

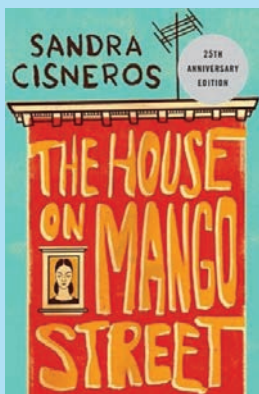
SAVVAS

Sampler

Reading ^{with} Relevance

Building Independent
Readers and Thinkers

A Teacher's Guide For
**The House on
Mango Street**
by Sandra Cisneros



Recommended for:
Grade Levels 8-10

A tool to inspire change

This literacy curriculum is constructed around a content-rich novel that builds students' literacy skills and supports their character development and self-confidence. Students are motivated to read because they relate to the strong, diverse, and resilient characters featured in our selected novels and because each session gives them the opportunity to connect what they've read to their own lives.

Developed, field-tested, and refined in our own tutoring and mentoring programs, this standards-based curriculum has inspired persistently low-performing students to engage with literature, make meaning in their lives, and improve their English language arts skills. Now, *Reading with Relevance* is available to help you dig deep into the social, emotional, and academic needs of your students, whether in your classroom, after-school program, or youth development agency!

This teacher's guide includes:

- A facilitator's guide with tips and resources for implementing the curriculum.
- A map of academic standards addressed through this program.
- Nine individual lesson plans, including vocabulary, discussion questions, journal prompts, extension activities, and all handouts.
- Two assessments to monitor student progress throughout the program.
- Regular checkpoints to help teachers assess their students' progress on ELA standards.
- A culminating essay-writing unit, along with instructions for final student portfolios.
- An appendix with additional teaching resources and activities to continue exploring this novel.

Why *The House on Mango Street*

The House on Mango Street is the story of Esperanza, a pre-teen Chicana growing up in the barrio in Chicago. In the book, Esperanza narrates the stories of herself and her neighborhood and experiences joy, loss, change, and growth. We chose this novel for its powerful attention to some rich social and emotional themes: friendship and family, coming-of-age, poverty, community, loss, and perseverance. Students will find themselves relating to and being inspired by Esperanza; this curriculum will help students build connections between Esperanza's experiences and their own.



Lesson Plan Part One

Vocabulary:
Selected vocabulary from the reading is provided at the beginning of each session.

Session Number & Reading Pages:
The guide is divided into 8 reading sessions. The session number and pages appear at the top of each session.

Session 1
pages 3-18

Note: Lesson plan content for the author's expository introduction to the text is included in the appendix, pages 60-63.

Vocabulary

- temporary (pg 5): adj., short-term, not permanent
- inherited (pg 11): v., received something (property or a title, for example) from an ancestor
- raggedy (pg 12): adj., tattered, shaggy
- sassy (pg 16): adj., saucy, impertinent

Today's Theme

The House on Mango Street is a **memoir**, a collection of stories and events from the author's life. Have your students think about the memories and events that are important to them from their own lives. If they were writing a memoir, what memories or stories stand out to them? What events have had the most effect on how their lives have taken shape?

Story Setup

The House on Mango Street is a semi-autobiographical series of vignettes (short scenes) about author Sandra Cisneros' experiences growing up in the barrio in Chicago. While much of the reading is short in pagination (sometimes a vignette is as short as two pages), it is rich in color and detail and can sometimes read more like a poem than a short story or chapter. The novel tells the coming-of-age story of Esperanza who learns about life through the stories of her neighbors.



Session 1: pages 3-18

During Reading

rosettes (pg 6): a type of Christmas cookie

baptize (pg 11): In Christianity, baptism is a rite of passage, using water, to welcome someone into the religion. In the Catholic Church and some others, this normally happens to infants.

Discussion Questions

- How is the house on Mango Street different from any other house the narrator has lived in before?
- How would you feel about this house if you were the narrator?
- How do the boys and girls live different lives? Have you seen instances of this in your own life? How do you feel about these different expectations?
- What does Esperanza's name mean in English? What does she say it means in Spanish?
- What does Esperanza say about valuing women? Why?
- Why do you think Cathy doesn't want Esperanza to talk to Lucy and Rachel?
- Why does Esperanza help them buy a bike anyway? Would you have helped them?

