



Name _____

5th Grade ELA Remote Learning Packet

Week 3



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 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.



Name: _____

Week 3 Day 1 Date: _____

BCCS Boys

MIT/Stanford

Do Now

1. What is main idea?

2. How do you determine the main idea of an article?

Day 9, Unit 1, Module 1

Standard	RI 5.2: Determine 2 or more main ideas and how they are supported by key details; summarize the text.
LEQ	How can I _____ a first-hand account of human rights?
Objective	I can determine the _____ of the first 5 paragraphs of “Teaching Nepalis to Read, Plant, and Vote.”
Assignment to Submit	Exit Ticket (Google Form)

CFU: Topic/Main Idea/Supporting Details Practice

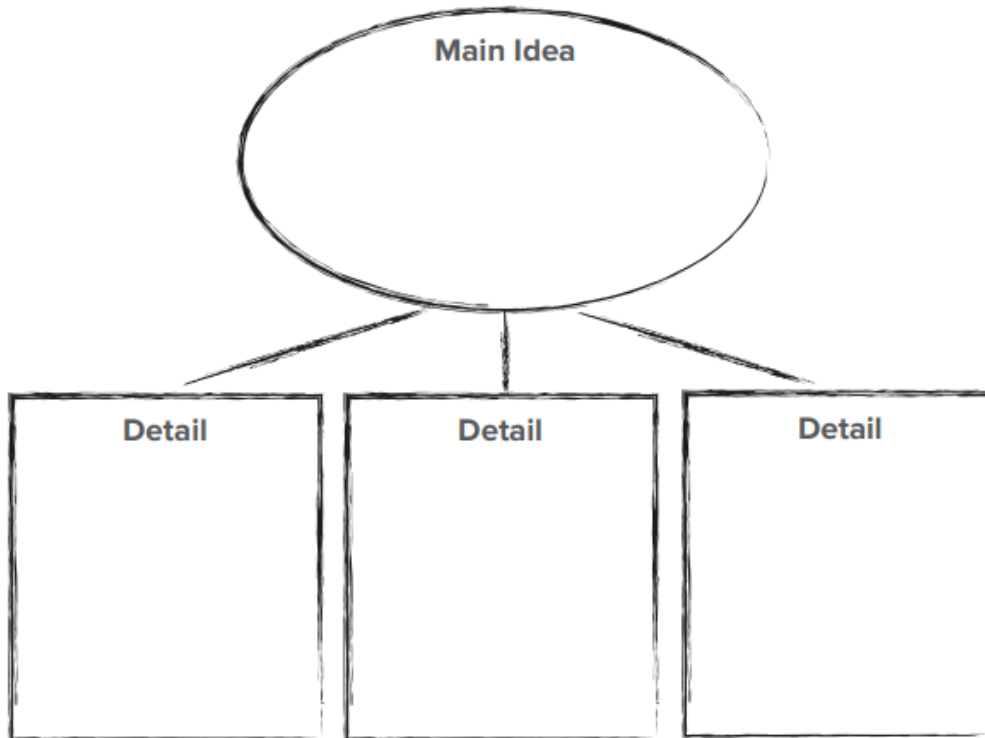
Directions: Teacher will read aloud the text once. We will determine the main idea through scholar discourse. Teacher will read the text aloud again. Scholars will mark supporting evidence with an E.

Main Idea Practice

Sometimes I see something happen that makes me uncomfortable, like when a kid is getting picked on. The other day, I was riding the bus to school as usual, when I noticed some other kids making fun of Zach. Zach is quiet and maybe a little weaker than other people, and kids on the bus were calling him bad names. I knew it was wrong, and at first I tried to ignore it. But then a little voice inside (maybe it was my conscience?) told me I had to take action. I decided I had to stand up for Zach. I told the bullies that Zach was my friend and asked them not to be mean to him again. It wasn't easy, but it was worth it. I could see in Zach's eyes how grateful he was. I realized that you've got to have compassion. You have to take action if you see someone suffering. Do what you can to help take away their pain.

{ MAIN IDEA/SUPPORTING DETAILS }

Subject: _____



Application: Use “Teaching Nepalis to Read, Plant, and Vote” in Toolbox.



Name: _____

Week 3 Day 3 Date: _____

BCCS Boys

MIT/Stanford

Do Now

1. What is the difference between main idea and topic?

2. When you are annotating, what do you use the letter E for?

Day 10, Unit 1, Module 1

Standard	RI 5.2: Determine 2 or more main ideas and how they are supported by key details; summarize the text.
LEQ	How can I _____ a first-hand account of human rights?
Objective	I can _____ my main idea of “”Teaching Nepalis to Read, Plant, and Vote” using text based evidence.
Assignment to Submit	Exit Ticket (Google Form)

CFU: Main Idea/Topic Practice: Remember that topic and subject are SYNONYMS.

Directions: We will be using this for Guided Practice and chatting in our responses.

Main Idea

Use the text to answer each question below.

1. Almost everything that you read will have a **subject, main idea** and **details**. It may help to imagine these characteristics as big, medium and small.

The subject of a book is big and broad. Try asking yourself, "What is this book about?" and answering in a few words.

Read the following passage.

The ability to vote is one of the most important rights in a democracy. People should be able to vote easily, and voting laws should be written to make sure that the largest number of people are able to vote. Voting stations should be easy to get to and should be open early enough and late enough so that everyone has time to vote.

What is the subject of the passage?

- A. the ability to vote
B. The ability to vote is an important right.
C. Voting stations should be easy to get to.
D. People should be able to vote easily.

2. The main idea is more specific than the subject. It gives us more information about what the text is about. Try asking yourself, "What is the author saying?" and "What is the most important thing the author wants me to walk away with from this text?"

Read the following passage.

Federica sat in the back of the cab, watching her new city go by. Nothing around here felt like home. Home was a house at the very end of a sloping dirt road, with no one else around for miles. Home was the sound of wind through grass and trees and the calls of animals at night. Home was peaceful and Federica liked it that way. Home was not what whizzed past her window now: soaring glass buildings, traffic in the streets, the sound of cars rushing past and so many people talking, talking, always talking. "This place is chaos," Federica thought. "I'll never get used to this."

What is the main idea of the passage?

- A. Federica sat in the back of the cab, watching her new city go by.
B. Federica doesn't feel at home in her new city.
C. a girl named Federica
D. Sometimes, people must get used to new ways of life.

Application: Use "Teaching Nepalis to Read, Plant, and Vote" in Toolbox.



Name: _____

Week 3 Day 3 Date: _____

BCCS Boys

MIT/Stanford

Do Now

1. Have you faced any human rights violations in your life? Explain.

2. According to the article, did Bishnu face any human rights violations? Explain.

Day 11, Unit 1, Module 1

Standard	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	How can I use the _____ to support my comprehension of a first-hand account of human rights?
Objective	I can connect the human rights _____ in the first-hand account to the _____.
Assignment to Submit	Exit Ticket (Google Form)

Input/CFU: Gallery Walk

We will be closely analyzing photographs and making observations on human rights violations. We will then connect our observations to the UDHR by stating which Article of the UDHR is being violated.

Photograph	Observations	UDHR Connection
1		
2		
3		
4		
5		

Application:

We will be using the UDHR (Plain Language Version) and “Teaching Nepalis to Read, Plant, and Vote” in the Weeks 3-4 Remote Learning Toolbox.



Name: _____

Week 3 Day 4 Date: _____

BCCS Boys

MIT/Stanford

Do Now

1. What are the different parts of an essay?

2. What is the purpose of an introduction?

Day 12, Unit 1, Module 1

Standard	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	How can I use the _____ to support my comprehension of a first-hand account of human rights?
Objective	I can _____ and organize my claim and supporting text evidence from 2 texts.
Assignment to Submit	Exit Ticket (Google Form)

Input: Writing an Essay

The FIRST step in writing an essay is unpacking the extended response question.

Extended Response Question: “The Three Little Pigs”

What specific human rights challenges did the characters in The Three Little Pigs face? How did they respond to those challenges? Use details from both “The Three Little Pigs” and the UDHR in your response

In your essay be sure to:

- *Name and describe human rights challenges the characters in “The Three Little Pigs” faced.*
- *Name the Article Number each challenge violated.*
- *Use evidence to explain how the characters responded to the human rights challenges.*

Let’s unpack it to deepen our understanding of the question.

- **Read it.**
- **Number the questions**
- **Circle the verbs.**
- **Restate the questions.**
- **Plan your response.**

Video: The Three Little Pigs

The SECOND step to writing an essay is to gather evidence: As you watch the video, jot down the human rights violations the characters in the story face.

Character	HR Violation	Article #

CFU: Unpacking an extended response question.

What specific human rights challenges did Bishnu and his family face? How did they respond to those challenges? Use specific details from both the article “Teaching Nepalis to Read, Plant, and Vote” and the Universal Declaration of Human Rights in your answer.

In your essay be sure to:

- *Name and describe specific examples of human rights challenges that Bishu and his family faced.*
- *Name the Article Number each challenge violated. .*
- *Use evidence from the article to explain how Bishnu and his family responded to the human rights challenges they experienced.*

Application: Supporting Evidence

“Teaching Nepalis to Read, Plant, and Vote”

Paragraph Number	Human Right Violation	UDHR Article Number



Name: _____

Week 3 Day 5 Date: _____

BCCS Boys

MIT/Stanford

Do Now

1. What Article of the UDHR was violated in “The Three Little Pigs”? How?

2. What was the biggest human rights violation in “Teaching Nepalis to Read, Plant, and Vote”? Why?

Day 13, Unit 1, Module 1

Standard	W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEQ	How can I use the _____ to support my comprehension of a first-hand account of human rights?
Objective	I can respond in writing to a prompt including an introduction, _____ paragraph, and a conclusion.
Assignment to Submit	Essay (Edlight)

Application: The Writing

After you have unpacked the question and gathered evidence, you are ready to write.

What specific human rights challenges did Bishnu and his family face? How did they respond to those challenges? Use specific details from both the article “Teaching Nepalis to Read, Plant, and Vote” and the Universal Declaration of Human Rights in your answer.

In your essay be sure to:

- Name and describe specific examples of human rights challenges that Bishnu and his family faced.***
- Name the Article Number each challenge violated.***
- Use evidence from the article to explain how Bishnu and his family responded to the human rights challenges they experienced.***

Lined writing area with multiple horizontal lines.



Name _____

5th Grade ELA Remote Learning Packet

Week 4



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 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.



Name: _____

Week 3 Day 1 Date: _____

BCCS Boys

MIT/Stanford

5th grade ELA

Module 1 Unit 1 Assessment

Day 1

Directions: You will complete your assessment first on paper. Then you will transcribe your answers into a Google Form.

Grading Breakdown:

Day One:

Part One: Close Read: _____/3 (Main Idea, Topic, Annotations)

Part Two: Multiple Choice: _____/6

Part Three: Short Answer: _____/2

Day Two:

Part Four: Essay: _____/4

Total: _____/15

Part One: Directions: Close read “Isau Ajeti’s Account”.

- **After your first read, think about and jot down the main idea of the text.**
- **During your second read, annotate (gist statements, circle unfamiliar words and problem-solve them, make connections).**
- **After the third read, look back at your main idea. Make any changes necessary.**

Topic:

Main Idea:

“Isau’s Ajeti’s Account”

Did You Know?

- Kosovo is a region in southeastern Europe.
- Ethnic Albanians are the largest group of people in Kosovo. The word *ethnic* means “of similar race and culture.”
- NATO is the **N**orth **A**tlantic **T**reaty **O**rganization. NATO soldiers are often sent to countries to help.

Hello! My name is Isau Ajeti. I was born in Shtime, Kosovo, September 1988. I am an ethnic Albanian. When I was two years old, my family moved to Germany. My two sisters, Serxhane and Arjeta, were born here. Seven years later, we returned to Shtime and built a beautiful two-story house. My uncle and aunt lived in the house next to ours. They have three daughters—Remzie, Majlinda, and Nazlia—all younger than I am.

I never went to school in Kosovo. I was too young at first, and then later, it was too dangerous. My country was at war. One day in April 1999, we looked outside and saw houses on fire. “Go! Go!” someone ran down the street shouting, “The enemy is coming!” Right away our two families fled from Shtime. For two hours, we journeyed toward Vojnovc, a country town. Like us, hundreds of people filled the roads, trying to escape. In Vojnovc, a family let us stay with them. More than 35 people crowded together in their small house. We shared whatever food there was.

After two weeks, we headed toward Ferijaj, my mother’s hometown. War planes flew overhead. There was shooting on the ground. Six hours later, we reached Ferijaj. All our relatives, except one, were gone. Ferijaj has a train station. We wanted to take a train to leave Kosovo. But with so many people, all the doors of the train were blocked. Someone opened a window. My father put me in first; then I pulled in the

other five children, beginning with my five-month-old cousin. Finally, the four grown-ups crawled through the small space.

It was very hot on the train. We were packed like sardines. We could hardly breathe. Hungry, tired, and dirty, children were crying. Riding for three hours, we got to the border of Macedonia, but the Serbian police stopped us. “You cannot get off the train,” they said. “Go back.”

We did.

The next day, we tried again. This time the border was opened to us. But the Serbian soldiers commanded, “Stay right on the railroad tracks. If you go to the right or left, we will kill you.”

So, we walked, two by two inside the tracks, right into Macedonia.

What a difference it was for us there! NATO soldiers welcomed us and fed us. They gave us blankets and even diapers for my two little cousins. Camp workers brought us to a small tent. It was very low—the grown-ups could not stand up straight in it. It rained outside. My father and my uncle took off their jackets and put them under us. We were cold because we didn’t have enough blankets, but at least we were together.

Each morning we waited in line for food, sometimes until 1:00 p.m. The camp was dirty. We missed the bathrooms we had in our new homes in Shtime. My father was in charge of both families. In one of the tents was a big board. Every night we checked it for his name and our camp number. It would tell us when and where we would be sent.

