

# Esperanza Rising

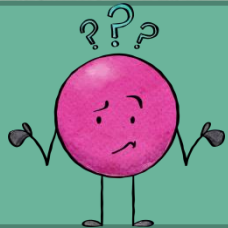
*Preview*

Try out this  
unit. Scroll  
down to see  
sample  
pages.



# Which version of this unit do I need?

Version	Links to Digital Resources	Vocabulary Practice	Comprehension Questions	Constructed Writing Prompts	Skill Practice
Esperanza Rising Digital + Printable	✓	✓	✓	✓	✓
Esperanza Rising Printable		✓	✓	✓	✓
Esperanza Rising Abridged		✓	✓	✓	



On the following pages, you will see snapshot examples for  
***Esperanza Rising Digital + Printable Novel Study.***

Be sure to look closely to see which version works best for your needs.

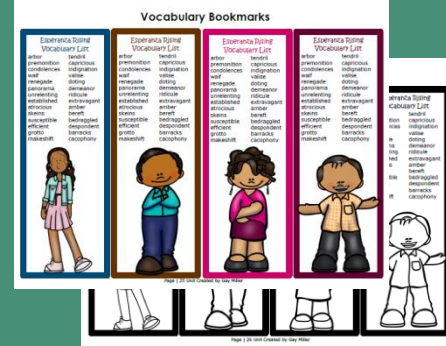


# VOCABULARY RESOURCES

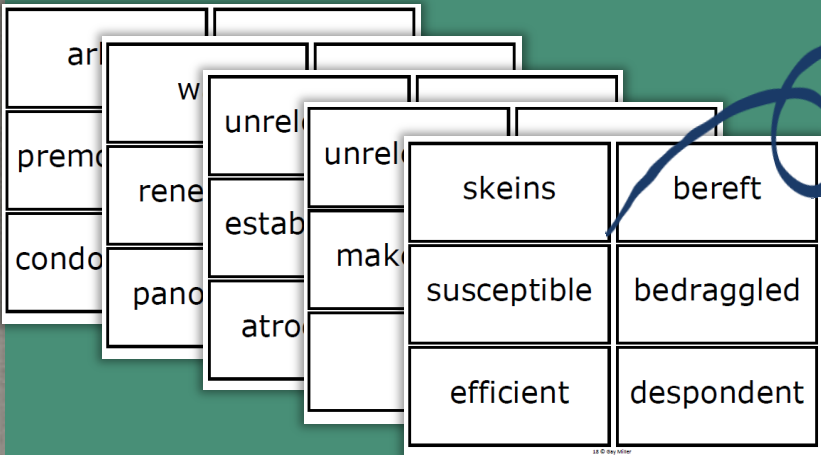


**WORD LIST**  
Students practice with two focus words for each reading selection. A wordlist with definitions, synonyms, and sample sentences from the story is included.

