



Name _____

5th Grade ELA Remote Learning Packet

Week 30



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

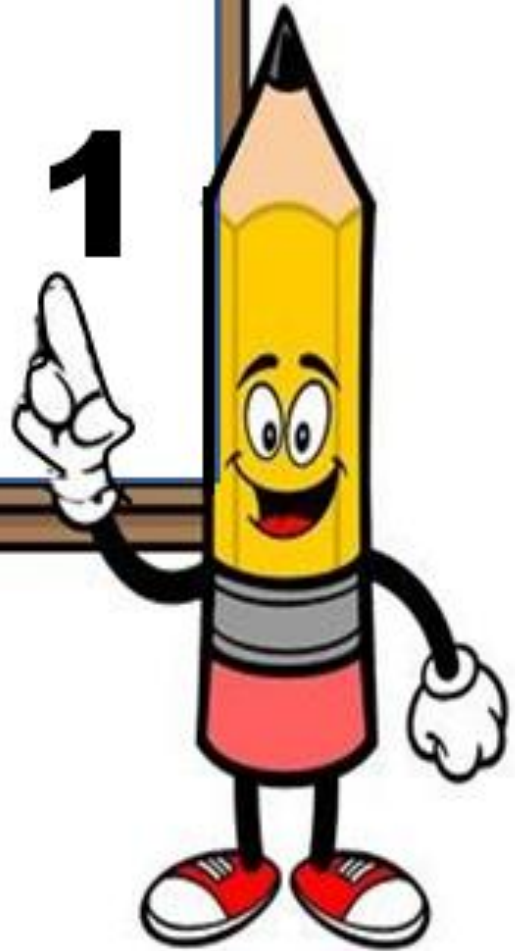
(Parent Signature)

(Date)

Parents please note that all academic packets are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



Day # 1



Name: _____

Week 30 Day 1 Date: _____

BCCS Boys

MIT/Stanford

Do Now

1. What is purpose of informational text?

2. List at least three examples of informational text.

Standards Review

Standard	CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.2
LEQ	What strategies can I use to better _____ an informational text?
Objective	I can use _____ to support my inferences when reading an informational text.
Assignment to Submit	Google Form

Input: Make Inferences and Draw Conclusions

Sometimes the author does not tell you exactly what is happening. This means that you have to figure things out on your own. When you do this, you make an

_____, **An inference is a**
_____ **guess about something in a story or**
text. A conclusion is an overall _____ that you
draw after reading a passage.

Inferences and conclusions are based on information from the
_____ **and your own**
_____. **To make an inference you read**
the passage and look for _____ about what is
happening. Then think about how those clues relate to what
you _____. **To draw a conclusion, you must use the**
_____ **you've made, the details**
and clues from the passage, prior knowledge, and your common
sense.

When making inferences and drawing conclusions, think about:
what is happening around the characters
how the characters are acting
what the characters are saying or thinking
why the characters are doing what they are doing
what you would be doing if you were the character
what would be happening if the story was taking place for real

Application: “My Time With Dad”

My Time With Dad

Dad passed me the ball, challenging me to make a shot over his outstretched arms. Using what he had taught me, I wove to the right, then to the left, and then scooted around him to do an easy lay-up. Dad is over six feet tall, and I feel like I'm half his size, so I have to use every trick to score against him. That's what we did every afternoon when Dad got off work, and I always looked forward to my time with him.

The comforting sound of the ball going through the hoop seemed to bind me to Dad. Swoosh, swoosh, swoosh. Of course, once we finished, our time together ended as all my four younger siblings competed for his attention. Inside the house, I was just one of five who wanted my dad's attention, but out on the court, it was just me.

Then, my dad got an overseas assignment, which meant he'd be away from home for at least three or four months. School had just started, and Mom needed my help to make order out of chaos. With two coyotes for brothers running through the house and my twin three-year-old sisters constantly asking for something, I had my hands full. It was hectic, to say the least. The only retreat I had was outside with my basketball and the hoop.

I dribbled, I practiced lay-ups, and I shot basket after basket from ten feet away. Swoosh, swoosh, swoosh. With every successful goal, my feeling of comfort returned, and Dad didn't seem to be so far away.

One late Friday afternoon I was shooting from ten feet away, and a car on my street screeched to a stop. A woman got out of the car and watched me play for a while, and then approached me. She looked familiar. Then, I realized she was Mrs. Sanchez, one of the teachers in my school.

“You're pretty good with that basketball,” she said casually.

I shot again, heard the soothing swoosh, and smiled at her.

“I want you to play on the girls' team,” she said. “Practice starts next Monday after school. From what I'm seeing now, I think you'd be good.”

I thought of Mom and how she needed me after school. Then, I thought of my dad, and how we shared basketball together—just the two of us. I really didn't want to play with anyone else. So I said, “No, thanks.”

Mrs. Sanchez walked back to her car. Then, she called out, “I'm in the gym every afternoon at 2:30. Let me know if you change your mind.”

The next morning, we had our first video chat with a chair in front of a computer. The sun shone brightly t

netting behind him. My sisters and brothers all had a chance to talk to him. Then, it was my turn. He smiled at me, but then his tone turned serious.

"You're playing a lot of hoops, I hear," he said.

"It's getting cooler, so my hands get a little chilly in the evening. But yes," I said.

"If you play inside a gymnasium, you will be warmer," he smiled.

I looked away from Dad and he continued without beating around the bush, "Your mother says that you don't want to play basketball with the girls' team."

I didn't know what to say, so he said, "Jennie, think of me when you play, and I'll imagine you shooting baskets while I'm here. It'll be a way we can keep close together."

I looked up at Dad, whose head was cocked in concern. I said, "Okay, Dad, I'll give it a go if you think I should."

"Of course I think you should! Once you learn how to work with a team, I bet you'll be the best player!"

He put his hand up on the computer screen, touching it with his fingers. I put my hand up to match his, and said, "I'll do my best, Dad!"

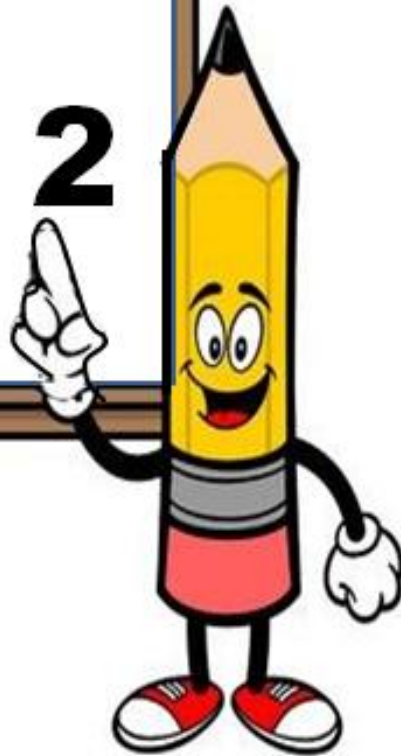
The next Monday I started playing with a team. I was surprised to find that I really enjoyed learning the plays and working with other girls. However, the best part was making baskets and hearing the sound the ball made as it passed through the hoop. Swoosh, swoosh, swoosh, the sounds that bind me to my dad.