Timing Reminder:

A timing reminder shows the percentage of time that should be spent on each section of the lesson plan.

Story Setup/Session Recap:

A short description of the previous session's reading allows facilitators to quickly recap the important details.

Today's Themes:

Themes for each session are highlighted to allow the facilitator to prepare for meaningful dialogue with students.

Reading/During Reading:

Provides background and contextual information for the instructor that may be necessary for students to understand the reading.

Discussion Questions:

Targeted discussion questions allow facilitators to invite meaningful conversations with students.

Guide at a Glance

The House on Mango Street

Lesson Plan Format

Provided here is an overview of the lesson plan layout. Each lesson plan is arranged in two double-spread formats to match the flow of the session. Each of these elements is explored in greater depth in the following section, *How to Facilitate*.

Session 1: pages 3-18

Journal Prompt

GENDER

- Esperanza says that girls and boys live in separate worlds. **What do you think Esperanza means by this?**
 - How are boys and girls sometimes treated differently?
 - What is an example of this you have seen in your own life?
 - Do you think this is fair?
 - Why or why not?

NAMES

- In Spanish, Esperanza's name means hope. **What does your name mean: what makes it special?**
 - Why were you given your name? What significance does your name hold?
 - Do you like your name? Do you think you live up to your name?
 - If you could change your name, what would you choose, and why?

Checkpoint

- Students should demonstrate a strong command of the standard written conventions of English, while establishing and maintaining a formal writing style.
 - Students should use capital letters appropriately, end each sentence with a period, and use other punctuation accurately. Student writing should be formal in style rather than conversational.
 - For example, "I can relate to the experiences of the main character, Esperanza, who has faced so many obstacles."

Extension Activity

The narrator says that she is a red balloon tied to an anchor. This is a metaphor, when one thing represents (stands in for) another. Today, students will have an opportunity to explore metaphors more in depth. Ask students what they think Esperanza means when she says that she is a "red balloon tied to an anchor." If they had to describe themselves in a metaphor, what metaphor would they use? (There is a list of examples for students on the handout). Once they have written a list of metaphors, they will pick their favorite and write a little about why this metaphor describes themselves so well.

Materials:
My Metaphors Handout

page 24

Reading with Relevance Curriculum: The House on Mango Street © 2014 Moving Forward Institute

Session 1: pages 3-18

Name:

Step 1:

If you had to describe yourself in a metaphor, what metaphors would you use? Make a list in the space below.

I am a red balloon tied to an anchor.
I am a flower in a field of weeds.
I am the sun on a cloudy day.
I am a bird in a cage.
I am a storm cloud amidst rainbows.
I am a strong oak tree in a storm.
I am a burst of wind on the desert.

Step 2:

Select your favorite metaphor from your list and write about why this metaphor describes you so well.

The narrator says that she is a red balloon tied to an anchor. This is a metaphor, when one thing represents (stands in for) another. Here, the red balloon is representing the narrator. What do you think Esperanza means when she says that she is a "red balloon tied to an anchor"? If you had to describe yourself in a metaphor, what metaphor would you use? (See some of the examples for inspiration).

My Metaphors

page 25

Reading with Relevance Curriculum: The House on Mango Street © 2014 Moving Forward Institute

Lesson Plan Part Two

Checkpoint (where included):
Ideas for monitoring progress are provided for instructors to effectively assess student work.

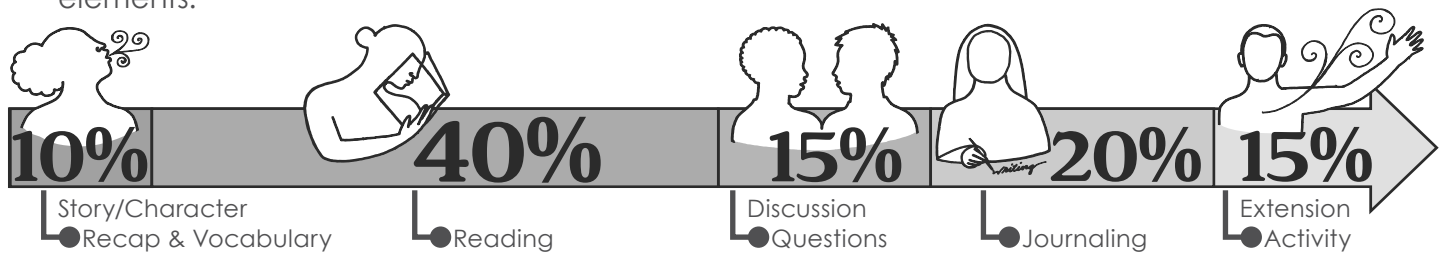
Journal Prompt:
Thoughtful journal prompts provide an opportunity for students to connect the story to their own lives while developing their writing skills.