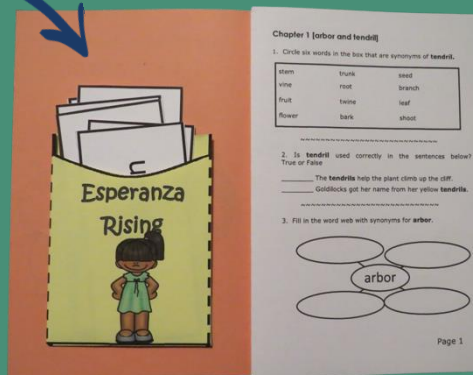
# VOCABULARY BOOKMARKS



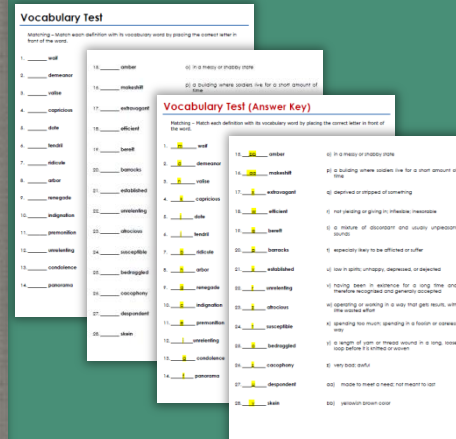
# WORD CARDS



# PRACTICE BOOK

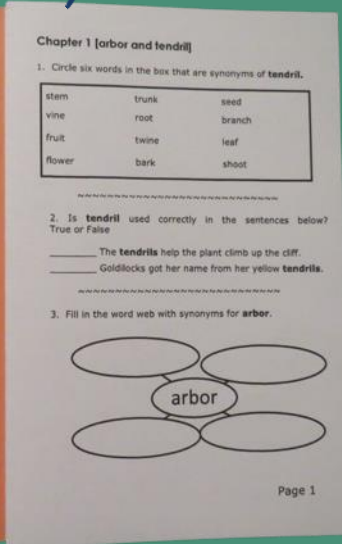


# TEST WITH ANSWER KEY



# DIGITAL VOCABULARY

Digital vocabulary practice is provided through Boom Learning Decks.



Drag the synonyms of **arbor** to the boxes on the word web.

grassland

field

garden

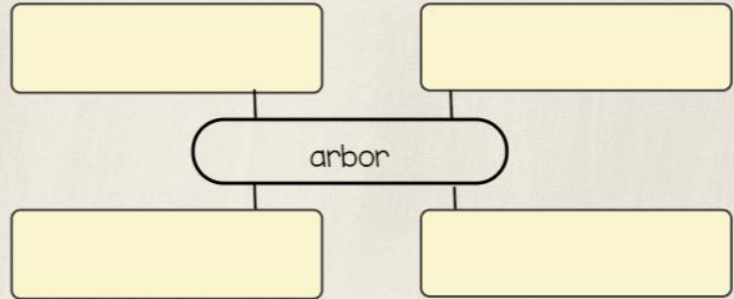
gazebo

lattice

shady area  
made by vines

rotunda

vineyard



# 14 COMPREHENSION CHECKS

## Esperanza Rising - Chapter 1

1. A good title for Chapter 1 could be ---.

- a. The Caterpillar
- b. The Harvest
- c. Understanding the Heart Beat
- d. Teaching Esperanza to Love the Land

3. What can be inferred from Papa wanting Esperanza to lie on the ground?

- a. Papa wants to hear his heart beat.
- b. Papa is determining if the fruit is ripe.
- c. Papa likes the feel of the earth.
- d. Papa wants Esperanza to love the land the same way he does.

5. Underline the onomatopoeic words in this passage.

And then she felt it. Softly at first. A gentle thumping. Then stronger. A resounding thud, thud, thud against her body.

She could hear it, too. The beat rushing in her ears. Shoomp, shoomp, shoomp.

7. Which genre is *Esperanza Rising*?

- a. drama
- b. historical fiction
- c. adventure
- d. western

Explain why you selected this answer.

## Esperanza Rising - Chapter 1

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7. Which genre is *Esperanza Rising*?

- a. drama
- b. historical fiction
- c. adventure
- d. western

Explain why you selected this answer.

The book is set in Mexico in 1924.

Which word best describes Papa's relationship with his daughter in Chapter 1?

serious

amused

teaching

playful





I used this every day as an interactive journal. My students were very engaged and they learned so many standards! I just re-downloaded this to my new computer not realizing how many updates Gay Miller had done.

As if this resource wasn't already amazing, now it's even better with all of the digital tools! This is so great for distance learning. I can't say enough for how talented she is in creating her resources. I honestly can't believe she doesn't charge more them.

-Chelsey



I TREASURE this resource! It got me through a novel study with my fifth graders! The vocabulary support, the comprehension questions, the various story supports are all vital to this study and it really helped me understand the book better as a teacher, in addition to really driving the story with my kids. Loved every bit of this resource!

-Morgan



This resource is AmAZInG! It encompasses so many different skills and is engaging! I think this is my favorite TPT purchase yet!

-Kelly



Like most teachers, I used this as an interactive journal for our novel study. My students were very engaged last year and hoping this year will be the same. Having this resource made me stress less and focus more on meaningful conversations about the book. Thanks!!

