

Unit 2: Hope Rising

5th Grade ELA

55 Class Meetings

Revised June 2026

Essential Questions

- How do challenges shape a person's identity and character?
- How does Pam Muñoz Ryan use symbolism and foreshadowing to develop themes in *Esperanza Rising*?
- How do human rights issues affect individuals and communities?

Enduring Understandings with Unit Goals

- EU 1:** Characters grow and change in response to challenges and adversity.
- Analyze Esperanza's transformation throughout the novel.
 - Examine how experiences influence a character's beliefs and actions.
 - Compare Esperanza's character at the beginning and end of the novel.
 - Analyze how relationships contribute to character development.
- EU 2:** Authors use literary elements such as symbolism, foreshadowing, and conflict to develop meaning.
- Identify examples of symbolism and foreshadowing throughout the novel.
 - Analyze how symbols contribute to theme and character development.
 - Examine how conflict drives the plot and shapes characters.
 - Explain how figurative language contributes to meaning.
- EU 3:** Literature can help readers understand issues of immigration, social class, human rights, and cultural identity.
- Analyze the impact of social class on characters' experiences.
 - Examine challenges faced by immigrant families.
 - Explore themes of equality, dignity, and human rights.
 - Make connections between historical events and contemporary issues.

Standards

Common Core State Standards:

CCSS.ELA-Literacy.RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-Literacy.RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

CCSS.ELA-Literacy.RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CCSS.ELA-Literacy.RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CCSS.ELA-Literacy.RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.

CCSS.ELA-Literacy.RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

CCSS.ELA-Literacy.RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Unit 2: Hope Rising

5th Grade ELA

55 Class Meetings

Revised June 2026

CCSS.ELA-Literacy.RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.5.4.a: Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.5.4.b: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.RF.5.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCSS.ELA-Literacy.W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.5.3.a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-Literacy.W.5.3.b: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-Literacy.W.5.3.c: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

CCSS.ELA-Literacy.W.5.3.d: Use concrete words and phrases and sensory details to convey experiences and events precisely.

CCSS.ELA-Literacy.W.5.3.e: Provide a conclusion that follows from the narrated experiences or events.

CCSS.ELA-Literacy.W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)

CCSS.ELA-Literacy.W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CCSS.ELA-Literacy.W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.5.1.a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-Literacy.SL.5.1.b: Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.5.1.c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-Literacy.SL.5.1.d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-Literacy.SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Unit 2: Hope Rising

5th Grade ELA

55 Class Meetings

Revised June 2026

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

1. Character Development and Coming of Age

- Analyze Esperanza's transformation from privilege to hardship.
- Examine how challenges shape identity.
- Explore the concept of coming-of-age literature.
- Compare Esperanza's relationships with Miguel, Mama, Isabel, and Marta.

2. Symbolism and Figurative Language

- Analyze the symbolism of the roses, blanket, almonds, pinata, valley, and phoenix-like imagery.
- Interpret metaphors and symbolic objects.
- Examine how symbols contribute to theme and character growth.

3. Foreshadowing and Prediction

- Identify examples of foreshadowing throughout the novel.
- Analyze how foreshadowing builds suspense.
- Use textual evidence to make and revise predictions.

Vocabulary and Key Terms: immigration, migrant worker, Great Depression, human rights, resilience, perseverance, symbolism, symbol, foreshadowing, metaphor, figurative language, theme, inference, textual evidence, privilege, social class, inequality, discrimination, prejudice, identity, coming of age, transformation, conflict, internal conflict, external conflict, setting, plot, character development, narrator, perspective, prediction, labor strike, equality, justice, dignity, empathy, sacrifice, opportunity, culture, heritage, community, hope, adversity, migrant camp, California, Mexico, economic hardship, determination, perseverance, universal rights, metaphorical river, migrant experience, characterization, tone, mood, historical fiction, interpretation, analysis, close reading, annotation, claim, evidence, reasoning.

Interdisciplinary Connection:

Humanities

Unit 2: Hope Rising

5th Grade ELA

55 Class Meetings

Revised June 2026

Daily Learning Objectives with *TWPS*

Students will be able to...

- Analyze the importance of setting and symbolism.**
 - *Why does Pam Muñoz Ryan spend so much time describing El Rancho de las Rosas?*
 - *What might the ranch symbolize for Esperanza?*
- Analyze social class and privilege.**
 - *Does Miguel truly believe there is a "river" between him and Esperanza? Why or why not?*
 - *How does social class affect their relationship?*
- Analyze symbolism.***
 - *How is the almond a metaphor for Esperanza?*
 - *What does the pinata symbolize?*
 - *What symbols appear throughout the novel and what do they represent?*
- Analyze conflict. ***
 - *What internal conflicts does Esperanza face?*
 - *What external conflicts shape her experiences?*
 - *How do these conflicts contribute to theme?*
- Examine human rights issues.***
 - *Which rights are threatened throughout the novel?*
 - *How do these experiences affect the characters?*
 - *How does the UDHR play into what we are reading in Esperanza?*
- Analyze how Esperanza responds to challenges and setbacks.****
 - *How would Esperanza have reacted to this situation at the beginning of the novel?*
 - *What does Esperanza's response reveal about how she is changing?*
 - *What challenge is Esperanza facing in this chapter, and how does she respond?*
 - *What evidence shows that Esperanza is becoming more resilient?*
- Analyze the relationship between Esperanza and Miguel.****
 - *How does Miguel challenge Esperanza's understanding of social class?*
 - *Why is Miguel such an important character in Esperanza's life?*
 - *How does their relationship change throughout the novel?*
 - *What lessons does Esperanza learn from Miguel?*
- Analyze how social class impacts characters' opportunities and choices.****
 - *What privileges did Esperanza have in Mexico that she no longer has in California?*
 - *How do social expectations influence the choices characters make?*
 - *Is the "river" between Miguel and Esperanza real or symbolic?*
 - *How do characters challenge or reinforce social class divisions?*
- Explain why the Universal Declaration of Human Rights was created.
 - *Why do countries need a shared agreement about human rights?*
- Identify key rights listed in the Universal Declaration of Human Rights.
 - *Which UDHR article connects most to your life?*
- Identify and summarize key rights included in the UDHR.
 - *Which article do you think is most important? Why?*

Unit 2: Hope Rising

5th Grade ELA

55 Class Meetings

Revised June 2026

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Paragraph frames and sentence starters
- Teacher modeling
- Think-write-pair-share and small-group discussions
- Graphic organizers
- Accountable talk
- Homework
- Word walls with visuals (Venn Diagrams)
- Small group instruction
- Visual exemplars with teacher and student critiques
- Text and video chunking
- Spiraling back to guiding questions
- Multiple CFUs
- Close reading with text-dependent questions

EL Differentiation Strategies

- Word Banks and Word Walls with visuals
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit teacher modeling
- Key vocabulary
- Graphic organizers
- Strategic Grouping
- Non-verbal assessments

Assessments

FORMATIVE ASSESSMENTS:

- Do Now
- Academic Discourse
- Exit Slips
- Accountable Talk Discussions
- Completed notes
- Completed graphic organizers
- Homework
- Performance Task -- “My Human Rights Story”
 - Teacher’s rubric/scoring guide

Unit 2: Hope Rising

5th Grade ELA

55 Class Meetings

Revised June 2026

SUMMATIVE ASSESSMENTS:

- Quiz: Character Development, Symbolism, Foreshadowing (EU1, EU2, and EU3)
- IAB
- Unit Task: “My Human Rights Story” (EU1, EU2 and EU3)

Unit Task

Unit Task Name: “My Human Rights Story”

Description: Upon completing the novel, students will demonstrate their understanding of Esperanza Rising by crafting a first-person narrative monologue from the perspective of a character whose human rights were challenged during the story. Students will select an important event, describe the experience using narrative techniques and sensory language, and explain how the event impacted the character's identity, beliefs, or future. Students will incorporate evidence from the novel and demonstrate an understanding of the human rights issues explored throughout the text..

Evaluation: Teacher’s Scoring Guide

Unit Resources

- Esperanza Rising by Pam Muñoz Ryan
- EL Education Grade 5 Module Materials
- Teacher-created Google Slides
- Universal Declaration of Human Rights
- Character Tracking Graphic Organizers
- Symbolism Anchor Charts
- Theme Tracking Journals
- CER Writing Templates
- Google Classroom
- Interactive Notebooks
- Vocabulary Resources
- Exit Slips
- Annotation Tools
- Human Rights Articles and Resources