6. Which sentence from the passage supports the idea that Jennie does not want to join the girls' basketball team at first?
- A. "Dad is over six feet tall, and I feel like I'm half his size, so I have to use every trick to score against him."
 - B. "I want you to play on the girls' team," she said."
 - C. "I really didn't want to play with anyone else."
 - D. "I was surprised to find that I really enjoyed learning the plays and working with other girls."
7. Which detail BEST supports the idea that Jennie's dad wants her to join the basketball team?
- A. "Using what he had taught me, I wove to the right, then to the left, and then scooted around him to do an easy lay-up."
 - B. "Then, I thought of my dad, and how we shared basketball together—just the two of us."
 - C. "'You're playing a lot of hoops, I hear,' he said."
 - D. "'If you play inside a gymnasium, you will be warmer,' he smiled."

8. Based on the selection, you can infer that
- A. Jennie is responsible.
 - B. Jennie is self-doubting.
 - C. Dad wants to stop playing basketball with Jennie.
 - D. Mom depends too much on Jennie's help.
9. How does Jennie PROBABLY feel about joining the team?
- A. She is upset that Dad found out about Mrs. Sanchez's invitation to join the team.
 - B. Jennie is thankful she joined and maintained her connection with Dad.
 - C. Jennie is happy to spend time away from her younger brothers and sisters.
 - D. She is nervous about playing basketball in front of other people.
10. Which selection from the story shows that Jennie and her dad still feel close even though they are far away from each other?
- A. "Dad passed me the ball, challenging me to make a shot over his outstretched arms."
 - B. "Then, my dad got an overseas assignment, which meant he'd be away from home for at least three or four months."
 - C. "The sun shone brightly through the beige mosquito netting behind him. My sisters and brothers all had a chance to talk to him."
 - D. "He put his hand up on the computer screen, touching it with his fingers. I put my hand up to match his, and said, 'I'll do my best, Dad!'"
11. Do you think Jennie and Dad will play basketball when he returns from his overseas assignment? Which details in the passage support your inference?



Day # 2



Name: _____

Week 30 Day 2 Date: _____

BCCS Boys

MIT/Stanford

Do Now

1. What is the definition of central idea?

2. After stating the central idea, how do I prove that it is true?

Standards Review

Standard	CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LEQ	What strategies can I use to better comprehend an _____ text?
Objective	I can determine the _____ and supporting details of an informational text.
Assignment to Submit	Google Form

Input: Main Idea and Supporting Details

The main idea (central idea) of a passage is what is _____ about. It gives the big picture. Supporting details are the _____ that prove the main idea. They _____ what makes the main idea true.

Every story and _____ has a main idea. Every paragraph in a _____ has a main idea, too. This is often found in the _____ sentences of the paragraph.

Main idea is NOT the same as _____. A topic is the subject of a passage.

For example, the topic of a passage may be “a _____”. The main idea would make a statement about a dog: “A dog _____ not to be greedy.”

To figure out the main idea of a story, article, or paragraph, look for the _____ that stands out as the most important. The other ideas are _____.

Application: “Search-and-Rescue Dogs”

Search-and-Rescue Dogs

Throw a tennis ball into a giant pit filled with hundreds of tennis balls. A Search-and-Rescue (SAR) dog will not be satisfied until she finds the one ball you threw. She will single it out from all the others by sniffing for the scent of your hand on the ball. What if there is a nice piece of leftover meat in the pile? A trained SAR dog will not give it a sniff!

Search-and-Rescue dogs are America’s top working dogs. They are graduates of the most demanding training program in the land. They have important jobs to do and nothing—not even a juicy steak—gets between them and their work. SAR dogs are trained to respond to emergencies, such as hurricanes, earthquakes, and terrorist attacks.

At disaster scenes, one of the first jobs is finding victims. It takes people many hours to knock at doors and peer through windows to find victims. However, a pair of SAR dogs can do the work of several dozen people. After Hurricane Sandy, rescue dogs found many elderly and disabled people trapped in their apartments. SAR dogs can sniff around homes and zip down hallways faster and with more accuracy than humans. They can find sleeping and unconscious people who might be overlooked by humans.

SAR dogs have the stamina to work 12-hour shifts. Their amazing sense of smell allows them to sniff out individual people in the middle of a disaster site. They can distinguish between the scents of hundreds of rescue workers and the single scent of someone trapped under tons of debris.

But it is more than a strong sense of smell that makes an outstanding SAR dog. The most important trait for a working dog is what trainers call “drive.” Drive is a combination of energy, ambition, and focus. Not every dog has it. Some trainers explain the SAR ability with an analogy, or comparison. Imagine a dog that just cannot get enough of a tug-of-war toy. Only the most dedicated tug-of-war junkies will go up steep ladders, climb over dangerous debris, and work their noses sore for hours just for a chance at that toy. A SAR dog has to have that level of focus and dedication.

The most successful SAR dogs are usually dogs that have been rescued. Recruiters visit shelters, looking for “diamonds in the rough”—those dogs that can change from being “rescued” dogs into rescue dogs. Sometimes shelter dogs do not make great family pets. Perhaps they bark too much, or chew up the furniture. With the right training, however, “bad habits” can become valuable skills.

Many dogs train at the SAR National Training Center. Among other things, the center has a woodpile search zone. It is a mess of wood planks and boards that resemble the kind of wreckage found after earthquakes and hurricanes. On a typical day, a handler may be hiding in a tiny space at the bottom of this pile, lying totally still. A trainer gives the command, and an 80-pound bloodhound-Labrador mix bounds onto the pile. The deep folds in his lips help trap scent long enough for him to smell it; then slobber runs down his mouth washing away old smells to let new ones in. The dog's laser-like focus leads him to a particular spot. He starts to whine, trying to figure out where the person is. He works his nose into a gap between the wood planks, gets a big whiff, then starts barking loudly. It takes less than 30 seconds for this dog to complete his mission.

Dogs have important work at the training center. They perform drills and train on agility courses, running over and under obstacles. Someday, for practice, the center will have "pretend" disasters, such as derailed train cars, a half-destroyed neighborhood with houses, and an indoor "disaster dome" cooled below freezing to train for winter deployments.

Few dogs have the qualities needed to be a SAR dog. One year, recruiters chose 223 dogs to be tested for the SAR dog program. Only 40 of those were selected. Only 3 of the 40 graduated the program. In fact, at the time of writing, there are only 265 federally-certified SAR dogs in the whole country. Training a SAR dog is expensive, too. It costs between \$15,000 and \$20,000 to train one dog, but these dogs provide invaluable service in times of crisis.

