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Pam Muñoz Ryan

Pam Muñoz Ryan was born Pamela Jeanne Banducci in 1951. Before school, she took the last name of her mother Hope Bell and Donald Bell, who she considered her real father. Her mother's family was from Mexico, her father's from Oklahoma. She was raised in Bakersfield California. Early on Muñoz Ryan had a love of books. As a child she would read her grandmother's encyclopedias. Her favorite section was Greek myths. In the summer before fifth grade, Muñoz Ryan's family moved to the other side of town. She had to deal with being the new kid and felt she didn't fit in. She dealt with these feelings by riding her bike to the East Bakersfield Library. Here she borrowed books to escape her new surroundings. She became an eager reader.



Muñoz Ryan went on to be the editor of her junior high newspaper. In high school, she was very good in English and composition classes. Following high school, Muñoz Ryan decided she wanted to have a job that would give her a chance to work with books. Rather than writing, she decided on teaching. She attended Bakersfield Community College before moving to San Diego State University. Here she earned a bachelor's degree. After college she became a bilingual teacher. She married James Ryan in 1975. She worked for three years as an early childhood educator before starting a family. The two had two girls and twin boys.

Muñoz Ryan spent almost 12 years at home while working part time as a substitute teacher. Then, she worked as a director of an early childhood program. At the same time, Muñoz Ryan went back to school to earn a master's degree in post-secondary education. It was at this time one of Muñoz Ryan's professors asked if she ever thought about writing as a career. It was a thought that stuck. She began to write children's stories. Her first book *One Hundred is a Family* was published in 1994. In the years that followed, she would publish many more children and young adult stories. One of these books would be one of her most famous works, *Esperanza Rising*.

Did You Know?

- *Esperanza Rising* has been made into a play. It has been in theaters across the country.
- The character Esperanza Ortega is the author's grandmother.
- Muñoz Ryan has won many awards. She won the Pura Belpré Award for *Esperanza Rising*.



Chapter Five

Los Guayabos - Guavas

Answer the questions in complete sentences.

1. Esperanza and her mother have fled their home. Do you think Tio Luis will catch up to them? Explain your thoughts.

2. Esperanza said she could work too. What kind of work do you think she will do in the United States?

Vocabulary Complete each sentence with a word from the list.

exotic	gasp	adjust	jostled
gleamed	swayed	fluttered	emerged

1. They _____ from the fig orchard and continued through a pear grove.
2. Pigeons _____ in the rafters.
3. "Mama!" she said _____ for air.
4. Esperanza's eyes were beginning to _____ to the darkness.
5. The wagon creaked and _____.
6. Even his hair was slicked down smooth and his eyes _____ with excitement.
7. The mangoes were peeled and carved to look like _____ flowers.
8. The wagon _____ them now as it hit a hole in the road.



Chapter Eight

Las Almendras - Almonds

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) Almond flan is one of Esperanza's favorite sweets.
- T F b) Marta knows English because she was born in the United States.
- T F c) Isabel's father loves it when Marta comes to the *jamaicas*.
- T F d) Esperanza and Isabel shell peanuts.
- T F e) Marta is always talking about dancing.
- T F f) Women sold tamales and desserts at the *jamaicas*.

2. Number the events from 1 to 6 in the order they occurred in this Chapter.

- a) Mama and Esperanza pray.
- b) Miguel shows Esperanza roses.
- c) Marta holds up a kitten.
- d) Esperanza asks why Marta is angry.
- e) Esperanza has a real bath for the first time since leaving home.
- f) The families gather in one cabin for dinner.



Chapter Nine

Las Ciruelas - Plums

Answer each question with a complete sentence.

1. What did Esperanza do that made the babies sick?

2. What does Esperanza do to correct her mistake with the babies?

3. Why do you believe nobody questioned Esperanza about the pile of diapers, the burned beans, or the rice in the sink?

4. What does Melina say is like nothing Esperanza has ever seen before?

5. What happened to the strike? What does Alfonso say will happen to the workers? Why?

6. What has happened to Mama?



Journaling Prompt

The doctor told Esperanza it might take six months for Mama to get well. That's if she survives at all. In a few paragraphs, write your thoughts on what this might mean for Esperanza and her mother? What will happen to them without Mama's income? What might Esperanza have to do? Could this change force Esperanza to start over yet again? Be sure to answer all of these questions.



Chapters 1 to 4

The Phoenix Fable

Abuelita tells Esperanza about the story of the phoenix. In Greek mythology, the phoenix is a bird that lives for a very long time. When it dies, it bursts into flame. Then it is reborn from the ashes. This happens in a cycle that never stops. Come up with your own story. Use some of the ideas from the story, as well as some of what you read in *Esperanza Rising*.

Your story should be about two typed, double-spaced pages in length. It should have original characters. It should also have some original ideas. Use some Greek myths, legends and fables to help you understand how to write your own. Fables always include animals that play human-like roles. Make sure you include one too.

Once you've finished, share with a partner or group. Talk about the ideas that led to your story.



