

ZB **Zaner-Bloser**
NEXT GENERATION ASSESSMENT PRACTICE
English Language Arts / Literacy

Student Edition

Grade 5
Narrative

Name _____

Date _____

PART I: Close Reading

Your Task

You will examine three sources about the lives of people in two different places, East Los Angeles and El Salvador. Then you will answer three questions about what you have learned. In Part 2, you will write a narrative dialogue about life in East Los Angeles and El Salvador and the hopes of Blanca, a girl from the barrio in East Los Angeles.

Steps to Follow

In order to plan and write your narrative dialogue, you will do all of the following:

1. Examine three sources.
2. Make notes about the information from the sources.
3. Answer three questions about the sources.

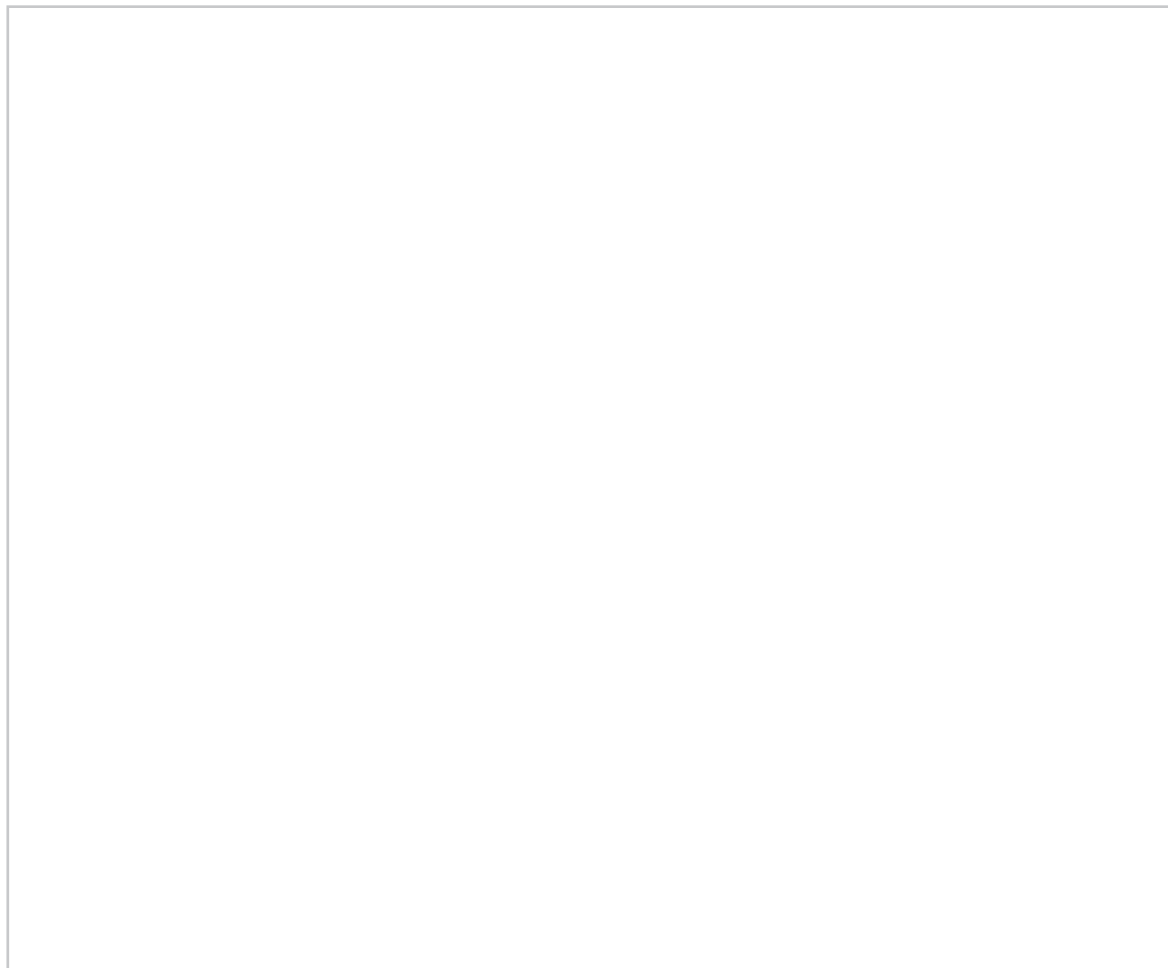
Directions for Beginning

You will have 45 minutes to complete Part I. You will now examine three sources. Take notes because you may want to refer to them while writing your narrative dialogue. You can re-examine any of the sources as often as you like. Answer the questions in the spaces provided.

Click the image to watch the video.



What is life like in the barrio? Use information from the video to discuss the positive experiences as well as the challenges someone from the barrio faces.



From
The Dream on Blanca's Wall

The Dream on My Wall

I have a dream on my wall.

I drew it in the second grade.

The teacher said,

"Draw your dreams, boys and girls.

Draw the dreams that only you can see."

Most kids drew

rooms full of dollar bills,

or pretty houses with flowers and chimneys,

or toys or candy or Disneyland.

But I drew a dream

of a class full of kids

and a pretty brown teacher

who looked just like me.

I have a dream on my wall.

I stuck it there with yellow tape.

Now the tape is curling at the ends.

Blanca Isn't

Blanca means "white."

But Blanca isn't white like snow on the mountains.

Blanca isn't white like clouds in the sky.

Blanca isn't white like apricot blossoms.

I know.

My name is Blanca.

I'm brown.

Quitting

Edgar used to be the best brother in the world.

He would give me dimes for the gum machine at the *marketa*.

He would make Chico Bear talk to me with a funny voice.

He would tickle me till I begged, "No more!"

He would even help me with my homework.

But then he quit high school to hang out with his friends.

Continued 

Edgar quit a lot of things.
He quit sharing.
He quit talking.
He quit laughing.
And he quit thinking.
Maybe he quit being my brother.

College Joke

Last night at dinner
Edgar was laughing so hard,
he had to hold his stomach
to keep it from
bursting to pieces.
The tortillas and beans
fell out of his mouth
onto the kitchen table
as he choked out two words:
 *"College?
 You?"*

Mamá, Papá, and I stared at our plates
like they were empty.
"Just kidding.
I don't need to go to college,"
 I mumbled.

Beta chewed and smiled
like he understood the joke.

Someday he'll get it.

White Polka Dots

"Please stand."

I got to lead the flag salute
at the school assembly
last Friday.

"Put your right hand over your heart."

Everybody stood up
quiet and tall.

"Ready, begin."

Their faces made
a big brown blanket
with white polka dots
here and there.

". .. one nation under God ..."

Continued 

The teachers' faces
made the polka dots.

" ... with liberty and justice
for all."

I noticed
only the kids' faces were brown.

Invisible Blue Flowers

It's Tuesday, so we're visiting
our kindergarten buddy class.

Mr. North is looking at me
reading to my buddy, Sonia,
like he's thinking I'm doing it
all wrong.

So I show Sonia a picture in the book,
and I point at a blue flower.

In my best teacher voice I say,
"Esta es una flower."

I make Sonia pretend to
pick the flower off the page
and smell it
and put it in the buttonhole of her sweater.
Sonia's still bending her neck and

smelling her invisible blue flower
when Mr. North
pulls us up out of the garden of little kids
to go back to class.
He walks behind me on purpose.

Out of the blue he says,
"Blanca,
have you ever thought
of going to college so you can become a teacher
when you grow up?"

"Yeah "
I say, looking down
at the hem
of my blue uniform.
"Well, I think
you'd be a great teacher someday," he says.

I look sideways
and I can see
his white hands
swinging as he walks beside me.
Then I look at
my skinny brown fingers

Continued 

—like little brown twigs.
I shrug my brown shoulders
from inside my white blouse.

The Student Teacher

"Esperanza Moreno,"
the chalkboard says.
Mr. North is smiling so big,
his mouth hardly fits on his face.
"Tell us about yourself," he says
to the dark young lady
standing in front of her name.