Extension Activity w/ Handout:
Help bring the story to life with creative extensions. Each handout is ready for students to use independently.

How to Facilitate *The House on Mango Street*

Timing & Structure

This curriculum includes 9 individual lesson plans. Each of these lesson plans may be condensed or expanded to meet your students' reading levels and your classroom or program structure. While we don't define the time constraints for each element of the lesson plan, we do recommend dividing your time in the manner shown below. Please feel empowered to modify this suggested time allocation to best meet the instructional needs of your students. Despite varying session lengths, this reading curriculum should always include the following elements:



This program can be facilitated in a small reading group or in a larger, after-school or school-day classroom setting, however, you will need to embrace different instructional practices depending on your group size. If you are able to create small reading groups, we suggest grouping students by their reading fluency levels. If you are unable to facilitate small reading groups, consider breaking students into small groups for discussions and other activities.

Creating Reading Groups

Take a moment to read the "Today's Themes" section that precedes each lesson. Then, write your vocabulary words on the board with the definitions before you begin teaching; the best time to do this is right before the session starts so students have ample time to see the words. A list of vocabulary words will be provided for each session, and you may choose a few to focus on each week. You should also prepare any materials required to complete the day's extension activity.

Before Starting a Session

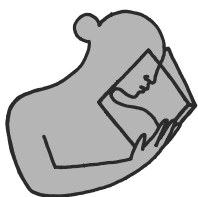
Each lesson plan will begin with a section that clearly describes the social and emotional themes highlighted in the day's reading. This is provided as an instructional resource to help you set your intentions about the social and emotional learning goals for each of your sessions. This is also an excellent opportunity to self-reflect on your own relationship with the novel's themes.

Today's Themes

Story Recap & Vocabulary



Recap the story using the “Story Recap” section of your lesson plan. Begin by asking the students to share with you and each other what happened during the last session’s reading. Remind the students of the characters you have encountered; you can ask quick questions like, “Who are the main characters?” and “What were some of the major/most exciting events to take place last time?” Point out what vocabulary words will be introduced in the upcoming chapters and remind students to look for these words while reading. Please encourage students to copy the day’s vocabulary words into their journals.



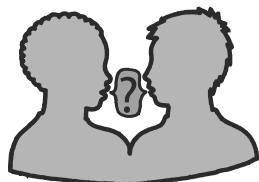
Reading

During this time, students will read the assigned pages defined in each lesson. You may have students read aloud in small groups or in a larger group, you may have students follow along while you read, or you may have students complete silent, independent reading. During training, you will be provided with a “Guided Reading Best Practices Manual,” including tips on how to facilitate this portion, depending on your facilitation structure.

During Reading

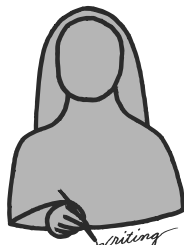
There may be times when unfamiliar themes, references, slang, or historical context are present during the reading. If you feel that it is important to provide definitions or context for your students, this information is included in the “During Reading” section of each lesson.

Discussion Questions



After you finish reading, ask the questions provided in the “Discussion Questions” section of your curriculum. These questions include reading comprehension, critical thinking, and social/emotional skill-building topics that will prepare students to connect with the story, write in their journals, and complete extension activities.

Journal Prompt & Writing



The journal prompts are designed to provide a safe space for students to develop and share their thoughts and ideas while they develop critical thinking and improve on writing skills. After discussion, students will respond to journal prompts designed to help them connect the story to their own lives. Each lesson includes two journal topics to choose from. You may use one or both, depending on your students and program.

Each lesson plan includes an extension activity students can complete independently. These activities are designed to be fun and engaging while helping students to improve their writing, vocabulary, critical thinking, and other English language arts standard skills.