-Monae



This resource is PACKED with wonderful activities that definitely kept my students engaged at all times. I think the comprehension questions that came at the end of each chapter helped the kiddos "process" that chapter a little more and the vocab pages were right at their level.

-Allison

# 16 CONSTRUCTED WRITING PROMPTS

Full Page  
Answer Keys

**Constructed Response - Setting**

Place Where the Story Takes Place	Time the Story Takes Place

**Constructed Response - Setting**

Place Where the Story Takes Place Agua Calientes, Mexico This is a small state in central Mexico. This is where Esperanza's family lives on a large farm, El Rancho de las Rosas (The Ranch of Roses)	Time the Story Takes Place 1924 - 1930
---	---

**Constructed Response - Setting**

Place Where the Story Takes Place	Time the Story Takes Place

**Setting**

Importance of the Setting	Mood - Atmosphere of the Setting

Page | 134 Used Created by Gay Miller

setting, or event in a story or drama, (thoughts, words, or actions); where characters, settings, or events in a story; how characters interact; an analysis of what the text says explicitly

with and  
without  
CCSS

**Constructed Response - Setting**

How is the setting important in *Esperanza Rising*? Use details and information from the story to support your answer.

<b>Locations Where the Story Takes Place</b> Type answer here.	<b>Importance of the Setting</b> Type answer here.
<b>What is Taking Place in these Locations</b> Type answer here.	<b>Mood - Atmosphere of the Setting</b> Type answer here.

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# SAMPLE SKILL LESSON

Students learn the rules with the organizer. Printable and digital versions are included.

**-ance**      **-ence**

used to make nouns  
meaning either: a quality or state or an action

**Present**



In the perfect tense, the action has already been completed.

**Past**

**Future**

**In the perfect tense, the action has already been completed.**

subject + have/has + verb + ed	Examples Type sentences with each verb tense in the example boxes.
subject + had + verb + ed/en	Examples
subject + shall have/ will have + verb + ed	Examples

© Gay Miller

**Special Text**  
Some different ways to make words stand out include:

**Large print**      *italics*  
Small print      underline  
**CAPITALS**      **highlight**

This booklet uses special text in several ways:

- Notice the heading "The Roaring Twenties" on page 5 is both large and bold to help the reader locate the heading quickly.
- Highlighted words are often found in the glossary.

**Task 3** – Use a highlighter to highlight the following words:

page 5 – installments	page 7 – invested
page 11 – Stock Market	page 11 – Black Tuesday
page 13 – Hoovervilles	page 15 – Dust Bowl
page 17 – National Guard	page 23 – brown plague

These words will go into your glossary. [Instructions for making a glossary are found on page 24.]





On the odd number pages of this book, count how many times you see each type of special print.

**Bold**      \_\_\_\_\_  
**Large print**      \_\_\_\_\_  
**Color**      \_\_\_\_\_  
**Highlight**      \_\_\_\_\_  
**CAPITALS**      \_\_\_\_\_

Why is special text important?  
Page 4

**The Roaring Twenties**

When World War I was over in 1918, most Americans had jobs. They spent their money on many new products such as:

	phonographs
	automobiles
	radios
	going to the movie theater

Companies were growing quickly. People wanted to buy items like refrigerators and washing machines. These could be purchased on installments (paying a

**Special Text**  
Some different ways to make words stand out include:

**Bold**      **Color**  
**Large print**      *italics*  
Small print      underline  
**CAPITALS**      **highlight**

This booklet uses special text in several ways:

- Notice the heading "The Roaring Twenties" on page 3 is both large and bold to help the reader locate the heading quickly.
- Highlighted words are often found in the glossary.

**Task 3** – Use a highlighter to highlight the following words:

page 5 – installments	page 4 – invested
page 6 – Stock Market	page 6 – Black Tuesday
page 7 – Hoovervilles	page 8 – Dust Bowl
page 9 – National Guard	page 12 – brown plague

These words will go into your glossary. [Instructions for making a glossary are found on page 12.]

On the right side of this book, count how many times you see each type of special print.

