Unit 1

Title: Eleven

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.6.1, RL.6.3, RL.6.4, RL.6.5, RL.6.6; W.6.2, W.6.4, W.6.9; SL.6.1; L.6.1, L.6.2, L.6.5

Teacher Instructions

**Preparing for Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

We all carry with us the years that come before, sometimes reverting to the child within us through our thoughts, actions, and/or emotions.

Synopsis

Rachel wakes up on her eleventh birthday feeling as if she’s still ten—and nine, and eight, and all the ages that came before. At school, what should be a happy day turns gloomy when the teacher insists that an ugly, unclaimed sweater belongs to Rachel. Mrs. Price puts the sweater in an embarrassing pile on Rachel’s desk. Worse yet, she makes Rachel put the sweater on. It smells bad, it itches, it is full of germs, and Rachel, feeling all her years of childhood rattling around inside her, cries in front of the whole class. The classmate who is the real owner of the sweater finally claims it, while Rachel longs for the day to end.

1. Read the entire selection, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the text while noting the stopping points for the Text Dependent Questions and teaching Tier II/academic vocabulary.

**During Teaching**

1. Teacher reads the text aloud while students follow along.
2. Students and teacher re-read the text while stopping to respond to and discuss the questions, continually returning to the text. A variety of methods can be used to structure the reading and discussion (i.e., whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

|  |  |
| --- | --- |
| **Text-dependent Questions** | **Evidence-based Answers** |
| In paragraph three, the author includes figurative language. How does the figurative language in the text help the reader understand the character’s feelings about getting older? (Pg. 27) | Cisneros writes “the way you grow old is kind of like an onion or like the rings inside a tree trunk or like my little wooden dolls that fit one inside the other, each year inside the next one”.  All three have layers numbered like years and are part of the whole identity. This is especially true of the tree with the rings representing how an outside source can affect the growth and development of each individual ring/year and how the rings underneath affect and build upon the outer layers and years. |
| On page 27 the author stated, “Only today I wish I didn’t have only eleven years rattling inside me like pennies in a tin can.” What does this figurative language mean and how does it affect the tone of the text? (Pg. 27) | The pennies represent the emotions that are rattling inside of Rachel. They can represent more than one maturity or age level in a moment. This reflects her anxious tone. Her emotions are bouncing within her as loudly as pennies in a tin can. |
| Reread the first four paragraphs and note how many times the author starts a sentence with the word “and”. Why does the author make this choice? (Pg. 27) | The author begins a sentence with the word “and” 5 times. This reflects Rachel’s anxiety as she rambles her thoughts about her birthday. It also reflects speaking voice rather than a writing voice. This definitely sounds like Rachel as an eleven-year old narrator thinking aloud. |
| When Sylvia says the sweater belongs to Rachel, how does Rachel respond? What does this reveal about how Rachel feels about herself? (Pg. 28) | Rachel responds with negative self-talk, “I’m skinny, maybe because she doesn’t like me…” She feels angry when she calls Sylvia stupid. She also feels insulted because Mrs. Price believes her. She reverts to “me when I was four”, when she partially responds in a little voice. |
| Why does Rachel feel that Mrs. Price is “right”? Give evidence from the text to support your answer. (Pg. 28) | Rachel feels that Mrs. Price is older and wiser. The common perception is that older equals wiser. She states, “Because she’s older and the teacher, she’s right and I’m not.” It also demonstrates authority trumping childhood, even when the child is right. |
| In paragraph twelve beginning “Not mine, not mine, not mine”, what does the text and how Rachel responds to the situation tell us about Rachel’s character? (Pg. 28) | Rachel shows maturity by controlling her emotions. Rather than reverting to a crying three year-old, she emotionally removes herself from the uncomfortable moment by remembering the birthday celebration that awaits her when she gets home. |
| How does Rachel feel about the sweater? Include evidence from the text to support your answer. (Pg. 28) | Rachel hates the sweater so much that it upsets her. Rachel calls it an ugly sweater, all raggedy and old. She is upset over Sylvia’s claim that it belongs to Rachel, not claiming the sweater as hers. She calls it a big red mountain and she moves it to the corner of her desk with a ruler. She devises all these plans on how to get rid of the sweater (i.e. throw over schoolyard fence, hang on parking meter, toss in alley). |
| Identify each time Rachel claims “not mine”. Why does the author repeat this refrain throughout the story and how does it affect the overall meaning and tone of the text? (Pg. 28) | Even though Rachel is eleven, she speaks with the whiney tone of a three-year old. Her thoughts of the sweater consume her entire being. A more mature person can compartmentalize. The refrain “not mine, not mine, not mine” demonstrates Rachel’s determination that she is right and Mrs. Price is wrong. This connects to the Big Idea because Rachel is reverting to her inner 3-year old. |
| In paragraph nineteen, count the words that begin with the sentence “My face all hot…” Identify other sentences from paragraphs fourteen through nineteen that are of similar lengths. Why does the author choose to write such lengthy sentences in paragraphs fourteen through nineteen? (Pg. 29) | There are 58 words. For further examples of long run-on sentences, please check paragraphs fourteen, eighteen, and nineteen. The author’s change in sentence structure reflects a change in Rachel’s internal dialogue. The run-on-, a list of Rachel’s body reactions (face all hot, spit coming out of mouth, animal noises, no more tears, shaking body) reflects Rachel’s intensity of emotions, culminating with her crying in class. |
| When the text states, “Mrs. Price pretends like everything’s okay”, what age does this reflect? Why? (Pg. 29) | Someone who is mature would admit they were wrong and apologize, without ignoring the problem. Mrs. Price does not do this, which shows less maturity and that even people of older ages do not always act in a mature manner. Responses will vary. |
| In paragraph five and in the last paragraph, Rachel says she wants to be 102. In each instance, why does Rachel want to be 102? (Pg.29) | In paragraph five, Rachel would have had the wisdom to handle the situation with Mrs. Price. She says “if I was one hundred and two I’d have known what to say when Mrs. Price put the red sweater on my desk”.  In the last paragraph, Rachel wants the red sweater incident to be far in the past, “far away like a runaway balloon, like a tiny *o* in the sky, so tiny-tiny you have to close your eyes to see it”. |
| How has Rachel grown older today? Include evidence from the text to support your answer. (Pg. 29) | Rachel has accepted the fact that she is eleven and life will require people to bear difficulties. She has learned that we all carry with us the years that come before, sometimes reverting to the child within us. This is demonstrated in the last paragraph when Rachel says “I’m eleven today. I’m eleven, ten, nine, eight, seven, six, five, four, three, two, and one, but I wish I was one hundred and two”. |

