



5TH GRADE **ELA**

Student Materials

Unit 2 *Exploring Human Rights: The Breadwinner*



Daily Lesson Materials

Name: _____

Date: _____

1. How is Afghanistan similar to or different from where you live?

2. If you could visit Afghanistan, what is something you would be excited to see or experience?

3. What is something that surprised you about Afghanistan?

Name: _____ Date: _____

Boxes and Bullets Graphic Organizer

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Name: _____

Date: _____

Today's reading was *The Breadwinner* – Author's Note and Forward.

1. What words does Deborah Ellis use to describe life in Afghanistan during periods of war? What do these words show about Afghanistan at the time? (Author's Note)

2. Describe the Taliban militia. How did this group influence Afghan society? (Author's Note)

3. Why does Deborah Ellis encourage people to learn about Afghanistan? (Author's Note)

4. How does the author describe war and what it does to people? (Author's Note)

5. Read the following quotation.

"Through all the tales of crime and chaos, there have been heroes—giants of courage—who, in big ways and small, put human **decency** above all else." (p. 150).

What is human **decency**? Describe some of the heroes the author mentions. (Author's Note)

Name: _____

Date: _____

Today's reading was *The Breadwinner* – Ch. 1.

1. How has life changed for Parvana and her family? What has caused the change?

2. How has war impacted Afghanistan as a whole? Why?

Name: _____ Date: _____

Boxes and Bullets Graphic Organizer

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Name: _____

Date: _____

Writing Prompt

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Describe the setting of *The Breadwinner*. What is it like where Parvana lives? What details does the author include to help a reader understand the setting? Cite the details in your response.

Name: _____

Date: _____

Today's reading was *The Breadwinner* – Ch. 2.

1. What does it mean to feel **resentful**? Why was Parvana sometimes **resentful** that she needed to get water?

2. Describe the room where Parvana and her family live. How does the narrator's point of view influence what a reader knows about the setting?

3. Describe Nooria and Parvana's relationship.

4. When Father says on page 29, "You are all brave women. You are all inheritors of the courage of Malali," what does it show about Father's perspective of women? Toward his daughters?

5. How did different family members respond to the Taliban? Did they all have the same response? Why or why not?

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Boxes and Bullets Graphic Organizer

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Name: _____

Date: _____

Today's reading was *The Breadwinner* – Ch. 3-4.

1. How does Parvana respond to Father's disappearance? Why?

2. How does Mother's initial response to Father's disappearance differ from Parvana's? Why?

3. How does Nooria respond to her father not being released from prison? What do you think the author wants us to infer about Nooria's character?

4. Compare and contrast Nooria and Parvana's responses to their mother's condition.

Name: _____ Date: _____

Past Tense in Narrative Stories

Search for examples of different forms of past tense verbs in *The Breadwinner*. Record each example, along with the specific verb tense and when each action or event occurred.

Sentence <ul style="list-style-type: none">- Copy the sentence, underline the verb tense- Include the page number	Verb Tense <ul style="list-style-type: none">- Simple past tense- Past progressive tense- Past perfect tense	When did the event occur? <ul style="list-style-type: none">- Part of the main storyline- Before the main storyline
"With their education, they <u>had earned</u> high salaries." (p. 15)	Past perfect tense	Before the main storyline

Name: _____

Date: _____

Writing Prompt

For each sentence below, identify the verb tense of the underlined words. Then, explain what the tense shows about when the action or event in the sentence occurred.

1. Hossain had been the oldest child. (p. 26)

- Verb tense _____
- When did the action or event occur? _____

2. Parvana knew she was mumbling nonsense, but she kept it up anyway. (p. 22)

- Verb tense _____
- When did the action or event occur? _____

3. Ali woke up, saw everyone laughing, and he started to laugh, too. (p. 30)

- Verb tense _____
- When did the action or event occur? _____

4. They were kept hidden because the Taliban burned books they didn't like. (p. 31)

- Verb tense _____
- When did the action or event occur? _____

Name: _____ Date: _____

Narrative Brainstorming Graphic Organizer

Point of View:

Setting:

Characters:

Climax:

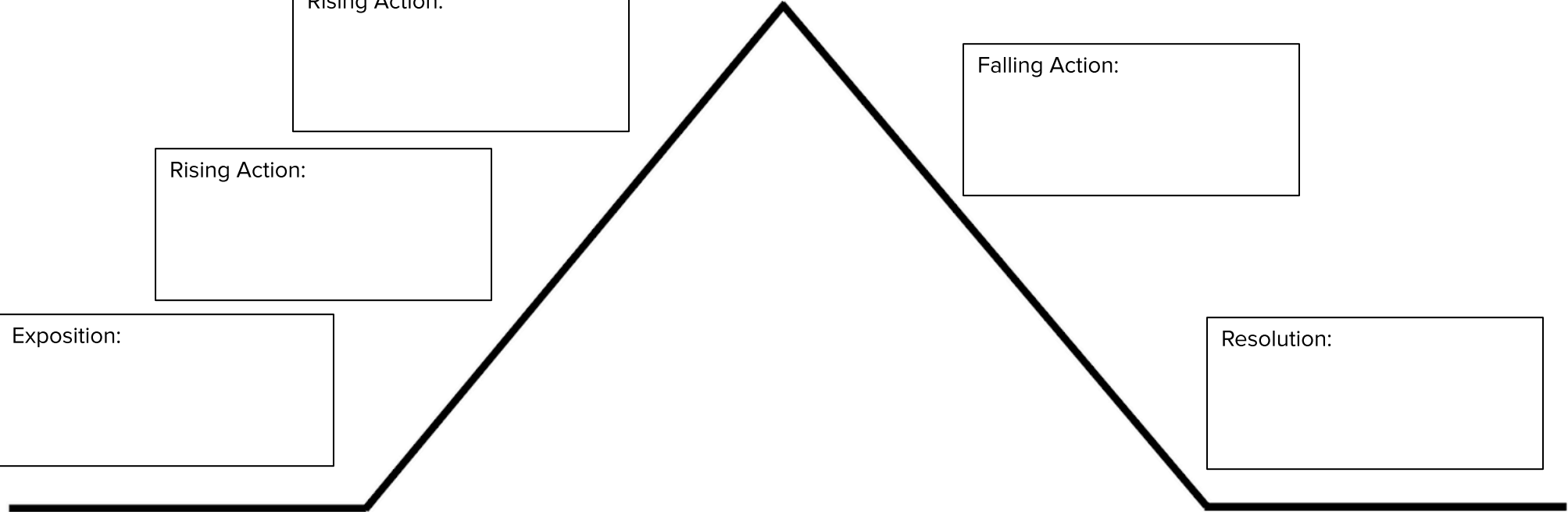
Rising Action:

Falling Action:

Rising Action:

Exposition:

Resolution:



Name: _____

Date: _____

Today's reading was *The Breadwinner* – Ch. 5-6.

1. Compare and contrast Parvana's and Nooria's responses to Mrs. Weera's response. In what ways are their responses similar? Different? Why? (Chapter 5)

2. How does this chapter fit into the overall structure of the text? (Chapter 5)

3. How does the narrator's point of view influence how things are described? How might the chapter have been different if it was told from another character's point of view? (Chapter 5)

4. Analyze Nooria and Parvana's relationship. In what ways does their relationship contribute to the plot of the story? (Chapter 6)

5. How does this chapter fit into the overall structure of the text? (Chapter 6)

Name: _____ Date: _____

Comparing and Contrasting Characters

Use the note taker below to keep track of details that show how Parvana, Nooria, and Mother respond to Parvana dressing as a boy.

Parvana	
Nooria	
Mother	

Name: _____ Date: _____

Narrative Brainstorming Graphic Organizer

Point of View:

Setting:

Characters:

Climax:

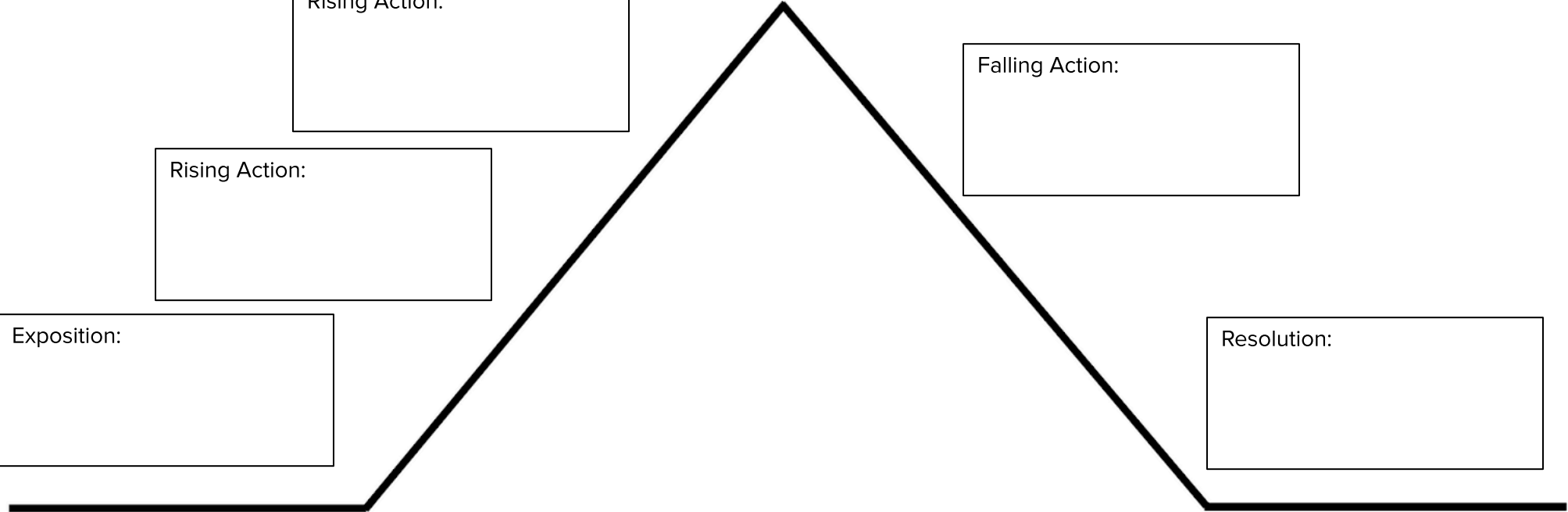
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Rising Action:

Exposition:

Resolution:



Name: _____

Date: _____

Today's reading was *The Breadwinner* – Ch. 7-8.