6. This passage is MAINLY about
 - A. federal emergencies.
 - B. the price of training a SAR dog.
 - C. the SAR National Training Center.
 - D. Search-and-Rescue dogs.
7. Which of the following BEST states the main idea of paragraph 5?
 - A. Drive is the most important trait in a SAR dog.
 - B. Not all dogs in a shelter have the drive to be a SAR dog.
 - C. SAR dogs like to play tug-of-war.
 - D. SAR dogs have to use tug-of-war toys.

8. According to the passage, where do recruiters find dogs with the most potential to become successful SAR dogs?
- A. dog breeders
 - B. pet stores
 - C. animal shelters
 - D. SAR National Training Center
9. What is paragraph 7 MAINLY about?
- A. what the SAR National Training Center looks like
 - B. how dogs train at the SAR National Training Center
 - C. how SAR dogs use their sense of smell to find people
 - D. what a SAR dog does when it finds a victim
10. According to the passage, when did SAR dogs assist human rescue workers?
- A. after the 9-11 terrorist attacks
 - B. after a flood in Texas in 2016
 - C. after a tornado in 2010
 - D. after Hurricane Sandy
11. Write two sentences that summarize the entire passage.



Day # 3



Name: _____

Week 30 Day 3 Date: _____

BCCS Boys

MIT/Stanford

Do Now

1. What do we expect to see when we read a scientific text?

Standards Review

Standard	CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LEQ	What _____ can I use to better comprehend an informational text?
Objective	I can explain _____ in a scientific text.
Assignment to Submit	Google Form

Input: Explaining Relationships in Scientific and Technical Texts

When you read scientific texts, you learn about the _____ world. If you read about why lightning strikes or how electricity works, you're reading a _____ text.

When you read a technical text, you are learning to make or do something. If you read the _____ for using a cell phone, you are reading a _____ text.

Both scientific and technical texts describe the _____ and _____ between events, ideas, or concepts.

Application: “Battery Power”

This experiment tells how to make a battery similar to the one Alessandro Volta made. The chemical reaction of salt and vinegar in the presence of copper and zinc makes electricity flow through a wire.

BATTERY POWER

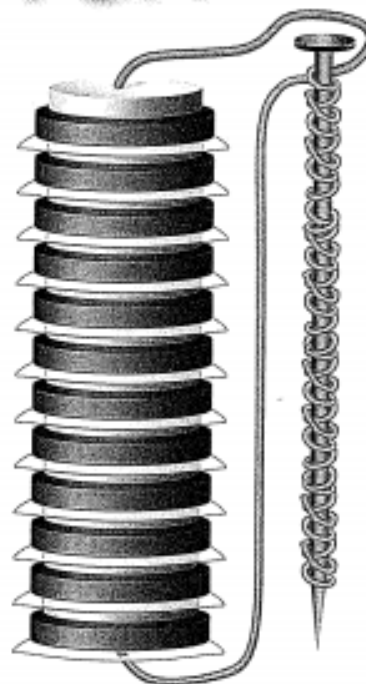
by Gary Gibson, in *Science for Fun Experiments*

- 1 Find 12 copper coins and zinc washers of similar size. They will need to be stacked. Cut out 12 same-sized circles of blotting paper.
- 2 Pour vinegar into a glass with a tablespoonful of salt. Soak each piece of blotting paper in the mixture. Stack a coin, then a washer, on a piece of blotting paper. Finish with a washer.
- 3 Take 6½ feet of thin plastic-coated copper wire. Coil it tightly around an iron nail as many times as you can.
- 4 Attach one end of the copper wire to the bottom coin and the other to the top washer.
- 5 Test your battery by bringing the nail close to a small compass. The nail should make the compass needle swing.

Why It Works

- 6 The salt and vinegar start a chemical reaction. Negatively charged particles flow through coins to the washers, around the wire coil, and back to the battery.¹ The electric current creates a magnetic field that affects a compass needle.

¹ The negatively charged particles are bits of matter called *electrons*.



Close Reader Habits

What steps and materials are needed to make the battery? Reread the text. **Circle** words and phrases that tell you this.

1 This question has two parts. Answer Part A. Then answer Part B.

Part A

Which statement **best** describes how an electric current affects a compass?

- A The electric current goes from the wire into the compass.
- B The electric current works only with thin copper wire.
- C The electric current makes the compass needle move.
- D The electric current causes the nail to swing near the compass.

Part B

Which **two** sentences **best** show the relationship made in Part A?

- A "Pour vinegar into a glass with a tablespoonful of salt."
- B "Coil it tightly around an iron nail as many times as you can."
- C "Attach one end of the copper wire to the bottom coin and the other to the top washer."
- D "The nail should make the compass needle swing."
- E "The salt and vinegar start a chemical reaction."
- F "The electric current creates a magnetic field that affects a compass needle."

BATTERY POWER

Short Response Explain why it is important to follow the steps in order and use the proper materials. Use details from the text to support your answer.

HINT Don't just describe the steps and materials. Explain why the steps and specific materials are necessary.



Name: _____
BCCS Boys

Week 30 Day 4 Date: _____
MIT/Stanford

Do Now

1. Explain chronological order.

Standards Review

Standard	CCSS.ELA-LITERACY.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LEQ	What strategies can I use to comprehend an _____ text?
Objective	I can identify _____ structures; chronology and problem/solution in an informational text.
Assignment to Submit	Google Form

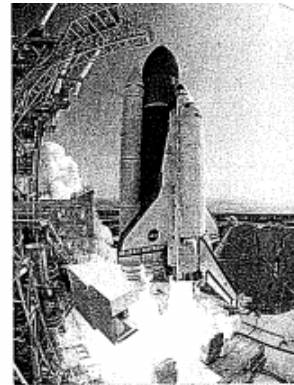
Input: Text Structures

Passages can have different text structures. These structures help authors accomplish specific purposes.

- A _____ text structure tells events in the order they happen. This structure can include _____, times, and words such as first, _____, and later.
- A _____ - _____ text structure describes problems and solutions. This structure can include words such as challenge, _____, and solution.

Passage 1: The space shuttle *Discovery* made its first flight in 1984. In 1990, *Discovery* launched the Hubble Space Telescope. In 2011, after 30 missions, *Discovery* was taken out of service. *Discovery* then became a display at the National Air and Space Museum.

Passage 2: Like us, astronauts use ordinary toothpaste, a toothbrush, and a little bit of water. The challenge, however, is that they don't have a sink for rinsing out their mouths. Their solution? They spit toothpaste into a washcloth.



