



5TH GRADE **ELA**

Student Materials

Alternate Unit 1 *Building Community: Seedfolks*





Daily Lesson Materials

Name: _____

Date: _____

Today's reading was *Seedfolks* – Kim and Ana.

1. What point of view is the first chapter told from? How does the point of view **influence** what the reader knows about the characters and setting? (Kim)

2. Why does Kim decide to plant the lima beans? (Kim)

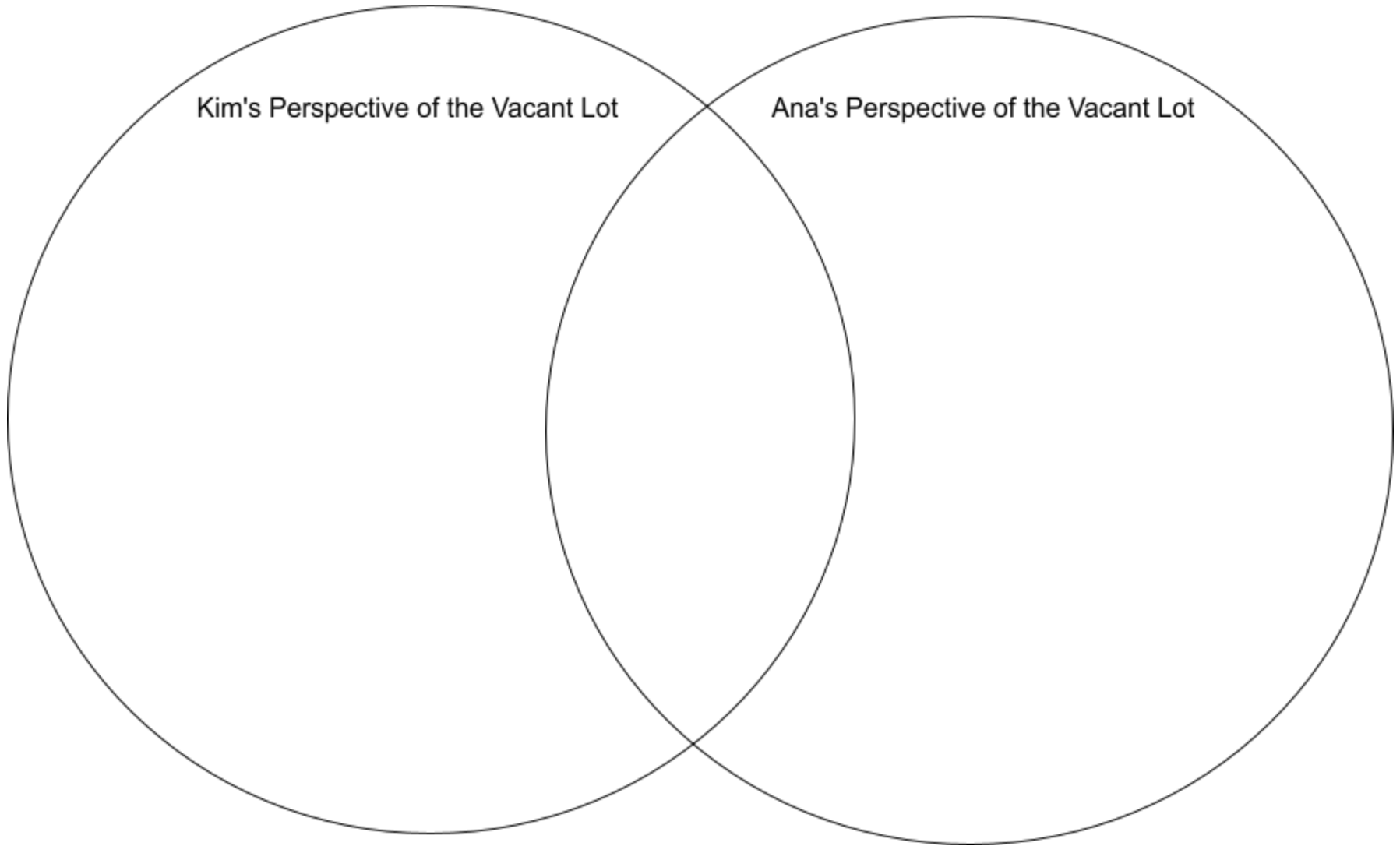
3. Ana spends a lot of time staring out her window. How has the neighborhood changed since Ana first moved in? How does Ana feel about the changes? (Ana)

4. What assumption does Ana make when she sees Kim in the garden? Why? Were her assumptions correct? (Ana)

5. In what ways do Kim's actions **influence** Ana? (Ana)

Name: _____ Date: _____

Venn Diagram Graphic Organizer



Name: _____ Date: _____

Character Map

While reading, take notes to keep track of key details about each character and their perspective.