**Bold**      \_\_\_\_\_  
**Large print**      \_\_\_\_\_  
**Color**      \_\_\_\_\_  
**Highlight**      \_\_\_\_\_  
**CAPITALS**      \_\_\_\_\_

**The Roaring Twenties**

When World War I was over in 1918, most Americans had jobs. They spent their money on many new products such as:

	phonographs
	automobiles
	radios
	going to the movie theater

Companies were growing quickly. People wanted to buy items like refrigerators and washing machines. These could be purchased on installments (paying a small amount each month).

**-ence**  
**Rules**  
Listen for the (E) sound correspondence

**-ance**  
**Rules**  
Listen for the (A) sound elegance

**Rule** – verbs ending in **-ere**  
Examples

**Rule** – verbs ending in **-ure, -ere, or -ear**  
Examples

**Rule** – adjectives ending in **-ant**  
Examples

**Rule** – adjectives ending in **-ant**  
Examples

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Prefixes and Suffixes

Verb Tenses

Text Structures



# What are Boom Cards?

Boom Cards are digital task cards that students play on the Boom Learning Website.

They...

- ✓ are fully digital – require no printing, paper, ink, etc.
- ✓ may be used on all modern browsers
- ✓ are played on devices connected to the Internet
- ✓ can be used for student practice at no cost to you

When you purchase this novel study from TPT, you will receive special links to these Boom Cards. When you click on one of these links, you will be asked to sign into your account or create a free account at the Boom Learning Website. The special links in the paid resource let the Boom Learning site know you have purchased the deck. When you click the link, Boom Learning sends the Boom Deck to your Boom Library, so your students can access them. Students can play for free or data will be tracked for you with the Boom Learning Paid Subscription.

[Click here](#) for a playable preview on Boom Learning.

Drag the synonyms of **tendrils** to the synonym box and the antonyms of **tendrils** to the antonym box.

Synonyms

Antonyms

stem

branch

vine

trunk

seed

root

Select all the onomatopoeic words in this passage.

And

then

she

felt

it.

A

gentle

thumping.

Then

stronger.

A

resounding

thud,

thud,

thud

against

her

body.

She

could

hear

it,

too.

