**Getting Ready for the Esperanza Rising Final Assessment**

**Tuesday, September 24 and Thursday, September 26**

**The final assessment for Esperanza Rising will be given in 3 parts.**

* **Comprehension test including multiple choice and short answers--study by reviewing the characters and important events in the story. (Thursday, September 26)**

|  |
| --- |
| **Tio Marco, Tio Luis, Hortenzia, Alfanzo, Miguel, Marta, Isabel, Juan & Josephina, Abuelita, Sixto, Mama, Esperanza, Carmen** |

|  |
| --- |
| **Harvest, Murder of Sixto, Fire, Escape, Train Ride, New Camp, Strike, Dust Storm, Mama’s Illness, Miguel & Abuelita** |

* **Literary Devices in Esperanza Rising test to include: personification, similes, metaphors and foreshadowing—study by defining each term and finding examples of each in the book. (Thursday, September 26)**

|  |
| --- |
| **pages, 1,2,6,8,10,19,22,23,32,43,193,** |

* **Five paragraph essay supported with evidence from the text on your choice of the following topics: (Tuesday, September 24)**
* **Explain how Esperanza’s character changes over the course of the story including important events, supporting characters and circumstances. The examples and details must be supported with evidence from the text.**
* **Explain why Marta is passionate about striking, including how her background influenced this passion, her belief in the need for change, the plan and goal of the strikers and the dangers/rewards of striking. The examples and details must be supported with evidence from the text.**

**You may bring the following to be used during the writing assessment:**

* **the book with evidence from the text bookmarked**

**(please do not underline or highlight)**

* **lists of high level vocabulary words that might be used**

**(For example: dirty, filthy, unsanitary, grimy, soiled, squalid)**

* **a writing plan (graphic organizer or outline) using words and phrases as prompts (no complete sentences)**
* **dictionary and/or thesaurus**