Tier II/Academic Vocabulary

|  |  |  |
| --- | --- | --- |
|  | **These words require less time to learn**  (They are concrete or describe an object/event/  process/characteristic that is familiar to students) | **These words require more time to learn**  (They are abstract, have multiple meanings, are a part  of a word family, or are likely to appear again in future texts) |
| **Meaning can be learned from context** | Page 27 – rattling  Page 28 – raggedy  Page 29 – alley  Page 29 – clown-sweater | Page 27 – rings  Page 28 – nonsense  Page 29 – bury |
| **Meaning needs to be provided** | Page 28 – coatroom  Page 28 – parking meter  Page 29 – runaway balloon |  |

Culminating Writing Task

* Prompt

*In the short story, “Eleven”, by Sandra Cisneros, in what ways do Rachel’s reactions demonstrate her multiple “years” of her eleven year-old self? Write a one-page essay summarizing the ways that Rachel responds. Include textual evidence to support your interpretation of the age that her actions demonstrate.*

* Teacher Instructions

1. Students identify their writing task from the prompt provided.
2. Working in groups, students create a continuum line of age maturity based on Rachel’s reactions about the red sweater. Students will place the textual events below the line and the justification of placement above the line. (Example below)

Rachel is trying to remove herself from the negative situation by thinking of positive thoughts and self-soothing. This demonstrates an adult-like behavior.

This statement shows that Rachel is resigned to the fact that her birthday has been ruined and that she will have to accept reality of her bad experience.

By wanting to throw the sweater into the alley, Rachel is trying to avoid an unpleasant situation, which can be viewed as being “childish”.

Rachel is acting as though she is 3 years old, having a toddler-like tantrum over being upset about the red sweater.

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Birth Adult

“…Mama is making a cake for me tonight, and when Papa comes home everybody will sing Happy birthday, happy birthday to you.” (Page 28)

“There’ll be candles and presents, and everybody will sing Happy birthday, happy birthday to you, Rachel, **only it’s too late**.” (Page 29)

“…bunch it up into a little ball and toss it in the alley” (Page 28)

“…spit coming out of my mouth because I can’t stop the little animal noises from coming out of me” (Page 29)

3. After students have completed their group continuum lines, post them around the room and have a “gallery walk”.

4. The teacher will choose one to three common events from the story in which groups show differences of placement on the line.

5. As a whole class discussion, groups will defend their choice of placement on the line.

1. Students complete an evidence chart using their continuum. Teachers should remind students to also use any relevant notes they compiled while reading and answering the text-dependent questions (Example below)

|  |  |  |
| --- | --- | --- |
| ***Evidence***  ***Quote or paraphrase*** | ***Page number*** | ***Justification of Events’ Placements*** |
| “…spit coming out of my mouth because I can’t stop the little animals noises from coming out of me” | 29 | Rachel is acting as though she is 3 years old having a toddler-like tantrum over being upset about the red sweater. |
| “…bunch it up into a little ball and toss it in the alley” | 28 | By wanting to throw the sweater into the alley, Rachel is trying to avoid an unpleasant situation, which can be viewed as being “childish”. |
| “There’ll be candles and presents, and everybody will sing Happy birthday, happy birthday to you, Rachel, **only it’s too late**.” | 29 | This statement shows that Rachel has resigned to the fact that her birthday has been ruined and that she will have to accept reality of her bad experience. |
| “…today I am eleven, eleven. Mama is making a cake for me tonight, and when Papa comes home everybody will sing Happy birthday, happy birthday to you.” | 28 | Rachel is trying to remove herself from the negative situation by thinking of positive thoughts and self-soothing. This demonstrates adult-like behavior. |
| “when you’re eleven, you’re also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two, and one” | 27 | Rachel reflects wisdom beyond her eleven years when she analyzes her feelings/reactions about the events that occur on her eleventh birthday. She realizes the complexity of ages that people experience within themselves. |

1. Once students have completed the evidence chart, they should look back at the writing prompt in order to remind themselves what kind of response they are writing (i.e. expository, analytical, argumentative) and think about the evidence they found. (Depending on the grade level, teachers may want to review students’ evidence charts in some way to ensure accuracy.) From here, students should develop a specific thesis statement. This could be done independently, with a partner, small group, or the entire class. Consider directing students to the following sites to learn more about thesis statements: http://owl.english.purdue.edu/owl/resource/545/01/ OR http://www.indiana.edu/~wts/pamphlets/ thesis\_statement.shtml.
2. Students compose a rough draft. With regard to grade level and student ability, teachers should decide how much scaffolding they will provide during this process (i.e. modeling, showing example pieces, sharing work as students go).
3. Students complete final draft.

* Sample Answer

Birthdays are usually occasions for joy, celebrated with presents and cake and acts of love. Each birthday marks the arrival of a new year in a person’s life. With the arrival of that special day, a person is an entire year older. In Sandra Cisneros’ short story “Eleven”, Rachel’s eleventh birthday is not a happy day, which gives her reason to think about what it means to turn eleven. In the first paragraph of the story, Rachel reflects that “when you’re eleven, you’re also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two, and one” (27). She compares all those years within a person to an onion, the rings inside a tree trunk, and wooden dolls that fit inside each other. Rachel’s variety of reactions to the fact that her teacher wrongly accuses her of being the owner of an ugly, red sweater demonstrate the multiple years existing within her eleven-year-old self.

When Mrs. Price first tells Rachel the sweater is hers, Rachel reacts with maturity beyond her years. She fights the younger ages trying to emerge by telling herself, “…today I am eleven, eleven. Mama is making a cake for me tonight, and when Papa comes home everybody will sing Happy birthday, happy birthday to you” (28). She is fighting childish reactions with an adult-like strategy of emotionally removing herself from a negative situation by focusing on positive thoughts. She can put up with the sweater because something wonderful awaits her at home.

With the ugly red sweater still on her desk, Rachel has difficulty continuing the more mature strategy of compartmentalization. She creates her own reality, imagining that she will throw the red sweater “over the schoolyard fence, or leave it hanging on a parking meter, or bunch it up into a little ball and toss it in the alley” (28). She is doing all she can to avoid an unpleasant situation, and avoidance is generally thought to be an immature response to a problem. When Mrs. Price makes Rachel wear the sweater, all attempts at maturity are lost. Rachel thinks, “I’m eleven and it’s my birthday today and I’m crying like I’m three in front of everybody . . . spit coming out of my mouth because I can’t stop the little animal noises from coming out of me” (29). Clearly, she recognizes that even though she is eleven, she’s responding like a three-year old.

At the end of the story, Rachel says “I’m eleven today. I’m eleven, ten, nine, eight, seven, six, five, four, three, two, and one” (29). She seems to have resigned herself to the reality of the experience, for she knows that we all carry with us the years that came before, sometimes reverting to the child within us.

Additional Tasks

* *Have students complete the “Literary Analysis SkillBuilder: Character” from the Unit One Resource Book (see below). This will allow students to identify and support character traits of Rachel and Mrs. Price, as well as determine the impact of those traits on the resolution of the story.*

*Literary Analysis SkillBuilder*

***Character***

*Characters are the people, animals, or imaginary creatures that take part in the action of a story. The* ***main character*** *is usually the focus of the action in the story and is most important. There may be one or more* ***minor characters*** *who interact with the main character and help move the story along.*

*You can learn about the personalities of story characters by determining their traits or qualities. Pay attention to the following details to learn a character’s traits:*

* + *the character’s thoughts, feelings, and actions*
  + *the speech, thoughts, and actions of other characters*
  + *the writer’s direct statements about the character*
  + *descriptions of the character’s appearance*

*What are Rachel’s traits? What are Mrs. Price’s traits? In the chart below, note the traits shown by each character and the language or behavior that support your observations.*

|  |  |  |
| --- | --- | --- |
|  | *Rachel* | *Mrs. Price* |
| *Trait* |  |  |
| *Evidence* |  |  |
| *Trait* |  |  |
| *Evidence* |  |  |
| *Trait* |  |  |
| *Evidence* |  |  |

*If you are utilizing the Unit Once Resource Book, replace the worksheet’s “Follow Up” question with the one below:*

* + *Choose one trait from either Rachel or Mrs. Price and explain how that trait affects the resolution of the story. How would the story’s resolution be different if Rachel or Mrs. Price did not exhibit that trait?*

Answer: Responses will vary. Possible responses are provided.

**Rachel:**

* + Trait: sensitive
    - Evidence: Rachel acts embarrassed at being singled out; she cries after she is forced to wear the red sweater.
  + Trait: inarticulate
    - Evidence: Rachel can’t find the words to explain convincingly to Mrs. Price that the sweater is not hers.
  + Trait: respectful
    - Evidence: Rachel doesn’t feel it is her place to argue with a teacher.

**Mrs. Price**

* Trait: insensitive
  + Evidence: Mrs. Price doesn’t think about why Rachel would tell her the sweater isn’t hers, she doesn’t notice or care that Rachel is upset, and she doesn’t apologize for her mistake.
* Trait: authoritative
  + Evidence: Mrs. Price demands that Rachel put on the sweater, not just keep it on her desk.
* Trait: persistent
  + Evidence: Mrs. Price refuses to let the sweater issue go.

One of Mrs. Price’s traits is being authoritative. If she had not demanded that Rachel put on the sweater, and if she had not insisted that the sweater belonged to Rachel, Rachel would have not been humiliated. She may have enjoyed her birthday. However, Rachel would not have learned that we all carry with us the years that come before.

* *From paragraph nineteen, page 29, rewrite the run-on sentence that begins with “My face all hot…” (Note to Teacher: This activity will highlight Cisneros’ intentional use of run-ons to develop the narrator’s speaking voice, as well as give the students practice at developing proper sentence structure.)*

Answer: Answers will vary. One example is: My face is all hot and spit comes out of my mouth. I can’t stop the little animal noises from coming out of me, and finally there aren’t any more tears left in my eyes. It’s just my body shaking like when you have the hiccups, and my whole head hurts like when you drink milk too fast.

Note to Teacher

* Questions and answers from the Unit One Resource book have been modified. Please refer to answers above.

Supports for English Language Learners (ELLs) to use with Anthology Alignment Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Anthology Alignment Lessons to ensure ELLs can engage fully with the lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before reading:**

* Read passages, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide explicit instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, and are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Complete a [Know, Want to Learn, Learned (KWL) graphic organizer](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about the text.
* Have students research the setting or topic and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for that objective.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher order thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Provide explicit instruction, using multiple modalities, on selected vocabulary words (e.g., 5–8 for a given text) that are central to understanding the text. During reading, you should continue to draw attention to and discuss the words that you taught before the reading.

**Examples of Activities:**

* Have students include the example from the text in a student-created glossary.
* Create pictures that represent how the word was used in the passage.
* Create sentences using the word in the way it was used in the passage.
* Have students discuss the author’s word choice.
* Examine important sentences in the text that contribute to the overall meaning of the text.
* Examine sentence structure of a particular sentence. Break down the sentence to determine its meaning. Then determine how this sentence contributes to the overall meaning of the passage. Determine if there is any figurative language in the sentence and have students use context clues to determine the meaning of the figurative language.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* While reading the text, have students fill in a story map to help summarize what has happened.
* Have students fill in an evidence chart while they read to use with the culminating writing activity. Make sure to model with the students how to fill in the evidence chart by filling in the first couple of rows together as a class. Go over the prompt that the evidence should support, making sure to break down what the prompt means before having the students get to work. If some of your students frequently struggle to understand directions, have the students explain the directions back to you.
* Provide somewhere for students to store new words that they encounter. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students start a KWL before reading, have them fill in the “L” section as they read the passage.

**After reading:**

* Reinforce new vocabulary using multiple modalities.

**Examples of activities:**

* Using the words that you had students work with before the reading, require students to include the words in the culminating writing task.
* Create Frayer models with the words. Then cut up the Frayer models and have the students put the Frayer models back together by matching the pieces for each word.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* When completing the writing assignments after reading, consider using these scaffolds to support students depending on their English proficiency.

**Examples of Activities:**

* For all students, go over the prompt in detail making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.