Extension Activities



Checkpoints are included throughout the guide to help support students and instructors, ensuring that students understand the material and are building appropriate skills. Checkpoints can be used to assess student writing and to provide scaffolded instruction for both writers and teachers.

Checkpoints

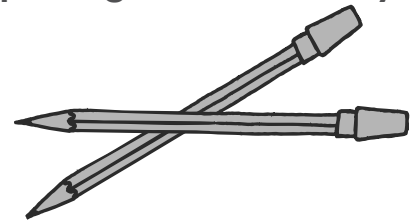


Twice during the program, near the mid-point and at the end of the novel, students will have the opportunity to complete a short assessment to demonstrate their comprehension of the novel's plot and characters. Also, included in the Appendix is an end-of-program evaluation that may be used to collect students' feedback on this reading program.

Student Assessment & Evaluation

This reading program culminates with students writing a final essay about the novel. Encourage students to use their previous journal entries and completed extension activities to think through their essays and find necessary information to support their opinions. There are sample graphic organizers in the Appendix that may be helpful for your students in the writing process.

Supporting the Final Essay



Ask students to identify their favorite journal entries and/or completed activities and worksheets. Students should choose items that best demonstrate their understanding of the book and show their best work as readers and writers. Portfolios can be used as part of the final evaluation and to assess student improvement. This is a great way for students to show that they have risen to the challenge of writing complete paragraphs, demonstrated organization in their writing, and have a solid understanding of the story and its characters.

Final Portfolio

About the Book

The House on Mango Street

Story Summary

The House on Mango Street uses a series of short vignettes to describe a year in the life of Esperanza, a twelve-year-old Chicana (Mexican-American) girl. Esperanza moves with her family into a new house, located on Mango Street in a packed Latino neighborhood in Chicago. While the house is the first her family has owned, it is also small and run down. Esperanza becomes determined to leave Mango Street behind and to one day have a beautiful house of her own.

Esperanza grows up a lot during the year she spends on Mango Street: she develops new friendships, learns about her neighbors, experiences her first crush, and suffers through some difficult incidents. Throughout her experiences, she writes as a way to both express her feelings and reflect on the world in which she lives.

Sandra Cisneros, the only daughter in a family of seven children, was born in Chicago in 1954. She graduated from Loyola University of Chicago and then from the University of Iowa. Cisneros has worked in a number of education jobs and has most recently served as a visiting Professor of Literature at universities across the country. She is best known for her acclaimed first novel, *The House on Mango Street* (1984). Her work experiments with literary forms and investigates the points of view of characters and how they change; Cisneros attributes this to growing up in a context of cultural duality and economic inequality, which endowed her with unique stories to tell. She is the recipient of numerous awards and is regarded as a key figure in Chicana literature.

About the Author



Social and Emotional Themes

Because *The House on Mango Street* covers several potentially sensitive topics for students, we want to prepare you with some information about, and ways to address, these topics.

Pre-Reading Note: Sexual Content and Profanity

This book contains some sexual content, particularly regarding sexual assault, and uses some profanity. Make your students aware of this before you begin reading the book, and let them know that you will not stop reading during these moments. This content may make some students (and/or parents) uncomfortable. However, this potentially controversial content is situated in the context of a deeply meaningful, emotionally-rich novel that is of great benefit to young adult readers. Let students know you expect them to handle this content maturely.

The narrator doesn't tell us the full details, but Esperanza is sexually assaulted and possibly raped at the fair. Sexual assault refers to any unwanted sexual contact, including fondling, molestation, or rape. Sexual assault is startlingly common. Some of your students may have been sexually assaulted: a sexual assault occurs once every 2 seconds in the United States, and about 2/3 of sexual assaults are committed by someone the victim knows. This kind of abuse may be difficult for some of your students to read and talk about, and it is important that you remind all your students that sexual assault is NEVER the victim's fault. If a student brings up a personal story of abuse, please take her or him aside and listen carefully. Immediately assess your student's safety: is she or he currently being abused or is this an event from the past? Be empathetic and supportive, and assure her or him that everybody deserves to be treated with love and kindness and that no one deserves to be assaulted. If you are a mandated reporter, you will not be able to keep this conversation confidential and may be required to make a report, so be sure to disclose this to your student.