Passage	Author's Purpose	Text Structure	Evidence of Structure
1			
2			

Eating in Space

by Amal Kapoor

- 1 Astronauts get hungry—just like the rest of us. Because they are doing hard work in space, they need to eat breakfast, lunch, and dinner. Astronauts can eat everything from fresh fruit to pizza and pudding.
- 2 Astronauts carry all their food with them into space. Most of their food consists of freeze-dried meals that can be stored at room temperature for a long time. Before a mission, each astronaut chooses what to eat for each meal during the flight. These meals are individually packaged and organized in the order that the astronaut will eat them.
- 3 At meal times, astronauts go into the galley, a small kitchen area with an oven and a water dispenser. First, the astronauts select their meals, which are stored in locker trays held by a net. Next, they add water to freeze-dried foods. Then they heat the meal in an oven that only reaches a temperature of about 170°F. This process usually takes 20 to 30 minutes.
- 4 Once food is rehydrated and heated, astronauts attach their food containers to a meal tray using fabric fasteners. Because there’s no gravity in space, food containers must be attached to a tray. Otherwise, food would float around the spacecraft! After astronauts attach their trays to the wall or to their laps, they use the trays like a dinner plate. Finally, astronauts open their food packages with scissors and eat their meal with a knife, fork, and spoon. If they want to season the food, they have to add salt and pepper in liquid form.



Close Reader Habits

What is the main text structure used in “Eating in Space”? Reread the article. **Underline** any words or phrases that tell you how the author organized his writing.

FROM FARMING IN SPACE



by Amy Hansen, *Highlights*



- 1 What will astronauts eat when a space voyage takes years or even decades?
- 2 Lots of fresh vegetables, says Dr. Mary Musgrave of the University of Massachusetts. She has spent the last 10 years learning how to grow plants in space. And it's a good thing she has already started her work, because extraterrestrial gardening can be tricky.
- 3 In 1997, while the Mir Space Station spun around Earth, astronaut Mike Foale peered at a sealed growth chamber. The astronaut had planted Dr. Musgrave's quick-growing seedlings in the chamber, but none of the stems were showing.
- 4 He opened the container and saw the problem. The white stems weren't growing upward. Instead, they threaded downward or sideways. Some of the roots snaked up, while others twisted around. These were confused plants.
- 5 On Earth, a plant's roots and stems take cues from gravity, using the Earth's pull to find "up" and "down." This process is called gravitropism. On the Mir, there was almost no gravity.
- 6 Dr. Musgrave suggested a solution: give the plants more light. This idea made sense because plants also use sunlight to find their way—a process called phototropism.
- 7 And it worked. Once the seedlings had more light, the stems turned up and the roots went down.
- 8 Now Dr. Musgrave was free to worry about the next problem: Would her baby plants live to flower?

Close Reader Habits

What is the main text structure of "Farming in Space"? Reread the article. **Underline** any words or phrases that tell you how the author organized her writing.

- 1 This question has two parts. Answer Part A. Then answer Part B.

Part A

Which statement **best** describes a major difference between the text structures of the articles "Eating in Space" and "Farming in Space"?

- A "Eating in Space" contrasts eating on Earth and in space, while "Farming in Space" contrasts growing plants in space and on Earth.
- B "Eating in Space" tells the process of eating a meal in space, while "Farming in Space" tells the problems and solutions of growing plants in space.
- C "Eating in Space" tells the process of eating a meal in space, while "Farming in Space" tells the process of growing plants in space.
- D "Eating in Space" tells about problems and solutions for eating meals in space, while "Farming in Space" tells about the process of growing plants in space.

Part B

Choose **one** sentence from **each** article that supports the answer in Part A.

- A "Astronauts can eat everything from fresh fruit to pizza and pudding." ("Eating in Space")
- B "At meal times, astronauts go into the galley, a small kitchen area with an oven and a water dispenser." ("Eating in Space")
- C "Food containers must be attached to a tray." ("Eating in Space")
- D "She has spent the last 10 years learning how to grow plants in space." ("Farming in Space")
- E "In 1997, while the Mir Space Station spun around Earth, astronaut Mike Foalé peered at a sealed growth chamber." ("Farming in Space")
- F "Dr. Musgrave suggested a solution: give the plants more light." ("Farming in Space")

- 2 Select **one** sentence from "Eating in Space" and **one** sentence from "Farming in Space" that provide the **best** evidence of each passage's text structure.

- A "Astronauts get hungry—just like the rest of us." ("Eating in Space")
- B "These meals are individually packaged and organized in the order that the astronaut will eat them." ("Eating in Space")
- C "Next, they add water to freeze-dried foods." ("Eating in Space")
- D "And it's a good thing she has already started her work, because extraterrestrial gardening can be tricky." ("Farming in Space")
- E "On the Mir, there was almost no gravity." ("Farming in Space")
- F "Now Dr. Musgrave was free to worry about the next problem: Would her baby plants live to flower?" ("Farming in Space")

- 3 Read this sentence from "Farming in Space."

What will astronauts eat when a space voyage takes years or even decades?

What is the **best** reason the author chose to begin the article with a question?

- A to present a puzzle in need of a solution
- B to show that astronauts are curious people
- C to describe how space voyages are a cause of worry
- D to explain why space voyages are so difficult to plan



Name: _____

Week 30 Day 5 Date: _____

BCCS Boys

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Do Now

1. Explain a cause and effect relationship.

Standards Review

Standard	CCSS.ELA-LITERACY.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LEQ	What _____ can I use to better comprehend an informational text?
Objective	I can identify text structures; _____/effect and compare/ _____ in an informational text.
Assignment to Submit	Google Form

Input: Text Structures

How is a house different from a skyscraper? They each have a different structure and purpose. Authors use different text structures for specific purposes, too.

- The purpose of a _____ - _____ text structure is to tell about events and explain _____ they happen. Words and phrases like cause, effect, _____, and as a result are sometimes used in a cause-effect structure.
- The purpose of a _____ - _____ text structure is to describe how two or more things are _____ and _____. A compare – contrast text structure will frequently use words like both, unlikely, _____, and in contrast.

Passage 1: Octopuses and squids have ink sacks. When threatened, they defend themselves by shooting a thick cloud of dark ink into the water. Because the ink is thick and dark, it hides octopuses and squids from their attackers. As a result, octopuses and squids have time to escape.

Passage 2: Octopuses and squids live in salt water. Both have blue blood, hard beaks, and eight arms lined with suckers. Octopuses live in dens on the sea floor where they hunt for clams, lobsters, and crabs. In contrast, squids live in the open ocean and eat fish and shrimp.



