

El Ascensor/The Elevator

Content and Standard Alignment

World Literature

Exploring other cultures through literature, Argentina for majority Central American Spanish speakers.

English Language Arts

Informational Text

RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

EERL.5.1. Identify words in the text to answer a question about explicit information.

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

EERI.5.7. Use print or digital sources for information to answer a question.

EERI.5.8. Identify the evidence or reasons the author uses to support points in text.

RF.5.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills

EERF.5.4. Read text comprised of familiar words with accuracy and understanding.

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Writing

EEW.5.4. Produce writing that is appropriate to task, purpose, and audience.

EEW.5.5. With guidance and support from peers and adults, plan by brainstorming and revise own writing by adding more information.

EEW.5.6. With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.

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.

EEW.5.10. Write routinely for a variety of tasks, purposes, and audiences.

Speaking and Listening

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. 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.

EESL.5.1. Participate in collaborative discussions. a. Prepare for discussions. b. Follow agreed-upon rules for discussions and carry out assigned roles.

EESL.5.1.b. Engage in discussions to share information on the topic. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

EESL.5.1.c. Communicate directly with peers in multi-turn exchanges. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

EESL.5.1.d. Ask and answer questions of adult or peer communication partners to identify key issues of the discussion.

EESL.5.6. Use formal and informal language.

Relationship to Other Learning

Themes of interpersonal relationships from the text reflect student learning in the ESL curriculum.

Learning about world regions connected to ongoing work in our building's cultural program.

Instructional Materials and Resources

For this Lesson we will use a copy of the text in its original print Language, Spanish, and copy in English. The translated English text is titled "The Elevator". The original Spanish text is called "El Ascensor". Both editions that I purchased came with an additional short story mini book "Who Cares?" or "A Mi no Me Importa", these will also be used. The mini books tell the story (based on a folk tale) as one of the characters relays in it the story, the mini book is credited to the character, listing him as the author.

We will also be using an author interview [here](#)

Here is a Spanish book review [book review](#)

Here is a link to someone reading the story aloud [read aloud](#)

Digital copy of the text in [English](#)

Digital copy of the text in [Spanish](#)

Please see appendix A for the Fair Use copyright information

Methods and Instructional Strategies

KWL chart

Shared Reading (Reading in a small group)

Written response to text

Concept Prerequisites

In my classroom, the students needed to be able to read in Spanish and English. You can still do this lesson with one language if that doesn't fit your student population. My students also have prior knowledge of blogging on a district provided platform called "schoolology", and one to one devices. I recommend that if the writing is done on paper, students still be allowed to share ideas in some way. You can also use another writing platform that your own students might be familiar with.

Technology

Students have chromebooks and will use them to access a blog on Schoology monitored by the teacher.

Introduction/ Anticipatory Set

KWL chart/ Google Slide Show

Instructional Activities

Start by telling students that the book they will be reading was written by an Author in Argentina. Start a KWL chart for students to discuss what they know about Argentina. If kids say things that are not true, write them down anyways they can be crossed off later for greater impact.

After working on the "Know" and "Wonder" columns, students should be allowed to write a response to the first prompt. I prefer a blog format so they can view one another's comments, paper would work too. Go through the beginning of the powerpoint and give some background on Argentina and the Author.

You can read the book however you like. I have created a digital copy so that if students have one to one devices and you want them to read independently or in small groups they can access it from their laptops. It would also make a quick oral read. I did not make a digital copy of the mini book, I will do that as a read aloud.

In my program the students are bilingual and we will spend one day reading the text in English and another day reading it in Spanish. After the first read students will respond to the second writing prompt. Allow extra time if you choose to use a blog format so that they can respond to one another's ideas.

On the third day students will read the text in the other language. They will respond to the third writing prompt. At this time students should be given the opportunity to independently research anything from the "Wonder" column that was not answered.

Go back to the KWL chart and add new information to the learned column. At this point you can cross out anything that was false from the K column, be sure to add the updated information.

Student Work Production

Student work will be in the form of written response to blog questions and written responses to other students.

Wrap up/ Synthesis

There are several students who can not read, and they have been working with these groups long enough so that they are not expected to read long passages on their own, and can get help from peers. The shared reading format naturally scaffolds the reading for these students.

Assessment (Formative and Summative): (Framework Domain 1f: Assessing Student Learning)

I will be able to see evidence of student understanding through both the questions that they answered and the responses that they posted to others. I will be able to see evidence of the students interacting with the text in answering questions. I will also be able to hear students reading and I keep a log of oral reading fluency as observed in students using the 1-4 grading scale that reflects elementary report cards. Not every student will be graded on this every time we read aloud, but I find the data valuable.

Appendix A

Rules for Reproducing Text Materials for Use in Class

(According to Attorney Richard Stim)

The guidelines permit a teacher to make one copy of any of the following: a chapter from a book; an article from a periodical or newspaper; a short story, short essay, or short poem; a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

Teachers may photocopy articles to hand out in class, but the guidelines impose restrictions. Classroom copying cannot be used to replace texts or workbooks used in the classroom. Pupils cannot be charged more than the actual cost of photocopying. The number of copies cannot exceed more than one copy per pupil. And a notice of copyright must be affixed to each copy.

Examples of what can be copied and distributed in class include:

- a complete poem if less than 250 words or an excerpt of not more than 250 words from a longer poem
- a complete article, story, or essay if less than 2,500 words or an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less; or
- one chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.

Bibliography

Frankel, Y., & Maude, K. (2020). *The elevator*. Tapioca Stories.

Frankel, Y., & Maude, K. (2020). *El Ascensor*. Tapioca Stories.

Stim, R. (2022). Fair Use. In *Getting permission: Using & licensing copyright-protected materials online & off*. essay, Nolo.