The

beat

rushing

in

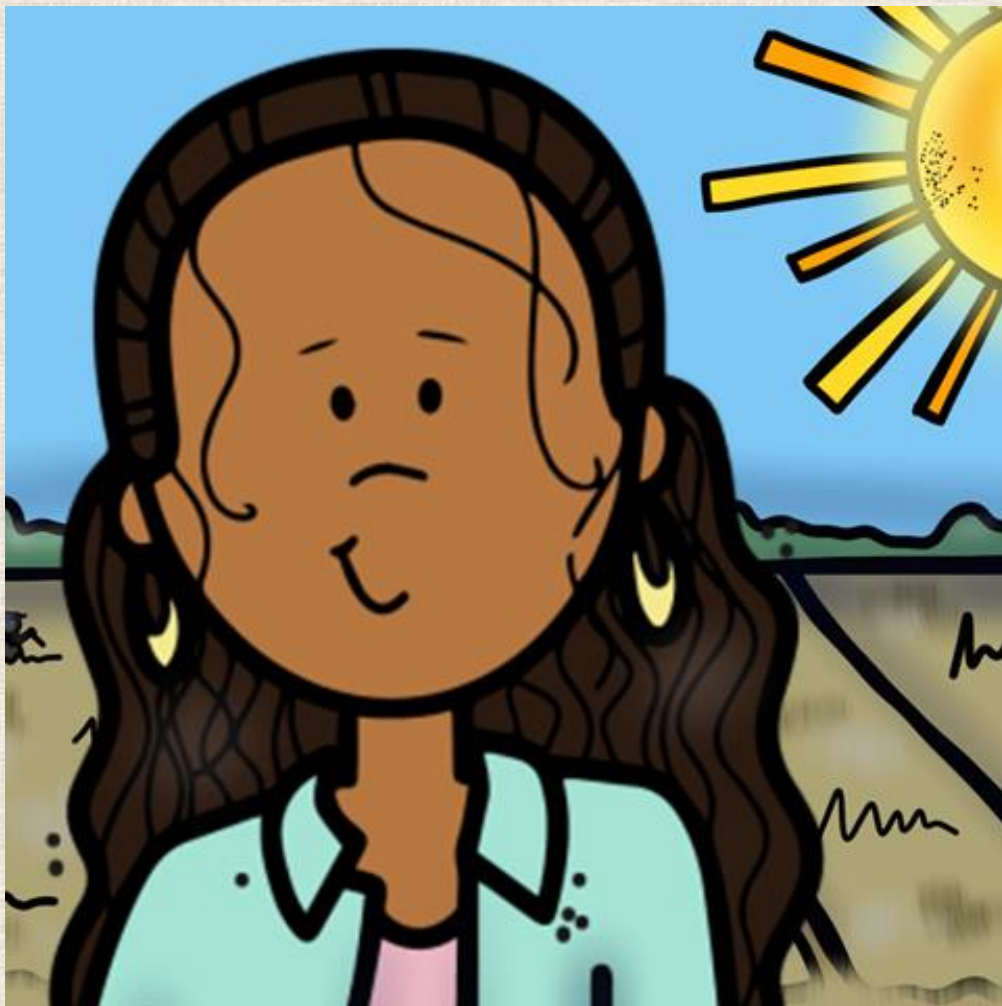
her

ears.

Shoomp.

# Esperanza Rising

*Novel Study Samples*



*Created by Gay Miller*





**Thank you for  
downloading this novel  
study sample.**

**On the next pages, you will find the following pages  
from the unit including:**

- **Table of Contents for the Digital + Printable Version**
- **Lesson Plans at a Glance for the Full Unit**

### **FREE SAMPLE PAGES**

**The First Reading Selection plus Answer Keys  
(These pages are found in all versions of this unit.)**

- **Vocabulary Practice**
- **Comprehension Questions**
- **Constructed Response Writing Prompt  
(with and without the Common Core  
Standards)**



**Are you wondering what other novel  
studies I have available? You can see  
the complete list [here](#).**

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# Lesson Plans at a Glance

Read	Vocabulary Words and Practice Book		Comprehension Practice	Constructed Response Question	Skill Practice
Chapter 1	arbor tendrill	Page 1	Chapter 1	Setting	Prefix Organizers
Chapter 2	premonition capricious	Page 2	Chapter 2	*Characters and Relationships *Comparing Characters	Suffix Organizers
Chapter 3	condolences indignation	Page 3	Chapter 3	*Responding to Literature [Inheritance Laws]	Prefix and Suffix Puzzles
Chapter 4	waif valise	Page 4	Chapter 4	*Point of View	Root Word Organizers
Chapter 5	renegade doting	Page 5	Chapter 5	*Acrostic [Summarizing]	Root Word Game
Chapter 6	panorama demeanor	Page 6	Chapter 6	*Character Traits	Figurative Language Organizers
Chapter 7	unrelenting ridicule	Page 7 Page 8 [review]	Chapter 7	*Character Map *Cause and Effect	Use response cards to identify figurative language types.
Chapter 8	established extravagant	Page 9	Chapter 8	*Figurative Language	Perfect Verb Tense Organizer
Chapter 9	atrocious amber	Page 10	Chapter 9	*Problem and Solution Chain	Perfect Verb Tense Task Cards
Chapter 10	skeins bereft	Page 11	Chapter 10	*Point of View	Text Features
Chapter 11	susceptible bedraggled	Page 12	Chapter 11	*Character Traits	Text Features
Chapter 12	efficient despondent	Page 13	Chapter 12	*Theme	Text Features
Chapter 13	unrelenting barracks	Page 14	Chapter 13	*Character's Actions	Context Clues Organizers
Chapter 14	makeshift cacophony	Page 15 Page 16 [review]	Chapter 14	*Plot Development	Context Clues Task Cards
	Vocabulary Test				

## Vocabulary Review

Write a synonym from your vocabulary list for each word listed:

