MAXLiteracy

C-00111957

National

Grade 5

Unit 1

Week 2

Day 4

11

Read to Build Knowledge

Resources

2

Unit 2 Week 2 Lesson 11 Slides

Unit 2 Texts for Close Reading

Target Outcomes

2

Content

Understand why primary sources are important and what people can learn from them.

ELA

Quote accurately using evidence to make inferences.

Describe how characters are developed through plot and language.

Language Development

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Anchor Text: Close Read 2

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2

40

8

Set Purpose

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Purpose Setting

1

1

RL.COMP.2.a.5.i Establish purpose for reading assigned and self-selected texts.

SL.CC.3.5.i Listen actively.

L.VAU.4.b.5.i Acquire grade-appropriate general academic words and phrases.

In our last lesson, we read our first anchor text, “A Taste of the Past,” and practiced making inferences while answering questions about the text. Today, we will continue to answer questions about the text to extend our knowledge of why primary sources are important and what people can learn from them. Today, you will work in groups to become experts by answering one specific question about the text and then sharing your learning with the rest of the class.

Display and read aloud the Student Learning Goals.

Teach Expert Groups Protocol

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Introduction

10

2

SL.CC.1.5.viii Express own ideas clearly in collaborative discussions. ;; SL.LU.2.5.i Use language and style appropriate to the audience. ;; SL.LU.2.5.ii Use language and style appropriate to the topic. ;; SL.LU.2.5.iii Use language and style appropriate to the purpose. ;; SL.CC.1.5.x Show value for individual contributions. ;; SL.PKI.1.5.i Speak with appropriate volume. ;; SL.PKI.1.5.ii Speak with clear pronunciation. ;; SL.PKI.1.5.iii Speak with appropriate pacing. ;; SL.PKI.20.5.i Adapt speech to a variety of contexts and tasks. ;; L.VAU.4.b.5.ii Use grade-appropriate general academic words and phrases.

L.VAU.4.b.5.iii Acquire grade-appropriate domain-specific words and phrases. ;; RI.CS.3.c.5.vii Develop and use general vocabulary in speaking, listening, reading and writing. ;; SL.CC.1.5.viii Express own ideas clearly in collaborative discussions. ;; SL.CC.2.5.i Follow agreed-upon rules for discussions. ;; SL.CC.3.5.i Listen actively. ;; SL.PKI.1.5.i Speak with appropriate volume.

SL.LU.2.5.i Use language and style appropriate to the audience. ;; SL.LU.2.5.ii Use language and style appropriate to the topic. ;; SL.LU.2.5.iii Use language and style appropriate to the purpose. ;; SL.CC.5.5.iii Work respectfully with others. ;; SL.CC.8.5.iii Make comments that contribute to the discussion. ;; SL.PKI.1.5.ii Speak with clear pronunciation. ;; SL.PKI.1.5.iii Speak with appropriate pacing. ;; SL.PKI.20.5.i Adapt speech to a variety of contexts and tasks.

This year, you’ll often work in Expert Groups to answer questions and complete tasks. An expert is someone who knows a lot about a specific topic and shares their knowledge with others. The goal of Expert Groups is to become experts on specific questions and share what you learn with the class. Let’s start by reviewing how Expert Groups work.

Display and read aloud the Expert Groups Protocol.

Expert Groups Protocol

Static

Move to sit with your group.

Listen to your task.

Work with your group to complete your role and task.

1. Task Director: explain the group’s focus and task
2. Evidence Guide: leads the group in rereading and discussing the text
3. Notetaker: take notes of the group’s discussion and key points to present
4. Presenter: reports the group’s ideas and findings

Share your ideas with class.

Point out that roles are listed in the order in which they occur, allowing each group member to perform their role at a given time. The rest of the time, they will be actively participating in the discussion.

Move students into their Expert Groups and to their assigned workspace. If they have not been pre-assigned, have students count off to form random teams or use another preferred grouping strategy.

Display the Expert Group Roles Task Cards and read through the roles and their responsibilities.

