

# Keeping Up Traditions

FOCUS QUESTION

## How and why do people change traditions?

### About the Lesson

OBJECTIVES

Content Objectives

- Identify structural elements of a play and explain how they are helpful for the reader.
- Analyze the changes in characters, setting, and plot from one act to another.
- Understand how families continue traditions and update them.

Language Objectives

- Explain to a partner how dialogue and stage directions clarify a play’s action.
- Describe in writing how a character’s feelings change from one act to another.
- Talk with a group about how traditions can be updated.

ACADEMIC TALK

See **Glossary of Terms** on pp. 478–485.  
*play, act, scene, cast of characters, setting, dialogue, stage direction, plot*

Spanish Cognates

*acto, escena, diálogo*

### Build Knowledge

Lesson texts build knowledge about:

- How families preserve and celebrate traditions
- How traditions can be updated and refreshed

### Plan Student Scaffolds

- Use **i-Ready data** to guide grouping and choose strategic scaffolds.
- Use this **Teacher Toolbox** resource as needed to address related skills:
  - Describe the structural elements of a drama
- Organize students into small groups to read the text in Session 1. Assign a character to each member of the group and have them read the play aloud, as in Reader’s Theater. **EL**
- Preview texts and activities to anticipate barriers to engagement, access, and expression. Modify based on needs.

### Use Protocols That Meet the Needs of All Students

In order to increase engagement and validate cultural and linguistic behaviors, specific protocols are included in the lesson. To further customize activities for your students, consider optional protocols listed on pp. A46–A51.

PROTOCOL	SESSION	VALIDATES
Stand and Share	1, 2, 3, 5	spontaneity, movement, connectedness
Silent Appointment	2, 4	social interaction, nonverbal expression
Merry-Go-Round Share	2, 6	multiple ways to show focus, connectedness
Musical Shares	2, 4	movement, social interaction
Somebody Who	4, 6	social interaction
Shout Out	5	spontaneity, multiple ways to show focus

### LEARNING PROGRESSION | Analyze Elements of Plays

**Students build on this skill:**  
**RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**Students learn this skill:**  
**RL.4.5** Refer to the structural elements of drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

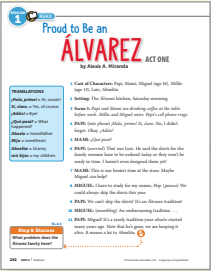
**Students prepare for this skill:**  
**RL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**Students review and practice:**

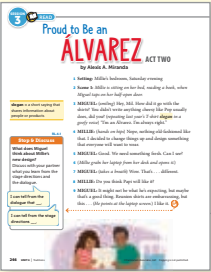
- **RL.4.1** Make inferences
- **RL.4.3** Describe characters
- **RL.4.4** Determine word meanings

LESSON PLANNING GUIDE

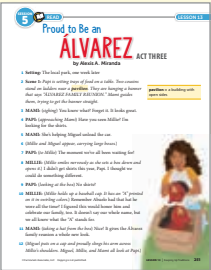
TEXT 1: Proud to Be an Álvarez, Act One • DRAMA

SESSION 1	SCAFFOLD READING		TEXT AT-A-GLANCE	ENGLISH LEARNER SUPPORT (EL)
	PRACTICE THE FOCUS STANDARD			
	<ul style="list-style-type: none"><li>Formative Assessment</li></ul>		<p><b>Concepts/Background</b></p> <ul style="list-style-type: none"><li>a bilingual household</li><li>the importance of family traditions and reunions</li><li>the clothing some people wear to reunions</li></ul> <p><b>Language</b></p> <ul style="list-style-type: none"><li><b>Vocabulary:</b> <i>reunion, sports jersey</i></li><li><b>Spanish Words:</b> <i>hola, primo, sí, claro, adiós, qué pasó, abuelo, hija, abuelita, mis hijos</i></li><li><b>Informal Language:</b> <i>skip the shirts, got it, I got this</i></li><li><b>Figurative Language:</b> <i>keeping (the tradition) alive</i></li></ul>	<p><b>Speaking/Reading</b></p> <ul style="list-style-type: none"><li>Leverage home language, Identify informal language</li></ul> <p><b>Speaking/Reading</b></p> <ul style="list-style-type: none"><li>Reinforce academic vocabulary</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>Use sentence frames</li></ul>

TEXT 2: Proud to Be an Álvarez, Act Two • DRAMA

SESSION 3	SCAFFOLD READING		TEXT AT-A-GLANCE	ENGLISH LEARNER SUPPORT (EL)
	PRACTICE THE FOCUS STANDARD			
	<ul style="list-style-type: none"><li>Formative Assessment</li></ul>		<p><b>Concepts/Background</b></p> <ul style="list-style-type: none"><li>the steps involved in designing and ordering clothing</li><li>feelings of excitement and worry that can come with new responsibilities</li></ul> <p><b>Language</b></p> <ul style="list-style-type: none"><li><b>Vocabulary:</b> <i>celebrate, counting on, anchovies, place the order, curious</i></li><li><b>Informal Language:</b> <i>cheesy; goofy; need something fresh; pretty big deal; just right; long day, Pop?</i></li></ul>	<p><b>Speaking/Reading</b></p> <ul style="list-style-type: none"><li>Identify informal language</li></ul> <p><b>Reading</b></p> <ul style="list-style-type: none"><li>Interpret idioms</li></ul> <p><b>Listening/Speaking</b></p> <ul style="list-style-type: none"><li>Analyze synonyms</li></ul> <p><b>Speaking/Writing</b></p> <ul style="list-style-type: none"><li>Collaborate with a partner, Talk before writing</li></ul> <p><b>Reading</b></p> <ul style="list-style-type: none"><li>Guide toward answering questions</li></ul>

TEXT 3: Proud to Be an Álvarez, Act Three • DRAMA

SESSION 5	INDEPENDENT READING AND PRACTICE		TEXT AT-A-GLANCE	ENGLISH LEARNER SUPPORT (EL)
	PRACTICE THE FOCUS STANDARD			
	<ul style="list-style-type: none"><li>Formative Assessment</li></ul>		<p><b>Concepts/Background</b></p> <ul style="list-style-type: none"><li>the popularity of salsa music and dance in Puerto Rican culture</li></ul> <p><b>Language</b></p> <ul style="list-style-type: none"><li><b>Vocabulary:</b> <i>reaction, slings, salsa music</i></li><li><b>Spanish Words:</b> <i>perfecto, qué bonita, ahora todos juntos</i></li><li><b>Informal Language:</b> <i>high-five</i></li></ul>	<p><b>Speaking/Reading</b></p> <ul style="list-style-type: none"><li>Identify informal language, Analyze synonyms, Analyze sentences, Rephrase ideas</li></ul> <p><b>Listening/Reading</b></p> <ul style="list-style-type: none"><li>Read aloud questions and answer choices</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>Use sentence frames</li></ul>