Passage	Author's Purpose	Text Structure	Evidence of Structure
1			
2			

TSUNAMIS and HURRICANES

by Tim Brown

- 1 Both tsunamis (soo NAHM eez) and hurricanes are powerful storms. They flood lands and damage property. Each kind of storm is extremely dangerous.
- 2 Tsunamis occur mostly in the Pacific Ocean. They form when a large amount of water is displaced, or moved, by an earthquake or another event that disturbs the floor of the ocean. Such a disturbance creates a series of massive waves. This "wave train" may travel up to 500 miles per hour, destroying everything in its path. Luckily, tsunamis are relatively rare. There are only about six every century.
- 3 In contrast, hurricanes may occur on any coastline. Hurricanes form over warm ocean waters during the hotter months of the year. During a hurricane, heavy rains fall, and strong winds blow with speeds of more than 74 miles per hour. The winds rotate around an "eye," which is the calm center of the storm. In the center, winds are low and skies are clear. On average, a hurricane travels at speeds of only about 15 to 20 miles per hour.
- 4 Both tsunamis and hurricanes have earned their names. The term *hurricane* comes from a Spanish word for "storm." The term *tsunami* comes from two Japanese words meaning "harbor" and "wave." Since 1979, weather agencies have given men's and women's names to specific hurricanes. In contrast, weather agencies do not normally give names to tsunamis. Regardless of their names or where the words come from, hurricanes and tsunamis alike are fierce storms that most people would rather not experience.

Close Reader Habits

How does Tim Brown structure his information about tsunamis and hurricanes? Reread the article. **Underline** any details that help you understand how Brown organized his information.

Tsunami: A WALL OF WATER

by Yuki Tanaka

- 1 A tsunami is a series of huge waves. Earthquakes cause many tsunamis. Erupting volcanoes or underwater landslides may also trigger tsunamis. Nearly all tsunamis occur in the Pacific Ocean within the “Ring of Fire.”
- 2 Warning signs tell us when a tsunami is approaching. The first warning sign of an approaching tsunami is called *drawback*. The ocean suddenly recedes, or draws back, and then roars forward violently with a chain of extremely high waves. These surging waves can reach from 30 to 100 feet above sea level. They can crash onto land at speeds of 500 miles per hour, causing damage to buildings and injuring or killing animals and people.
- 3 There have been many record-breaking tsunamis throughout history. One of the largest tsunamis happened after Krakatoa, a volcano in Indonesia, erupted in 1883. The eruption caused some waves to rise more than 130 feet above sea level. As a result, about 36,000 people drowned.
- 4 The most deadly tsunami in modern times occurred in the Indian Ocean in 2004. People in India, Thailand, Indonesia, and other parts of Asia were taken by surprise when the tsunami slammed into the coast. This tsunami left millions homeless and killed more than 300,000 people.
- 5 More recently, a powerful earthquake rocked Japan on March 11, 2011. The earthquake caused 60-foot tsunami waves. This resulted in more than 15,000 deaths and more than 25,000 injuries. It destroyed buildings and damaged a nuclear power station. Although Japan has a good warning system, many Japanese could not escape from the dark wall of surging water.

Close Reader Habits

How does Yuki Tanaka structure her information about tsunamis? Reread the article. **Underline** any details that help you understand how Tanaka organized her information.

Think Use what you learned from reading the science articles to answer the following questions.

1 The box below gives details on how the articles by Tim Brown and Yuki Tanaka present information.

Details
<ul style="list-style-type: none">• Describes how tsunamis and hurricanes are different• Explains what causes tsunamis• Explains what causes hurricanes• Gives examples of what happens when storms reach land• Explains what caused several tsunamis in the past• Gives examples of deadly tsunamis

Write details from the list to complete the chart below. Use **each** detail **one** time.

Article by Tim Brown	Article by Yuki Tanaka	Both Articles



Some science articles tell what happened and why it happened. Others compare and contrast events, ideas, or concepts.

- 2** Select **one** sentence from **each** article that provides the **best** evidence of each article's text structure.
- A** "Such a disturbance creates a series of massive waves."
("Tsunamis and Hurricanes")
 - B** "In the center, winds are low and skies are clear." ("Tsunamis and Hurricanes")
 - C** "In contrast, weather agencies do not normally give names to tsunamis." ("Tsunamis and Hurricanes")
 - D** "A tsunami is a series of huge waves." ("Tsunami: A Wall of Water")
 - E** "There have been many record-breaking tsunamis throughout history." ("Tsunami: A Wall of Water")
 - F** "This resulted in more than 15,000 deaths and more than 25,000 injuries." ("Tsunami: A Wall of Water")
- 3** In "Tsunami: A Wall of Water," how is paragraph 3 **different** from the ones that come before and after it?
- A** It is the first paragraph that describes a specific tsunami.
 - B** It is the last paragraph that explains the causes of tsunamis.
 - C** It is the last paragraph that describes famous tsunamis in history.
 - D** It is the first paragraph that explains how tsunamis damage buildings.



Name _____

5th Grade ELA Remote Learning Packet

Week 31



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

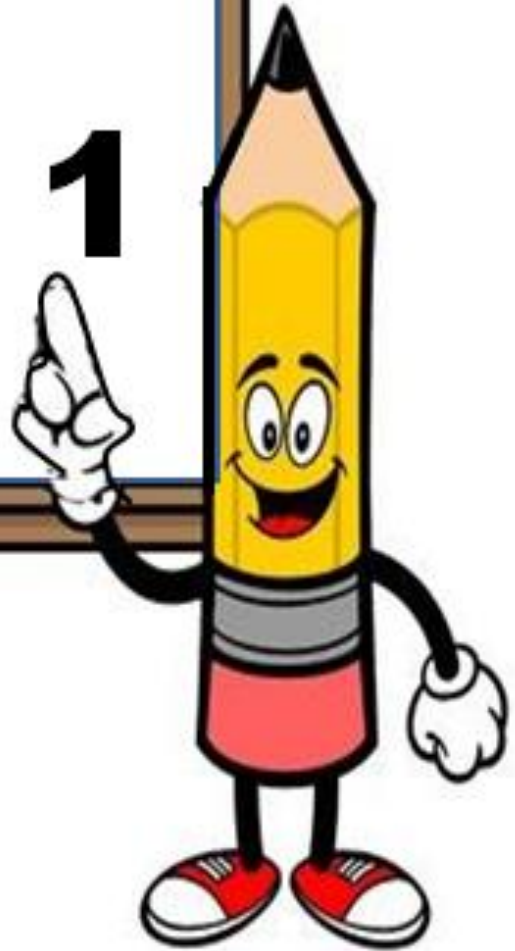
(Parent Signature)

(Date)

Parents please note that all academic packets are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



Day # 1



Name: _____

Week 31 Day 1 Date: _____

BCCS Boys

MIT/Stanford

Do Now

1. **What is the difference between a first-hand account and a second-hand account? Which one is more reliable?**

Standards Review

Standard	CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LEQ	What strategies can I use to better _____ an informational text?
Objective	I can _____ difference accounts on the same topic.
Assignment to Submit	Google Form

Input: Analyzing Accounts of the Same Topic

An account is something written or told about an _____ or topic. An _____ is told from the author's _____ of _____ and shows what he or she thinks and feels about that event or topic.

When you read two or more accounts about the _____ event or topic, _____ (closely study) each author's point of view to tell how the accounts are similar and different.