Expert Group Roles Task Cards

Static

Teachers should use the off page guide to include all the different Group Roles in the presentation

|  |  |
| --- | --- |
| Task Director: explains the group’s focus and task | |
| Looks like:  Group members underlining key words and phrases in the question.  Group members restating the question in their own words.  The Task Director reviewing the group’s final answer to make sure it answers all parts of the question. | Sounds like:  Task Director reading the question.  “What is this question asking us to do?”   “What are the parts of this question?”  “What are the important words or ideas in this question?”  “How can we say this in our own words?”  “Is anyone unsure what the question is asking?”  “Let’s reread the question now that we’ve answered it. Did we fully answer the question?” |

Ask students if there are any roles they have questions about and provide clarification as needed.

If you have assigned roles for group members, share them with students. If students are choosing their roles, give them 1-2 minutes to decide within their groups which students will assume each role.

Distribute a set of Expert Group Role Task Cards to each group. These cards help teachers quickly identify each student’s role and provide students with a reference at their desks.

Have students use the Whip Around Protocol within their groups to share out their role and what they will do.

Before releasing students to work, focus the group. Remind students to use Active Listening and Discussion Norms during discussions.

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Extend Understanding

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Answer Questions

10

3

RL.KID.1.c.5.ii Discuss specific ideas in the text that are important to meaning. ;; RL.KID.1.c.5.iii Quote accurately from the text when explaining what the text says explicitly. ;; RL.KID.1.c.5.iv Quote accurately from a text when drawing inferences from a literary text. ;; RL.COMP.6.5.i Make inferences and use evidence to support understanding. ;; RL.KID.1.c.5.i Use text evidence to support an appropriate response. ;; RL.KID.4.g.5.i Describe how an author develops a character through what the character says, thinks, and does.

RL.KID.1.c.5.ii Discuss specific ideas in the text that are important to meaning. ;; RL.KID.1.c.5.iii Quote accurately from the text when explaining what the text says explicitly. ;; RL.KID.1.c.5.iv Quote accurately from a text when drawing inferences from a literary text. ;; RL.COMP.6.5.i Make inferences and use evidence to support understanding. ;; RL.KID.1.c.5.i Use text evidence to support an appropriate response. ;; RL.KID.2.c.5.i Paraphrase texts in ways that maintain meaning and logical order. ;; SL.CC.1.5.ii Engage effectively in group discussions with diverse partners on grade 5 topics. ;; SL.CC.1.5.v Engage effectively in group discussions with diverse partners on grade 5 texts. ;; SL.CC.1.5.vii Build on others' ideas in collaborative discussions. ;; SL.CC.1.5.viii Express own ideas clearly in collaborative discussions. ;; SL.CC.2.5.i Follow agreed-upon rules for discussions. ;; SL.CC.3.5.i Listen actively. ;; SL.CC.6.5.i Carry out assigned roles during discussions. ;; SL.CC.8.5.iv Connect comments to the remarks of others. ;; SL.PKI.1.5.i Speak with appropriate volume.

RL.WR.1.5.i Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. ;; W.RW.1.b.5.i Write routinely over shorter timeframes for a range of tasks, purposes, and audiences. ;; W.RW.4.b.5.ii Write routinely on-demand to increase writing fluency. ;; SL.LU.2.5.i Use language and style appropriate to the audience. ;; SL.LU.2.5.ii Use language and style appropriate to the topic. ;; SL.LU.2.5.iii Use language and style appropriate to the purpose. ;; SL.CC.1.5.x Show value for individual contributions. ;; SL.CC.5.5.i Demonstrate the ability to collaborate with diverse teams. ;; SL.CC.5.5.iii Work respectfully with others. ;; SL.CC.8.5.vi Respond directly to specific information shared by others in classroom discussion. ;; SL.CC.11.5.ii Explain own key ideas in light of the discussion. ;; SL.PKI.1.5.ii Speak with clear pronunciation. ;; SL.PKI.1.5.iii Speak with appropriate pacing. ;; SL.PKI.20.5.i Adapt speech to a variety of contexts and tasks. ;; L.VAU.4.b.5.ii Use grade-appropriate general academic words and phrases. ;; L.VAU.4.b.5.iv Use grade-appropriate domain-specific words and phrases. ;; RI.CS.3.c.5.vii Develop and use general vocabulary in speaking, listening, reading and writing. ;; RI.CS.3.c.5.viii Develop and use specialized vocabulary in speaking, listening, reading, and writing.

Distribute a copy of the Expert Groups Graphic Organizer to the Notetaker in each group.

Assign each expert group a Close Reading Question focus (1,2, or 3). Tell the Notetaker to circle the question number their group has been assigned.