1. disharmony \_\_\_\_\_
2. susceptible \_\_\_\_\_
3. horrendous \_\_\_\_\_
4. depressed \_\_\_\_\_
5. length of yarn \_\_\_\_\_
6. spending too much \_\_\_\_\_
7. quarters \_\_\_\_\_
8. well-organized \_\_\_\_\_
9. bereft \_\_\_\_\_
10. temporary \_\_\_\_\_
11. disheveled \_\_\_\_\_
12. yellowish brown \_\_\_\_\_
13. unyielding \_\_\_\_\_
14. customary \_\_\_\_\_

## Chapter 1 [arbor and tendril]

1. Circle six words in the box that are synonyms of **tendril**.

stem	trunk	seed
vine	root	branch
fruit	twine	leaf
flower	runner	shoot



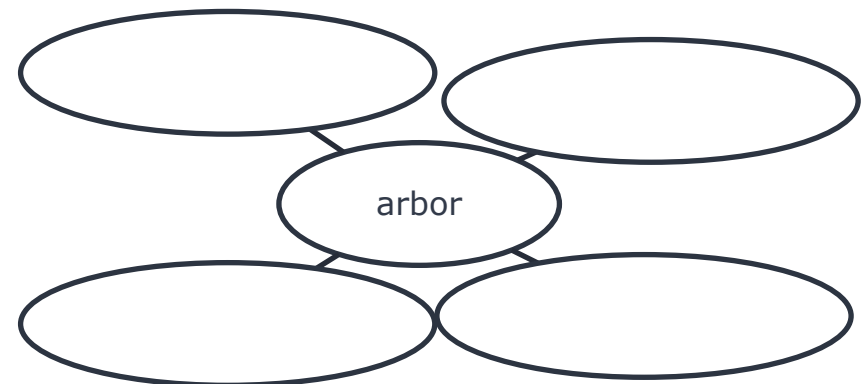
2. Is **tendril** used correctly in the sentences below?  
True or False

\_\_\_\_\_ The **tendrils** help the plant climb up the cliff.

\_\_\_\_\_ Goldilocks got her name from her yellow **tendrils**.



3. Fill in the word web with synonyms for **arbor**.



## Vocabulary Review

Write a synonym from your vocabulary list for each word listed:

1. disharmony cacophony
2. susceptible at risk
3. horrendous atrocious
4. depressed despondent
5. length of yarn skein
6. spending too much extravagant
7. quarters barracks
8. well-organized efficient
9. bereft deprived
10. temporary makeshift
11. disheveled bedraggled
12. yellowish brown amber
13. unyielding unrelenting
14. customary established

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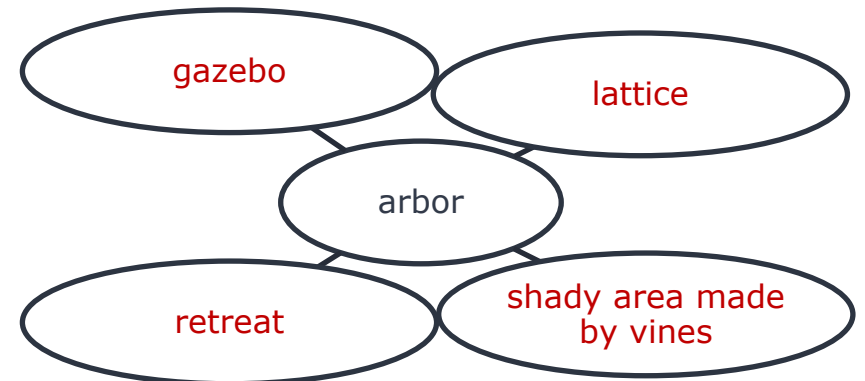
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T The **tendrils** help the plant climb up the cliff.

T Goldilocks got her name from her yellow **tendrils**.