KNOWLEDGE BUILDING

SESSION 6	RESPOND TO THE FOCUS QUESTION		ENGLISH LEARNER SUPPORT (EL)
	PRACTICE THE FOCUS STANDARD		
	<ul style="list-style-type: none"><li>How and why do people change traditions?</li></ul>	<ul style="list-style-type: none"><li>Integrate information from the lesson texts</li><li>Collaborative discussion</li><li>Short response</li></ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"><li>Use sentence frames</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>Use sentence frames</li></ul>

## Before Teaching the Lesson

Preview *Proud to Be an Álvarez*, a three-part text, before teaching the lesson. Plan scaffolds to use and provide background information as needed.

- **Acts One–Three: Family Reunions** A reunion is a special party where family members gather from near and far to stay in touch and celebrate being a family.

## Talk About the Topic

### BUILD STUDENTS' INTEREST

- 1 • Introduce the lesson topic and the Focus Question. Tell students they will read, talk, and write about characters who have a family tradition.
- Read aloud the Focus Question, encouraging students to identify the cognate *tradición* (tradition). **EL**
- Ask volunteers to **Stand and Share** what they think “Keeping Up Traditions” means. If needed, clarify that the phrase means “to continue traditions over time.”
- Introduce the focus standard. **Say, As you read, you will pay attention to what makes a play a play. After reading each section, you will talk and write about the parts of a play.**
- 2 • Ask students to complete Notice and Wonder with a partner.

SESSION

1

TALK ABOUT THE TOPIC

# Keeping Up Traditions

1

## FOCUS QUESTION

# How and why do people change traditions?

2

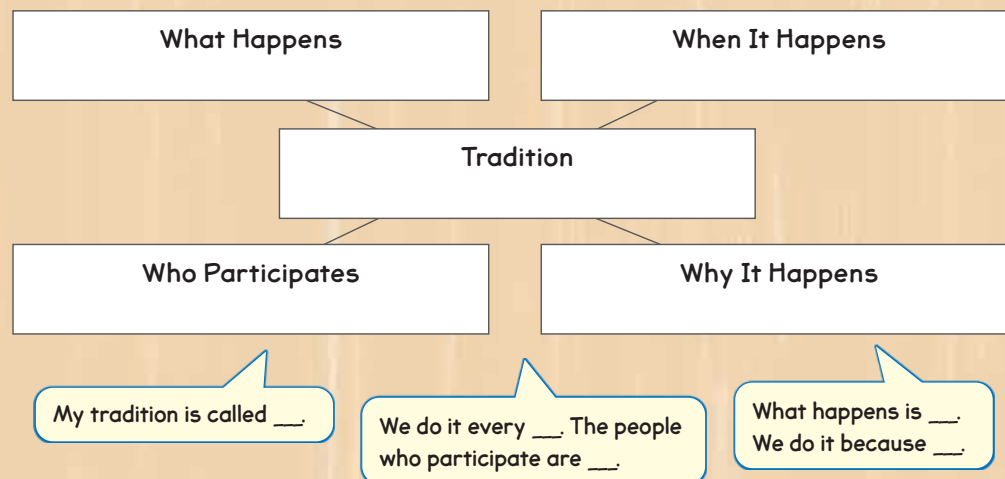
## NOTICE AND WONDER

Look at the text you will read in this lesson. What do you notice? What do you wonder? Discuss your ideas with a partner.

3

## TALKING ABOUT MY TRADITION

A tradition is an activity or event that has happened for a long time. It happens in a similar way each time. What is a tradition in your family or community?



## LESSON 13

**Proud to Be an  
Álvarez, Acts One,  
Two, and Three**

by Alexis A. Miranda

### 3 INTRODUCE ESSENTIAL CONCEPTS

- Have students work in pairs to complete Talking About My Tradition.
  - Have students work independently first to fill in the graphic organizer.
  - Encourage students to think of a tradition in their home, family, or community.
  - Tell students that they can leave blank any element they don't know, such as why the tradition happens.
  - Guide students to use the sentence frames as they **Turn and Talk** about the traditions.
  - Have students share and explain their traditions through drawings. **EL**
- Use **LISTEN FOR** to monitor understanding. Use **Help & Go** scaffolds as needed.
- **LISTEN FOR** Students describe their tradition.

#### HELP & GO: Academic Discussion

- Model by describing a tradition of your own. **Say**, *My family has a tradition of \_\_\_\_\_. We do it every \_\_\_\_\_. The people who participate are \_\_\_\_\_. What happens is \_\_\_\_\_. We do it because \_\_\_\_\_.*
  - Encourage students to use the sentence frames on the student page to describe their tradition.
  - Ask students to reword unclear explanations. Revoice explanations as needed.
- Invite students to **Raise a Hand** if they are comfortable sharing their tradition with the class.
  - Provide time for students to rehearse before they speak to the whole group if they have volunteered to do so. **EL**
  - Remind students that every family and every culture has traditions that may differ from those of other families and cultures. Sharing traditions is meant to help each other learn, and every tradition should be respected.



## 1 Support Reading

- Set a purpose for reading. **Say**, *You will read the first part of a play to learn about a family and their tradition.*
- Explain that instead of *paragraphs*, you will refer to the blocks of text in the play as *lines*. Emphasize that students should read all of the text. Clarify play elements as needed (see student page 244).
- Point out the Spanish-English glossary. Ask Spanish-speaking volunteers to pronounce these words. **EL**
- Have students read lines 1–11, circling unknown words and marking confusing parts with a question mark.
- Use **CHECK INs** and **Help & Go** scaffolds as needed. Monitor based on annotations, observation, and your knowledge of students.
- **CHECK IN** Students understand why Miguel suggests skipping the shirts.