Today, your goal in Expert Groups is to become an expert on your assigned close reading question. Your Notetaker will use the graphic organizer to record your discussion, and your Presenter will share your findings with the class. Review the graphic organizer carefully. After analyzing the question, mark the types of evidence you need: explicit evidence directly from the text or inferential evidence that requires reading between the lines. Sometimes, you might need both types.

Ask if any clarification is needed.

Give Expert Group 10 minutes to work together to answer their question, provided on the Expert Groups Graphic Organizer.

Remind students to use the Annotate to Build Knowledge Routine on page 10 of the Max Book as they answer their question. As needed, remind students to use the Annotation Guide.

Monitor group interactions and use the Listen and Look Fors to redirect and support groups during work time.

Bring the class back together to facilitate the Expert Groups share out.

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Expert Groups Share

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Class Discussion

10

4

SL.CC.1.5.i Engage effectively in one-on-one discussions with diverse partners on grade 5 topics.

SL.CC.1.5.iii Engage effectively in teacher-led discussions with diverse partners on grade 5 topics. ;; SL.CC.1.5.vi Engage effectively in teacher-led discussions with diverse partners on grade 5 texts. ;; SL.CC.1.5.vii Build on others' ideas in collaborative discussions. ;; SL.CC.2.5.i Follow agreed-upon rules for discussions. ;; SL.CC.6.5.i Carry out assigned roles during discussions. ;; SL.CC.8.5.iv Connect comments to the remarks of others. ;; SL.CC.8.5.vi Respond directly to specific information shared by others in classroom discussion. ;; SL.CC.11.5.ii Explain own key ideas in light of the discussion. ;; SL.CC.11.5.iii Explain own key understanding in light of the discussion.

SL.LU.2.5.i Use language and style appropriate to the audience. ;; SL.LU.2.5.ii Use language and style appropriate to the topic. ;; SL.LU.2.5.iii Use language and style appropriate to the purpose. ;; SL.CC.1.5.x Show value for individual contributions. ;; SL.CC.5.5.iii Work respectfully with others. ;; SL.CC.8.5.iii Make comments that contribute to the discussion. ;; SL.PKI.1.5.ii Speak with clear pronunciation. ;; SL.PKI.1.5.iii Speak with appropriate pacing. ;; SL.PKI.20.5.i Adapt speech to a variety of contexts and tasks. ;; L.VAU.4.b.5.ii Use grade-appropriate general academic words and phrases. ;; L.VAU.4.b.5.iv Use grade-appropriate domain-specific words and phrases. ;; RI.CS.3.c.5.vii Develop and use general vocabulary in speaking, listening, reading and writing. ;; RI.CS.3.c.5.viii Develop and use specialized vocabulary in speaking, listening, reading, and writing.

Now that you have done the work in your groups to become experts on your assigned question, you will share out what you’ve learned with the rest of the class. The presenter of your group will share your answers.

Facilitate each Presenter sharing their group’s answers. Consider using a document camera to allow the Presenter to show their completed Expert Groups Graphic Organizer.

As Presenters share, remind students to use the Agree, Disagree, Add More Routine and call on students to add more after the presenter has finished.

Refer to Sample Explanation/Modeling as needed.

Collect the Expert Groups Graphic Organizer from each group. Prior to the next class, consider creating a typed version that synthesizes what groups found and shared for each question. Then distribute copies have written notes from this day for all questions.

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Extend Understanding Q1

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Item

1

5

RL.KID.1.c.5.ii Discuss specific ideas in the text that are important to meaning. ;; RL.KID.1.c.5.iv Quote accurately from a text when drawing inferences from a literary text. ;; RL.KID.4.g.5.i Describe how an author develops a character through what the character says, thinks, and does. ;; RL.COMP.6.5.i Make inferences and use evidence to support understanding. ;; RL.KID.1.c.5.i Use text evidence to support an appropriate response.

Q1

Static

How does Renata change as a result of using her bisabuela’s recipe? Use a direct quote from the story in your response.

If needed, refer to Sample Explanation/Modeling .