Sexual Assault



Intimate Partner Abuse

During the reading, we learn about a character, Minerva, who is beaten by her husband. Intimate partner abuse (otherwise known as domestic violence or spousal abuse) is shockingly common and can include physical aggression, assault, or the threat of an assault. Although domestic violence can occur against men and also in the context of same-sex relationships, most abuse is perpetrated by men against women. Domestic violence is the leading cause of injury to women—more than car accidents, muggings, and rapes combined. Your students may live in a household where a parent or someone close to them is being abused by a partner; up to 10 million children witness some form of domestic violence annually. Your students may even be victims of intimate partner abuse: nearly 1 in 5 teenage girls who have been in a relationship said a boyfriend threatened violence or self-harm if presented with a breakup. If a student comes to you with a story of violence in his or her home or life, be sure to listen sympathetically and assure him or her that no one deserves to be abused. Direct the student to services at school or in the community that might offer assistance. If this abuse happened to your student and you are a mandated reporter, you will not be able to keep this conversation confidential and may be required to make a report, so be sure to disclose this to your student.



We learn that Esperanza's friend Sally is beaten by her father and is afraid of him. Some of your students may be survivors of physical violence and/or live in situations in which they are sometimes or often afraid. Be sensitive to students who may have a difficult time reading or talking about this section. When this section comes up for discussion, make sure that you hold space for students' personal reactions to this intense chapter.

Child Abuse

Esperanza lives in a poor neighborhood where she and her family often have to go without adequate food, new clothes, or other things many children take for granted. Some of your students may have similar experiences of poverty, and many may live in impoverished neighborhoods like Esperanza. Students may not have the things their peers have, they may not have opportunities that cost extra money, or they may not eat every day. You can remind students that being poor is not something to be ashamed of. Because students are unlikely to directly ask for help, you can also use the novel as a chance to highlight resources in the school and community to which students might turn if they need support.

Poverty



Session 3

pages 33-45



Vocabulary

strutted (pg 40): v.,
walked pompously

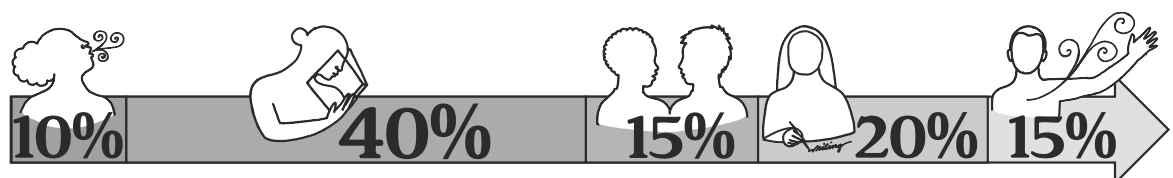
cumulus (pg 36): n., a
type of cloud form that
looks like rounded masses
heaped on each other

Today's Themes

Today's twin themes are **finding beauty** and **experiencing disappointment**. On the one hand, Esperanza experiences a lot of disappointment in the book, like when she finally gets to sit in the canteen, but finds that this is a lonely, alienating experience. But on the other hand, she also finds beauty in many places, which shows us that she can find the good in her life and community. Have students think about these contrasting themes as two ways to look at the same thing. How are the two approaches both real and true ways of seeing the world? How does each make them feel?

Session 2 Recap

In the previous vignettes, Esperanza and her sister visit a junk store and see a beautiful music box, but the owner says it's not for sale. Her friend Meme has a big dog and lives in a house with floors that are slanted and lopsided. They have a Tarzan jumping contest, and Meme breaks both his arms. Their neighbor Louie's cousin drives up in a big, yellow Cadillac and gives them all rides, but then they have to get out quickly because the police arrive. Louie takes off, but crashes the car and is taken to jail. Marin is an older girl who Esperanza thinks is still probably waiting for someone else to change her life. Alicia is a neighborhood girl who is afraid of mice and of her father.



During Reading

“The Eskimos got thirty different names for snow” (pg 35):

A common misconception that alleges that Eskimos (Eskimo people includes the Yupik peoples and Inuit tribes, indigenous people located in the circumpolar region) have multiple ways to say “snow.” While the Eskimo/Inuit people have about as many words for snow as we have in English, the Sami People, a different indigenous circumpolar group, do have hundreds of words for snow.