### HELP & GO: Comprehension

- Have students reread lines 8–10. **Ask**, *What is the Álvarez tradition? making shirts for the reunion* *What does Miguel think of this tradition? It's embarrassing.* *What does Miguel suggest? skipping, or not making, the shirts this year*

## 2 Stop & Discuss

- Have partners complete the **Stop & Discuss**.
- **LISTEN FOR** Students understand that the shirts must be designed before they are ordered.

### HELP & GO: Comprehension

- Read aloud line 6. **Ask**, *When do the shirts have to be ordered? today* *What has to be done before they can be ordered? Someone has to design them.*
- Point out that *have to* means “must.” Have students infer that when *have to* is combined with *be ordered today*, it means that the shirts must be ordered today. **EL**

SESSION

1



READ


## Proud to Be an

# ÁLVAREZ

ACT ONE

by Alexis A. Miranda

1

- 1 Cast of Characters:** Papi, Mami, Miguel (age 16), Millie (age 13), Luis, Abuelita
- 2 Setting:** The Álvarez kitchen, Saturday morning
- 3 Scene 1:** *Papi and Mami are drinking coffee at the table before work. Millie and Miguel enter. Papi's cell phone rings.*
- 4 PAPI:** *(into phone)* ¡Hola, primo! Sí, claro. No, I didn't forget. Okay. ¡Adiós!
- 5 MAMI:** ¿Qué pasó?
- 6 PAPI:** *(worried)* That was Luis. He said the shirts for the family reunion have to be ordered today or they won't be ready in time. I haven't even designed them yet!
- 7 MAMI:** This is our busiest time at the store. Maybe Miguel can help?
- 8 MIGUEL:** I have to study for my exams, Pop. *(pauses)* We could always skip the shirts this year.
- 9 PAPI:** We can't skip the shirts! It's an Álvarez tradition!
- 10 MIGUEL:** *(mumbling)* An embarrassing tradition . . .
- 11 PAPI:** Miguel! It's a yearly tradition your *abuelo* started many years ago. Now that he's gone, we are keeping it alive. It means a lot to Abuelita. 

2

RL.4.3

### Stop & Discuss

What problem does the Álvarez family have?



3

12 MILLIE: I can design the shirts, Papi!

13 PAPI: Are you sure, *mija*?

14 MILLIE: Yeah, it's no problem.

15 PAPI: *Álvarez teamwork! I love it! (thinks for a moment)* Actually, that's not a bad idea. You could put TEAM *ÁLVAREZ* on the back, like a sports jersey!

16 MAMI: (*firmly*) *Abuelita* will not wear a sports jersey.

17 PAPI: Okay, okay. You design it how you want, Millie. Just make sure it says "*Álvarez*."

18 MILLIE: I will.

19 PAPI: And nothing too **flashy** . . .

20 MILLIE: Got it.

21 PAPI: But not boring.

22 MILLIE: Papi!!! I got this.

23 MAMI: (*getting up*) She's got this. And we've got to get to the store.

24 PAPI: All right. All right. (*kisses Millie's head and hugs Miguel*) Have a good day, *mis hijos*!

25 (*Papi and Mami exit. Millie heads to her bedroom to start working on the design.*)  . . .

LESSON 13

**flashy** = bright, showy, or glittery

4

RL.4.3

### Stop & Discuss

How does Millie feel about designing the shirts? How can you tell? Underline three sentences or phrases that show how she feels.

Millie feels \_\_\_\_\_. I can tell because \_\_\_\_\_.

## 3 Support Reading

- Have students read lines 12–25.
- **CHECK IN** Students understand the pronouns and unspoken idea in line 15.

### HELP & GO: Sentence Comprehension

- Have students reread line 15. **Ask**, *What do you think Papi means when he says, "on the back"? The "back" of what? the back of each shirt*
- Point to the word *that's* in line 15. **Ask**, *What does Papi say right before this? Álvarez teamwork! I love it! What do both it and that's refer to? the idea of teamwork*

## 4 Stop & Discuss

- Have students complete the **Stop & Discuss** and then **Turn and Talk** with a partner.
- **LOOK FOR** Students understand that Millie feels confident about designing the shirts.

### HELP & GO: Comprehension

- Direct students to lines 12–14. **Ask**, *What does Millie volunteer to do? design the shirts What does she tell Papi when he asks if she's sure? that it's no problem*
- Then have students read up to line 22. **Ask**, *Why does Millie say, "I got this"? Papi keeps telling her how to design the shirts, but she knows what to do.* Guide students to use these clues to infer that Millie is confident.
- Clarify that *I got this* is an informal way to say "I can do it," which shows that Millie is confident. **EL**

## Discuss the Whole Text

Display the Focus Question. Have students **Stand and Share** to share their thoughts about the *Álvarez* family tradition and how it might change. Record their ideas. Remind students that they will revisit the Focus Question later.

Reconnect to the Text

Have students **Stand and Share** to recall Act One. **Ask**, *What problem comes up, and what solution does Millie suggest?*

1 Introduce the Standard

- **Say**, *Plays are different from other types of texts, such as books or poems, so when you read a play, it's important to understand the different parts and what each can tell you.* Review the introductory bullets with students.
- Assess students' familiarity with the academic terms *play*, *acts*, *scenes*, and the other elements defined on the student page. Have students find and underline examples in the play as you point them out. **EL**

2 Reread/Think

**MODEL THE STANDARD** Explain the chart's structure with students. Then model thinking about the elements of plays and what each tells you as you reread lines 1 and 2.

- **Say**, *When I begin reading a play, I ask myself, "Who are the characters in this play?" Line 1 shows me the Cast of Characters. From this list of characters, I can tell the names of the characters, and even a little bit extra about some of them. See? Miguel is 16 years old and Millie is 13 years old. I can tell that they are a family.* Point to the sample responses in the first row of the chart.
- Continue modeling how to identify and think about the setting in line 2. **Say**, *Knowing the setting helps me picture where and when the story in the play takes place. It's early in the day, and it's likely breakfast time.* Point to the sample responses in the second row of the chart.

**GUIDE STANDARDS PRACTICE** Have partners complete the rest of the chart.



**RL.4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of ... drama ... when writing or speaking about a text.

1 Analyze Elements of Plays

- A **play** is a story that is performed on stage by actors. A play is divided into **acts**, or main parts, similar to the chapters in a book. Plays are made up of the following elements to help readers understand the story in the play:
  - **Cast of characters**: a list of characters in the play
  - **Setting**: where and when a scene takes place
  - **Scenes**: smaller parts inside acts; they describe what is happening in each setting
  - **Stage directions**: tell the actors what to do, how to speak, and where to be on stage
  - **Dialogue**: the words characters say (includes the name of the character speaking)

2 Reread/Think

Reread lines 1–6. Then complete the chart with a partner. Include an example of each play element and write what it tells you. **Sample responses shown.**

Element	Example	What It Tells Me
Cast of characters	<b>Cast of Characters:</b> Papi, Mami, Miguel (age 16), Millie (age 13), Luis, Abuelita	<ul style="list-style-type: none"><li>• names of the characters</li><li>• The family has two teens.</li></ul>
Setting	<b>Setting:</b> The Álvarez kitchen, Saturday morning	<ul style="list-style-type: none"><li>• early in the day</li><li>• breakfast time</li></ul>
Scene	<b>Papi and Mami are drinking coffee at the table before work. Millie and Miguel enter. Papi's cell phone rings.</b>	<ul style="list-style-type: none"><li>• Papi and Mami leave for work soon.</li><li>• Papi gets a call.</li></ul>
Stage directions	<b>(worried)</b>	<b>Papi and Mami are concerned.</b>
Dialogue	<b>PAPI: That was Luis. He said the shirts for the family reunion have to be ordered today or they won't be ready in time. I haven't even designed them yet!</b>	<ul style="list-style-type: none"><li>• Papi says these lines.</li><li>• He hasn't worked on the shirts.</li></ul>

LESSON 13

### 3 Talk

Use your chart to talk with a partner about how each play element helps you understand what is happening in the play.

The play element \_\_\_\_ tells me \_\_\_\_.

This helps me understand \_\_\_\_.

### 4 Write

Choose two elements in the play *Proud to Be an Álvarez*. Explain how they help you understand what is happening in the play. Give examples from the play to support your response.

**Sample response: Two play elements that help me**

**understand what is happening in *Proud to Be an Álvarez* are**

**the dialogue and the stage directions. The dialogue tells me**

**who is speaking and what they are saying, and the stage**

**directions help me understand how they are speaking and**

**feeling. For example, in line 10, Miguel mumbles when he**

**says it is an embarrassing tradition. This tells me that Miguel**

**doesn't like the T-shirts, but it is not something he can really**

**change. Another example is in line 24, when the dialogue tells me that Papi is**

**leaving. He speaks in English and Spanish, which helps me understand that he is**

**bilingual. And the stage directions help me picture him saying goodbye to Millie by**

**kissing her on the head.**

#### WRITING CHECKLIST

- ☐ I explained two elements that help me understand the play.
- ☐ I used examples from the play in my response.
- ☐ I used complete sentences.
- ☐ I used correct spelling, punctuation, and capitalization.

### 3 Talk

- Have students use **Silent Appointment** to complete the activity with a different partner.
- Remind students to reword unclear explanations. Revoice explanations as needed.
- **LISTEN FOR** Students understand how a play's elements provide information about its story, setting, and characters, including how characters act and feel. ✓

#### HELP & GO: Standards Practice

- **Ask, *Why is dialogue important? It helps me know what the characters say and feel and what's happening in the story.***
- **Ask, *If you were performing this play in front of an audience, what play elements could be helpful to you? The stage directions would help me know how my character was feeling so I'd know what mood to show in my lines or what kind of expression to make. They could also help me know whether I am sitting or standing and what am I doing.***

- Have students use **Merry-Go-Round Share** to discuss how Act One might be different if it were a story or a poem and not a play.

### 4 Write

- Have students complete the Write task and use the checklist to check their work.
  - Remind students to refer to the elements of a play in their writing.
  - Write sentence frames on the board. For example: *The elements that helped me most are \_\_\_\_\_. One example is \_\_\_\_.* **EL**
  - Use written responses to determine whether students need additional support. ✓
- Have students share their writing using **Musical Shares**.



## 1 Support Reading

- Set a purpose for reading. **Say**, *Today you will read Act Two of the play to learn how Millie is carrying on the family tradition.*
- Have students read lines 1–9. Remind them to circle unknown words and mark confusing parts with a question mark.
- Use **CHECK INs** and **Help & Go** scaffolds as needed.
- CHECK IN** Students understand the characters' emotions in lines 3 and 4.

### HELP & GO: Comprehension

- Read aloud the stage directions and dialogue in line 3. **Ask**, *Why does Miguel use a goofy voice to repeat last year's slogan? He is making fun of it.*
- Explain that *in a goofy voice* means "in a silly voice" as if making fun of last year's slogan. **EL**
- Repeat with line 4. Put your hands on your hips to demonstrate confidence. **Say**, *This is how Millie is holding her arms. Based on this and what she says, how do you think she feels? confident, proud*

## 2 Stop & Discuss

- Have partners complete **Stop & Discuss**.
- LISTEN FOR** Students understand that Miguel is surprised by Millie's design, but that he likes it and wants to be supportive of his sister.

### HELP & GO: Comprehension

- Direct students to line 7. Demonstrate the stage direction *takes a breath* by inhaling sharply, and pause at the ellipsis. **Ask**, *How you think Miguel feels? surprised*
- Direct students to line 9. **Ask**, *What can you tell about Miguel from what he says to Millie? He wants to be supportive. He tells Millie he likes the design. He says that Papi might be surprised but it is okay if he is.*

SESSION  
3

READ

# Proud to Be an ÁLVAREZ

ACT TWO

by Alexis A. Miranda

**1 Setting:** Millie's bedroom, Saturday evening

**1** **2 Scene 1:** *Millie is sitting on her bed, reading a book, when Miguel taps on her half-open door.*

**3 MIGUEL:** (*smiling*) Hey, Mil. How did it go with the shirts? You didn't write anything cheesy like Pop usually does, did you? (*repeating last year's T-shirt slogan in a goofy voice*) "I'm an Álvarez. I'm always right."


**4 MILLIE:** (*hands on hips*) Nope, nothing old-fashioned like that. I decided to change things up and design something that everyone will want to wear.

**5 MIGUEL:** Good. We need something fresh. Can I see?

**6** (*Millie grabs her laptop from her desk and opens it.*)

**7 MIGUEL:** (*takes a breath*) Wow. That's . . . different.

**8 MILLIE:** Do you think Papi will like it?

**9 MIGUEL:** It might not be what he's expecting, but maybe that's a good thing. Reunion shirts are embarrassing, but this . . . (*He points at the laptop screen.*) I like it. 