Event: the tree being cut down			
	How he looks	What he thinks	His POV
Man's POV			
Boy's POV			

Application: “U.S. Marshal Arrests Anthony” & “from Women’s Right to Vote”

from *Village Life in America*

by Caroline Cowles Richards

- 1 *December 20, 1855.* Susan B. Anthony is in town and spoke in Bemis Hall this afternoon. . . . She had a large audience and talked very plainly about our rights and how we ought to stand up for them, and said the world would never go right until the women had just as much right to vote and rule as the men. She asked us all to come up and sign our names who would promise to do all in our power to bring about that glad day when equal rights should be the law of the land. A whole lot of us went up and signed the paper. . . . I could not make Grandmother agree with her at all and she said we might better all of us stayed at home.



Susan B. Anthony

U.S. Marshal Arrests Anthony

- 1 **Rochester, New York**—Susan B. Anthony was arrested at her home on Madison Street on November 28. She was charged with the crime of illegal voting.
- 2 On November 1, Miss Anthony, her three sisters, and eleven other Rochester women registered to vote at a local barbershop. At first, election inspectors refused. Then Miss Anthony threatened to take the inspectors to court and sue them for a large sum of money. Finally the election supervisor agreed to allow the women to register to vote in Rochester’s Eighth Ward. Four days later, Anthony and the other women voted in the 1872 presidential election.
- 3 A poll watcher who observed the election process filed a complaint about Miss Anthony’s actions. William Storrs acted on the complaint. He ordered Miss Anthony’s arrest on November 14. Mr. Storrs also ordered the arrests of the other women and the election inspectors.

Close Reader Habits

What does Caroline Richards think about Anthony’s ideas? Reread her journal. **Underline** one sentence that hints at Richards’ point of view.

from

ROCHESTER UNION AND ADVERTISER

November 3, 1872

- 1 Citizenship no more carries the right to vote than it carries the power to fly to the moon. If these women in the Eighth Ward offer to vote, they should be . . . prosecuted to the full extent of the law . . .

from

On Women's Right to Vote

by Susan B. Anthony, June 19, 1873

- 1 Friends and fellow citizens: I stand before you tonight under indictment¹ for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.
- 2 The preamble of the Federal Constitution says:
- 3 "We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."
- 4 It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people—women as well as men.

¹**indictment:** a charge of a serious crime

Close Reader Habits

What do the editorial writer and Anthony think about whether a woman trying to vote is a crime? Reread the editorial and the speech. **Underline** sentences that express their points of view.

Think Use what you learned from reading the accounts to answer the following questions.

1 This question has two parts. Answer Part A. Then answer Part B.

Part A

Which statement **best** describes the difference in how Anthony's attempt to vote is presented in the article "U.S. Marshal Arrests Anthony" and Anthony's speech "On Women's Right to Vote"?

- A** The article writer thinks Anthony's attempt to vote was criminal, but Anthony thinks her act was not a crime.
- B** The article writer thinks Anthony's attempt to vote was brave, but Anthony does not think she acted bravely.
- C** The article writer reports Anthony's attempt to vote without taking sides, but Anthony reports that she committed a crime.
- D** The article writer does not say whether Anthony's attempt to vote was right or wrong, but Anthony says her act was not a crime.

Part B

Select **one** detail from the article and **one** detail from the speech that support the answer to Part A.

- A** "Then Miss Anthony threatened to take the inspectors to court and sue them for a large sum of money." ("U.S. Marshal Arrests Anthony")
- B** "On November 1, Miss Anthony, her three sisters, and eleven other Rochester women registered to vote at a local barbershop." ("U.S. Marshal Arrests Anthony")
- C** "He ordered Miss Anthony's arrest on November 14." ("U.S. Marshal Arrests Anthony")
- D** "It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen's rights. . . ." ("On Women's Right to Vote")
- E** "It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union." ("On Women's Right to Vote")
- F** "And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people—women as well as men." ("On Women's Right to Vote")



Authors of journals, editorials, and speeches often express clear points of view. Authors of newspaper articles usually do not.

- 2** The box below contains two details from "U.S. Marshal Arrests Anthony," two details from "On Women's Right to Vote," and one detail from both texts.

<ul style="list-style-type: none"> • supports claims with quotes from the Constitution 	<ul style="list-style-type: none"> • describes voting in a presidential election
<ul style="list-style-type: none"> • addresses fellow citizens 	<ul style="list-style-type: none"> • tells how other women were arrested
<ul style="list-style-type: none"> • includes information about the poll watcher's complaint 	

Write the details from the box into the correct places in the table below.

"U.S. Marshall Arrests Anthony"	Both Accounts	"On Women's Right to Vote"



Name: _____

Week 31 Day 2 Date: _____

BCCS Boys

MIT/Stanford

Do Now

1. **When should a reader use context clues? Why?**

Standards Review

Standard	CCSS.ELA-LITERACY.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.
LEQ	What strategies can I use to better comprehend an _____ text?
Objective	I can use _____ clues to determine the meaning of unknown words in an informational text?
Assignment to Submit	Google Form

Input: Unfamiliar Words

When you read a word that you don't know, look around the word for _____ . Context clues include other words and phrases that tell more about the _____ of the unfamiliar word.


You can also use _____ to figure out the author's _____, or attitude toward the topic. For example, an author can have a humorous, _____, excited, or serious tone.

The Westfield Animal Shelter Needs Your Help!

We have outgrown our space here. Can you help us build a new shelter to protect our pets?

Please make a donation to the Westfield Animal Shelter today. Even a small amount of money will help. Once we raise \$10,000, we'll be able to begin construction.

We at the shelter will be grateful for your generosity in giving. The animals will thank you for your kindness. Remember that each act of benevolence counts!



Unfamiliar Word	Context Clues	Possible Meaning
<i>"...to build a new <u>shelter</u> to protect our pets?"</i>		
<i>"Please make a donation..."</i>		
<i>"...each act of benevolence counts!"</i>		

Application: “From Furs to Five-Dollar Bills”

From Furs to Five-Dollar Bills

by Jason Liu

- 1 Imagine paying for new sneakers with a handful of shells. In ancient times, people around the world paid for goods with commodity money. A commodity is a product or raw material offered as payment for another thing. Cows, sheep, or other kinds of animals were bartered for what a person wanted. Furs, beads, grain, giant stones, or salt were also exchanged.
- 2 Gradually, ancient peoples stopped using cattle and crops as money. Around 1000 B.C.E., the Chinese began to exchange metal tools for what they needed. They also used copper and bronze coins. By 700 B.C.E., the first silver and gold coins were produced in Lydia (what is now Turkey). These coins were stamped with images of different gods or important rulers.
- 3 Paper money developed in China around 800 C.E. Paper was light and easy to carry. But the Chinese printed too much paper money, and it lost its value. In 1455, the Chinese stopped using paper money for several hundred years. Meanwhile, Europeans only began using paper money in the 1600s.
- 4 After the American Revolution, the Continental Congress established a national currency based on the dollar in 1785. The first American coins were minted in 1793. These copper cents were produced by hand. Nearly seventy years later, the U.S. government began to issue paper money for the first time in 1861. Since then, the appearance of American coins and bills has changed. For example, today's paper money in the United States has a new design every seven to ten years.