1. How does reading the letter challenge Parvana's perception of the Taliban? Why? (Chapter 7)

2. How do Parvana's feelings about dressing as a boy change in Chapter 7? Why do they change? (Chapter 7)

3. Compare and contrast the different family members' responses to going outside. How do their responses help build a deeper understanding of character? (Chapter 8)

4. In what ways does Mrs. Weera have a different attitude toward life than Mother? What could they learn from each other? (Chapter 8)

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Boxes and Bullets Graphic Organizer

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Name: _____ Date: _____

Narrative Brainstorming Graphic Organizer

Point of View:

Setting:

Characters:

Climax:

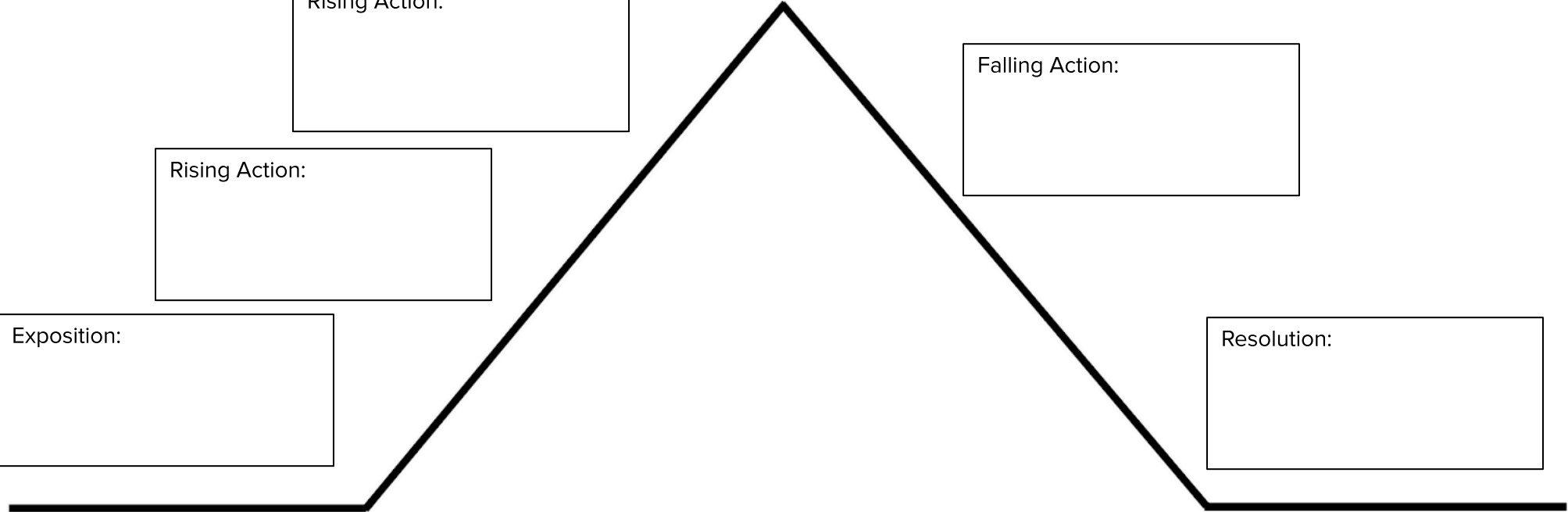
Rising Action:

Falling Action:

Rising Action:

Exposition:

Resolution:



Name: _____

Date: _____

Today's reading was *The Breadwinner* – Ch. 9-10.

1. How does running into Shauzia change life for Parvana? How would Parvana's day-to-day life be different if they hadn't run into each other?

2. Compare and contrast Parvana and Shauzia's experiences and attitudes. (Chapter 9)

3. Mrs. Weera mentions that she is thinking about opening a school. Knowing what you know about Afghanistan and the Taliban, is this a wise decision? Defend why or why not. (Chapter 9)

4. What job do the girls find? Why do the girls decide to do the job? Do you think it was the right decision? (Chapter 10)

5. The girls say they must remember the experience of bone digging when they are rich old ladies drinking tea. Why is this an experience they would want to remember? (Chapter 10)

6. What two words best describe how Parvana feels at the end of the day? Why? (Chapter 10)

Name: _____ Date: _____

Boxes and Bullets Graphic Organizer

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Name: _____ Date: _____

Verb Tense to Describe Time

Search for examples of different forms of past tense verbs in *The Breadwinner*. Record each example, along with the specific verb tense and when each action or event occurred.

Sentence - Copy the sentence, underline the verb tense - Include the page number	Verb Tense - Simple past tense - Past progressive tense - Past perfect tense	When did the event occur? - Part of the main storyline - Before the main storyline
"With their education, they <u>had earned</u> high salaries." (p. 15)	Past perfect tense	Before the main storyline

Name: _____

Date: _____

Today's reading was *The Breadwinner* – Ch. 11-12.

1. How does Parvana's work in the cemetery impact Parvana, Mother, and Nooria? Do they all have the same response? Do their responses align with how they have responded before? Why or why not? (Chapter 11)

2. Parvana says, "Arguing with Nooria simply didn't make sense anymore" (p. 101). What does this reveal about how her relationship with Nooria is changing? (Chapter 11)

3. Describe what happens inside the soccer stadium. How does it impact Parvana and Shauzia? Why do you think the author chose to include this scene? (Chapter 11)

Name: _____ Date: _____

Narrative Brainstorming Graphic Organizer

Point of View:

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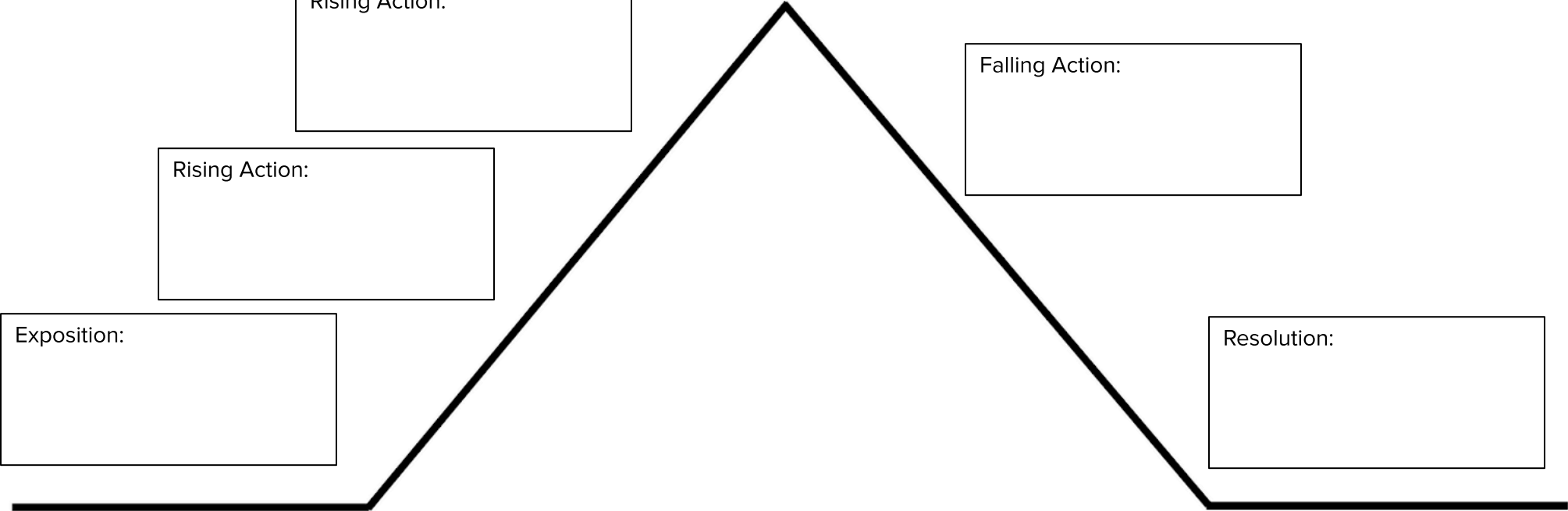
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Falling Action:

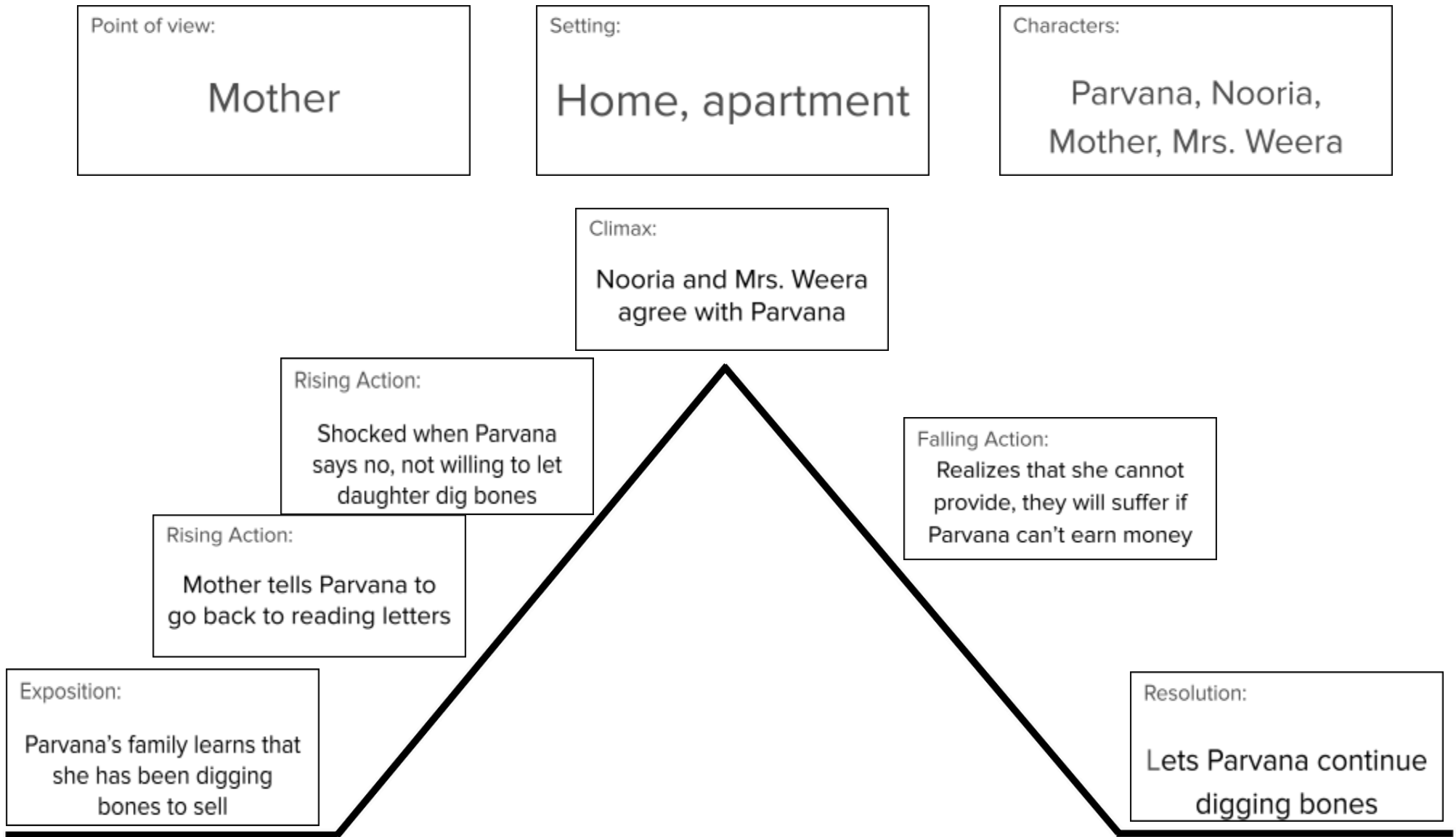
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Exposition:

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Narrative Brainstorming Graphic Organizer



Name: _____

Date: _____

Today's reading was *The Breadwinner* – Ch. 13-14.

1. Compare and contrast Parvana and Nooria's attitudes toward Nooria leaving to get married. Why do they have different reactions? Do their reactions align with their previous actions? (Chapter 13)

2. On page 126, Parvana says, "I'm Malali, leading the troops through enemy territory." Why does Parvana feel like Malali? How does this help her overcome her fears? (Chapter 14)

3. What do we learn about Parvana's character from her actions toward Homa? In what ways are her actions similar to or different from how Parvana is previously characterized? (Chapter 14)

4. To what extent do you agree with the following statement:

Parvana would not have survived without Shauzia. Her friendship continues to save Parvana.

Include evidence from the text to support your thinking. (Chapter 14)

5. Read the following quotations on page 130:

"Parvana was fresh out of hope."

"She was tired of fighting back."

"She moved through her days as though she was moving through an awful nightmare."

What do these quotations show about Parvana's perspective toward life? Why have things changed?
(Chapter 14)

Name: _____

Date: _____

Today's reading was *The Breadwinner* – Ch. 15.

1. How has Father's return influenced Parvana's outlook on life? Why?

2. While Parvana is now filled with hope, Shauzia seems hopeless. Explain what caused this change.

3. How does planting flowers represent hope?

4. Mrs. Weera says that the work Mother did on the magazine was very important. Why? How does the magazine represent hope?

5. Read the sentences from page 141.

"Her mother was somewhere ahead with her sisters and her brother, but what else they would find, Parvana had no idea. Whatever it was, she felt ready for it. She even found herself looking forward to it."

What do these details show about Parvana's perspective on life?

Name: _____ Date: _____

Narrative Brainstorming Graphic Organizer

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Characters:

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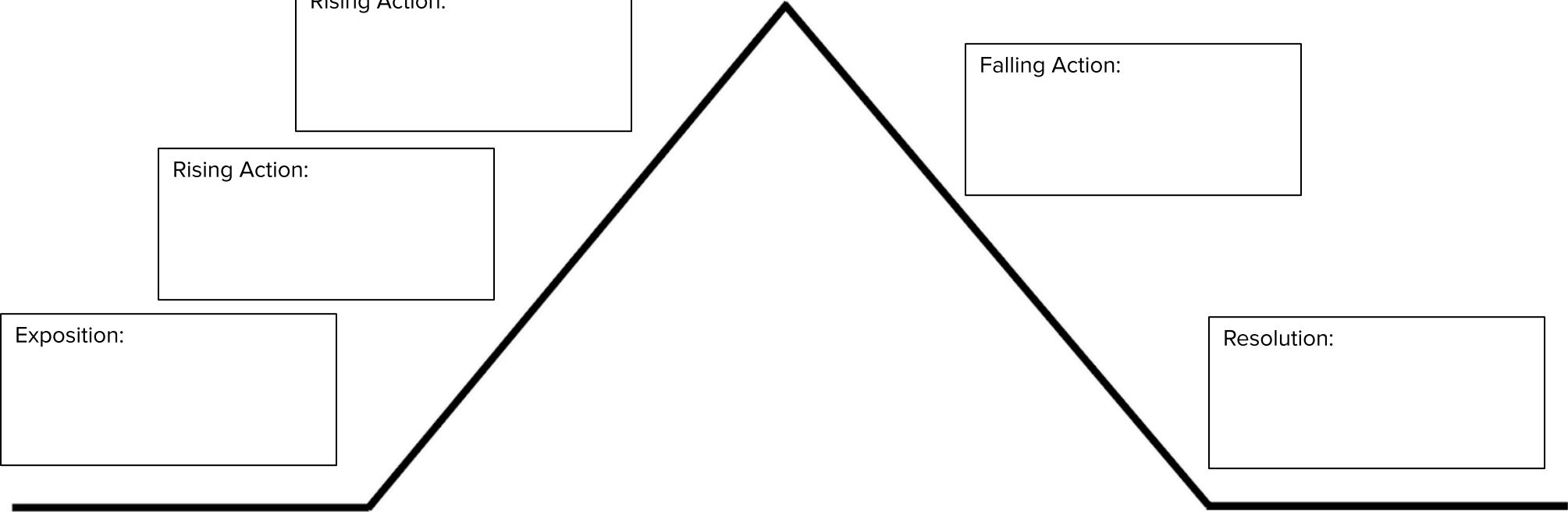
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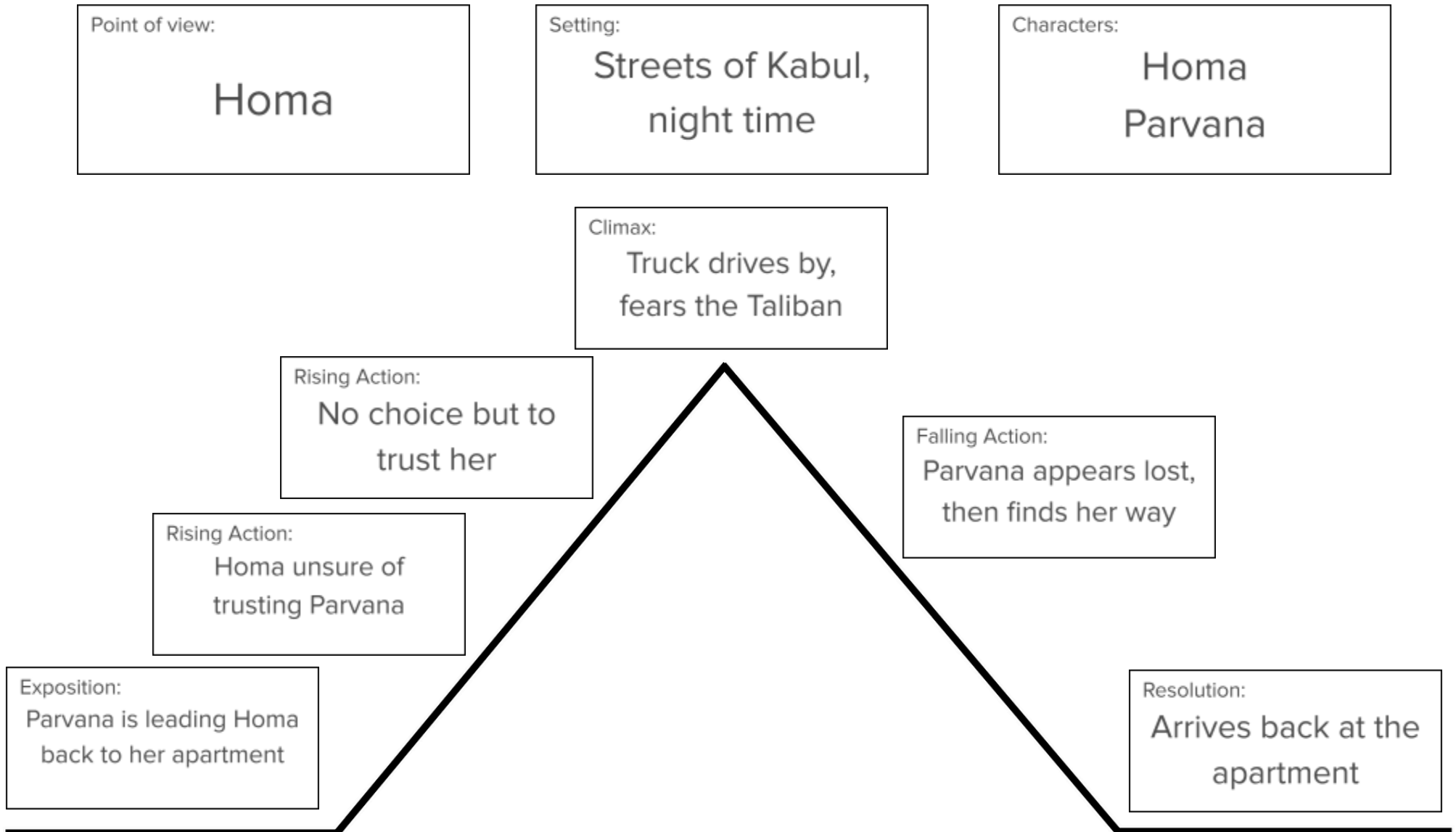
Rising Action:

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Narrative Brainstorming Graphic Organizer



Name: _____ Date: _____

Narrative Brainstorming Graphic Organizer

Point of View:

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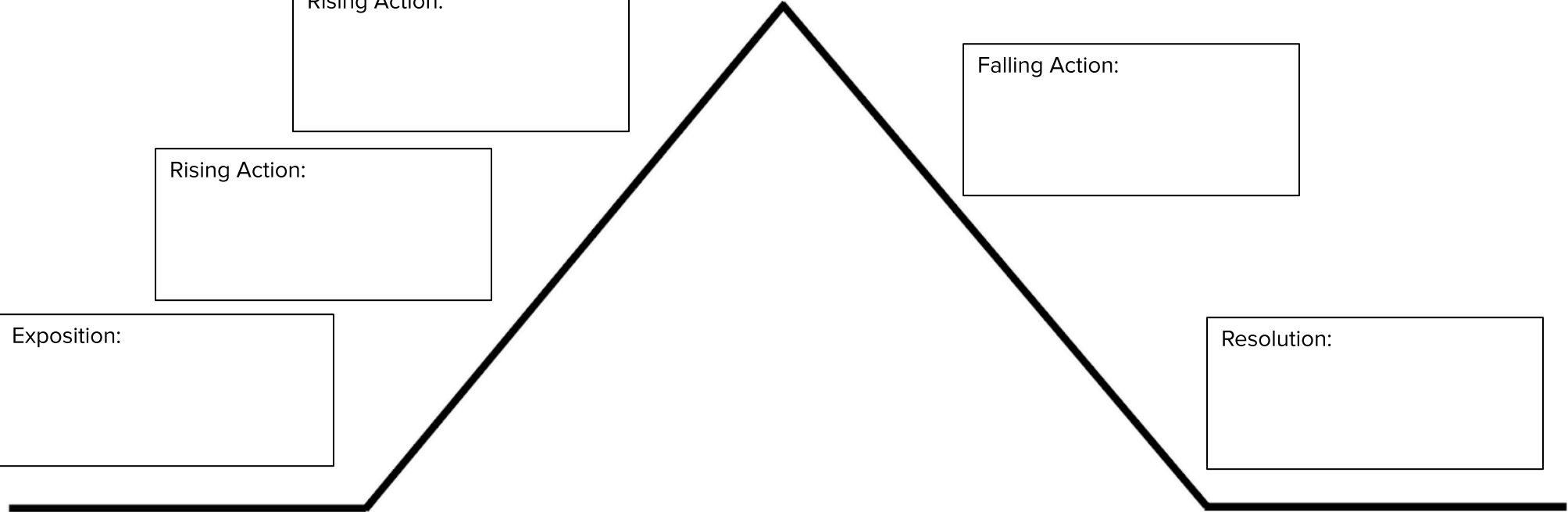
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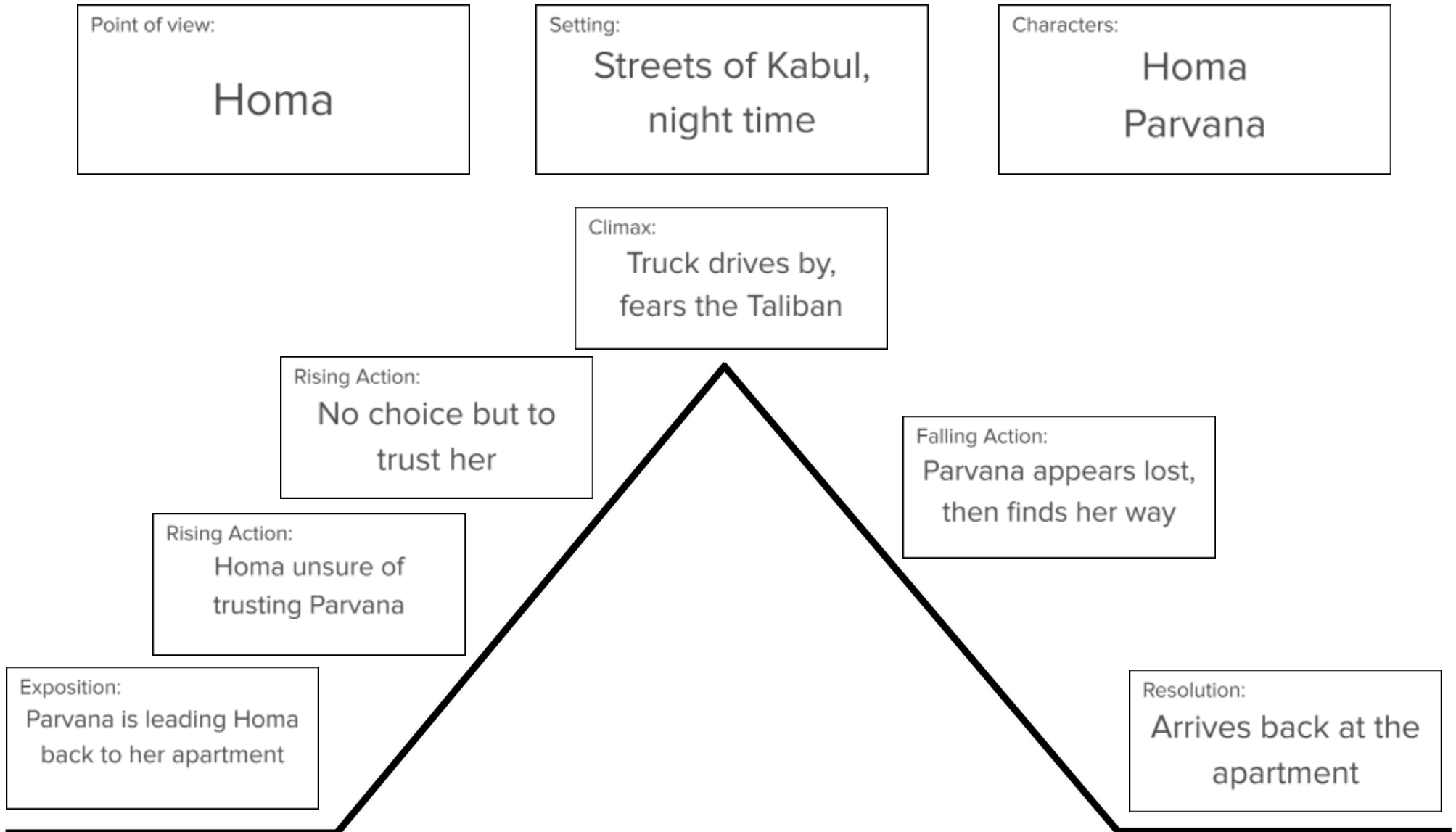
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Narrative Brainstorming Graphic Organizer



Name: _____ Date: _____

Narrative Brainstorming Graphic Organizer

Point of View:

Setting:

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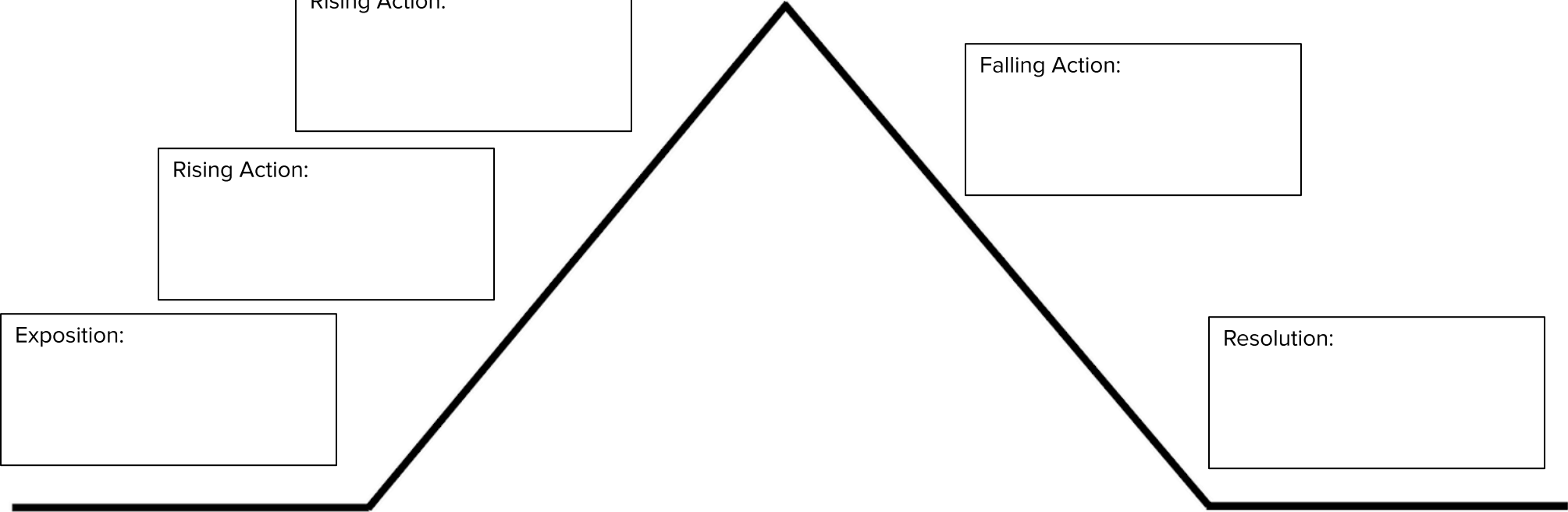
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Name: _____ Date: _____

Determining Theme

Use the note taker below to keep ideas and details about possible themes of *The Breadwinner*.

Potential Pathway	Evidence	Theme

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

● Detail 1: _____

● Detail 2: _____

● Detail 3: _____

● Detail 4: _____

Concluding Sentence: _____

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

● Detail 1: _____

● Detail 2: _____

● Detail 3: _____

● Detail 4: _____

Concluding Sentence: _____

Name: _____

Date: _____

Writing Prompt

Using details from *The Breadwinner*, write a paragraph that answers one of the following Essential Questions.

- How can family relationships and dynamics influence a person's actions?
- How can one person impact a community?

Name: _____

Date: _____

Today's reading was *Kids of Kabul: Living Bravely through a Never-Ending War* — Faranoz and Shabona.

1. Why does Afghanistan have high rates of **illiteracy**? Why is it worse for women?

2. On page 14, the author says it has been an "uphill struggle" to raise literacy levels. Why?

3. On page 17, Faranoz says, "After a year of learning to read, we are all different people." How did learning to read change Faranoz's view of herself? Give specific examples from the text.

4. What roles did Faranoz's brother play in her life? Did he have a positive or negative influence? Or both?

5. On page 57, the author states, "teacher training is a priority for many organizations helping to rebuild Afghanistan." Based on what you know, why is this important?

6. Shabona learns about the Taliban from her teacher. What does her teacher think about the Taliban?
Why?

Name: _____ Date: _____

Boxes and Bullets Graphic Organizer

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Name: _____

Date: _____

Writing Prompt

illiteracy ignorant

Do Faranoz and Shabona share similar perspectives on a women's right to education? Why? What events or experiences have shaped their perspectives?

Name: _____

Date: _____

Today's reading was *Kids of Kabul: Living Bravely through a Never-Ending War* – Zuhail and Palwasha.

1. (Zuhail) What evidence does the author include to support the idea that the Kabul Women's Garden is a special place? How has the Kabul Women's Garden changed over the years?

2. (Zuhail) Compare and contrast what it is like for Zuhail inside and outside the garden. Why do Zuhail and other women feel safer inside the garden than outside?

3. (Zuhal) What is Zuhal's perspective on women's rights and freedoms?

4. (Palwasha) Why does Palwasha think that playing soccer and other sports is important for all Afghani girls? What does she think it will take to get Afghanistan to a place where all girls can participate in sports? Why?

5. (Palwasha) How have Palwasha's lived experiences shaped how she views the world?

Name: _____ Date: _____

Boxes and Bullets Graphic Organizer

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Name: _____

Date: _____

Today's reading was *Kids of Kabul: Living Bravely through a Never-Ending War* — Sara and Sigrullah.

1. What does it mean to have economic power? Why is it **vital** for women to have economic power?

2. In what ways does Sara's mother inspire her? How can Sara learn from her mother's actions?

3. What is Sara's point of view on business and the power of business? Why?

4. What is the Chilsitooon children's committee? What role does Sigrullah play on the committee? Why is it important?

5. Why is Sigrullah happiest in the library? Why does he think that all problems can be solved with books?

Name: _____ Date: _____

Boxes and Bullets Graphic Organizer

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Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

● Detail 1: _____

● Detail 2: _____

● Detail 3: _____

● Detail 4: _____

Concluding Sentence: _____

Name: _____

Date: _____

Today's reading was *I Am Malala: How One Girl Stood Up for Education and Changed the World (Young Readers Edition)* – pp. 44–55, 60–65.

1. How did Radio Mullah change society? What is Malala's perspective on Fazlullah? (Chapter 7)

2. Malala says, "Beyond the walls of our school, Mingora had become like a prison." Explain why. Is it a prison for all citizens? (Chapter 7)

3. Read the following sentence from page 50. "My father is like a falcon, the one who dared to fly where others would not go." Why does Malala include it? (Chapter 7)

4. On page 51, Malala goes from feeling frustration to fear. Explain why. (Chapter 7)

5. What is Malala's perspective on the Taliban bombing schools? Why? (Chapter 10)

6. The chapter ends with Malala's father saying, "In the morning, in the light, we find courage again." What does this show about his character? (Chapter 10)

Name: _____

Date: _____

Today's reading was *I Am Malala: How One Girl Stood Up for Education and Changed the World (Young Readers Edition)* – pp. 69–80.

1. How did giving a speech at Khushal School inspire Malala? What does it show about her as a person? Why? (Chapter 11)

2. Why did so many girls stop attending school? How does Malala feel about it? Why? (Chapter 12)

3. Read the sentence from page 76.

"Many people in Swat saw danger everywhere they looked. But our family didn't look at life that way. We saw possibility."

Why does the family have this perspective? How does it influence their actions? (Chapter 12)

4. How does the diary of the anonymous Pakistani school girl influence the community? How does it influence Malala? (Chapter 12)

Name: _____

Date: _____

Today's reading was *I Am Malala: How One Girl Stood Up for Education and Changed the World (Young Readers Edition)* – pp. 117–130.

1. How does Malala respond to the news that the Taliban wanted to kill her? What does her response show about her character? (Chapter 20)

2. The chapter ends by Malala saying,

"There was no denying it: The Taliban might have been defeated, but their beliefs were still spreading."

In what ways are their beliefs spreading? (Chapter 21)

3. Why does Malala want to become a politician? What does it show about her? (Chapter 22)

4. How does the news of Zahid Khan's attack impact Malala and her father? Why? (Chapter 22)

5. What happened to Malala at the end of the chapter? Why? (Chapter 23)

Name: _____

Date: _____

Today's reading was *I Am Malala: How One Girl Stood Up for Education and Changed the World (Young Readers Edition)* – pp. 157–164, 186–193.

1. Describe what happened to Malala after she was shot. Why is it a miracle that she survived? (Chapter 29)

2. Read the quote from page 188.

"So, yes, the Taliban have shot me. But they can only shoot a body. They cannot shoot my dreams, they cannot kill my beliefs, and they cannot stop my campaign to see every girl and every boy in school."

Explain the significance of this quote and what it shows about Malala. (Chapter 35)

3. How has Malala influenced and inspired change? (Chapter 35)

4. Close read Malala's speech to the UN. What does it show about her? (pp. 191-192)

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

● Detail 1: _____

● Detail 2: _____

● Detail 3: _____

● Detail 4: _____

Concluding Sentence: _____

Name: _____

Date: _____

Writing Prompt

Using details from all three texts, write an answer to one of the Essential Questions below.

- How can family relationships and dynamics influence a person's actions?
- How did the Taliban regime impact life for residents of Kabul?
- What can be done to improve women's rights and equality in both Afghanistan and Pakistan?
- How can one person impact a community?

Mentor Text

In the book *Seedfolks* by Paul Fleischman, the characters come from different backgrounds and cultures, but they all come together to work in a community garden. Community gardens are beneficial for many reasons, including bringing people together and helping the environment.

One reason community gardens are beneficial is that they bring people together. In *Seedfolks*, the garden is a place where people from all walks of life meet and work side by side. Although they are different, they share a common goal: to grow healthy plants. For example, Kim plants the first seed, and as the garden grows, more and more people join in. Through the garden, they learn to communicate and help each other, even if they don't speak the same language. This shows that community gardens can break down barriers and help people form friendships.

Another reason community gardens are important is that they help the environment. Growing plants in a garden improves air quality, provides food, and creates a peaceful place in the middle of a busy city. In *Seedfolks*, the garden transforms an empty lot into a beautiful space that benefits everyone in the neighborhood. The plants grow, and so does the sense of pride in the community. People learn how to care for the land and understand the importance of nature. This connection to the environment can lead to cleaner, healthier neighborhoods and a stronger appreciation for the world around us.

In conclusion, community gardens have many benefits. They bring people together, help the environment, and make communities more vibrant. Everyone should consider starting or joining a community garden because it's a wonderful way to make a positive impact on both the people around them and the planet.

Name: _____ Date: _____

Brainstorming Template

Imagine that you have been hired as a writer for a magazine, similar to the one that Mrs. Weera and Parvana's mother created in *The Breadwinner*. You have been asked to write an article that responds to one of the following questions:

- How did the Taliban regime impact life for residents of Kabul?
- What can be done to improve women's rights and equality in both Afghanistan and Pakistan?

Circle the Essential Question that your article will focus on. Gather details and evidence related to the question, recording them on the lines below. Include the title and page number with each detail.

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Name: _____ Date: _____

Brainstorming Template

Imagine that you have been hired as a writer for a magazine, similar to the one that Mrs. Weera and Parvana's mother created in *The Breadwinner*. You have been asked to write an article that responds to one of the following questions:

- How did the Taliban regime impact life for residents of Kabul?
- What can be done to improve women's rights and equality in both Afghanistan and Pakistan?

Circle the Essential Question that your article will focus on. Gather details and evidence related to the question, recording them on the lines below. Include the title and page number with each detail.

- Mrs. Weera starts a school for girls in the apartment (Ellis, *The Breadwinner* 87)
- "Through these books we learn that we have rights" (Ellis, *Kids of Kabul* 18)
- Girls want to be "doctors or journalists or members of parliament or teachers" (Ellis, *Kids of Kabul* 59)
- Need spaces to feel safe, "behind these walls, in this garden, we don't have to be careful" (Ellis, *Kids of Kabul* 74)
- Girls want to have space to play sports freely (Ellis, *Kids of Kabul* 84)
- Women should earn money because "with money we have power" (Ellis, *Kids of Kabul* 115)
- Books help people solve problems (Ellis, *Kids of Kabul* 133)
- School is "a haven from the insanity of a city in the middle of a war" (Yousafzai, *I Am Malala* 60)
- Malala committed her life to fighting for girls education
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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: _____

Name: _____ Date: _____

Two Paragraph Outline

Opinion: Women's rights can be improved by providing them with access to education and professional opportunities.

Paragraph 1

Topic Sentence: Access to education is essential for women's equality.

- Detail: Women can learn their rights- "Through these books we learn that we have rights." (Ellis, *Kids of Kabul* 18)
- Detail: School is a safe place- "School remained a haven from the insanity of a city in the middle of a war. (Yousafzai 60)
- Detail: Reading can help people solve problems

Paragraph 2

Topic Sentence: Women need professional opportunities to achieve independence.

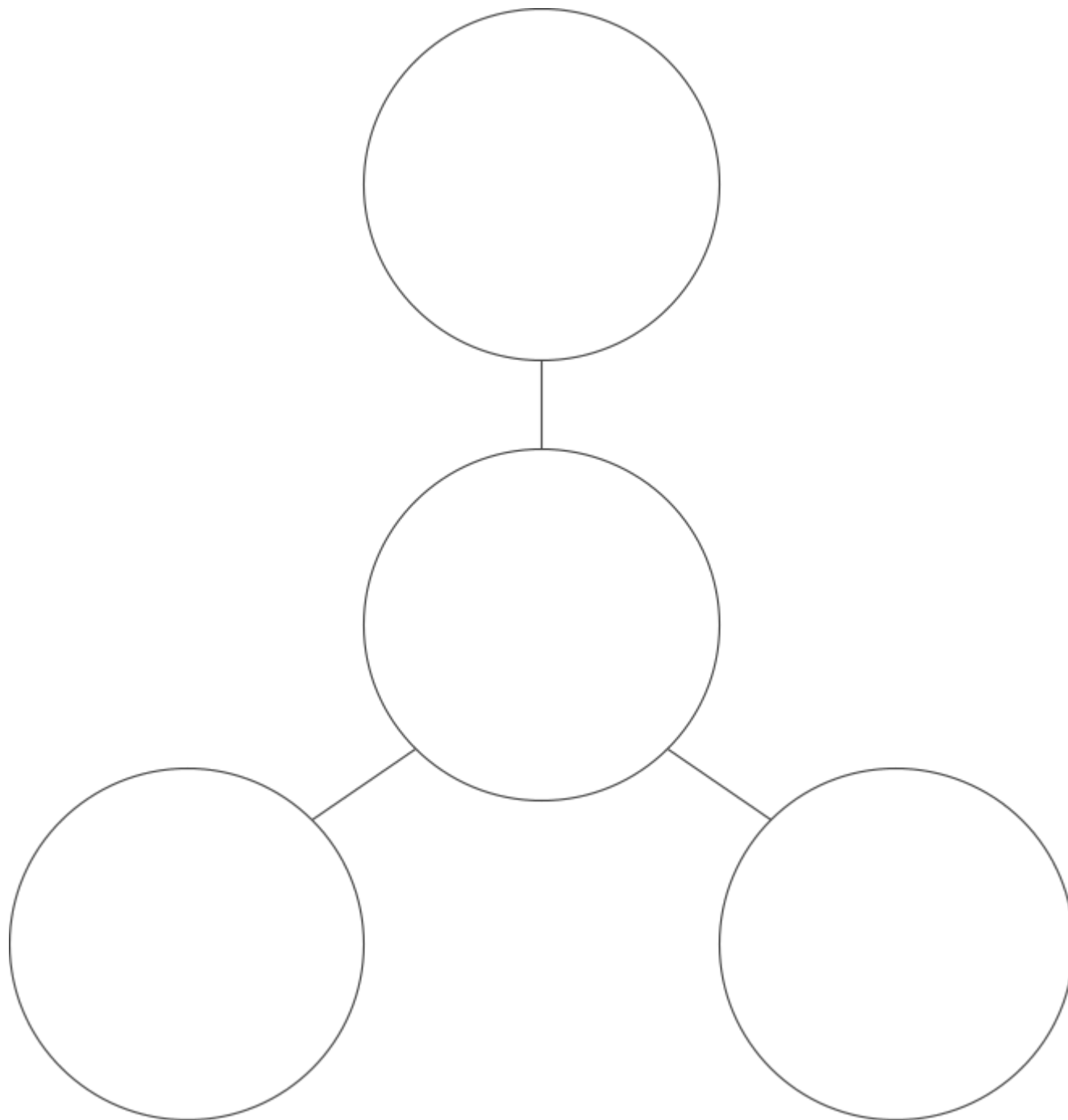
- Detail: Financial independence- "It's good for Afghan women to make a lot of money. With money we have power." (Ellis, *Kids of Kabul* 115)
- Detail: Women have big dreams- "I think I would be a good doctor. What else can I do with so much intelligence!" (Ellis, *Kids of Kabul* 19)
- Detail: Writing gave Parvana's mother purpose- "She has helped to let the world know what is happening in Afghanistan." (Ellis, *The Breadwinner* 139)

Conclusion: By getting an education and following professional goals, women can achieve freedom, independence, and equality.

Name: _____ Date: _____

Description/Concept Map

K-5th Grade English Language Arts



Name: _____ Date: _____

Brainstorming Template

Imagine that you have been hired as a writer for a magazine, similar to the one that Mrs. Weera and Parvana's mother created in *The Breadwinner*. You have been asked to write an article that responds to one of the following questions:

- How did the Taliban regime impact life for residents of Kabul?
- What can be done to improve women's rights and equality in both Afghanistan and Pakistan?

Circle the Essential Question that your article will focus on. Gather details and evidence related to the question, recording them on the lines below. Include the title and page number with each detail.

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Name: _____ Date: _____

Brainstorming Template

Imagine that you have been hired as a writer for a magazine, similar to the one that Mrs. Weera and Parvana's mother created in *The Breadwinner*. You have been asked to write an article that responds to one of the following questions:

- How did the Taliban regime impact life for residents of Kabul?
- What can be done to improve women's rights and equality in both Afghanistan and Pakistan?

Circle the Essential Question that your article will focus on. Gather details and evidence related to the question, recording them on the lines below. Include the title and page number with each detail.

- Mrs. Weera starts a school for girls in the apartment (Ellis, *The Breadwinner* 87)
- "Through these books we learn that we have rights" (Ellis, *Kids of Kabul* 18)
- Girls want to be "doctors or journalists or members of parliament or teachers" (Ellis, *Kids of Kabul* 59)
- Need spaces to feel safe, "behind these walls, in this garden, we don't have to be careful" (Ellis, *Kids of Kabul* 74)
- Girls want to have space to play sports freely (Ellis, *Kids of Kabul* 84)
- Women should earn money because "with money we have power" (Ellis, *Kids of Kabul* 115)
- Books help people solve problems (Ellis, *Kids of Kabul* 133)
- School is "a haven from the insanity of a city in the middle of a war" (Yousafzai, *I Am Malala* 60)
- Malala committed her life to fighting for girls education
- _____
- _____
- _____

Name: _____ Date: _____

Two Paragraph Outline

Topic: _____

Paragraph 1

Topic Sentence: _____

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

Concluding Sentence: _____

Paragraph 2

Topic Sentence: _____

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

Concluding Sentence: _____

Mentor Text

In the book *Seedfolks* by Paul Fleischman, the characters come from different backgrounds and cultures, but they all come together to work in a community garden. Community gardens are beneficial for many reasons, including bringing people together and helping the environment.

One reason community gardens are beneficial is that they bring people together. In *Seedfolks*, the garden is a place where people from all walks of life meet and work side by side. Although they are different, they share a common goal: to grow healthy plants. For example, Kim plants the first seed, and as the garden grows, more and more people join in. Through the garden, they learn to communicate and help each other, even if they don't speak the same language. This shows that community gardens can break down barriers and help people form friendships.

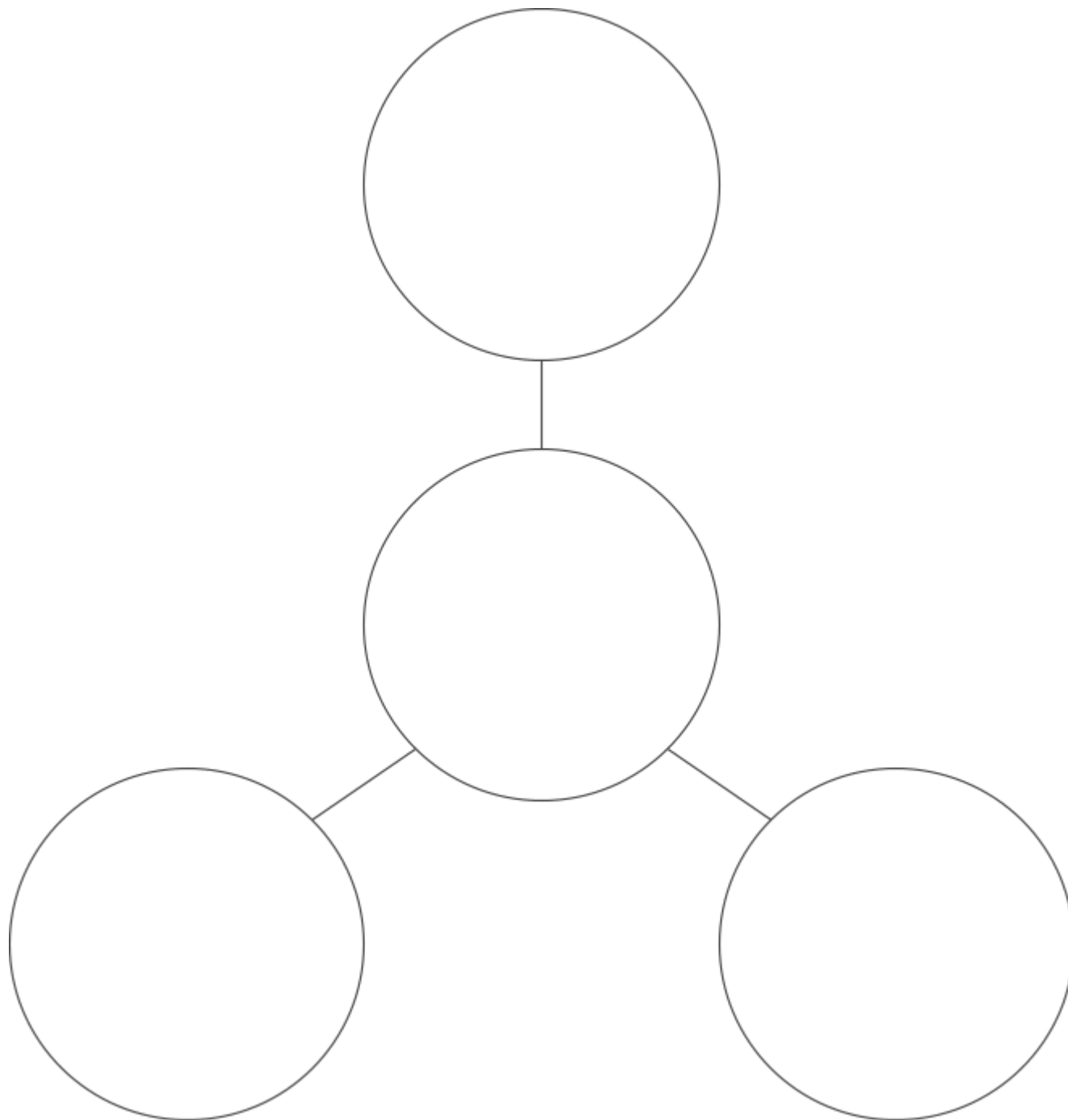
Another reason community gardens are important is that they help the environment. Growing plants in a garden improves air quality, provides food, and creates a peaceful place in the middle of a busy city. In *Seedfolks*, the garden transforms an empty lot into a beautiful space that benefits everyone in the neighborhood. The plants grow, and so does the sense of pride in the community. People learn how to care for the land and understand the importance of nature. This connection to the environment can lead to cleaner, healthier neighborhoods and a stronger appreciation for the world around us.

In conclusion, community gardens have many benefits. They bring people together, help the environment, and make communities more vibrant. Everyone should consider starting or joining a community garden because it's a wonderful way to make a positive impact on both the people around them and the planet.

Name: _____ Date: _____

Description/Concept Map

K-5th Grade English Language Arts



Name: _____ Date: _____

Brainstorming Template

Imagine that you have been hired as a writer for a magazine, similar to the one that Mrs. Weera and Parvana's mother created in *The Breadwinner*. You have been asked to write an article that responds to one of the following questions:

- How did the Taliban regime impact life for residents of Kabul?
- What can be done to improve women's rights and equality in both Afghanistan and Pakistan?

Circle the Essential Question that your article will focus on. Gather details and evidence related to the question, recording them on the lines below. Include the title and page number with each detail.

- _____
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Name: _____ Date: _____

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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: _____

Name: _____ Date: _____

Two Paragraph Outline

Opinion: Women's rights can be improved by providing them with access to education and professional opportunities.

Paragraph 1

Topic Sentence: Access to education is essential for women's equality.

- Detail: Women can learn their rights- "Through these books we learn that we have rights." (Ellis, *Kids of Kabul* 18)
- Detail: School is a safe place- "School remained a haven from the insanity of a city in the middle of a war. (Yousafzai 60)
- Detail: Reading can help people solve problems

Paragraph 2

Topic Sentence: Women need professional opportunities to achieve independence.

- Detail: Financial independence- "It's good for Afghan women to make a lot of money. With money we have power." (Ellis, *Kids of Kabul* 115)
- Detail: Women have big dreams- "I think I would be a good doctor. What else can I do with so much intelligence!" (Ellis, *Kids of Kabul* 19)
- Detail: Writing gave Parvana's mother purpose- "She has helped to let the world know what is happening in Afghanistan." (Ellis, *The Breadwinner* 139)

Conclusion: By getting an education and following professional goals, women can achieve freedom, independence, and equality.

Name: _____ Date: _____

Brainstorming Template

Imagine that you have been hired as a writer for a magazine, similar to the one that Mrs. Weera and Parvana's mother created in *The Breadwinner*. You have been asked to write an article that responds to one of the following questions:

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Name: _____ Date: _____

Two Paragraph Outline

Topic: _____

Paragraph 1

Topic Sentence: _____

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

Concluding Sentence: _____

Paragraph 2

Topic Sentence: _____

- Detail: _____
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Name: _____ Date: _____

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Name: _____ Date: _____

Two Paragraph Outline

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Topic Sentence: _____

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Paragraph 2

Topic Sentence: _____

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

Concluding Sentence: _____



Vocabulary

Word	Part of Speech	Definition
anxious	adj.	afraid or nervous about what may happen
brutality	n.	cruel, harsh, and violent treatment of someone
ceased	v.	stopped or ended something
cower	v.	to crouch down because you are afraid
decency	n.	honest behavior
decreed	v.	ordered or decided something in an official way
defy	v.	to refuse to obey
depressed	adj.	overwhelmed with sadness
deprived	adj.	not having the things needed for a good and healthy life
forbade	v.	ordered not to do something
haven	n.	a place of protection from danger
ignorant	adj.	lacking information or knowledge

Word	Part of Speech	Definition
illiteracy	n.	not knowing how to read or write
immune	adj.	not influenced or affected by something
impoverished	adj.	poor
intimidated	v.	to be made afraid by something
menacingly	adv.	to do something in a way that threatens harm
resentful	adj.	feeling anger or displeasure over something unfair
restrictive	adj.	limited or controlled
sensible	adj.	reasonable or showing good judgment
vital	adj.	critical or important



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
---------------------------	---------------------------------------------------------------	-------------------------------------------------------------------------------	-------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------

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 Narrative 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?
Point of View		I use pronouns and words that match first-person point of view.	
Characters		I describe my character by including their actions, thoughts, and feelings.	
Conflict		I include the conflict between the narrator and another character or themselves.	
Dialogue		I include dialogue that shows action, changes, and personality.	
		I use dialogue tags that reveal more about the character or events.	

Opinion 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
Structure				
Organizational Structure Ideas grouped with multiple paragraphs; Each paragraph focuses on one reason that supports the position; All facts and details are grouped and ordered intentionally; Uses third-person to state opinion consistently		Rubric Score 4 3 2 1		Notes
Introduction Clearly states a topic and opinion based on facts and details; Introduction <u>may</u> use a lead that captures the reader's interest, such as presenting interesting details or facts, describing a memorable image, or providing an anecdote		Rubric Score 4 3 2 1		Notes
Conclusion Includes a concluding sentence or section that asks a question or makes a suggestion; Begins with a transition word or phrase unique to conclusions (e.g. <i>In conclusion, finally, in closing, in summary, thus, therefore</i>)		Rubric Score 4 3 2 1		Notes
Development				
Reasons Includes three to four facts and details to support their position; Effectively chooses compelling reasons and orders most compelling reasons first; Elaborates on reasons and details by providing explanations, examples, or context		Rubric Score 4 3 2 1		Notes
Linking Words and Phrases Effectively and consistently uses linking words or phrases to connect opinion and reasons or paragraphs		Rubric Score 4 3 2 1		Notes
Language				
Grammar Expands, combines, and reduces sentences when revising for meaning, reader/listener interest, and style; Appropriately uses correlative conjunctions (e.g. <i>either/or, neither/nor</i>); Uses verb tense to convey various times, sequences, states, and conditions; Recognizes and corrects inappropriate shifts in verb tense when revising		Rubric Score 4 3 2 1		Notes
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Name: _____ Date: _____

Single Point Opinion 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?
Introduction		My introduction clearly states my position and may hook the reader by including: <ul style="list-style-type: none">- A question- Important facts or details- A relevant story	
Conclusion		My conclusion brings a sense of closure and includes: <ul style="list-style-type: none">- A transition word or phrase- A summary of the position and main ideas	
Position		My position is clearly stated and is: <ul style="list-style-type: none">- Written in third-person- Based on facts and details, not my personal experiences	
Reasons		My main ideas are clearly explained and include: <ul style="list-style-type: none">- Facts and details to support each idea- Appropriate explanation to connect details to the main idea	

Name: _____ Date: _____

Editing Checklist

Language and Conventions Focus Area	✓
My verb tense matches the idea or event being described.	
I use different forms of past tense verbs to show the specific order of events: <ul style="list-style-type: none">- Simple past tense (<i>ex: walked</i>)- Past progressive tense (<i>ex: was walking</i>)- Past perfect tense (<i>ex: had walked</i>)	
I do not include inappropriate shifts in verb tense.	

My writing goal:

Name: _____ Date: _____

Directions: Read the excerpt from *Parvana's Journey* and answer the questions that follow.**Excerpt from *Parvana's Journey***

By Deborah Ellis, modified by Fishtank Learning

- 1 Parvana's back and shoulders ached. She saw a cave that would be a good place to rest for a few days. She stepped inside.
- 2 "Get out of my cave!" Parvana spun around and was running away before the voice stopped echoing off the cave walls. Fear kept her legs moving long after she was exhausted.
- 3 When she finally slowed down, her brain began to tell her something she had been too scared to hear moments earlier. The voice that had yelled at her from the back of the cave was a child's voice.
- 4 Parvana stopped running and caught her breath. She turned around and looked back at the cave. She wasn't going to let some child keep her from getting a few days of rest! "Let's go and see who's in there," she said to Hassan.
- 5 She went back to the mouth of the cave.
- 6 "Hello," she called in.
- 7 "I told you to get out of my cave!" the voice shouted. It was definitely a child's voice.
- 8 "How do I know it's your cave?" Parvana asked.
- 9 "I've got a gun. Go away or I'll shoot you," the voice threatened.
- 10 Parvana hesitated. If he had a gun, why hadn't he shot at her already?
- 11 "I don't believe you," Parvana said. "I don't think you're a killer. I think you're a kid just like me."
- 12 She took a few more steps forward, trying to see in the dark.
- 13 A stone hit her on the shoulder.
- 14 "Stop that!" she shouted. "I'm carrying a baby."
- 15 "I warned you to stay away."
- 16 "All right, you win," Parvana said. "Hassan and I will leave you alone. We just thought you'd like to share our meal, but I guess you'd rather throw stones."
- 17 There was a moment's silence.
- 18 "Leave the food and go."

- 19 "I have to cook it first," Parvana said over her shoulder as she walked away. "If you want it, come out and get it."
- 20 Parvana put down the baby where she could watch him and kept talking while she gathered dried grasses and stalks from dead weeds for a cook fire. The water in the stream was clear and moving swiftly, so she thought it would be safe to drink without boiling it first.
- 21 She dipped in her pan. "Here's some lovely cool water to drink, Hassan," she said. "Tastes good, doesn't it? Drink it all down, and we'll have a hot tasty supper." She gave him a piece of stale naan to keep him quiet until the meal was ready.
- 22 Parvana noticed a small boy peering out from the cave. She took him some water.
- 23 Dirt covered every inch of him. One of his pant legs lay flat against the ground, empty where his leg should have been.
- 24 "Bring me some food," the boy ordered, tossing the pot at her.
- 25 "I don't like having things thrown at me," Parvana said. "If you want food, come and get it yourself."
- 26 "I can't walk!" he yelled. "How stupid you are, not to notice that. Now bring me some food!"
- 27 The boy glowered at her with rage. And fear, she thought. Parvana gave him some bread. It disappeared in a flash.
- 28 "My name is Parvana," she said. "I'm looking for my family."
- 29 "My name is Asif," the boy said. "Why do you have a girl's name?"
- 30 "I am a girl," she said. "I pretended to be a boy in Kabul so I could work."
- 31 "Why didn't your father work? Was he lazy?"
- 32 "No, my father was not lazy, and don't you dare say another word about him!"
- 33 "I'll say what I please. I don't take orders from a girl," Asif taunted.
- 34 Asif was silent for a while. Then he said, "I knew you were a girl. You're far too ugly to be a boy." His voice was weaker than before. Parvana saw that he was lying down. She took him a blanket.
- 35 "What were you doing in that cave?"
- 36 "I'm not answering any more of your stupid questions."
- 37 Parvana wasn't sure whether to kick him or cover him.
- 38 There was a tiny bit of light left in the sky. Parvana took out her notebook and pen.
Dear Shauzia,
- 39 *I met a strange creature today. He's part boy and part wild animal.*
- 40 *You'd think he'd be grateful to me for taking care of him, but he just gets ruder and ruder. How*

can someone that small be so awful?

- 41 *Doesn't matter. In the morning I'll leave him behind. I've got to find my family, and he will just slow me down. He is not my problem.*

Ellis, Deborah. *Parvana's Journey*. Toronto ; Berkeley, Greenwood Books/House Of Anansi Press, 2015.

1. How do paragraphs 2–4 help develop Parvana's character?
 - a. They show that Parvana is easily frightened and avoids dangerous situations.
 - b. They show that Parvana depends on others to make decisions for her.
 - c. They show that Parvana is mostly concerned with following rules and staying out of trouble.
 - d. They show that Parvana is determined and willing to face her fear in order to solve a problem.

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

Part A: Based on paragraphs 23–27, which statement best describes Asif and Parvana?

- a. Asif is rude and demanding, while Parvana is calm and concerned.
- b. Asif is scared and timid, while Parvana is forceful and rude.
- c. Asif is patient and thankful, while Parvana is annoyed and disheartened.
- d. Asif is hungry and disoriented, while Parvana is confident and deceitful.

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

- a. "Dirt covered every inch of him." (paragraph 23)
- b. "'How stupid you are, not to notice that. Now bring me some food!'" (paragraph 26)
- c. "One of his pant legs lay flat against the ground, empty where his leg should have been." (paragraph 23)
- d. "Parvana gave him some bread." (paragraph 27)
- e. "It disappeared in a flash." (paragraph 27)
- f. "The boy glowered at her in rage. And fear, she thought." (paragraph 27)

3. What is the meaning of the word "taunted" as used in paragraph 33?
 - a. inquired
 - b. insulted
 - c. demanded
 - d. promised
4. Which theme is best developed through Asif's words and actions in the excerpt?
 - a. People should always trust others, even in dangerous situations.
 - b. Cultural beliefs can influence how people treat others, even when they need help.
 - c. It is important to follow rules no matter the situation.
 - d. Working together always leads to friendship.

5. When the narrator states that Parvana "wasn't sure whether to kick him or cover him," what does it show about her point of view toward Asif?
- Even though Parvana is angered by Asif's actions, she can't suppress her natural instincts to help others.
 - Parvana knows that Asif is angry because he only has one leg, so she wants to make sure she helps him.
 - Parvana feels bad for tricking Asif with the food, and wants to repay him by lending him the blanket.
 - Parvana thinks that Asif's actions are acceptable, and therefore she still wants to help him.
6. How does the letter in paragraphs 38–41 contribute to the overall structure of the story?
- It provides details that explain the way Parvana truly feels about Asif and her plans.
 - It identifies the true source of conflict between Parvana and Asif.
 - It describes the process by which Parvana learns her lesson.
 - It provides details that explain the importance of the setting to the characters.
7. Which idea from *The Breadwinner* is also present in the excerpt from *Parvana's Journey*?
- optimism
 - injustice
 - self-reliance
 - power
8. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: Which statement best describes how Parvana responds to the main challenges in *Parvana's Journey*?

- Parvana realizes that helping Hassan and Asif, both of whom have been stranded, is more important than trying to find her family.
- Parvana knows that in order to survive, she ultimately needs to put her needs before the needs of Asif and Hassan.
- Parvana is hopeful that having Asif and Hassan, both boys, will help her feel safer and less of a target as she continues her journey.
- Parvana knows that despite Asif's negative attitude, she can manipulate him to help her as she continues her journey.

Part B: Which quotation from the text best supports your answer in Part A?

- "Fear kept her legs moving long after she was exhausted." (paragraph 2)
- "She wasn't going to let some child keep her from getting a few days of rest!" (paragraph 4)
- "If he had a gun, why hadn't he shot at her already?" (paragraph 10)
- "In the morning I'll leave him behind. I've got to find my family..." (paragraph 41)

Name: _____ Date: _____

Part One: Vocabulary

1. What were two things the Taliban **forbade** women from doing?

2. What does it mean if a person **defies** someone?

- a. They crouch down because they are afraid.
- b. They refuse to obey.
- c. They agree with someone.
- d. They make someone afraid.

3. What does it mean to be **resentful**?

- a. To feel angry or displeased over something unfair.
- b. To feel full and happy with something.
- c. To agree or accept something you have been opposing.
- d. To make someone afraid.

4. Which of the below is an example of **illiteracy**?

- a. Not doing homework
- b. Reading banned books
- c. Having bad handwriting
- d. Not knowing how to write

5. Pick two of the words from the list below. Write a sentence for each that shows an understanding of the word.

anxious depressed deprived haven sensible

- _____

- _____

Part Two: Content Knowledge and Understandings

6. Using details from *The Breadwinner*, *Kids of Kabul*, and *I Am Malala*, explain what life was like for women under the Taliban regime. Then, explain one or two strategies for improving women's rights and equality.

In your answer, make sure to:

- Describe life for women under the Taliban
- Explain at least one strategy for improving women's rights and equality
- Use details from all three unit texts
- Use two to three vocabulary words from the unit

You may use your texts and annotations from the unit to help answer the question.

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

Excerpt from *The Breadwinner*

There was a lot of discussion in the following few days about what would	14
happen next. Parvana, out at work, had no voice in these discussions. She was merely	29
informed of the plans when she got home in the evening.	40
"We'll go to Mazar for the wedding," Mother announced. "We can stay with your aunt	55
while the wedding is prepared. Then Nooria will go to live with her new family. We	71
will return to Kabul in October."	77
"We can't leave Kabul!" Parvana exclaimed. "What about father? What will happen if	90
he gets out of prison and we're not here? He wouldn't know where to look for us!"	107
"I'll be here," Mrs. Weera said. "I can tell your father where you are and look after him	125
until you get back."	129
"I'm not sending Nooria off to Mazar all by herself," Mother said. "And since you are a	146
child, you will come with us."	152
"I'm not going," Parvana insisted. She even stamped her feet.	162
"You will do as you're told," Mother said. "All this running around wild in the streets has	179
made you think you're above yourself."	185
"I'm not going to Mazar!" Parvana repeated, stamping her feet again.	196

Ellis, Deborah. *The Breadwinner*. Groundwood Books, 2015. Print. Pages 120-121.

Excerpt from *The Breadwinner*

There was a lot of discussion in the following few days about what would happen next. Parvana, out at work, had no voice in these discussions. She was merely informed of the plans when she got home in the evening.

"We'll go to Mazar for the wedding," Mother announced. "We can stay with your aunt while the wedding is prepared. Then Nooria will go to live with her new family. We will return to Kabul in October."

"We can't leave Kabul!" Parvana exclaimed. "What about father? What will happen if he gets out of prison and we're not here? He wouldn't know where to look for us!"

"I'll be here," Mrs. Weera said. "I can tell your father where you are and look after him until you get back."

"I'm not sending Nooria off to Mazar all by herself," Mother said. "And since you are a child, you will come with us."

"I'm not going," Parvana insisted. She even stamped her feet.

"You will do as you're told," Mother said. "All this running around wild in the streets has made you think you're above yourself."

"I'm not going to Mazar!" Parvana repeated, stamping her feet again.

Ellis, Deborah. *The Breadwinner*. Groundwood Books, 2015. Print. Pages 120-121.



Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

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