Cream of Wheat cereal... lumps (pg 37): a hot breakfast cereal made from ground farina wheat that can easily develop lumps (that don't taste good)

salamander (pg 40): common name for species of amphibians that typically look like lizards

300 Spartans (pg 44): A 1962 movie depicting the battle in which a small band of Spartans (Greek warriors from Sparta known for their self-discipline and self-restraint) held off the much larger army from Persia for seven days despite being vastly outnumbered.

Discussion Questions

- How does Darius change when he is thinking about the clouds? What do you think he is feeling?
- What do the girls do with the new shoes they have?
- What kind of attention do they attract with these shoes? How would you feel getting this type of attention?
- Why does Esperanza want to eat in the canteen at school?
- What happens when she gets her mother to send a note?
- How do you think Esperanza feels when she is eating her food in the canteen? How would you feel if you were Esperanza?

Journal Prompt

BEAUTY

DISAPPOINTMENT

- Esperanza says that butterflies, flowers, and other things that make life beautiful are too few.

What are other things that you think make life beautiful?

- » Are they all tangible (touchable) things?
- » Are some of them ideas or feelings? Explain.
- » Do you think there are enough things that make life beautiful?
- » Why or why not?

- When Esperanza finally gets to stay in the canteen, the experience is a bad one, not the good one she had anticipated.

Have you ever really wanted something but then, once you finally had it, it wasn't as great as you thought it would be? What happened?

- » How did you feel?
- » Why did you think that it would have been better?
- » Do you think real life can ever live up to our expectations?



Checkpoint

- Students should start each journal entry by clearly introducing the topic of their writing, and previewing what is to follow.
 - » Construct a focused thesis sentence.
 - » For example, "Today, I am going to write about _____."