Character	Key Details	Perspective Notes
Kim		
Ana		
Wendell		

Character	Key Details	Perspective Notes
Tío Juan		
Leona		
Sam		
Virgil		

Character	Key Details	Perspective Notes
Sae Young		
Curtis		
Nora		
Amir		

Character	Key Details	Perspective Notes
Florence		

Name: _____

Date: _____

Today's reading was *Seedfolks* – Wendell and Gonzalo.

1. What is Wendell's initial perspective of the garden? How does it change? (Wendell)

2. Describe how the interaction between Wendell and Kim **influences** each person. (Wendell)

3. Gonzalo describes his Tío Juan by saying, "Tío Juan was the oldest man in his pueblo. But here he became a little baby" (p. 18). What evidence does Gonzalo include to support this statement? (Gonzalo)

4. Gonzalo ends by saying, "He changed from a baby back into a man" (p. 22). What caused this change? Why? (Gonzalo)

Name: _____ Date: _____

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Character	Key Details	Perspective Notes
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Name: _____ Date: _____

Sentence Expansion

Expand the sentence below using the following question words.

Sentence: _____

When: _____

Where: _____

How: _____

Expanded sentence:

Name: _____

Date: _____

Today's reading was *Seedfolks* – Leona.

1. Close read the paragraph on page 25. How does Leona describe the **vacant** lot? How does her point of view **influence** the way that the setting is described?

2. Leona said that she had to make herself "real to 'em" (p. 28). Why? What happened when she wasn't "real"?

3. Read the following sentence on page 28: "I was *definitely* real to them now." Why? Why did the author italicize the word "definitely"?

4. How do Leona's actions **influence** the plot of the story? What do you predict will happen next? Why?

Name: _____ Date: _____

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Character	Key Details	Perspective Notes
Florence		

Name: _____

Date: _____

Today's reading was *Seedfolks* – Sam.

1. When Sam says he is trying to "sew up the rips in the neighborhood" (p. 31), what does it show about his perspective of the neighborhood?

2. In what ways are Sam's perspective of himself and his perspective of the people in the neighborhood different? What does that reveal about him?

3. In what ways does the name **Paradise** fit the garden? In what ways is it not a good fit?

Name: _____ Date: _____

Evidence Brainstorming Page

How can one person impact a community?

Record concise details that help you answer the prompt.

Page Number	Detail

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

- Detail 1: _____

- Detail 2: _____

- Detail 3: _____

- Detail 4: _____

Concluding Sentence: _____

Name: _____

Date: _____

Today's reading was *Seedfolks* – Virgil.

1. When the narrator says that his father had a "two-foot-wide smile on his face" (p. 37), what does it show about his father's perspective of the garden? What were his father's intentions? (Virgil)

2. What lie did Virgil's dad tell? Why did he tell it? (Virgil)

3. What happened when the lettuce grew? How did Virgil and his father respond? (Virgil)

Name: _____ Date: _____

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Character	Key Details	Perspective Notes
Tío Juan		
Leona		
Sam		
Virgil		

Character	Key Details	Perspective Notes
Sae Young		
Curtis		
Nora		
Amir		

Character	Key Details	Perspective Notes
Florence		

Name: _____

Date: _____

Today's reading was *Seedfolks* – Sae Young.

1. How does the garden help Sae Young start over? Why?

2. Describe the challenges that Sae Young experiences before discovering the garden.

Name: _____ Date: _____

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Wendell		

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Character	Key Details	Perspective Notes
Sae Young		
Curtis		
Nora		
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Character	Key Details	Perspective Notes
Florence		

Name: _____

Date: _____

Today's reading was *Seedfolks* – Curtis and Nora.

1. How does working on the garden **transform** Curtis? (Curtis)

2. Mr. Myles is unable to communicate because of his stroke. How does the garden make him feel?
How does he communicate his feelings about the garden with Nora? (Nora)

3. On page 63, Nora says that the "small circle of earth became a second home to both of us." What does this show about Nora's perspective of the garden? Why? (Nora)

4. The garden **transformed** from a solitary place into a **community** within minutes. What event caused the transformation and why was it important? (Nora)

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Reducing Sentences

Writers revise sentences by deleting unnecessary words, phrases, or information to make their main idea clear and concise.

Revise the following sentences by deleting unnecessary information.

1. I was thinking about her one day while walking home from buying milk from the grocery store on Gibb Street.

2. That lettuce was like having a brand new little baby in the family.

3. I scraped up a round ring of dirt around the first plant to hold the water and any rain that fell on it from the sky.

4. And then, that morning, rolling along the sidewalk, his arm came up as cars drove by us on the street.

Name: _____ Date: _____

Evidence Brainstorming Page

How can one person impact a community? Revise your initial theories based on evidence from Virgil, Sae Young, Curtis, and Nora.

Record concise details that help you answer the prompt.

Page Number	Detail

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

● Detail 1: _____

● Detail 2: _____

● Detail 3: _____

● Detail 4: _____

Concluding Sentence: _____

Name: _____

Date: _____

Today's reading was *Seedfolks* – Amir.

1. How does Amir experience **prejudice**?

2. Why does Amir feel optimistic about the **community**? What text clues let you know he is feeling this way?

3. What lesson did the gardeners learn? What does this show about how the **community** has evolved?

Name: _____

Date: _____

Today's reading was *Seedfolks* – Florence.

1. What does Florence mean by the word "seedfolks" (p. 83)? Why do you think the author chose this as the title for the book?

2. Even though Florence is unable to garden, she becomes deeply connected to the garden. Explain how and why.

3. How do the changing seasons **influence** the garden? The **community**?

4. Even though Florence doesn't recognize the girl planting lima beans, it makes her feel "happy inside" (p. 87). What does the girl represent? Why is she important to the garden and the **community**?

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Topic Sentence: _____

● Detail 1: _____

● Detail 2: _____

● Detail 3: _____

● Detail 4: _____

Concluding Sentence: _____

Name: _____ Date: _____

Narrative Brainstorming Graphic Organizer

Point of View:

Setting:

Characters:

Climax:

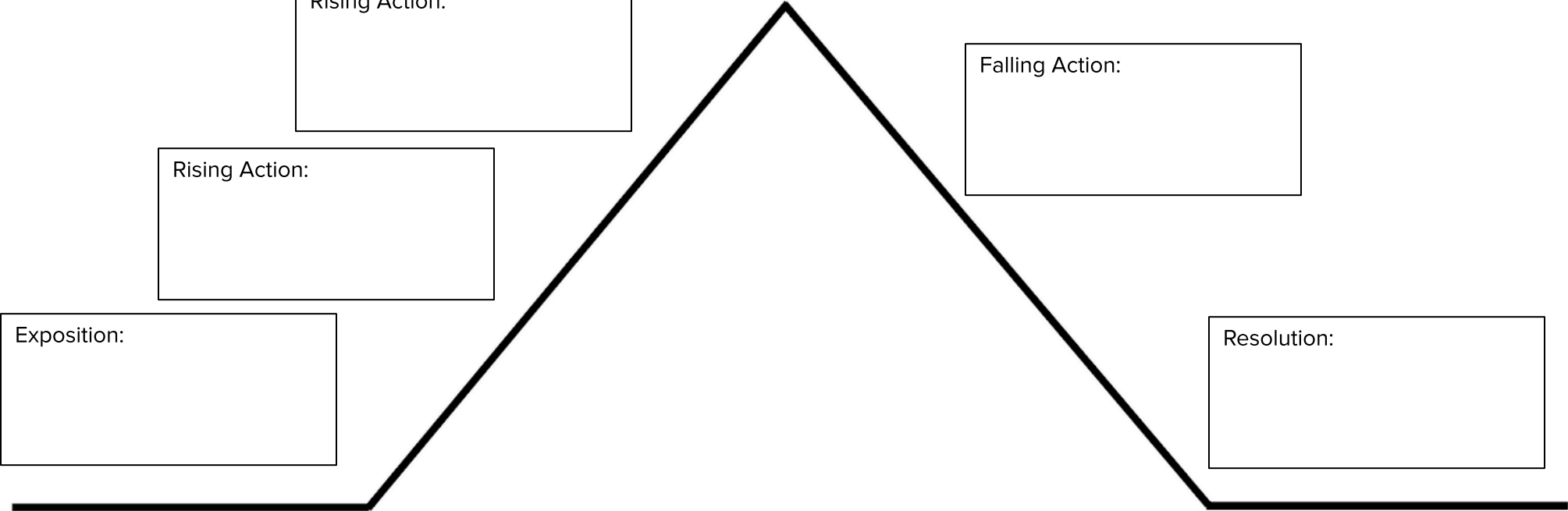
Rising Action:

Falling Action:

Rising Action:

Exposition:

Resolution:



Name: _____ Date: _____

Narrative Brainstorming Graphic Organizer

Point of View:

Setting:

Characters:

Climax:

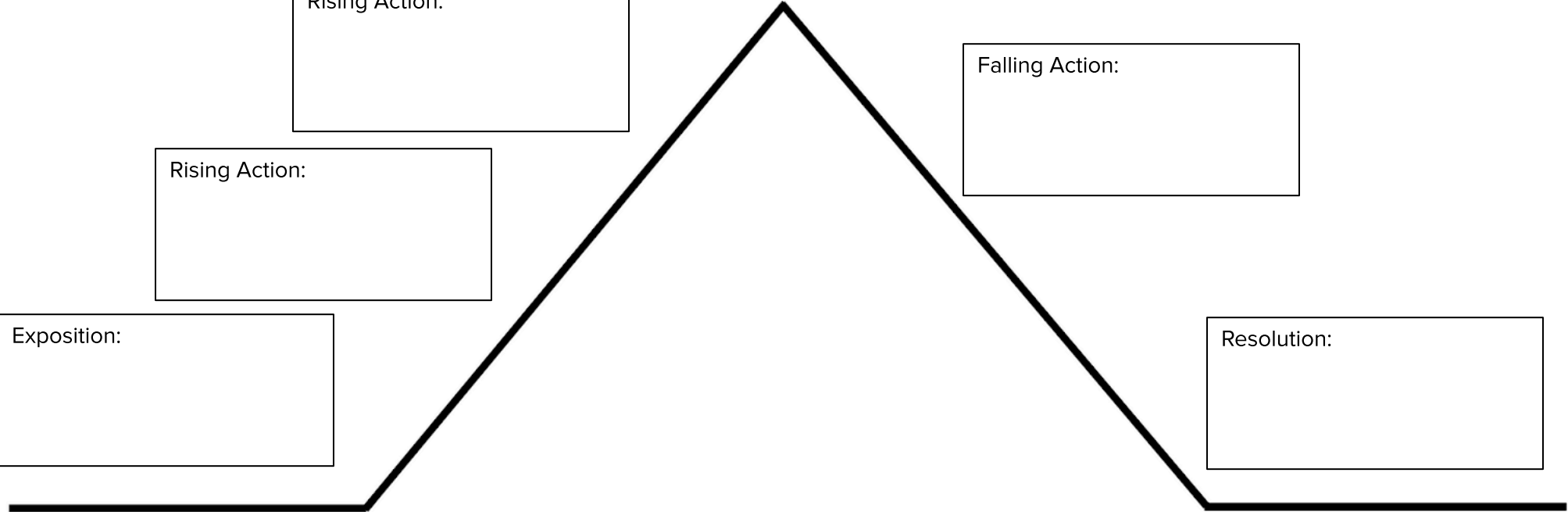
Rising Action:

Falling Action:

Rising Action:

Exposition:

Resolution:



Name: _____ Date: _____

Narrative Brainstorming Graphic Organizer

Point of view:

First-person

Setting:

Neighborhood, vacant lot

Characters:

Narrator, young girl
Kim

Climax:

Realizes planting
seeds, inspired

Rising Action:

Wonder what she's
doing

Rising Action:

Sees girl in vacant lot

Falling Action:

Gets seeds at
home

Exposition:

Morning dog walk

Resolution:

Plants in vacant lot

Name: _____ Date: _____

Narrative Brainstorming Graphic Organizer

Point of View:

Setting:

Characters:

Climax:

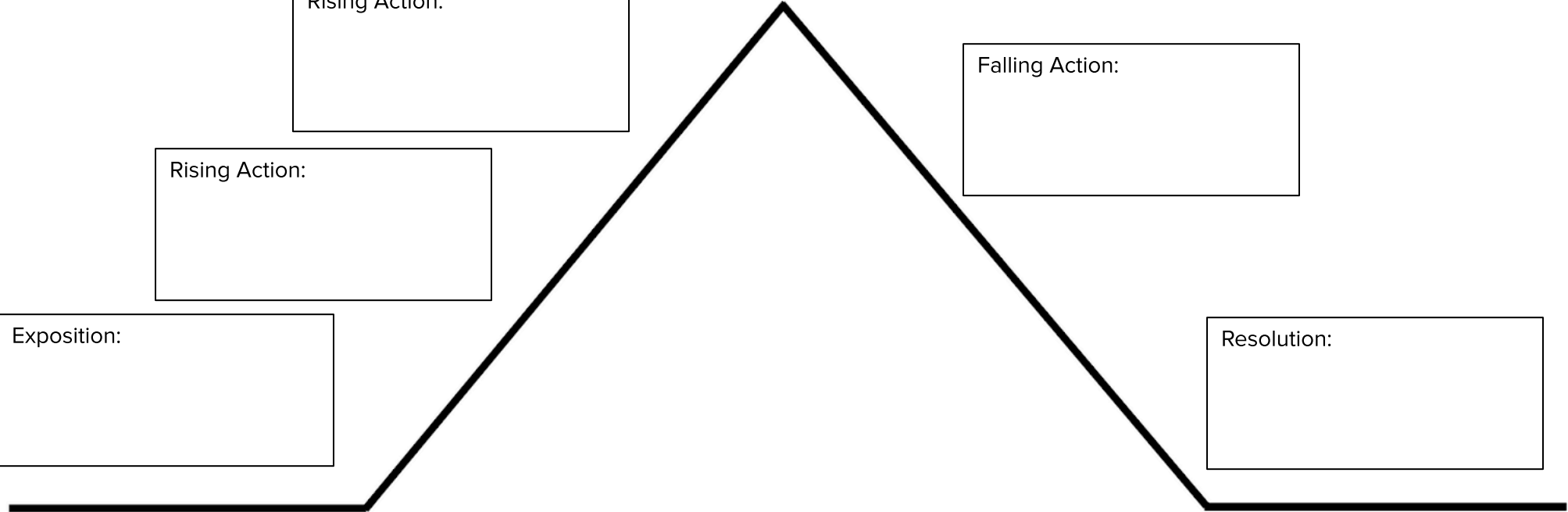
Rising Action:

Falling Action:

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Resolution:



Name: _____ Date: _____

Narrative Brainstorming Graphic Organizer

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Characters:

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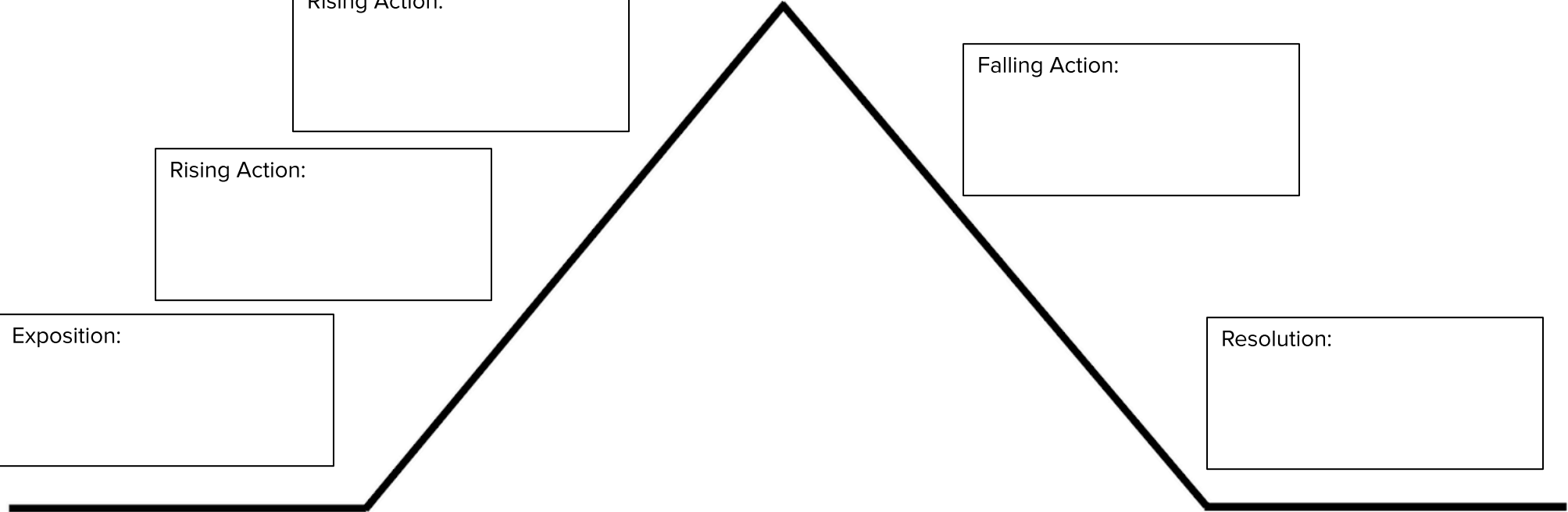
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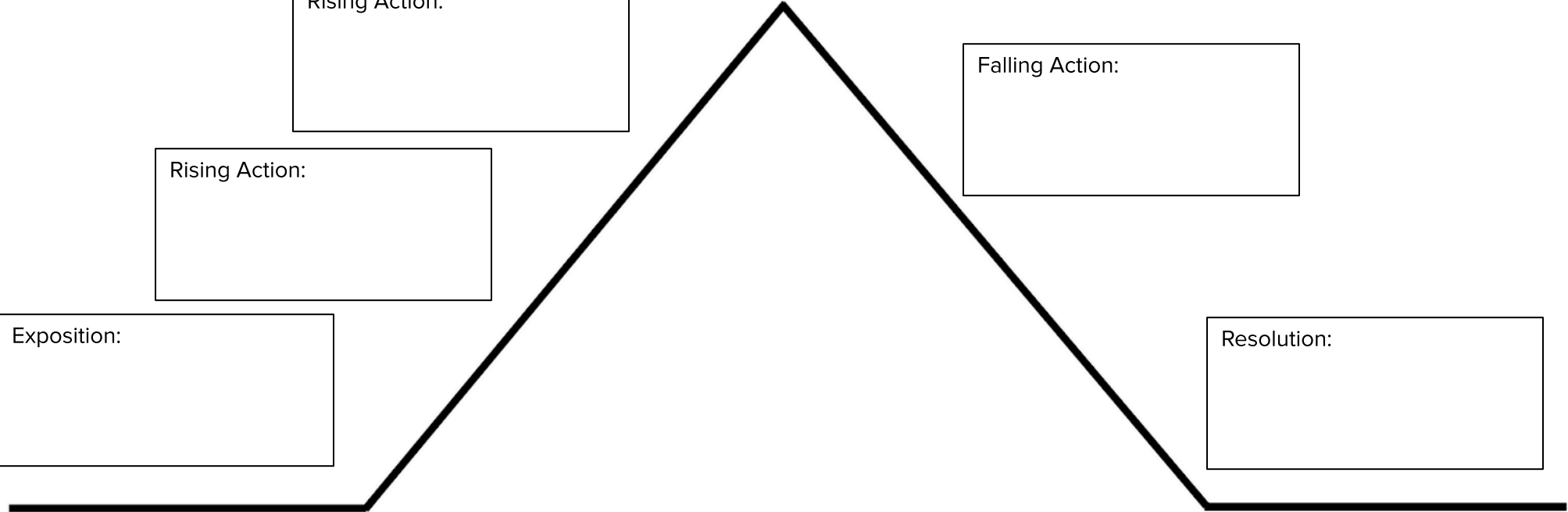
Rising Action:

Falling Action:

Rising Action:

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Resolution:



Name: _____ Date: _____

Research Brainstorming Template

Topic: _____

Question #1:

- _____
- _____
- _____
- _____

Question #2:

- _____
- _____
- _____
- _____

Question #3:

- _____
- _____
- _____
- _____

Question #4:

- _____
- _____
- _____
- _____

Name: _____ Date: _____

Two Paragraph Outline

Topic: _____

Paragraph 1

Topic Sentence: _____

- Detail: _____
- Detail: _____
- Detail: _____

Concluding Sentence: _____

Paragraph 2

Topic Sentence: _____

- Detail: _____
- Detail: _____
- Detail: _____

Concluding Sentence: _____

Name: _____ Date: _____

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Two Paragraph Outline

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Topic Sentence: _____

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- Detail: _____

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Name: _____ Date: _____

Research Brainstorming Template

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Name: _____ Date: _____

Two Paragraph Outline

Topic: _____

Paragraph 1

Topic Sentence: _____

- Detail: _____
- Detail: _____
- Detail: _____

Concluding Sentence: _____

Paragraph 2

Topic Sentence: _____

- Detail: _____
- Detail: _____
- Detail: _____

Concluding Sentence: _____



Vocabulary

Word	Part of Speech	Definition
abandoned	v.	left without protection or care
coincidence	n.	when events happen at the same time that are not planned or expected
community	n.	a group of people who live in the same area
entranced	v.	to fill with delight and wonder
exceptions	n.	things or situations that don't follow the usual rule or pattern
foes	n.	enemies
gestures	n.	body movements that show or emphasize an idea or feeling
haphazard	adj.	having no plan or direction
influence	n.	the power to change or affect someone/something
paradise	n.	a perfect place
prejudice	n.	unfair judgment of a person or group without getting to know them first

Word	Part of Speech	Definition
thrive	v.	to flourish or succeed
transform	v.	to change completely
vacant	adj.	unused or not lived in
vow	n.	to make a serious promise to do something
wilt	v.	to lose freshness and become limp



Unit Rubrics & Assessments

Narrative Writing Rubric

5th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
Event Sequence Includes all the key components of the narrative arc: exposition, rising action, climax, falling action, resolution; Uses paragraphs to manage the sequence of events by showing a new event or when a new character speaks	4 3 2 1	
Point of View Point of view is clear and consistent throughout the story; Clear understanding of the task's audience and purpose	4 3 2 1	
Setting Includes many details directly and indirectly to describe the place, time, and (if pertinent) the weather conditions of the story; Describes the setting using multiple sensory details, descriptions of the characters' actions, dialogue, or physical appearance; Uses adjectives to evoke mood or atmosphere	4 3 2 1	
Paragraph Structure Consistently starts new paragraphs appropriately, including when a new event starts or when a new character is speaking	4 3 2 1	

Development	Rubric Score	Notes
Characters Includes one or more major characters; Develops the major character with multiple details and descriptions; Uses both direct and indirect description	4 3 2 1	
Plot Begins by introducing the characters, setting, and background information using sensory details; <u>May</u> begin by dropping the reader into the action; Major characters experience and solve problems throughout the story; Ends with a resolution, which <u>may</u> include: resolving the problem while showing a lesson or change, showing how the narrator reflects on the events of the story, or leaving the reader with a question to continue to think about	4 3 2 1	
Precise Words and Phrases Uses several temporal words to help the events in the story unfold logically	4 3 2 1	
Dialogue Appropriately uses dialogue to advance the plot and establish a character's personality; Includes a variety of dialogue tags that show how the characters are speaking	4 3 2 1	

Language	Rubric Score	Notes
Grammar Expands, combines, and reduces sentences when revising for meaning, reader/listener interest, and style; Appropriately uses correlative conjunctions (e.g. <i>either/or</i> , <i>neither/nor</i>); Uses verb tense to convey various times, sequences, states, and conditions; Recognizes and corrects inappropriate shifts in verb tense when revising	4 3 2 1	
Conventions Uses correct capitalization and punctuation conventions; Uses commas correctly, including to separate items in a series, separate an introductory element from the rest of the sentence, set off the words "yes" and "no" (e.g. <i>Yes, thank you</i>), set off a tag question from the rest of the sentence (e.g. <i>It's true, isn't it?</i>), indicate a direct address (e.g. <i>Is that you, Norma?</i>); Uses underlining, quotation marks, or italics to indicate titles of works	4 3 2 1	

Name: _____ Date: _____

Single Point Research Writing Rubric

	Areas for Growth What could I do to make my writing even stronger? How can I improve?	Criteria Expectations for my writing assignment:	Strengths What am I doing well already? What am I proud of?
Sections		I group information into separate paragraphs for each main idea.	
		I include an introduction that provides background information.	
Details		I include relevant details to support the main idea.	
		My details are paraphrased or summarized from the source.	

Name: _____ Date: _____

Single Point Narrative Writing Rubric

	Areas for Growth What could I do to make my writing even stronger? How can I improve?	Criteria Expectations for my writing assignment:	Strengths What am I doing well already? What am I proud of?
Setting		I include details that show where and when the story takes place, including weather conditions.	
Point of View		I use pronouns that match first-person point of view.	
Starting the Story		I hook the reader by dropping them into the action.	
		I orient the reader to the characters and setting by including descriptive details.	
Characters		I describe my character by including their actions, thoughts, and feelings.	

Name: _____ Date: _____

Editing Checklist 1

Language and Conventions Focus Area	✓
My sentences include details that tell: <ul style="list-style-type: none">- who- what- <u>when</u>- <u>where</u>- why- <u>how</u>	
I expand my sentences when needed to add more detail.	

My writing goal:

Name: _____ Date: _____

Editing Checklist 2

Language and Conventions Focus Area	✓
My sentences include details that tell: <ul style="list-style-type: none">- who- what- <u>when</u>- <u>where</u>- why- <u>how</u>	
I expand my sentences when needed to add more detail.	
My sentences do not include words or information that are: <ul style="list-style-type: none">- repetitive- unneeded- unrelated	
I reduce my sentences for clarity when needed.	

My writing goal:

Name: _____ Date: _____

Read the excerpt from *Junebug* by Alice Mead. Then answer the questions that follow.

Junebug

By Alice Mead, adapted by Fishtank Learning

- 1 Outside, I decide to check the alleyway behind the newspaper store. I'm looking for bottles to add to my collection.
- 2 To get home, my sister Tasha and I have to cross the big wide cement place in front of our building. A rusty, leaning-over sign says "Auburn Street Plaza," as if it were a fancy hotel or something. Believe me, it isn't!
- 3 I see my friend Darnell by the door. He's with some older guys, so I know I shouldn't bother him now. Darnell's fifteen. Mama says he's fifteen going on thirty.
- 4 Tasha and I go in through the lobby. It's a dark, dismal old cement-block place with nasty words spray-painted on the walls. The stairs smell bad and sound all echoey and hollow. When someone's on the stairs behind you, you can feel them coming through your feet.
- 5 Tasha gets spooked in there, but Mama won't let us use the elevator. It's probably broken, anyhow. Usually is.
- 6 When we get to the ninth floor, I get out my key and unlock our apartment, 9-G. We go in and Tasha turns and slams the door. Then she bolts it. She almost takes my finger off, she shuts the door so fast.
- 7 "Nobody's gonna bother us, Tasha," I say. "You don't have to slam the door like that."
- 8 I go over to the living room window. You know the faraway place where the sky and the ground touch each other? It's not there. Instead, there's just a wall of old, smashed-up windows rising up to the sky. The embankment is piled high with dead leaves and trash stuck up against the fence. For a minute, I think I see a tall white bird crouched on thin legs in the leaves. But it turns out to be a plastic bag, empty except for windy air.
- 9 I asked Darnell about that building. He said it used to be the old Barrington gun factory. Shut down now, of course. Just like everything else around here, it used to be something, but now it isn't.
- 10 I get my head down low and look out across the city of New Haven, to where I can see the horizon. I think about sailing to a silky-smooth beach, pulling up my boat, flopping down on the warm sand.
- 11 I pull my homework paper out of my pocket and unfold it. I look at the title. "My Wish." I

get a pencil, and I think about writing about being Captain McClain, sailing over the round blue curve of the earth. I think about writing about the silky-smooth beach, but I don't.

- 12 What good's a wish when you're turning ten and all around you is shattered glass? So I don't write anything. Not now. I toss the paper on my bed and head on out of the apartment.

Mead, A. (2009). *Junebug*. Macmillan. Modified by Fishtank Learning, Inc.

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

Part A: In paragraph 4, what is the meaning of the word **dismal**?

- a. depressing
- b. crowded
- c. colorful
- d. chilly

Part B: Which two details from paragraph 4 best support the answer to **Part A**?

- a. "a dark...old cement-block place"
- b. "nasty words spray-painted on the walls"
- c. "The stairs smell bad"
- d. "sound all echoey and hollow"
- e. "you can feel them coming through your feet"

2. The setting is an important part of the selection from *Junebug*. Choose two details that best help develop the main setting.

- a. "I go over to the living room window." (paragraph 8)
- b. "Tasha gets spooked in there, but Mama won't let us use the elevator. It's probably broken, anyhow." (paragraph 5)
- c. "We have to cross two big streets, and then the big wide cement place in front of our building. A rusty, leaning-over sign says "Auburn Street Plaza," as if it were a fancy hotel or something. Believe me, it isn't!" (paragraph 2)
- d. "Outside, I decide to check the alleyway behind the newspaper store." (paragraph 1)
- e. "Instead, there's just a wall of old, smashed-up windows rising up to the sky. The embankment is piled high with dead leaves and trash stuck up against the fence." (paragraph 8)
- f. "I think about sailing to a silky-smooth beach, pulling up my boat, flopping down on the warm sand." (paragraph 10)

3. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: Which word best describes Junebug's personality?

- a. generous
- b. courageous
- c. realistic
- d. snobby

Part B: Which two details from the text best support the answer to **Part A**?

- a. "For a minute, I think I see a tall white bird..." (paragraph 8)
- b. "Just like everything else around here, it used to be something, but now it isn't." (paragraph 9)
- c. "I think about sailing to a silky-smooth beach, pulling up my boat..." (paragraph 10)
- d. "What good's a wish when you're turning ten and all around you is shattered glass?" (paragraph 12)
- e. "I toss the paper on my bed and head on out of the apartment." (paragraph 12)

4. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: Compare Tasha's and Junebug's reactions to where they live. Select two quotations that show their different reactions.

- a. "To get home, my sister Tasha and I have to cross the big wide cement place in front of our building." (paragraph 2)
- b. "Tasha and I go in through the lobby." (paragraph 4)
- c. "We go in and Tasha turns and slams the door. Then she bolts it." (paragraph 6)
- d. "I think about writing about the silky-smooth beach, but I don't." (paragraph 11)
- e. "What good's a wish when you're turning ten and all around you is shattered glass?" (paragraph 12)
- f. "I asked Darnell about that building. He said it used to be the old Barrington gun factory." (paragraph 9)

Part B: Why do Tasha and Junebug have different reactions to where they live?

- a. Tasha is younger so she is scared by the neighborhood they live in, but Junebug wishes he could do something to change the neighborhood into a more positive place.
- b. Tasha thinks the gardens in the neighborhood are a good place to look for treasures, but June Bug thinks there are too many dangerous things in the gardens.
- c. Tasha gets scared by the stairs and wishes they lived in a newer, cleaner building, but Junebug knows that elevators are unsafe so thinks the stairs are better.
- d. Junebug is scared by the older kids who live in the neighborhood, but Tasha is too little to notice them.

Name: _____ Date: _____

Part One: Vocabulary

1. What does it mean if something is **vacant**? Give an example.

2. What does it mean to **transform** something? Give an example of how the community came together to transform the vacant lot.

3. Why might some people refer to the garden as a **paradise**?

4. What is a **vow**?

- a. A perfect place
- b. A serious promise to do something
- c. The power to change something
- d. A group of people who live in the same area

Student: _____	Examiner: _____	Date: _____
Words Read Correctly: _____	Errors: _____	

Excerpt from *Seedfolks*

My grandmother's sampler, from when she was a girl, said "Be Not Solitary, Be Not Idle."	16
That was easy all those years in the library. Being retired, it's harder. So I try to take a	35
walk every day, which is how I found the garden to begin with. I'd always stop there, to see	54
what was new. I was just a watcher, but I was proud of the garden, as if it were mine.	74
Proud and protective. I remember how mad I got when I saw a man reach	89
through someone's fence by the sidewalk and try to grab a tomato.	102
I said "How dare you!" He pulled his hand and said he'd heard it was a community garden.	120
It's sad every fall, seeing it turn brown. Fewer and fewer people there. That very first year	137
was the hardest. It had been such a wonderful change to see people making something	152
for themselves instead of waiting for a welfare check. To see a part of the neighborhood	168
looking <i>better</i> every day, and to smell those good smells of growing plants. The green	183
drained away. Then the frost hit. You'd pass and hear those dry cornstalks shaking	197
in the wind as if they were shivering. The pumpkins were about the only color left,	213
and then the boy sold them all. Some people cut up their old plants with clippers and	230
dug them back into the soil. A few covered their ground with leaves.	243

Fleischman, Paul. *Seedfolks*. Harper Trophy, 2004. Print. Pages 84-85.

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Texts & Supporting Readings



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