Chapters 1 to 6

Picturing the Story

Esperanza's environment can be seen to mirror her feelings. At home in Mexico she is happy. The scenery is described as beautiful and full of bright colors and nice smells. When she loses her father and home, she arrives in a dusty, hot valley with little color.

Use this idea to create a drawing or painting that shows this change. The drawing or painting can use an image or scene from the book. Or, it can show an idea or concept rather than something physical. Use your imagination.

There should be some part of your drawing that shows a change in color. Take some time and write a short description of what your drawing represents. Why did you want to use this idea? Be specific and use examples from the book to explain your thoughts.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

anguish	crowded	gasping	renegades
atrocious	elegant	grime	shabby
booning	envy	jalousie	slogans
chorizo	exhausted	plateau	squalor
cot	fragrance	pride	tempt

a	r	g	u	n	c	a	w	t	n	e	a	g	e	l	e
c	t	e	y	a	j	m	n	t	i	a	l	o	p	y	
o	s	r	n	y	e	d	c	g	n	x	i	q	j	s	
t	v	b	o	e	v	t	z	l	u	k	d	a	x	q	
b	f	n	u	c	g	b	a	r	w	i	e	i	r	u	
g	y	s	e	h	i	a	r	l	w	k	s	u	e	a	
a	f	n	r	o	s	o	d	u	p	h	v	h	p	l	
s	k	a	h	r	j	q	u	e	c	i	a	m	x	o	
p	t	g	b	l	e	o	i	s	s	q	x	s	i	r	
i	k	o	a	z	g	e	b	o	o	i	n	g	h	e	
n	d	i	p	o	d	p	t	e	m	p	t	r	d	h	
g	j	s	r	e	n	e	p	s	e	l	q	i	g	l	
d	o	z	d	l	z	b	d	y	u	o	t	m	g	y	
a	u	i	a	j	m	o	k	w	t	a	s	e	h	v	
z	r	n	c	s	f	s	u	p	o	q	h	o	f	n	
p	t	g	y	b	b	a	h	s	v	r	t	x	r	e	
f	r	a	g	r	a	n	c	e	n	v	c	w	e	m	



Comprehension Quiz

Answer each question in a complete sentence.

- Name four main characters from the book. 29

- Name two important themes from the book. 4

- What event forces Esperanza to leave Mexico? 2

- How old is Esperanza turning at the beginning of the book? 2

- What are the names of Esperanza's uncles? 1

- What crop is being harvested when Esperanza arrives in California? 2

- Describe how Esperanza's character changes between the start and end of the story. 1

SUBTOTAL: /17

Esperanza's Evolution

Esperanza changes a lot through the book. At the beginning, she's a rich child who has everything she could ever want. By the end of the book, she takes on more of an adult role. Use this organizer to compare Esperanza's character traits at the beginning and at the end of the story.



NAME: _____

After You Read 



Chapters One to Two

Aguas Calientes, Mexico to Las Uvas - Grapes

Answer each question with a complete sentence or short paragraph.

1. What does Esperanza feel while laying on the ground?

2. How many siblings does Esperanza have?

3. What does Esperanza's father suggest is the reason she likes the harvest time of year?

4. What is the name of Esperanza's best friend?

5. What reason is given for Esperanza and her mother's fear of bandits?

6. What did Tio Luis do to Esperanza that made her shiver in fear for her father? Why did it make her shiver?

EASY MARKING ANSWER KEY



Journaling Prompt

When she was younger, Esperanza said she would marry Miguel. Later, she says that "between them ran a deep river." Explain what this "deep river" between Esperanza and Miguel might be.

- | | | | |
|--|--|---|--|
| <p>1.
Her father says it's the Earth's heartbeat.</p> <p>2.
None. Esperanza is an only child.</p> <p>3.
He says it will be Esperanza's birthday soon.</p> <p>4.
Marisol Rodriguez.</p> <p>5.
Even though the revolution has been over for 10 years, some people still resented wealthy landowners.</p> <p>6.
He patted her shoulder and gave it a gentle squeeze. It made her shiver because he usually ignored her.</p> | <p>1.
Answers will vary.</p> <p>2.
Answers will vary.</p> <p>Vocabulary</p> <p>1. D
2. J
3. B
4. A
5. E
6. I
7. C
8. H
9. F
10. G</p> | <p>1.
a) T
b) T
c) F
d) T
e) T
f) F</p> <p>2.
a) 5
b) 2
c) 6
d) 3
e) 1
f) 4</p> | <p>1.
He and his vaqueros were ambushed and killed while mending a fence.</p> <p>2.
Every time she looked at them, they reminded her of the happy fiesta she was supposed to have.</p> <p>3.
Esperanza could tell their constant presence made her mother uneasy.</p> <p>4.
Tio Luis was wearing papa's belt buckle and sitting in his chair.</p> <p>5.
Miguel says his parents will likely go to the United States for work. He says his father believes Esperanza's uncles will treat the family poorly and take back the land her father Sixto Ortega gave them.</p> <p>6.
Answers will vary.</p> |
|--|--|---|--|



Esperanza Rising – Gr. 5-6

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.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.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.