Finally, my mother’s mother and another uncle left for Germany. We wanted to go with them, but we were separated. After five weeks in Macedonia, the rest of us flew to New Jersey, in the United States. American soldiers brought us to Fort Dix, where our Christian sponsors were waiting. Soon, a lady named Debbie and an Armenian man named Steve arrived. They brought flowers for my mother and my aunt. They were so nice. It didn’t matter to them that we were Muslims.

Our sponsors found us two apartments next to each other. They helped us get groceries, clothes, furniture, medicine, and jobs. In June, a newspaper reported our story. A retired teacher read it and offered to teach English to me and my two older cousins, to prepare us for school. All summer we sat outdoors and learned the alphabet, numbers, colors, and telling time. We love our very first American teacher.

In fall, we started school. At first everything was strange, but our teacher and classmates were wonderful, helping us learn English quickly.

Now, America is our new home.

Part Two: Directions: Answer the following multiple choice questions using the RISE strategies. No evidence? No answer. Find the evidence and mark it up!

1. Why did Isau Ajeti leave Kosovo in 1999?
 - A. To get a better education in America
 - B. To be with his family at Fort Dix
 - C. Because Kosovo was at war
 - D. Because his family liked living in Germany

2. How did Isau Ajeti **most likely** feel on the journey toward Vojnovc?
 - A. Restless
 - B. Confused
 - C. Frightened
 - D. Lonely

3. Which evidence from the text supports the answer you gave to Question 2?
 - A. Isau Ajeti escaped from Shtime because the enemy was coming.
 - B. Isau Ajeti ate whatever food they had and could share.
 - C. Isau Ajeti was staying with 35 people.
 - D. Isau Ajeti was with his family in a small space.

4. How does Isau's ride on the train compare to the camp in Macedonia?
 - A. Both were cold and lonely
 - B. Both were cold and crowded
 - C. Both were hot and dirty
 - D. Both were crowded and dirty

5. What event directly led to Isau beginning to learn English?
 - A. He started going to school in the United States
 - B. There was a story about him in a newspaper
 - C. His arrival in the United States with his family
 - D. The sponsors found them apartments

6. Reread paragraph 2. What does the word “journeyed” mean in the paragraph?
 - A. Fought
 - B. Learned
 - C. Sponsored
 - D. Traveled

Part Three: Directions: Answer the following question using PEEL Writing.

7. What is the main idea of “Isau Ajeti’s Account”? Support your response with at least 2 pieces of evidence.



Name: _____

Week 3 Day 2 Date: _____

BCCS Boys

MIT/Stanford

5th grade ELA
Module 1 Unit 1 Assessment
Day 2

Part Four: Directions: Answer the following essay question with text evidence on paper and submit on Edlight.

What specific human rights challenges did Isau and his family face? How did they respond to those challenges? Use specific details from both the article “From Kosovo to the United States” and the Universal Declaration of Human Rights in your answer.

In your essay be sure to:

- **Name and describe specific examples of human rights challenges that Isau and his family faced.**
- **Name the Article Number each challenge violated.**
- **Use evidence from the article to explain how Isau and his family responded to the human rights challenges they experienced.**

Lined writing area consisting of 20 horizontal lines.



Name: _____

Week 3 Day 3 Date: _____

BCCS Boys

MIT/Stanford

Do Now



Make at least 3 observations of the following photograph.

Ask at least 3 questions about it.

Observations	Questions

Day 1, Unit 2, Module 1

Standard	RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LEQ	What can I learn about _____ from literature?
Objective	I can describe the _____ of Esperanza Rising using both the text and supporting photographs.
Assignment to Submit	Exit Ticket (Google Form)

Input: Guided Notes

Setting:

- Why is it important?

Genre: the TYPE or CATEGORY of literature the book fits into

- Historical Fiction:

Vocabulary:

- Vineyard:

- Aguascalientes: _____ + _____ =

Mexico in the 1920's: Gallery Walk

Photograph/ Text	Observations	What does it teach you about Mexico in the 1920's?
1		
2		
3		
4		
5		
6		



Name: _____

Week 3 Day 4 Date: _____

BCCS Boys

MIT/Stanford

Do Now

1. What was Mexico like in the 1920's?

2. Based on this setting, make two predictions for Esperanza in the novel, *Esperanza Rising*.

- _____
- _____

Day 2, Unit 2, Module 1

Standard	RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LEQ	What can I learn about _____ from literature?
Objective	I can describe _____ using character traits and support my claim with evidence.
Assignment to Submit	Exit Ticket (Google Form)

Input: LASSO Character Traits

Discussing a character's traits is making an inference based on evidence from the text. One great way to do that is to LASSO character traits.

L: _____

A: _____

S: _____

S: _____

O: _____

CFU/Application: Documenting Esperanza's Character Traits



	Evidence	Inference
L		
A		
S		
S		
O		