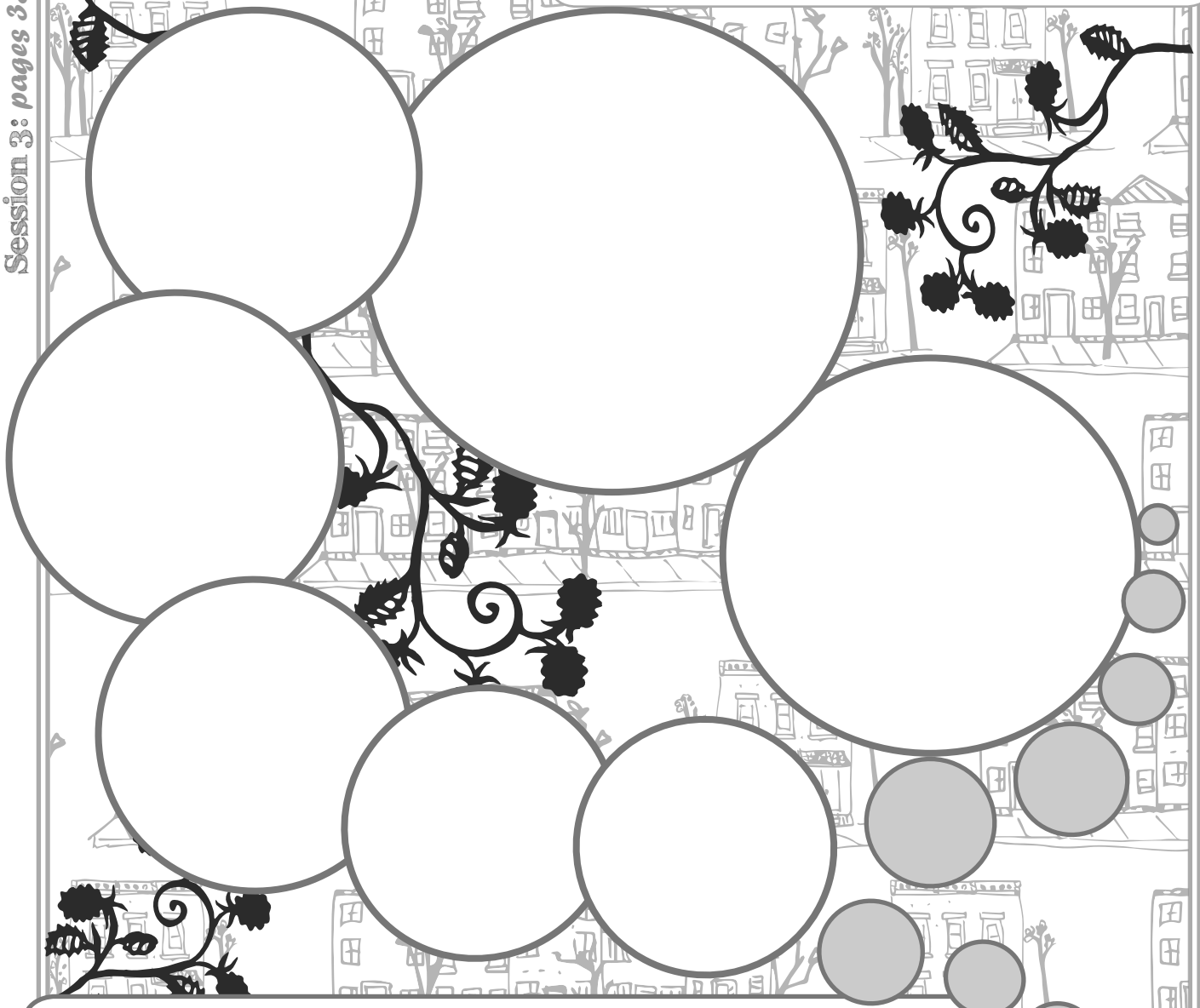
Extension Activity

Esperanza can find the beauty in everyday things—much like Darius can find the profound in the clouds. Have students think about a number of normal, everyday things that make life beautiful. Maybe it's a mural on the underpass, or a surprise flower in the crack in the cement. Maybe it's the sound of a loved one laughing even in hard times. Have students write in the bubbles a number of surprising, beautiful, everyday things with as much detail as possible. Be sure they explain what makes them so beautiful.

Materials:

- » Everyday Beauty Handout

Name: _____



Write about what makes these things beautiful to you:

Esperanza can find the beauty in every day things—much like Darius can find the profound in the clouds. Think about a number of normal, everyday things that make life beautiful. Maybe it's a mural on the underpass, or a surprise flower in the crack in the cement. Maybe it's the sound of a loved one laughing even in hard times. In the bubbles, write out a number of surprising, beautiful, everyday things. Describe them in as much detail as possible, and explain what makes them so beautiful to you.



Everyday Beauty

Session 5

pages 58-71

Vocabulary

imitate (pg 59): v., act just like, copy

goblets (pg 63): n., large, fancy glasses, usually expensive

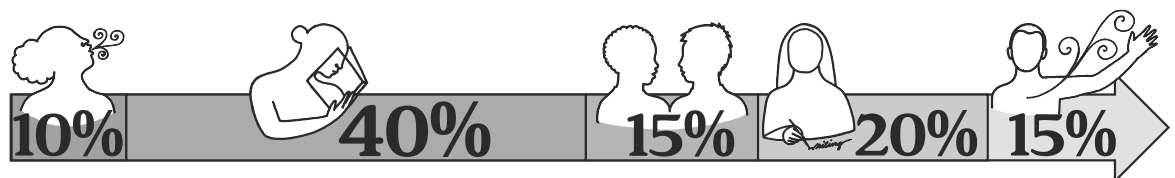
pillar (pg 63): n., a tall vertical support for a building made of wood or stone

Today's Theme

Today's theme is **being remembered**. When a young man named Geraldo is killed in a hit-and-run accident, no one really knows too much about him, and he dies in obscurity. When Esperanza's aunt dies, Esperanza remembers not just the time her aunt was ill, but also when her aunt was young, vibrant, and beautiful. Have students think about how they remember the people in their lives who are no longer around. How do they keep these memories alive?

Session 4 Recap

Esperanza and her family go to the baptism of a cousin in all new, fancy clothes, but Esperanza's shoes are old and brown and she is self-conscious about them. One day, she develops hips, which Rachel says are good for holding babies, but Esperanza says they are good for dancing. Esperanza gets a job at a photo-printing shop, but one night a man grabs her and kisses her hard and doesn't let go. One morning, her father tells her that her grandfather is dead; her father cries, and Esperanza holds him.