In China, knife money was used from 600 to 200 B.C.E.



This is one of the earliest American silver dollars ever minted.

Close Reader Habits

How can you determine the meaning of *minted* in paragraph 4? Reread the text. **Underline** the sentence that gives a context clue.

Think: Use what you learned from reading the text to answer the following questions.



A context clue may give a definition, an explanation, or an example. Sometimes an author will include a word with a similar meaning. Other times, the clue may be a word with an opposite meaning.

1 This question has two parts. Answer Part A. Then answer Part B.

Part A

What is the meaning of the word currency as it is used in paragraph 4?

- A goods used in trade
- B an idea accepted by many people
- C something that is up-to-date
- D the money used in a country

Part B

Which phrase from the passage helps the reader understand the meaning of currency?

- A "based on the dollar"
- B "produced by hand"
- C "lost its value"
- D "a new design"

2 Underline the word in the sentences below that suggests the author thinks it would be surprising, or unusual, to trade shells for sneakers.

Imagine paying for new sneakers with a handful of shells. In ancient times, people around the world paid for goods with commodity money. A commodity is a product or raw material offered as a payment for another thing.

HINT Use quotes from the passage to show what words or phrases help you define *minted*.

Short Response Define the word minted. Then describe what words or phrases helped you figure out the meaning of minted.



Day # 3

NYS ELA Test





Name: _____

Week 31 Day 4 Date: _____

BCCS Boys

MIT/Stanford

Do Now

1. What is realistic fiction?

Short Story Unit

Standard	CCSS.ELA-LITERACY.RL.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.
LEQ	How can I use a mentor text to help develop my own _____ fiction story?
Objective	I can read “The No-Guitar Blues” and story _____ my own realistic fiction story.
Assignment to Submit	Google Form

THE NO-GUITAR BLUES

The moment Fausto saw the group Los Lobos on "American Bandstand," he knew exactly what he wanted to do with his life—play guitar. His eyes grew large with excitement as Los Lobos ground out a song while teenagers bounced off each other on the crowded dance floor.

He had watched "American Bandstand" for years and had heard Ray Camacho and the Teardrops at Romain Play-ground, but it had never occurred to him that he too might become a musician. That afternoon Fausto knew his mission in life: to play guitar in his own band; to sweat out his songs and prance around the stage; to make money and dress weird.

Fausto turned off the television set and walked outside,

wondering how he could get enough money to buy a guitar. He couldn't ask his parents because they would just say, "Money doesn't grow on trees" or "What do you think we are, bankers?" And besides, they hated rock music. They were into the *conjunto* music of Lydia Mendoza, Flaco Jimenez, and Little Joe and La Familia. And, as Fausto recalled, the last album they bought was *The Chihuahuas Sing Christmas Favorites*.

But what the heck, he'd give it a try. He returned inside and watched his mother make tortillas. He leaned against the kitchen counter, trying to work up the nerve to ask her for a guitar. Finally, he couldn't hold back any longer.

"Mom," he said, "I want a guitar for Christmas." She looked up from rolling tortillas. "Honey, a guitar costs a lot of money."

"How 'bout for my birthday next year," he tried again. "I can't promise," she said, turning back to her tortillas, "but we'll see."

Fausto walked back outside with a buttered tortilla. He knew his mother was right. His father was a warehouseman at Berven Rugs, where he made good money but not enough to buy everything his children wanted. Fausto decided to mow lawns to earn money, and was pushing the mower down the street before he realized it was winter and no one would hire him. He returned the mower and picked up a rake. He hopped onto his sister's bike (his had two flat tires) and rode north to the nicer section of Fresno in search of work. He went door-to-door, but after three hours he managed to get only one job, and not to rake leaves. He was asked to hurry down to the store to buy a loaf of bread, for which he received a grimy, dirt-caked quarter.

He also got an orange, which he ate sitting at the curb. While he was eating, a dog walked up and sniffed his leg. Fausto pushed him away and threw an orange peel skyward. The dog caught it and ate it in one gulp. The dog looked at Fausto and wagged his tail for more. Fausto tossed him a slice of orange, and the dog snapped it up and licked his lips.

"How come you like oranges, dog?"

The dog blinked a pair of sad eyes and whined.

"What's the matter? Cat got your tongue?" Fausto laughed at his joke and offered the dog another slice.

At that moment a dim light came on inside Fausto's head. He saw that it was sort of a fancy dog, a terrier or something, with dog tags and a shiny collar. And it looked well fed and healthy. In his neighborhood, the dogs were never licensed, and if they got sick they were placed near the water heater until they got well.

This dog looked like he belonged to rich people. Fausto cleaned his juice-sticky hands on his pants and got to his feet. The light in his head grew brighter. It just might work. He called the dog, patted its muscular back, and bent down to check the license.

"Great," he said. "There's an address."

The dog's name was Roger, which struck Fausto as weird because he'd never heard of a dog with a human name. Dogs should have names like Bomber, Freckles, Queenie, Killer, and Zero.

Fausto planned to take the dog home and collect a reward. He would say he had found Roger near the freeway. That would scare the daylights out of the owners, who would be so happy that they would probably give him a reward. He felt bad about lying, but the dog *was* loose. And

BASEBALL IN APRIL

it might even really be lost, because the address was six blocks away.

Fausto stashed the rake and his sister's bike behind a bush, and, tossing an orange peel every time Roger became distracted, walked the dog to his house. He hesitated on the porch until Roger began to scratch the door with a muddy paw. Fausto had come this far, so he figured he might as well go through with it. He knocked softly. When no one answered, he rang the doorbell. A man in a silky bathrobe and slippers opened the door and seemed confused by the sight of his dog and the boy.

"Sir," Fausto said, gripping Roger by the collar. "I found your dog by the freeway. His dog license says he lives here." Fausto looked down at the dog, then up to the man. "He does, doesn't he?"

The man stared at Fausto a long time before saying in a pleasant voice, "That's right." He pulled his robe tighter around him because of the cold and asked Fausto to come in. "So he was by the freeway?"

"Uh-huh."

"You bad, snoopy dog," said the man, wagging his finger. "You probably knocked over some trash cans, too, didn't you?"

Fausto didn't say anything. He looked around, amazed by this house with its shiny furniture and a television as large as the front window at home. Warm bread smells filled the air and music full of soft tinkling floated in from another room.

"Helen," the man called to the kitchen. "We have a visitor." His wife came into the living room wiping her hands on a dish towel and smiling. "And who have we

here?" she asked in one of the softest voices Fausto had ever heard.

"This young man said he found Roger near the freeway."