2

RL.4.1

### Stop & Discuss

What does Miguel think about Millie's new design?

Discuss with your partner what you learn from the stage directions and the dialogue.

I can tell from the dialogue that \_\_\_\_.

I can tell from the stage directions \_\_\_\_.



3

## LESSON 13

- 10 MILLIE:** *(after a pause)* You know, this is the first time Papi has let me do anything on my own.
- 11 MIGUEL:** It's a pretty big deal, Mil. Everyone's counting on you.
- 12 MILLIE:** I want the design to be just right.
- 13 Setting:** The Álvarez kitchen, the same evening
- 14 Scene 2:** Papi enters, carrying pizza boxes.
- 15 PAPI:** I'm home! I got pizza!
- 16** *(Millie and Miguel join Papi in the kitchen.)*
- 17 MILLIE:** *(peeking in one of the pizza boxes, disgusted)* Ew! Are those anchovies?
- 18 PAPI:** It's for your mom when she gets home. But I agree with you. Nobody should put fish on pizza.
- 19** *(Millie gets drinks and sets them on the table. Miguel hands out plates with plain slices of cheese pizza. They all sit at the table and eat. After a few moments of quiet chewing, Papi rubs his chin and yawns.)*
- 20 MIGUEL:** Long day, Pop?
- 21 PAPI:** *(sighs)* Yes, but I'm happy to be home now. *(smiles at Miguel and Millie)* 🤝.....➔

4

RL.4.3

## Stop &amp; Discuss

Why does Millie want the design to be "just right"?

Find details in the play that support your answer. Discuss with your partner.



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## 3 Support Reading

- Have students read lines 10–21.
- CHECK IN** Students understand the meaning of *Long day, Pop?* in line 20.

## HELP &amp; GO: Language

- Read aloud line 20. **Say**, *When we talk to people, especially people we know well, we might not use complete sentences. Some words are missing from Miguel's question. What is Miguel really asking Papi? Did you have a long day, Pop? EL*
- Help students understand why Miguel asks the question by pointing to the stage direction at the end of line 19. **Ask**, *Why does Papi yawn? He is tired.* Remind students that both Mami and Papi went to work on this Saturday.

## 4 Stop &amp; Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- LISTEN FOR** Students understand that Millie takes seriously the responsibility of making the design and values Papi's opinion.

## HELP &amp; GO: Comprehension

- Clarify *big deal* and *just right* in lines 11 and 12. **Say**, *If something is a big deal, it is very important. What does it mean when something is just right?* Explain that *just right* means "perfect for the situation."
- Clarify the phrase *everyone's counting on you* by explaining that *counting on* is an expression that means "everyone is depending on someone else to do something." **EL**
- Ask**, *What is the "big deal" that Miguel refers to? What is everyone counting on Millie for? making a good design for the reunion*
- Ask**, *Why does Millie want what she is designing to be perfect? because everyone is counting on her Whose opinion do you think she cares about the most? Why? Papi's, because he is letting her make the design on her own*

## 5 Support Reading

- Have students read lines 22–26.
- CHECK IN** Students understand the complex sentence in line 23.

### HELP & GO: Sentence Comprehension

- Read aloud lines 22 and 23.
- Point to the sentence in line 23 that begins with "I am curious." **Say**, *Some words are missing after curious. What is Papi curious about? the reunion design that Millie asks him about looking at*
- Point to the phrase *it's your decision, Millie*. **Ask**, *What does it refer to? the design for the reunion*

## 6 Stop & Discuss

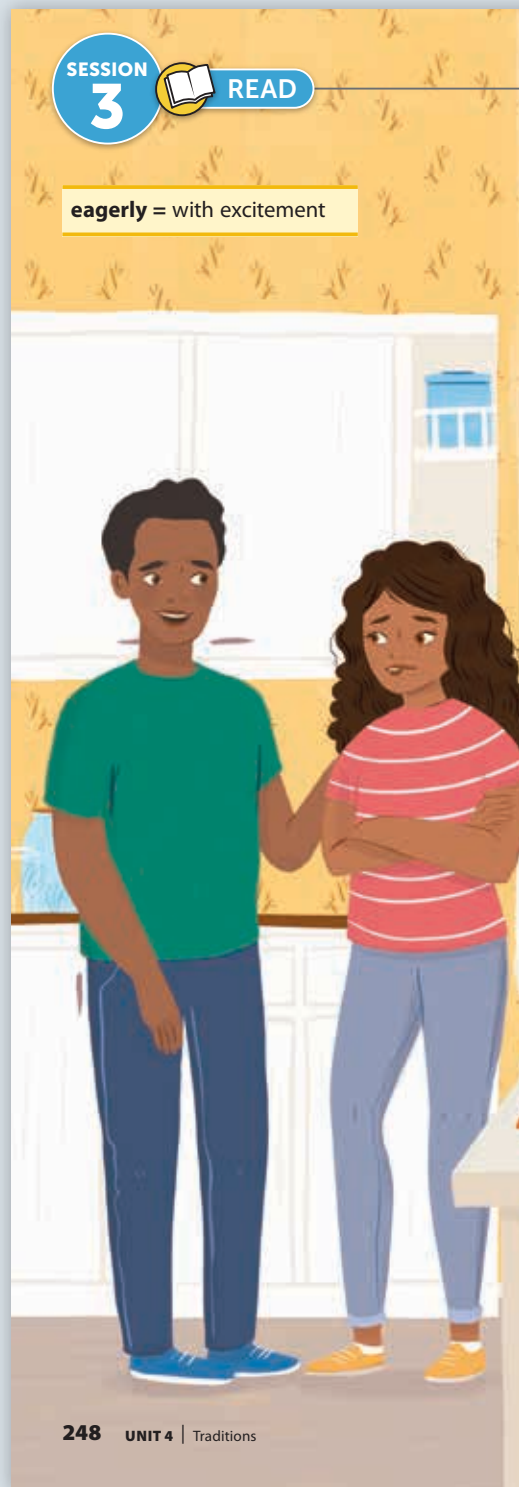
- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- LOOK FOR** Students identify what Papi says and does in line 23 that shows he trusts Millie.

### HELP & GO: Comprehension

- Have students reread line 23. **Ask**, *Which phrase shows that Papi is allowing Millie to be in charge of the design? it's your decision What does he say to let her know he's not worried about the decision she'll make? I'm sure you'll make something we'll all be proud to wear. What do the stage directions tell you Papi then does? He pats Millie's hand.* Discuss the possible meaning of this gesture, allowing students to share what it means to them. Help them conclude that Papi is reassuring Millie that his trust in her is real.
- Have students share words related to *trust*, such as *know, sure, believe, and accept*. **EL**

## Discuss the Whole Text

- Revisit the Focus Question and use **Stand and Share** to discuss how Millie might change her family's tradition.
- Record responses. **Say**, *We will ask and answer this question again when we get to the end of the play.*

SESSION  
3

READ

eagerly = with excitement

5 **22 MILLIE:** (*eagerly*) Papi, I finished the reunion design. Do you want to see it before I place the order?

**23 PAPI:** (*wiping his mouth, putting the used napkin on his now empty plate*) You know what? I am curious, but this year, it's your decision, Millie. Surprise me! I'm sure you'll make something we'll all be proud to wear. (*pats Millie's hand and stands up*) Okay, I'm going to go watch the game.

**24 MILLIE:** Sure, Papi.

**25** (*Papi exits the kitchen.*)

**26 MILLIE:** (*to Miguel*) I sure hope he likes the new design. (*Millie bites her lip.*)

RL.4.3

### Stop & Discuss

**How does Papi show that he trusts Millie?**  
Underline the details that show he trusts her. Discuss with a partner.

6



SESSION  
4

## PRACTICE

**RL.4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of ... drama ... when writing or speaking about a text.

## LESSON 13

## 1 Analyze Elements of Plays

To understand the characters and plot in a play, think about what you learn from each element.

- The **plot** is the sequence of events in the play.

## 2 Reread/Think

Reread Act Two of *Proud to Be an Álvarez*. Answer the questions in the chart. Then identify the play elements and the lines you used to understand the characters and plot.

Questions and Answers About Act Two	Play Elements Used
<p>What is Miguel like as a brother?</p> <p><b>He is nice. He wants to know about Millie's design. He says something nice about it even though it surprises him. He calls her "Mil" for short.</b></p>	<ul style="list-style-type: none"> <li>Scene <u>1</u></li> <li>Stage Directions, Line(s) <u>3, 7</u></li> <li>Dialogue, Line(s) <u>3, 7, 9, 11</u></li> </ul>
<p>What do Millie and Miguel think of the new design?</p> <p><b>Millie thinks everyone will want to wear it. It surprises Miguel. He says the design is different from what Papi is expecting and that he likes it. It is not embarrassing.</b></p>	<ul style="list-style-type: none"> <li>Scene <u>1</u></li> <li>Stage Directions, Line(s) <u>7</u></li> <li>Dialogue, Line(s) <u>7, 9</u></li> </ul>
<p>What is Millie's opinion of anchovies? Who feels differently?</p> <p><b>She thinks they are disgusting. Mami likes them.</b></p>	<ul style="list-style-type: none"> <li>Scene <u>2</u></li> <li>Stage Directions, Line(s) <u>17</u></li> <li>Dialogue, Line(s) <u>17, 18</u></li> </ul>
<p>How does Millie feel when Papi does not look at her design?</p> <p><b>She is nervous or worried that he won't like it.</b></p>	<ul style="list-style-type: none"> <li>Scene <u>2</u></li> <li>Stage Directions, Line(s) <u>26</u></li> <li>Dialogue, Line(s) <u>26</u></li> </ul>

## Reconnect to the Text

Use **Raise a Hand** to have students recall details from Act Two. **Ask**, *Why doesn't Papi look at Millie's design?*

## 1 Practice the Standard

- Remind students that they have learned about the elements of plays. **Say**, *Today you will use those elements to understand the story in the play.*
- Use **Somebody Who** to have student volunteers recall play elements from Session 2.
- Read the information at the top of the student page to connect play elements to understanding characters and plot.
- Confirm understanding of the academic term *plot*. **Ask**, *What other types of texts have a plot?* *stories, fiction books* **EL**

## 2 Reread/Think

**MODEL THE STANDARD** Display the chart. Model thinking aloud about understanding characters and plot using play elements.

- Say**, *The first question asks about Miguel and what kind of brother he is. I see that at the beginning of Scene 1, Miguel knocks on Millie's door, so I know this scene will tell me more about these siblings. In line 3, the stage directions tell me that Miguel is smiling, and the dialogue tells me he has a nickname for her—Mil—and he asks about her design. These details help me understand Miguel is a friendly and interested brother.* Write this answer in the chart. Then say that you're writing in all three lines because you used the scene description, stage directions, and dialogue to find out about Miguel's character. **Say**, *I'll also write the line numbers where I found the details.*

**GUIDE STANDARDS PRACTICE** Have students complete the rest of the chart independently.

- Allow students to work in pairs if needed. **EL**



## 3 Talk

- Have students make a **Silent Appointment** to find a partner for the Talk activity.
- LISTEN FOR** Students identify stage directions and dialogue as sources for understanding the play, and then note how this is different in a story. ✓

**HELP & GO: Academic Discussion**

- Ask,** *In a play, where can you learn about a character's feelings or the way they say something?* *stage directions, dialogue*
- Review the following elements of stories: dialogue in quotation marks and a narrator who tells what characters think and feel.

## 4 Write

- Have students complete the Write task and use the checklist to check their work.
  - Explain to students that when they summarize Acts One and Two of the play, they should briefly retell the plot in their words.
  - Use written responses to determine whether students need additional support. ✓
- Allow students to share their ideas with a partner before writing. **EL**
- LOOK FOR** Students understand what the Write prompt means.

**HELP & GO: Writing**

- Say,** *First, you will briefly retell the plot of Act One. Try to answer the question, "What is Act One mostly about?" Then, in a second paragraph, answer the same question about Act Two.*
- Consider having small groups perform each act as reader's theater before writing. **EL**

- Have students share their writing using **Musical Shares**.

## SESSION

## 4



## PRACTICE

## 3 Talk

Use your chart to discuss with a partner what you learned about the characters and plot in Act Two of *Proud to Be an Álvarez*. Then compare how you learned about the characters and plot with how you would learn about them in a story or book of fiction.

I learned that \_\_\_\_.

I used the play element(s) \_\_\_\_ to understand this.

If this play were a story, I would learn the same things by \_\_\_\_.

## 4 Write

Look back at Act One of *Proud to Be an Álvarez* and review your chart for Act Two. Write a summary of each act. Include details from the stage directions and dialogue.

**Sample response: In Act One, Papi is worried because he**

**finds out that the shirts for the Álvarez family reunion need to be designed right away so they can be ordered in time.**

**Miguel wants to "skip the shirts" because he thinks the**

**tradition is "embarrassing." But Millie's excitement and**

**confidence that she can design them convince Papi to let her**

**do it. In Act Two, Scene 1, Millie says that she has created**

**something everyone will want to wear. Miguel is surprised by**

**the design, but he says it's cool. In Act Two, Scene 2, a very tired Papi says he does**

**not need to see the design because he knows it will be good. But Millie bites her lip**

**with nervousness. This is the first time Papi has trusted her to do something big.**

**WRITING CHECKLIST**

- ☐ I wrote a summary of Act One and Act Two.
- ☐ I included details from the stage directions and the dialogue.
- ☐ I used complete sentences.
- ☐ I used correct spelling, punctuation, and capitalization.

## SESSION 5 READ

## LESSON 13

# Proud to Be an ÁLVAREZ ACT THREE

by Alexis A. Miranda

1

**1 Setting:** The local park, one week later

**2 Scene 1:** Papi is setting trays of food on a table. Two cousins stand on ladders near a **pavilion**. They are hanging a banner that says “ÁLVAREZ FAMILY REUNION.” Mami guides them, trying to get the banner straight.

**pavilion** = a building with open sides

**3 MAMI:** (sighing) You know what? Forget it. It looks great.

**4 PAPI:** (approaching Mami) Have you seen Millie? I’m looking for the shirts.

**5 MAMI:** She’s helping Miguel unload the car.

**6** (Millie and Miguel appear, carrying large boxes.)

**7 PAPI:** (to Millie) The moment we’ve all been waiting for!

**8 MILLIE:** (Millie smiles nervously as she sets a box down and opens it.) I didn’t get shirts this year, Papi. I thought we could do something different.

**9 PAPI:** (looking at the box) No shirts?

**10 MILLIE:** (Millie holds up a baseball cap. It has an “A” printed on it in swirling colors.) Remember Abuelo had that hat he wore all the time? I figured this would honor him and celebrate our family, too. It doesn’t say our whole name, but we all know what the “A” stands for.

**11 MAMI:** (taking a hat from the box) Nice! It gives the Álvarez family reunion a whole new look.

**12** (Miguel puts on a cap and proudly slings his arm across Millie’s shoulders. Miguel, Millie, and Mami all look at Papi.)



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## Reconnect to the Texts

Display Focus Question responses to Acts One and Two. Have students compare responses.

### 1 Independent Reading

- Set a purpose for learning. **Say**, *Today you will read to find out how Millie’s family reacts to her changes to the family tradition. You will also use your knowledge of play elements to answer questions.*
- If students need more support, work with them in small groups to guide reading.
- Use **CHECK INs** and related **Help & Go** scaffolds as needed.
- **CHECK IN** Students understand why Papi wants to find Millie and the shirts.

#### HELP & GO: Comprehension

- **Say**, *In line 4, who and what is Papi looking for? Millie and the shirts Think back to Act Two. Has Papi seen Millie’s design yet? No. What do the stage directions in line 6 say Millie and Miguel are doing? carrying large boxes What moment is Papi talking about in line 7? when everyone will finally see what Millie has designed*

- **CHECK IN** Students understand that Millie has created baseball caps inspired by the one Abuelo used to wear instead of a reunion T-shirt.

#### HELP & GO: Background

- **Ask**, *Why does Millie mention the hat that Abuelo used to wear? The baseball cap that Millie designed is a reminder of Abuelo.*

## 2 Independent Reading

- **CHECK IN** Students understand how Papi feels about Millie's baseball caps.

### HELP & GO: Sentence Comprehension

- **Ask,** *What does Papi mean when he says, "I couldn't have done a better job myself"? It means that Millie did a really good job.*
  - **Ask,** *Why is this an important moment? Papi trusted Millie to make the design, and she did a good job. She deserved his trust. Even though she made hats instead of T-shirts, the hat design has made everyone happy.*
  - Have students brainstorm other ways Papi could have expressed his reaction to the hat design to Millie. **EL**
- **CHECK IN** Students understand what salsa music and dancing are.

### HELP & GO: Background

- Play a short video of people salsa dancing.  
**Say,** *The music and the dancing are both called salsa. Salsa is popular in Puerto Rico.*

SESSION  
5

READ

### TRANSLATIONS

**¡Perfecto!** = perfect

**¡Qué bonita!** = how pretty

**¡Ahora todos juntos!** =  
Now all together!



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2

- 13** (Papi looks surprised. He is quiet for a moment. Then his mouth curves into a big smile.)
- 14 PAPI:** Abuelo would be proud, mija. I couldn't have done a better job myself.
- 15** (Millie hugs Papi.)
- 16 MIGUEL:** Admit it, Pop. It's much better than a shirt. (He gives Millie a high-five.)
- 17** (Just then, Luis and Abuelita join them.)
- 18 PAPI:** (eagerly) Show them the hat, Millie!
- 19 MILLIE:** It's our first ever Álvarez family reunion hat. I made the design.
- 20 LUIS:** ¡Perfecto! (Luis takes two hats and gives one to Abuelita.) It's great for a sunny day. And we have enough reunion shirts to last a couple lifetimes.
- 21 ABUELITA:** ¡Qué bonita! (She hugs Millie.)
- 22 MIGUEL:** (whispers to Millie as more people arrive) Your hats are a hit, Mil. Everyone is putting them on.
- 23** (Later that evening, everyone is wearing a reunion hat as they eat, talk, and dance to salsa music. Papi claps to gather the family into a circle.)
- 24 PAPI:** (loudly) ¡Ahora todos juntos! Uno, dos, tres . . .
- 25 EVERYONE:** PROUD TO BE AN ÁLVAREZ!!!

## SESSION

5



## PRACTICE

**RL.4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of ... drama ... when writing or speaking about a text.

## LESSON 13

## Respond to Text

### 3 Reread/Think

Reread *Proud to Be an Álvarez*, Act Three. Choose the best response to each question.

- Which of the following is an important part of the plot in Act Three?
  - Papi worries about the design for the shirts for the reunion.
  - B.** Millie reveals her creation at the reunion.
  - Millie is embarrassed by the tradition of the family reunion.
  - Papi salsa-dances at the family reunion.
- What information is found in line 2 of Act Three?
  - the cast of characters
  - the setting of the play
  - C.** the scene description
  - the actors' words
- What does the information in line 12 reveal about the characters?
  - They are happy to be at the reunion.
  - B.** They want to see what Papi thinks.
  - They do not like the hats.
  - They do not care what Papi thinks.
- What is the meaning of the word *honor* as it is used in line 10?
  - A.** to pay respect to
  - to live up to
  - to care about
  - to judge

### 3 Reread/Think

- Have students complete the Reread/Think items independently.
- Consider reading aloud questions and answer choices. **EL**

## Answer Analysis

Use the answer analysis below to review the practice items with students. Have students **Shout Out** to share responses and to agree and build on or disagree and explain their reasoning.

- The correct choice is **B**. This event happens in Act Three and is the main focus of the play. Choice **A** is an important plot event from Act One. Choices **C** and **D** are inaccurate and/or not from Act Three. **DOK 2 | RL.4.5**
- The correct choice is **C**. Line 2 describes what is happening when Scene 1 begins. Choices **A**, **B**, and **D** describe other textual elements of the play. **DOK 2 | RL.4.5**
- The correct choice is **B**. In line 12, Miguel, Millie, and Mami all looking at Papi shows that they want to see what he thinks. Choices **A**, **C**, and **D** incorrectly interpret other details drawn from the context of the scene. **DOK 2 | RL.4.5**
- The correct choice is **A**. The baseball caps pay respect to, or honor, Abuelo. Choices **B**, **C**, and **D** don't reflect the meaning of *honor* as it is used here. **DOK 2 | RL.4.4**



#### 4 Answer Analysis

5. The correct choice is **C**. The previous acts have built up tension culminating in Millie's nervousness in showing her family her hat design. Choice **A** is not supported by the text. Choice **B** incorrectly interprets dialogue from Act Two. Choice **D** incorrectly interprets Mami's dialogue from Act One. **DOK 2 | RL.4.5**

#### 5 Write

- Have students respond independently to the Write prompt. **DOK 3 | RL.4.5**
- If students need more support, work with them in small groups to guide them through writing. Use **Help & Go** scaffolds as needed.
- LOOK FOR** Students understand Millie's and her family's actions and feelings are conveyed through dialogue, actions, and stage directions.

##### HELP & GO: Writing

- Have students act out the end of Act Three. Emphasize the stage directions to help students understand the feelings and thoughts of the characters.
- Use sentence frames to help students understand how each family member feels in Act Three and how this is conveyed: *When \_\_\_\_, Millie feels \_\_\_\_\_. She shows this by \_\_\_\_\_. When \_\_\_\_, Miguel feels \_\_\_\_\_. He shows this by \_\_\_\_\_. **EL***

### Lesson Wrap-Up

Have students **Stand and Share** answers to the Focus Question using examples from the entire play. Record responses. Invite students to make connections between the three acts of the play.

SESSION  
5

PRACTICE

#### 4 Reread/Think

5. Why is Millie nervous in Act Three?
- A. She has not seen Abuelita in a long time.
  - B. She thinks Papi brought pizza with anchovies.
  - C.** She is unsure if her family will like the hats she ordered.
  - D. She is worried that Abuelita will be wearing a sports jersey.

#### 5 Write

Explain how Millie and her family feel as they stand together in a circle at the end of Act Three. How do you know the different characters' thoughts and feelings? Use at least three details from the text in your response.

**Sample response: Mille and her family love Millie's reunion**

**hats. Miguel is happy and proud of Millie. He tells Millie that**

**her hats are a hit. The stage directions say that he gives her a**

**high-five. Papi tells Millie that he couldn't have done a better**

**job. The stage directions say that he has a big smile. Finally,**

**at the end, the stage directions say that everyone is wearing**

**a reunion hat, which shows that everyone likes them.**

##### WRITING CHECKLIST

- ☐ I described how different characters feel at the end of Act Three.
- ☐ I explained how I know the characters' thoughts and feelings.
- ☐ I used at least three details from the text.
- ☐ I used complete sentences.
- ☐ I used correct spelling, punctuation, and capitalization.

## SESSION

6



## PUT IT TOGETHER

## LESSON 13

## Respond to the Focus Question

How and why do people change traditions?

### 1 Reread/Think

Reread Act Two, lines 2–8, of *Proud to Be an Álvarez*. Then answer the question below, using details from the play to support your response.

What changes did Millie bring to the family reunion tradition? Millie

changed the tradition by making family reunion hats instead of family reunion

T-shirts, which some members of the family thought were cheesy. The hats that Millie

created honored her grandfather because they were similar to a hat he used to wear.

### 2 Talk

Think back to the tradition you shared in Session 1. Has anyone added to your tradition over time? Can you think of any ways to add to your tradition?

One way my family's tradition has changed over time is \_\_\_\_.

One way that I might add to my family's tradition would be \_\_\_\_.

### 3 Write

Describe a change you would like to make to a family tradition. How would you change the tradition? Why do you think the change is a good idea? Use details from *Proud to Be an Álvarez* to help you come up with ideas.

## Respond to the Focus Question

Read the Focus Question. Tell students that today they will answer the question using information from specific parts of the play.

### 1 Reread/Think

- Have partners **Turn and Talk** before completing the Reread/Think activity.
- Then have other partners compare their responses and add more text evidence to their responses if needed.

### 2 Talk

- Have students use **Merry-Go-Round Share** to share how their family traditions have changed over time. Have them consider ways that they might make changes or add to their traditions.
- Use **Help & Go** scaffolds as needed.
- **LISTEN FOR** Students describe ways their traditions have changed.

#### HELP & GO: Academic Discussion

- Remind students to use the sentence frames on the student page.
- If students need extra support, provide the following sentence starters: *The way we used to celebrate our tradition before was \_\_\_\_\_. But now we \_\_\_\_\_. EL*

### 3 Write

- Have students respond independently to the prompt.
- Provide sentence frames if needed: *A tradition in my family is \_\_\_\_\_. One way I would change it is to \_\_\_\_\_. I don't want to change anything about my tradition because \_\_\_\_\_. EL*
- Use **Somebody Who** to have several students share what they wrote.