the four categories—additions, rewordings, moves, substitutions.

### **Activity 21D: Analyzing Your Draft Rhetorically – Revising for a New Audience Using A.R.M.S**

**Directions:** The audience for your writing has changed from the teachers at your school to Reyna Grande, herself, who is a California resident and deeply involved in educational causes. Carefully reread your draft with this new knowledge in mind. You should find and mark with the Post-it notes three places where you would revise your draft specifically to accommodate or address your new audience.

1. What would you add?
2. What would you reword?
3. What would you move?
4. What would you substitute?

After you have marked your drafts with the Post Its, mark your rough draft and bring your Post-its up to the front to put on the chart.

## **Day 22**

### **Negotiating Voices**

#### **Activity 30: Negotiating Voices – Quote Check**

**Suggested Time:** 25 minutes

**Purpose:** To ensure that the evidence is documented fairly and the support for the claim is dispersed throughout the writing.

1. Ensure that students have access to the following materials: their rough draft, their book, a pencil and a highlighter.
2. Have all students pass in their drafts.
3. Explain to students that they are going to do something anonymously to help a classmate. (It's important that this is anonymous because the paper needs to stand on its own. The owner cannot "go over" to someone's desk and explain what they have written.)
4. Students will be checking to see how well the evidence functions in another student's essay.
5. After students have completed reading the essays and doing the worksheet, they should return both to you. (You might want to look at them before passing them back to the students, just to make sure everything is reasonable.)
6. This activity, while helpful for the person receiving the written feedback, is almost as helpful for the student who did the checking. As he or she poses questions of another person's draft, many of them think of their own draft and their success with evidence.

### Activity 30: Negotiating Voices – Quote Check

**Directions:** You will be working on another student’s draft today to help him or her ensure the citations are done correctly. Once you have received a rough draft, carefully complete the following activities.

Part 1–Citations:

Paragraph	Page number	Correct page?	How is the quote introduced?
2	314	Yes	Grande states that, “...”

1. Is there variety in the way the different pieces of evidence are introduced?
2. Is there enough evidence to persuade a reasonable person to agree with this writer’s claim?
3. Is the evidence the writer selected the best evidence to support his or her claim? Can you think of any other evidence that might be useful?
4. Is the evidence distributed throughout the essay or mostly in one area? Is there a part of the essay that needs more evidence? Conversely, is there a part of the essay that is more evidence than an explanation?
5. Is the counterclaim supported with evidence? Is it enough evidence to be considered a “fair” treatment of the opposing claim?
6. Is the in-text citation punctuated correctly?

## Revising Rhetorically

### Analyzing Your Draft Rhetorically

#### Activity 31: Analyzing Your Draft Rhetorically—Descriptive Outlining

**Suggested Time:** 25 minutes

**Purpose:** To ensure that the student draft contains all of the necessary components and that assertions are well supported.

Add lines or rows to the worksheet to accommodate your students. Feel free to change the word bank to suit the words you specifically use in your classroom.

1. Provide each student with a chart.
2. Review the word bank to ensure that the students are comfortable with all of the words.



3. Explain that they will be systematically checking their own work for what they have done structurally. Content is not the focus of this activity.
4. Have students “chunk” their writing into divisions.
  - Introduction
  - Body
  - Counterargument
  - Conclusion
5. Guide students to go through their draft, completing the sections of the chart. Make sure to draw a line in highlighter or a different color pen to indicate your “chunks”. Decide which “chunk” needs the most attention.
6. Fill out the worksheet for at least one of your “chunks”. (Ideally the section they are struggling on the most.)
7. Following the activity, decide what you are lacking. Is it transitions? Is there an area where you need more evidence? More explanation?

**Activity 31: Analyzing Your Draft Rhetorically—Descriptive Outlining**

**Directions:** Look back at the work you have done on your draft. Chunk your draft into four parts—introduction, body, counterargument, and conclusion. Fill out the worksheet below for at least one of your chunks. Following the activity, decide what you are lacking. Is it transitions? Is there an area where you need more evidence? More explanation?

Word Bank for Column Three

- Analysis
- Background
- Claim
- Conclusion
- Counterclaim
- Evidence
- Explanation
- Exposition
- Introduction
- Reason
- Transition

What does the sentence start with? <i>(Write the first three words.)</i>	How many words does the sentence have? <i>(Count the number of words in the sentence.)</i>	What is the sentence doing? <i>(What is the purpose of the sentence? Choose a word from the word bank.)</i>


### **Activity 22D: Gathering and Responding to Feedback – Making Suggestions on Google Docs**

**Suggested Time:** 25 minutes

**Purpose:** To gather feedback on their drafts using technology.

1. If you have access to technology, this would be the easiest. If you do not have access to technology, you will need to provide students with Post-it notes to complete the suggestions.
2. Have students get out their Academic Conversation Placemats.
3. Direct students to open their drafts on Google Docs.
4. Have students choose a partner to share their draft to using the blue button in the upper right-hand corner of the screen.
5. Partners can access each other’s drafts through their Google Drive under “Shared with Me.”
6. Demonstrate the suggest feature on the screen or board by going to the upper right hand of the screen and selecting the small pencil that says “editing. If you click the small triangle, a drop-down menu will appear. Students can select “suggesting” so none of their comments will interfere with the original document.
7. Using sentence frames from the chart, direct students to carefully read the draft and make at least three suggestions for revision—not editing at this point.
8. Have students open their own document back up and decide whether to “accept” or “reject” the suggestions.

## **Activity 22D: Gathering and Responding to Feedback – Making Suggestions on Google Docs**

### **Directions:**

1. Get out your Academic Conversation Placemats.
2. Open your draft on Google Docs.
3. Choose a partner to share your draft to using the blue button in the upper right-hand corner of the screen.
4. Partners can access each other’s drafts through their Google Drive under “Shared with Me.”
5. Watch your teacher demonstrate the suggest feature on the screen or board. You can make suggestions by going to the upper right hand of the screen and selecting the small pencil that says “editing. If you click the small triangle, a drop-down menu will appear. Students can select “suggesting” so none of your comments will interfere with the original document.
6. Using sentence frames from the chart, carefully read the draft and make at least three suggestions for revision—not editing at this point.
7. Open your own document back up and decide whether to “accept” or “reject” the suggestions.

## **Day 23**

### **Gathering and Responding to Feedback**

#### **Activity 32: Gathering and Responding to Feedback – Four Corners Post it Activity**

**Suggested Time:** 25 minutes.

**Purpose:** To allow students to gain feedback on their completed draft. Also, having students read their drafts out loud often helps them catch small errors.

1. Prior to students entering the room, post signs in the corners.
  - CORNER A—Book 1—Chapters 1-10
  - CORNER B—Book 1—Chapters 11-20
  - CORNER C—Book 2—Chapters 1-10
  - CORNER D—Book 2—Chapters 11-24
2. Have students go to the corner that corresponds to the event they identified as pivotal in Grande’s rite of passage.
3. Once students reach the corner, group them into fours, provide each student with Post-it notes and letter each student into A, B, C, D.
4. Give each student time to read his or her draft to the small group by calling out a letter.
5. Other students in the group need to write a “glow” and a “grow”.

6. After everyone has read his or her drafts and gathered Post-it feedback, have students return to their desks and decide whether or not to use the feedback.
7. Students should have time to work on their final drafts.

**Activity 32: Gathering and Responding to Feedback – Four Corners Post it Activity**

**Directions:** Your teacher will have labeled the four corners of the room. Go to the corner that corresponds to the part of the text you selected for your written response.

Which corner did you go to? \_\_\_\_\_

*Put your Post-it Notes here*

Which feedback will you use?

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Did your group interpret your writing like you hoped they would?

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After reading your writing out loud, what did you notice that you could fix?

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Look at your rubric for this assignment. How would you rank yourself right now? *Star your rankings on the rubric.*

What do you need to do before you turn in your essay to improve your score?

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### **Activity 23D: Editing Your Draft – Gaining Feedback by Using SlickWrite**

**Suggested Time:** 25-40 minutes, depending on the student

**Purpose:** To use available free technological tools to edit their work, verify their sentence variety and evaluate their word choice.

1. If you don't have access to a computer for each student and Internet access, you might want to do an alternative activity.
2. Also, please note that this website does not do the work for them, it just presents observations. The students still have to figure out what to do themselves.
3. Have students open their draft in Google Docs.
4. Have them select the entire draft and copy it.
5. Direct students to the website [www.slickwrite.com](http://www.slickwrite.com)
6. Have them paste their essay into the white box and click the green "continue" button.
7. After the draft has been "read", students can use the tabs at the top to check their:
  - a. Features—typical editing
  - b. Structure—displays the type of sentence
  - c. Vocabulary—displays the most repeated words and other statistics about the level of the vocabulary in the piece.

### **Activity 23D: Editing Your Draft – Gaining Feedback by Using SlickWrite**

#### **Directions:**

1. Open your draft in Google Docs.
2. Select the entire draft and copy it.
3. Go to [www.slickwrite.com](http://www.slickwrite.com)
4. Paste your essay into the white box and click the green "continue" button.
5. After the draft has been "read", you can use the tabs at the top to check your:
  - a. Features—typical editing
  - b. Structure—displays the type of sentence
  - c. Vocabulary—displays the most repeated words and other statistics about the level of the vocabulary in the piece.

## Editing

### Day 24

#### Editing Your Draft

##### Activity 33: Editing Your Draft—Sentence Level Analysis

**Suggested Time:** 20 minutes

**Purpose:** To evaluate sentence variety and complexity in student drafts.

Direct students to do a reflection using the chart from their descriptive outlining. By examining the patterns in your sentences, ask yourself the following questions as you complete your final draft:

1. Am I starting my sentences off in different and unique ways or am I starting with the same few words or expressions?
2. How am I introducing my evidence? Is it repetitive?
3. Do I have a variety of sentence types and lengths?

##### Activity 33: Editing Your Draft—Sentence Level Analysis

**Directions:** Using your descriptive outlining chart and the feedback from your peers, start examining the patterns in your sentences, ask yourself the following questions:

1. Am I starting my sentences off in different and unique ways or am I starting with the same few words or expressions?
2. How am I introducing my evidence? Is it repetitive?
3. Do I have a variety of sentence lengths?

Choose a sentence that could be a little better and write it on the sentence strip or paper provided by your teacher. Do not put your name on it.

#### Preparing Your Draft for Publication

##### Activity 34: Preparing Your Draft for Publication – Formatting Considerations

**Suggested Time:** 10 minutes

**Purpose:** To ensure equity in grading by standardizing the format of submissions.

1. Using your computer and a projector, walk students through the steps necessary to format their work to your specifications.
  - a. Double-spaced
  - b. 12-pt. font
  - c. Standard font (Times New Roman or Ariel)
  - d. 1” margins
  - e. Heading or cover sheet (depending on your specifications)

2. Have students review their rubric one more time against their work and circle where they feel they are at for each part.

### **Activity 34: Preparing Your Draft for Publication – Formatting Considerations**

**Directions:** Format your draft to match the following specifications.

- Double-spaced
- 12-pt. font
- Standard font (Times New Roman or Ariel)
- 1” margins
- Heading or cover sheet (your teacher will tell you which he or she prefers)

### **Activity 24D: Reflecting on Your Writing Process – Dice Discussion**

**Suggested Time:** 25 minutes

**Purpose:** To reflect on their writing and to practice discussion skills.

1. You will need a dice for this activity, the bigger the better.
2. If you can take notes during the dice share out activity, it will provide you with some excellent information about the “state of your class” with writing.
3. Partner students up—ideally students who do not normally talk to each other.
4. Post the following questions on the board or screen:
  1. What was the easiest part of the writing assignment for you?
  2. What was the most difficult part of the writing assignment for you?
  3. Did technology make the writing easier or harder? Explain.
  4. What paragraph are you most proud of?
  5. Which paragraph do you still feel a little unsure of?
  6. What editing skill do you still want to work on?
5. After partnerships have interviewed each other, call on each student and roll the big dice. The student will have to share his or her partner’s answer for that number. This ensures that students listen, and perhaps even take a few notes.

### **Activity 24D: Reflecting on Your Writing Process – Dice Discussion**

**Directions:** Today you will be partnering up to discuss the writing assignment you just completed and to reflect on our progress in writing this year. Each partnership will get a dice. Roll the dice and answer one of the following questions.

1. What was the easiest part of the writing assignment for you?
2. What was the most difficult part of the writing assignment for you?
3. Did technology make the writing easier or harder? Explain.
4. What paragraph are you most proud of?
5. Which paragraph do you still feel a little unsure of?
6. What editing skill do you still want to work on?

## **Day 25**

### **Reflecting on Your Writing Process**

#### **Activity 35: Reflecting on Your Writing Process – Golden Lines**

**Suggested time:** 20 minutes

**Purpose:** To engage students in a light-hearted reflection of their writing in this unit.

1. Instruct student to gather all of your materials for this unit.
2. Students should reread their quickwrites, annotated timeline summaries, and drafts.
3. Tell students to choose their “golden line” from the work they have produced in this unit.
4. Provide a sentence strip, post-it note or another item for students to write on.
5. Have students read their “golden line” to the class and then post it on the wall or anchor chart for display.
6. After all students have shared, engage in a thumb up (agree), thumb to the side (undecided), or thumb down (disagree) activity with the following questions:
  - a. My writing improved during this module.
  - b. The length or depth of my responses changed during the module.
  - c. I included text evidence in multiple pieces of writing during this module.
  - d. I formed multiple claims about the text in this module.
  - e. I attempted to persuade others to agree with me using evidence in this module.
  - f. I used technology to produce writing in this module.
  - g. I benefitted from peer feedback in this module.



**Teaching Note:** If you have a TA or someone who can help you count, it's fun to use this as informal data.

### **Activity 35: Reflecting on Your Writing Process – Golden Lines**

**Directions:** Reread your quickwrites, annotated timeline summaries, and drafts. Select your r “golden line” from the work you have produced in this unit. Write your sentence on the item your teacher provides you and prepare to read it to the class. Post it on the wall or anchor chart for display.

### **Reflecting on Your Teaching Process**

Return to the questions at the beginning of the module, then consider the following questions:

- How did your class do on the activities? Which activity did they like the best? Which worked the best?
- How was the pace for your students?
- What would you change about your plan, teach, reflect, apply cycle of teaching for this module?
- How will you use the information from the reading and writing surveys to inform your teaching in the next module?

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