Extend Understanding Q2

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Item

1

6

RL.KID.1.c.5.ii Discuss specific ideas in the text that are important to meaning. ;; RL.KID.1.c.5.iv Quote accurately from a text when drawing inferences from a literary text. ;; RL.KID.4.g.5.i Describe how an author develops a character through what the character says, thinks, and does. ;; RL.COMP.6.5.i Make inferences and use evidence to support understanding. ;; RL.KID.1.c.5.i Use text evidence to support an appropriate response. ;; RL.KID.4.h.5.i Analyze the relationships among characters.

Q2

Static

How do Hugo and Amelia’s reactions to Renata’s baking change once she starts using her bisabuela’s recipe?  Use a direct quote from the story in your response.

If needed, refer to Sample Explanation/Modeling .

Extend Understanding Q3

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Item

1

7

RL.KID.1.c.5.ii Discuss specific ideas in the text that are important to meaning. ;; RL.KID.1.c.5.iv Quote accurately from a text when drawing inferences from a literary text. ;; RL.COMP.6.5.i Make inferences and use evidence to support understanding. ;; RL.KID.1.c.5.i Use text evidence to support an appropriate response.

Q3

Static

How does the recipe used by Renata in the story help her solve her problem? Use a direct quote from the story in your response.

If needed, refer to Sample Explanation/Modeling .

Wrap Up

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Wrap Up

2

8

SL.CC.1.5.iii Engage effectively in teacher-led discussions with diverse partners on grade 5 topics. ;; SL.CC.1.5.viii Express own ideas clearly in collaborative discussions. ;; SL.CC.3.5.i Listen actively. ;; SL.PKI.1.5.i Speak with appropriate volume.

SL.LU.2.5.i Use language and style appropriate to the audience. ;; SL.LU.2.5.ii Use language and style appropriate to the topic. ;; SL.LU.2.5.iii Use language and style appropriate to the purpose. ;; SL.CC.5.5.iii Work respectfully with others. ;; SL.CC.8.5.iii Make comments that contribute to the discussion. ;; SL.PKI.1.5.ii Speak with clear pronunciation. ;; SL.PKI.1.5.iii Speak with appropriate pacing. ;; SL.PKI.20.5.i Adapt speech to a variety of contexts and tasks. ;; RI.CS.3.c.5.vii Develop and use general vocabulary in speaking, listening, reading and writing.

Display and read aloud the Wrap Up Prompt.

Wrap Up Reflection Prompt

Static

Wrap Up Task: Use the Whip Around Protocol to respond to the reflection prompt.

Reflection Prompt: What did you enjoy about working in Expert Groups? What could you improve about working in Expert Groups next time?

Give students 15-30 seconds of think time.

Use the Turn and Talk protocol to have each student share their response with a partner.

If time allows, call on a few students to share with the class.

Student Learning Goals

1

I will understand why primary sources are important and what people can learn from them by analyzing a fictional text.

I will describe how characters are developed in a story through plot and language, using direct quotes to explain my thinking.

Expert Group Roles Task Cards

2

|  |  |  |  |
| --- | --- | --- | --- |
| Task Director– explains the group’s focus and task | | | |
| Looks like:  Group members underlining key words and phrases in the question.  Group members restating the question in their own words.  The Task Director reviewing the group’s final answer to make sure it answers all parts of the question. | Sounds like:  Task Director reading the question.  “What is this question asking us to do?”   “What are the parts of this question?”  “What are the important words or ideas in this question?”  “How can we say this in our own words?”  “Is anyone unsure what the question is asking?”  “Let’s reread the question now that we’ve answered it. Did we fully answer the question?” | | |
| Evidence Guide: leads the group in (re)reading and discussing the text | | | |
| Looks like:  The Evidence Guide pointing out sentences from the text.  Group members underlining the paragraph numbers in the question.  Group members finding the correct paragraphs to reread.  Group members using the Annotate to Build Knowledge Routine to:  Underline evidence  Star key ideas and details  Mark knowledge connections to other texts with an infinity symbol | Sounds like:  “Which paragraphs should we reread?”  The Evidence Guide rereading sections of the text aloud.  “What evidence supports our answer? How do we know?”  “Do we see any important key words or phrases in these lines?”  “Are there knowledge connections to other texts that help us with our inference?” | | |
| Notetaker: takes notes on the team’s discussion and key points to present | | | |
| Looks like:  Organizing the group’s answers in the graphic organizer in the correct places  Capturing the group’s inferences and evidence accurately  Writing the group’s answers neatly on the chart paper  Attending to writing conventions (spelling, capitalization, punctuation) | | | Sounds like:  “What is our answer to the question?”  “What inferences can we make?”  “How can we paraphrase, or put/state this evidence in our own words?”  “What details support our answers?” |
| Presenter – reports the group’s ideas and findings | | | |
| Looks like:  Standing next to the group’s posted graphic organizer.  Alternating responses with the other group focusing on this question (if multiple groups answered the question). | | Sounds like:  Speaking loudly and clearly  Reading aloud the question to the class  “We answered that \_\_\_\_\_.”  “One inference we made was \_\_\_\_\_.”  “Evidence we found to support that inference was \_\_\_\_\_.”  “What questions can I answer? | |

Discussion Norms

2

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Active Listening

2

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Expert Groups Graphic Organizer

3

|  |  |
| --- | --- |
| Close Reading Question Analysis and Evidence Organizer | |
| How does Renata change as a result of using her bisabuela’s recipe? Use a direct quote from the story in your response.  How do Hugo and Amelia’s reactions to Renata’s baking change once she starts using her bisabuela’s recipe?  Use a direct quote from the story in your response.  How does the recipe used by Renata in the story help her solve her problem? Use a direct quote from the story in your response. |
| [   ] Direct/Explicit Evidence  [   ] Inference |
| Direct Evidence | |
|  |
|  |
| Inference | |
|  |
|  |

Annotation Guide

3

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Listen and Look Fors

3

|  |  |
| --- | --- |
| Look for students to be... | Performing their assigned group roles  Using the Annotate to Build Knowledge routine and symbols  Working in the appropriate paragraphs in the text  Writing their ideas in the correct section of the graphic organizer |
| Listen for students to be... | Following agreed upon rules of discussion.  Taking turns speaking and listening based on their roles.  Discussing how the characters’ interactions are shaped by the recipe as a primary source.  Explaining how the recipe displays the features of a primary source, based on the understanding they developed in Week 1. |

Expert Groups Graphic Organizer

4

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Sample Explanation/Modeling Q1

5

Question 1 How does Renata change as a result of using her bisabuela’s recipe?

Clarify the Question:

This question is asking me to show how Renata changes once she starts using her bisabuela’s recipe for capirotada.

Find Text Evidence:

I can look back at the text for key words, such as “bisabuela’s recipe,” or “capirotada,” to find the section of the story that shows Renata using her great-grandmother's recipe. I can also look for details at the beginning of the story that show me how Renata was acting before she started using her bisabuela’s recipe. I notice some information about Renata in the beginning of the story, in paragraphs 3, 13, and 14. These paragraphs show that Renata has tried multiple recipes and that none of them have been successful. They also show her sadness at not being able to bake something delicious as she “[flops] onto one of the kitchen stools,” and her nervousness about being “the only one who doesn’t pitch in” to bake something for the bakesale. Starting on paragraph 29, I find evidence about Renata looking through bisabuela’s old recipes. In paragraph 34, she is “thinking about how each one tells the story of family dinners and celebrations and gatherings with friends.” This helps me infer that she is feeling connected to the recipes she is looking at. In paragraph 53 Renata “[imagines] Bisabuela gathering the ingredients she needed to make capirotada. When she came up short, she didn’t give up. She found a new path forward. The scratches and scribbles on her recipe don’t look like mistakes anymore— they look like permission to keep trying.” This helps me infer that she is inspired by her great-grandmother's persistence as she looks at the recipe for capirotada. In paragraph 61, when she doesn’t have one of the ingredients on the recipe, she reminds herself not to panic, and thinks, “What would my great-grandmother do?” Instead of worrying about failure, Renata begins to persist through challenges and become more confident.

Explain Thinking

This evidence helps me infer that Renata feels connected to and inspired by her bisabuela’s history as she uses the recipe. Instead of being worried and unsure about her ability to bake something, Renata realizes that she too can persist through challenges. This is shown in the text when Renata “imagines] Bisabuela gathering the ingredients she needed to make capirotada. When she came up short, she didn’t give up. She found a new path forward. The scratches and scribbles on her recipe don’t look like mistakes anymore— they look like permission to keep trying.

Sample Explanation/Modeling Q2

6

Question 2. How do Hugo and Amelia’s reactions to Renata’s baking change once she starts using her bisabuela’s recipe?

Clarify the Question:

This question is asking me to show how Hugo and Amelia’s reactions to Renata’s baking change when she starts using her bisabuela’s recipe. First I need to understand how Hugo and Amelia react to Renata’s baking before she starts using her bisabuela’s recipe. Then I need to understand how they react to Renata’s baking after she uses the recipe. Finally I need to explain the differences in their reactions.

Find Text Evidence:

I can look back at the text for key words, such as “Hugo,” “Amelia,” “bisabuela’s recipe,” or “capirotada,” to find the sections of the story that show how Hugo and Amelia react to Renata’s baking before she starts using her bisabuela’s recipe, and then after she starts using it. I notice that in the beginning of the story, in paragraph 6, Hugo and Amelia try Renata’s cinnamon bread but don’t want to admit that it doesn’t taste very good. On paragraph 11, Amelia suggests that Renata can contribute something else to the bakesale other than bringing a dish. Then in paragraph 12, Hugo offers to put Renata’s name on some of his baked goods, so that she doesn’t have to make any herself. This helps me infer that the friends are trying to help Renata by showing her ways that she doesn’t have to bake something for the bakesale. This also helps me infer that they are not confident with her baking abilities. Now I can look at the section of the text after Renata starts using her bisabuela’s recipe, starting at paragraph 50, for evidence that shows how Hugo and Amelia are reacting to Renata’s baking. Paragraph 50 says, “Back in the kitchen, I read ingredients off the recipe, and Amelia and Hugo race around the shelves and cupboards finding them.”  This helps me infer that Hugo and Amelia are reacting differently now because they are helping Renata with her baking. This is also shown in paragraphs 65-69, when Renata asks Amelia for peaches from her peach tree to use in the recipe, and Amelia says, “We’ll be right back! Don’t start cooking without us!”

Explain Thinking

This evidence helps me infer that Hugo and Amelia become more enthusiastic and positive, and begin to help Renata more with her baking once she starts using her bisabuela’s recipe. This is shown in the text when Amelia reads off ingredients from her bisabuela’s recipe, and “Amelia and Hugo race around the shelves and cupboards finding them.

Sample Explanation/Modeling Q3

7

Question 3: How does the recipe used by Renata in the story help her solve her problem?

Clarify the Question:

This question is asking me to show how the recipe that Renata uses in the story, or her bisabuela’s recipe for capirotada, helps her solve her problem. First I need to figure out which problem Renata is solving. Then I need to explain how the recipe helps her solve it.

Find Text Evidence:

I can look back at the text for key words that show a problem Renata is having. In the beginning of the text, I see sentences like “none of my recipes have been delicious, let alone edible.” Paragraph 14 says, “All of the musicians are supposed to contribute a dish, and I don’t want to be the only one who doesn’t pitch in.” This evidence helps me infer that Renata’s problem is that she needs to bring a dish for the bake sale, and hasn’t been able to make anything that tastes good. Now I can look for evidence that shows how Renata’s bisabuela’s recipe helps her solve her problem. Let me find the section that shows Renata using her bisabuela’s recipe. This begins on paragraph 50 and continues through the end of the story. I notice evidence in paragraphs 53 and 61 that show Renata remembering her great-grandmother's history of struggle during World War II, and realizing that she doesn’t have to follow the recipe perfectly: she can be creative and find different ingredients, just like her bisabuela. In paragraph 64, the text states, “I try to picture Bisabuela again, staring down at bread that had gone stale, at an almost-empty container of sugar, trying to figure out what to do. That’s when I remember that the ingredients on her list didn’t come from her cupboard alone.” This helps me infer that the recipe inspires Renata to persist with her baking, even when it isn’t going perfectly, which makes her more confident and leads to her making something delicious. Paragraph 74 shows that Renata’s capirotada, “sold out,” showing that it was a success and that her problem was solved.

Explain Thinking

This evidence helps me infer the recipe helps Renata solve her problem by showing her that she can make something delicious without needing to follow a perfect recipe. She is inspired by her bisabuela’s resourcefulness and persistence and becomes more confident. This is shown in the text, when she tries to figure out what to do when she’s missing an ingredient, and “[pictures] Bisabuela again, staring down at bread that had gone stale, at an almost-empty container of sugar, trying to figure out what to do. That’s when I remember that the ingredients on her list didn’t come from her cupboard alone.