3. Fill in the word web with synonyms for **arbor**.





# Esperanza Rising ~ Chapter 1

1. A good title for Chapter 1 could be ---.

- a. The Caterpillar
- b. The Harvest
- c. Understanding the Heart Beat
- d. Teaching Esperanza to Love the Land

2. Chapter 1 is told from which point of view?

- a. 1<sup>st</sup> through Papa
- b. 1<sup>st</sup> through Esperanza
- c. 3<sup>rd</sup> through Papa
- d. 3<sup>rd</sup> through Esperanza

3. What can be inferred from Papa wanting Esperanza to lie on the ground?

- a. Papa wants to hear his heart beat.
- b. Papa is determining if the fruit is ripe.
- c. Papa likes the feel of the earth.
- d. Papa wants Esperanza to love the land the same way he does.

4. The setting is important to the story because---

- a. Papa shares his love for the land with his daughter.
- b. The harvest is soon.
- c. Papa and Esperanza can walk in the vineyard.
- d. The earth is talking.

5. Underline the onomatopoeic words in this passage.

And then she felt it. Softly at first. A gentle thumping. Then stronger. A resounding thud, thud, thud against her body.

She could hear it, too. The beat rushing in her ears. Shoomp, shoomp, shoomp.

6. Which word best describes Papa's relationship with his daughter in Chapter 1?

- a. playful
- b. amused
- c. teaching
- d. serious

7. Which genre is *Esperanza Rising*?

- a. drama
- b. historical fiction
- c. adventure
- d. western

Explain why you selected this answer.

---

---

8. Read this line from the end of Chapter 1.

"It gives us the grapes and then they welcome us." He gently touched a wild tendril that reached into the row, as if it had been waiting to shake his hand.

Which type of figurative language does this line contain?

- a. personification
- b. metaphor
- c. repetition
- d. simile

Explain why you selected this answer.

---

---

# Constructed Response - Setting

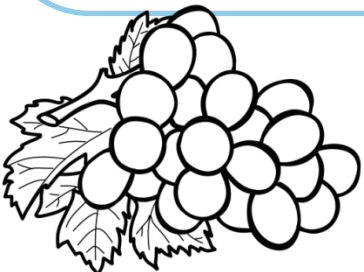
Place Where the Story Takes Place

Time the Story Takes Place

## Setting

Importance of the Setting

Mood - Atmosphere of the Setting



[CCSS.ELA-Literacy.RL.4.3](#) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).  
[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.6.1](#) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

# Esperanza Rising ~ Chapter 1

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- a. The Caterpillar
- b. The Harvest
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- d. **Teaching Esperanza to Love the Land**

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- a. Papa wants to hear his heart beat.
- b. Papa is determining if the fruit is ripe.
- c. Papa likes the feel of the earth.
- d. **Papa wants Esperanza to love the land the same way he does.**

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- a. **Papa shares his love for the land with his daughter.**
- b. The harvest is soon.
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5. Underline the onomatopoeic words in this passage.

And then she felt it. Softly at first. A gentle **thumping**. Then stronger. A resounding **thud, thud, thud** against her body.

She could hear it, too. The **beat** rushing in her ears. **Shoomp, shoomp, shoomp**.

6. Which word best describes Papa's relationship with his daughter in Chapter 1?

- a. playful
- b. amused
- c. **teaching**
- d. serious

7. Which genre is *Esperanza Rising*?

- a. drama
- b. **historical fiction**
- c. adventure
- d. western

Explain why you selected this answer.

**The book is set in Mexico in 1924.**

8. Read this line from the end of Chapter 1.

"It gives us the grapes and then they welcome us." He gently touched a wild tendril that reached into the row, as if it had been waiting to shake his hand.

Which type of figurative language does this line contain?

- a. **personification**
- b. metaphor
- c. repetition
- d. simile

Explain why you selected this answer.

**The land and grapes take on the characteristics of humans.**

## Constructed Response - Setting

Place Where the Story Takes Place

**Aguascalientes, Mexico**

**This is a small state in central Mexico. This is where Esperanza's family lives on a large farm, El Rancho de las Rosas (The Ranch of Roses)**