Fausto repeated his story to her while staring at a perpetual clock with a bell-shaped glass, the kind his aunt got when she celebrated her twenty-fifth anniversary. The lady frowned and said, wagging a finger at Roger, "Oh, you're a bad boy."

"It was very nice of you to bring Roger home," the man said. "Where do you live?"

"By that vacant lot on Olive," he said. "You know, by Brownie's Flower Place."

The wife looked at her husband, then Fausto. Her eyes twinkled triangles of light as she said, "Well, young man, you're probably hungry. How about a turnover?"

"What do I have to turn over?" Fausto asked, thinking she was talking about yard work or something like turning trays of dried raisins.

"No, no, dear, it's a pastry." She took him by the elbow and guided him to a kitchen that sparkled with copper pans and bright yellow wallpaper. She guided him to the kitchen table and gave him a tall glass of milk and something that looked like an *empanada*. Steamy waves of heat escaped when he tore it in two. He ate with both eyes on the man and woman who stood arm-in-arm smiling at him. They were strange, he thought. But nice.

"That was good," he said after he finished the turnover. "Did you make it, ma'am?"

"Yes, I did. Would you like another?"

"No, thank you. I have to go home now."

As Fausto walked to the door, the man opened his wallet and took out a bill. "This is for you," he said. "Roger is special to us, almost like a son."

Fausto looked at the bill and knew he was in trouble. Not with these nice folks or with his parents but with himself. How could he have been so deceitful? The dog wasn't lost. It was just having a fun Saturday walking around.

"I can't take that."

"You have to. You deserve it, believe me," the man said.

"No, I don't."

"Now don't be silly," said the lady. She took the bill from her husband and stuffed it into Fausto's shirt pocket. "You're a lovely child. Your parents are lucky to have you. Be good. And come see us again, please."

Fausto went out, and the lady closed the door. Fausto clutched the bill through his shirt pocket. He felt like ringing the doorbell and begging them to please take the money back, but he knew they would refuse. He hurried away, and at the end of the block, pulled the bill from his shirt pocket: it was a crisp twenty-dollar bill.

"Oh, man, I shouldn't have lied," he said under his breath as he started up the street like a zombie. He wanted to run to church for Saturday confession, but it was past four-thirty, when confession stopped.

He returned to the bush where he had hidden the rake and his sister's bike and rode home slowly, not daring to touch the money in his pocket. At home, in the privacy of his room, he examined the twenty-dollar bill. He had never had so much money. It was probably enough to buy a secondhand guitar. But he felt bad, like

the time he stole a dollar from the secret fold inside his older brother's wallet.

Fausto went outside and sat on the fence. "Yeah," he said. "I can probably get a guitar for twenty. Maybe at a yard sale—things are cheaper."

His mother called him to dinner.

The next day he dressed for church without anyone telling him. He was going to go to eight o'clock mass.

"I'm going to church, Mom," he said. His mother was in the kitchen cooking *papas* and *chorizo con buenos*. A pile of tortillas lay warm under a dishtowel.

"Oh, I'm so proud of you, Son." She beamed, turning over the crackling *papas*.

His older brother, Lawrence, who was at the table reading the funnies, mimicked, "Oh, I'm so proud of you, my son," under his breath.

At Saint Theresa's he sat near the front. When Father Jerry began by saying that we are all sinners, Fausto thought he looked right at him. Could he know? Fausto fidgeted with guilt. No, he thought. I only did it yesterday.

Fausto knelt, prayed, and sang. But he couldn't forget the man and the lady, whose names he didn't even know, and the *empañada* they had given him. It had a strange name but tasted really good. He wondered how they got rich. And how that dome clock worked. He had asked his mother once how his aunt's clock worked. She said it just worked, the way the refrigerator works. It just did.

Fausto caught his mind wandering and tried to concentrate on his sins. He said a Hail Mary and sang, and when the wicker basket came his way, he stuck a hand reluctantly in his pocket and pulled out the twenty-dollar bill. He

ironed it between his palms, and dropped it into the basket. The grown-ups stared. Here was a kid dropping twenty dollars in the basket while they gave just three or four dollars.

There would be a second collection for Saint Vincent de Paul, the lector announced. The wicker baskets again floated in the pews, and this time the adults around him, given a second chance to show their charity, dug deep into their wallets and purses and dropped in fives and tens. This time Fausto tossed in the grimy quarter.

Fausto felt better after church. He went home and played football in the front yard with his brother and some neighbor kids. He felt cleared of wrongdoing and was so happy that he played one of his best games of football ever. On one play, he tore his good pants, which he knew he shouldn't have been wearing. For a second, while he examined the hole, he wished he hadn't given the twenty dollars away.

Man, I coulda bought me some Levi's, he thought. He pictured his twenty dollars being spent to buy church candles. He pictured a priest buying an armful of flowers with his money.

Fausto had to forget about getting a guitar. He spent the next day playing soccer in his good pants, which were now his old pants. But that night during dinner, his mother said she remembered seeing an old bass guitarron the last time she cleaned out her father's garage.

"It's a little dusty," his mom said, serving his favorite enchiladas, "But I think it works. Grandpa says it works."

Fausto's ears perked up. That was the same kind the guy in Los Lobos played. Instead of asking for the guitar,

he waited for his mother to offer it to him. And she did, while gathering the dishes from the table.

"No, Mom, I'll do it," he said, hugging her. "I'll do the dishes forever if you want."

It was the happiest day of his life. No, it was the second-happiest day of his life. The happiest was when his grandfather Lupe placed the guitarron, which was nearly as huge as a wash tub, in his arms. Fausto ran a thumb down the strings, which vibrated in his throat and chest. It sounded beautiful, deep and eerie. A pumpkin smile widened on his face.

"OK, *bijo*, now you put your fingers like this," said his grandfather, smelling of tobacco and aftershave. He took Fausto's fingers and placed them on the strings. Fausto strummed a chord on the guitarron, and the bass resounded in their chests.

The guitarron was more complicated than Fausto imagined. But he was confident that after a few more lessons he could start a band that would someday play on "American Bandstand" for the dancing crowds.

Story Map

Instructions: Fill in the boxes to show how your story developed.

Name: _____

Characters:

Setting:

Problem:

Title:

Author:

How the Characters Tried to Solve the Problem:

Solution:



Name: _____

Week 31 Day 5 Date: _____

BCCS Boys

MIT/Stanford

Do Now

1. Describe the protagonist in YOUR realistic fiction story.

Standards Review

Standard	CCSS.ELA-LITERACY.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LEQ	How can I use a _____ text to help develop my own realistic fiction story?
Objective	I can _____ a short story in the realistic fiction genre.
Assignment to Submit	Story Submission (Google Slides)

Story Map

Instructions: Fill in the boxes to show how your story developed.

Name: _____

Characters:

Setting:

Problem:

Title:

Author:

How the Characters Tried to Solve the Problem:

Solution: