

***Esperanza Rising* Highlighting Directions and Labels for the Instructor's Book**

The following pages consist of labels and directions for labeling and highlighting the teacher's copy of *Esperanza Rising*. Some teachers may find these highlights and labels helpful when conducting lessons. Begin by putting the labels in the book, then highlight.

To print the labels, use clear full-sheet labels, such as Avery #18665. Cut the labels once they have been printed. Then, follow the directions given below to insert labels into your book.

I suggest using gel highlighters for highlighting, because they will not bleed to the other side of the page. You will need a pink, a yellow, and an orange highlighter.

ESPERANZA RISING LABEL INSERT DIRECTIONS FOR THE INSTRUCTOR'S BOOK

Item	Page #	Location
Color Key	Title Page	Top of page
Day 4	1	Top of page
Day 5	8	Above "It had taken every day of three weeks to put the harvest to bed and now everyone anticipated the celebration."
Day 6	12	Above "Tea was ready in Papa's study and so was Abuelita."
Day 7	23	Top of page
Day 8	34	Top of page
Day 10	50	Above "The next day Abuelita's sisters came for her in a wagon."
Day 12	65	Above "Esperanza stood at the station in Zacatecas."
Day 13	72	Above "Clicketta, clicketta, clicketta."
Day 14	81	Top of page
Day 15	93	Above "They were heading down a steep grade on Highway 99..."
Day 16	106	Above "When Esperanza opened her eyes again..."
Day 17	121	Top of page
Day 18	125	Above "The next morning, Hortensia put a piece of fabric over the window..."
Day 19	139	Top of page

Day 20	158	Top of page
Day 21	173	Top of page
Day 22	182	Above “It was the end of grape-tying...”
Day 23	199	Top of page
Day 26	214	Top of page
I—privileged	8	Near “She couldn’t imagine living anywhere other than El Rancho de las Rosas. Or with any fewer servants. Or without being surrounded by the people who adored her.”
I—social system	12	Near “The wealthy still own most of the land while some of the poor have not even a garden plot.”
I—self-importance	19	Near “Tio Luis was the bank president and Tio Marco was the mayor of town. They were serious and gloomy and always held their chins too high.”
I—exploit	36	Near “My father and I have lost faith in our country. We were born servants here and no matter how hard we work we will always be servants. Your father was a good man. He gave us a small piece of land and a cabin. But your uncles...you know their reputation. They would take it all away and treat us like animals.”
I—social system	36	Near “We were born servants here and no matter how hard we work we will always be servants.”
I—resurrected	50	Near “Do you remember the story of the phoenix, the lovely bird that is reborn from its own ashes?”
I—charitable	52	Near “...clothes from the poor box at the convent. People donate them for others who cannot afford to buy their own.”
I—selfish	69	Near “The barefoot peasant girl ran over. She reached up to touch the doll. Esperanza quickly jerked it away and put it back in the valise.”
I—impatient	73	Near “Esperanza was annoyed with Alfonso. She was tired of Hortensia’s humming and weary of watching Mama crochet.”

I—unselfish	78	Near “In front of the station a crippled Indian woman crawled on her knees, her hand outstretched toward a group of ladies and gentlemen who were finely dressed in clothes like the ones that used to hang in Esperanza’s and Mama’s closets.”
I—charitable & I—uncharitable	79	Near “The rich take care of the rich and the poor take care of those who have less than they have.”
I—tormented	147	Near “She worried about what many were saying: If they didn’t work, the people from Oklahoma would happily take their jobs. Then what would they do?”
I—tormented	150	Near “Esperanza waited, nervously pacing the room and worrying about the others.”
I—misjudged	187	Near “Esperanza, people here think that all Mexicans are alike. They think we are all uneducated, dirty, poor, and unskilled. It does not occur to them that many have been trained in professions in Mexico.”
I—misjudged	187	Near “The fact remains, Esperanza, that you, for instance, have a better education than most people’s children in this country. But no one is likely to recognize that or take the time to learn it. Americans see us as one big, brown group who are good for only manual labor.”
I—indignant	208	Near “Troubled thoughts stayed in her mind. Something seemed very wrong about sending people away from their own ‘free country’ because they had spoken their minds.”
I—indignant	211	Near “Her thoughts jumped back and forth. Some of those people did not deserve their fate today. How was it that the United States could send people to Mexico who had never even lived there?”

**ESPERANZA RISING HIGHLIGHTING DIRECTIONS
FOR THE INSTRUCTOR'S BOOK**

Pink = Teacher Modeling

Yellow = Turn & Talk

Orange = Vocabulary

Color	Page #	Word or Sentence
Pink	4	Watch your fingers.
Yellow	7	And for her birthday.
Yellow	8	Or without being surrounded by people who adored her.
Pink	10	...for someday.
Yellow	12	...there was still resentment against the large landowners.
Yellow	12	Let's wait inside.
Pink	15	"Do not be afraid to start over," she said.
Yellow	17	Miguel had patience and quiet strength and could figure out how to fix anything: plows and tractors, especially anything with a motor.
Yellow	19	Esperanza thought it was because they looked like two underfed billy goats.
Pink	27	And they held each other, without letting go, until morning.
Yellow	28	She hugged the doll to her chest and walked out of the room, leaving all the other gifts behind.
Yellow	33	Because all she could think about was what Tio Luis had said, that Mama would regret her decision.
Pink	37	In Mexico we stand on different sides of the river.
Yellow	42	Esperanza stood as if in a trance and watched El Rancho de las Rosas burn.
Yellow	50	And for the first time since Papa died, everyone laughed.
Pink	53	And the trunk of clothes for the poor? Esperanza, it is for us.
Yellow	57	...she could see nothing behind her but a trail of splattered figs she had resentfully smashed beneath her feet.
Yellow	65	There was no comfort. And there was no Papa.

Pink	66	After the discomfort of the wagon, she was looking forward to the train.
Yellow	67	...at least we will be together.
Yellow	72	Otherwise, she would have been reminded of her own selfishness and Mama's disapproval for miles to come.
Pink	75	That even the poorest man can become rich if he works hard enough.
Yellow	77	Had all of Mama's rules changed since they had boarded the train?
Yellow	80	It is something the poor say.
Pink	87	We have a long ride.
Yellow	90	Isabel was so happy, she thought, about such little things.
Yellow	93	And this time, Esperanza did not let go of Miguel's hand.
Pink	95	The melons, warmed by the valley sun, rolled and somersaulted with each bump of the truck.
Yellow	99	The one thing she did understand was that she did not like Marta.
Yellow	106	How could she be happy and grateful when she had never been more miserable in her life?
Pink	123	"Yes, these are your papa's roses," said Miguel, smiling at her.
Yellow	124	Now, if they bloomed, she could drink the memories of the roses that had known Papa.
Yellow	125	Didn't I tell you that Papa's heart would find us wherever we go?
Pink	129	Then I've made my decision. I will come.
Yellow	135	Could things possibly be worse?
Yellow	138	That you can be strong. No matter what happens.
Pink	143	And no one questioned Esperanza when she said that she was exhausted and wanted to go to bed early.
Yellow	150	Esperanza waited, nervously pacing the room and worrying about the others.
Yellow	157	...if she survives...

**ESPERANZA RISING HIGHLIGHTING DIRECTIONS
FOR THE INSTRUCTOR'S BOOK (CONT.)**

Pink	161	It was as if after all her hard work in getting them there, her strong and determined mother had given up.
Yellow	164	Show me how I can help her.
Yellow	170	Now she knew where potatoes came from.
Yellow	172	If she was lucky enough to get a job in the spring, no one was going to get in her way.
Pink	176	She wanted so few worries that something as simple as a yarn doll would make her happy
Yellow	178	I will be la patrona for the family now.
Yellow	182	Because they were the hands of a poor campesina.
Pink	184	No matter what happens.
Yellow	190	While Miguel drove, Esperanza began feeding in the caramels.
Yellow	197	She thought of Mama and Abuelita, and she knew there was only one thing for her to do.
Pink	201	All day, as she sorted and bundled the delicate spears, she heard their chanting and their threats.
Yellow	210	She grabbed a bundle of bands and went back to work as if nothing had happened.
Yellow	213	It had been beaten with a stick, its insides torn out.
Orange	2	patient
Orange	8	I—privileged
Orange	12	I—social system
Orange	12	resentment
Orange	16	resurrected
Orange	18	self-importance

Orange	19	I—self-importance
Orange	23	anguish
Orange	23	joy
Orange	30	indignation
Orange	34	corrupt
Orange	36	I—social system
Orange	36	I—exploit
Orange	50	I—resurrected
Orange	52	I—charitable
Orange	57	resentfully
Orange	64	privileged
Orange	69	I—selfish
Orange	72	selfishness
Orange	73	I—impatient
Orange	73	irritable
Orange	78	I—unselfish
Orange	79	I—charitable
Orange	79	I—uncharitable
Orange	84	separated
Orange	104	grateful
Orange	106	grateful
Orange	147	I—tormented
Orange	150	I—tormented
Orange	171	repatriation

**ESPERANZA RISING HIGHLIGHTING DIRECTIONS
FOR THE INSTRUCTOR'S BOOK (CONT.)**

Orange	185	tormented
Orange	187	I—misjudged
Orange	187	I—misjudged
Orange	200	menacing
Orange	208	I—indignant
Orange	209	misjudged
Orange	211	I—indignant

Pink = Model
Yellow = Guided Practice
Orange = Vocabulary

Day 4 – Good readers identify important characters and notice details about them.

Day 5 – When reading historical fiction, good readers gather important information about the historical setting.

Day 6 – Good readers identify important characters and notice details about them.

Day 7 – Good readers think about what events are important, as they read .

Day 8 – Good readers continue to think about what events are important, as they read.

Day 10 – Good readers think about the conflicts or problems that are introduced in the story.

Day 12 – Good readers think about the author’s craft as they read.

Day 13 – Good readers continue to think about the author’s craft as they read.

Day 14 – Good readers continue to identify important characters and notice details about them.

Day 15 – Good readers continue to gather important information about the historical setting.

Day 16 – When reading historical fiction, good readers focus on the main character and infer character traits.

Day 17 – Good readers think about the author’s craft as they read.

Day 18 – Good readers come up with a theory about the author’s message.

Day 19 – Good readers gather evidence from the text that supports a line of thinking.

Day 20 – Good readers continue to gather evidence from the text that supports a line of thinking.

Day 21 – Good readers continue to gather evidence from the text that supports a line of thinking.

Day 22 – Good readers continue to gather evidence from the text that supports a line of thinking.

Day 23 – Good readers continue to gather evidence from the text that supports a line of thinking.

Day 26 – Good readers, as they reach the end of a book, read for enjoyment.

I—privileged I—social system I—self-importance

I—social system I—exploit I—resurrected

I—charitable I—selfish I—impatient

I—unselfish I—charitable I—uncharitable

I—tormented I—tormented I—misjudged

I—misjudged I—indignant I—indignant