Time the Story Takes Place

**1924 - 1930**

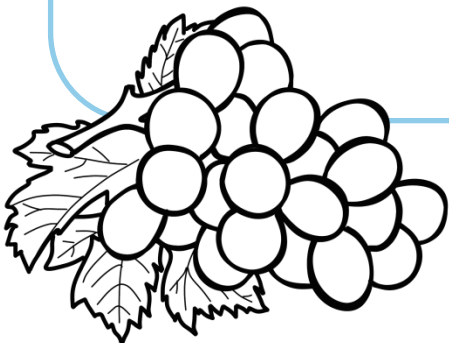
# Setting

Importance of the Setting

**The ranch is beautiful with mountains and fertile valleys. Esperanza's family grows grapes in this rich land.**

Mood - Atmosphere of the Setting

**The family has a great love for the land.**



[CCSS.ELA-Literacy.RL.4.3](#) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).  
[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.6.1](#) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

# *Student Packet without Standards*

Originally 46 states adopted the Common Core State Standards. Many teachers have commented that they love having the standards on pages with constructed response writing prompts for accountability reasons. Now educational trends are changing. Many states have repealed Common Core and adopted their own state standards. To meet the needs of teachers both using and not using Common Core Standards, I have opted to provide the writing questions both with and without standards.

To make creating a printable student packet easier, the comprehension and constructed response questions are both included in this section.



# Esperanza Rising ~ Chapter 1

1. A good title for Chapter 1 could be ---.

- a. The Caterpillar
- b. The Harvest
- c. Understanding the Heart Beat
- d. Teaching Esperanza to Love the Land

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- c. 3<sup>rd</sup> through Papa
- d. 3<sup>rd</sup> through Esperanza

3. What can be inferred from Papa wanting Esperanza to lie on the ground?

- a. Papa wants to hear his heart beat.
- b. Papa is determining if the fruit is ripe.
- c. Papa likes the feel of the earth.
- d. Papa wants Esperanza to love the land the same way he does.

4. The setting is important to the story because--.

- a. Papa shares his love for the land with his daughter.
- b. The harvest is soon.
- c. Papa and Esperanza can walk in the vineyard.
- d. The earth is talking.

5. Underline the onomatopoeic words in this passage.

And then she felt it. Softly at first. A gentle thumping. Then stronger. A resounding thud, thud, thud against her body.

She could hear it, too. The beat rushing in her ears. Shoomp, shoomp, shoomp.

6. Which word best describes Papa's relationship with his daughter in Chapter 1?

- a. playful
- b. amused
- c. teaching
- d. serious

7. Which genre is *Esperanza Rising*?

- a. drama
- b. historical fiction
- c. adventure
- d. western

Explain why you selected this answer.

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8. Read this line from the end of Chapter 1.

"It gives us the grapes and then they welcome us." He gently touched a wild tendril that reached into the row, as if it had been waiting to shake his hand.

Which type of figurative language does this line contain?

- a. personification
- b. metaphor
- c. repetition
- d. simile

Explain why you selected this answer.

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# Constructed Response - Setting

Place Where the Story Takes Place

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Time the Story Takes Place

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## Setting

Importance of the Setting

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Mood - Atmosphere of the Setting

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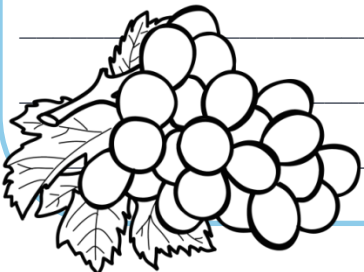
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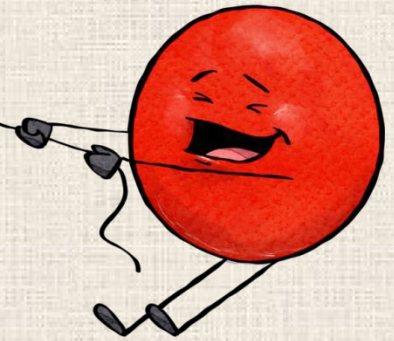
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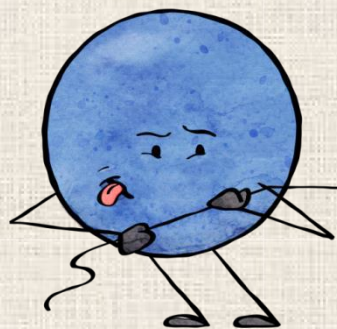


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