During Reading

Joan Crawford (pg 58): American actress popular especially in the 1950s and 1960s

“they’re not like ordinary playing cards” (pg 63): a reference to Tarot cards, a pack of cards used to tell fortunes

brazer (pg 66): slang for a Mexican-American with a lot of national pride

“wetback” (pg 66): a derogatory slur for a person of foreign nationality, usually a Mexican who has crossed without documentation into the United States (infers they had to swim across the ocean or Rio Grande river to get to the United States)

the Emperor’s nightingale (pg 68): A reference to Hans Christian Andersen’s “The Nightingale,” the story of an emperor who prefers the tinkling of a mechanical bird to a real nightingale, but when the emperor is dying, the song of the real nightingale restores his health.

Marlon Brando (pg 68): famous American movie star and political activist

“The Walrus and the Carpenter” (pg 69): a poem from Lewis Carroll’s *Alice Through the Looking Glass* (made popular as *Alice in Wonderland*) in which the Walrus and Carpenter lead a crowd of impressionistic oysters to their ultimate death

Discussion Questions

- Why does Esperanza think she deserves to go to hell?
- Why is Esperanza ashamed? Do you think she is right to be ashamed?
- What is Esperanza’s fortune according to Elenita? What do you think this means?
- What happens to Geraldo? What do you think about way he will be remembered?
- What is Ruthie like? Do you know someone like Ruthie?
- How is she different than her mother?
- Why does everyone think Earl is married? What do you think?

Journal Prompt

GUILT

- Esperanza feels really guilty about making fun of her Aunt Lupe, who was very sick and then passed away.
Is there something from your past that troubles you, that you wish you had done differently?
 - » What happened? What did you do or say?
 - » Why do you feel bad or guilty about your actions?
 - » If you could go back to that moment, what would you do differently?
 - » What can you learn from this experience?

FREEDOM

- Aunt Lupe tells Esperanza, "You must keep writing. It will keep you free."
What do you think she means by this?
 - » Do you agree with her?
 - » How is writing freeing for Esperanza? Is it freeing for you?
 - » What types of things keep you free? Why?

Checkpoint

- **Students should support their opinions and claims with well-chosen facts, details, quotes, and examples.**
 - » Student writing must develop and support an argument using relevant examples from the book or from their personal experiences.
 - » For example, use the sentence frame, "I think _____ because the character says '_____', which implies that _____."

Extension Activity

We have seen a lot of Esperanza's neighborhood and have met a lot of her neighbors. Have students think about the neighborhoods they live in and what improvements they would like to see in their neighborhood. Have them draw a detailed map or picture of their updated neighborhood by labeling as many things as possible: streets, apartments, businesses, parks, etc. You can have them draw their actual neighborhood on a sheet of paper beforehand for comparison.

Materials:

- » My Neighborhood Handout

Name: _____

My Plan for Improvements

What improvements would you make to your neighborhood?

A Map of My Plan

We have seen a lot of Esperanza's neighborhood and have met a lot of her neighbors. Think about the neighborhood you live in. Now think about what changes you would make to your neighborhood if you could. Would you add more green/park space? Would you add a theater? More houses? Fewer businesses? A walkway? A skate park? Write a plan for the improvements you would make in your new neighborhood. Be creative and draw a map or picture of your updated neighborhood by labeling as many things as possible: streets, apartments, businesses, parks, etc.

My Neighborhood

Appendix

Additional Activities

Contents

Essay Word Bank	56
Final Essay Outline	57
Six Traits Writing Rubric	58
Editing Tool	59
A House of My Own: <i>Expository Reading</i>	60
Stylized Descriptions	64
What's The Message	65
Letter to the Author	66
Real Life Connector	67
Counting My Assets	68
My Memoir	69
Vocabulary Comprehension Activity	70
Answer Key	71
Student Evaluation	72
Teacher Reflection.....	74
About Us.....	75

There's so much more!



For more information, go to
[Savvas.com/ReadingwithRelevance](https://www.savvas.com/ReadingwithRelevance)

0620.PC.JW.Lit:581L3014

SAVVAS
LEARNING COMPANY

Savvas.com
800-848-9500

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.
Savvas™ and Savvas Learning Company™ are the exclusive trademarks
of Savvas Learning Company LLC in the US and in other countries.

ADV: 9780768590326

Join the Conversation
@SavvasLearning



Get Fresh Ideas for Teaching
[Blog.Savvas.com](https://www.savvas.com/blog)