So Miss Moreno begins to talk to us
with a chocolate-sweet voice.

She tells us
how hungry she was
when she came from El Salvador as a girl.

She tells us
how hungry she was to learn,
how hungry she was to speak,
how hungry she was to hope.

She tells us
of college,
of books,
and of money.
Then she tells us of a dream she has,
a dream, she says,
that is coming true.

And I think of the
dream on my wall:
the dream
of a class full of kids
and a pretty brown teacher
who looks just like me:

the dream with the yellow tape
that's curling
at the ends.

From The Dream on Blanca's Wall by Jane Medina.
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Boyd's Mills Press, Inc. Used by permission.

Write a paragraph in which Blanca talks in her own voice about her dream of becoming a teacher. Include details from the source about what other people seem to think about her dream. Add examples of why she thinks it might be possible for her to achieve her goal.

From
The History and Geography of El Salvador
Chapter 5 & 6

The People of El Salvador

Although El Salvador is the smallest country in Central America, it has the third-largest population. Most of the people live in the central plateau region of the country. The people of El Salvador speak Spanish and Nahuatl.

The population of El Salvador is 94% mestizo (mes•tee•zoh). Mestizo means the person has both Spanish and Indian ancestors. The rest of the population is 5% pure Indian and 1% Caucasian.

Another word used to describe people who live in El Salvador is *ladino* (lah•dee•noh). This word is used to describe any person who has adopted Spanish American culture and speaks Spanish. A ladino can be European, mestizo, or Indian.

The capital of El Salvador is San Salvador. It is located close to the middle of the country. San Salvador has been badly damaged or destroyed by earthquakes 14 times in its history. Today, much of the city is new. Only a few old buildings still exist. New buildings are now

built to withstand damage from an earthquake.

This city has more than 1.5 million people. This number keeps growing. People move to the city to find work. San Salvador is overcrowded. It is very hard to find housing. This growth has caused San Salvador to be the most polluted city in Central America.

San Salvador is a city of opposites. It is home to the richest people in the country. It is also home to many poor people. One quarter of El Salvador's people live in the country. Many houses are built of sticks, mud, and sugar cane stalks. Others are made of adobe (uh•doh•bee), concrete, or logs. Roofs are made of clay tiles, tin, or straw. There is no kitchen inside the house. Cooking is done outside over a fire. There is no electricity.

Many homes do not have running water. Families catch rainwater and store it in barrels. They use this water for bathing, cleaning, and cooking. Over half of the people in El Salvador do not have access to clean water.

People in El Salvador think that education is

Continued 

important. More than half the children finish elementary school. But few continue after that. Families often need their children to work at home. Many families cannot afford bus fare to send their children to school.

Students often attend only morning or afternoon classes. Some schools also have evening classes. These are for children who work during the day. Many classrooms have no money for books. Students copy lessons from the blackboard into notebooks.

Children often must travel a long way to school. Parents worry about their children's safety. As a result, they may wait until children are older before sending them to school. Some children do not start first grade until they are ten.

Public school goes through ninth grade. Students who want more education must attend a private school. These schools are expensive. Few families can afford them.

Every town has a large festival each year. Festivals may last days or even weeks. They combine Pipíl* and Spanish ways. Festivals include dancing, parties, concerts, plays, and sports. Schools and stores close so everyone can enjoy the fun.

People in El Salvador celebrate Independence Day on September 15. This was the day they gained their

freedom from Spain in 1821. The people celebrate this event with parades, family outings, and picnics.

The national sport of El Salvador is soccer. The people call it *fútbol* (foot•bohl). The players are heroes to many people. Many children dream of playing on the national team. Schools, colleges, and towns each have their own team. Children play soccer on school playgrounds.

Other sports are also popular in El Salvador. People enjoy baseball, volleyball, and basketball. In their free time, many families enjoy going to the beach or visiting with friends.

Pipíl* - The original people of El Salvador were the Pipíl (Pee•peel).

Civil War

In 1977, El Salvador's military controlled the election. A man named General Carlos Humberto Romero became president. People protested this unfair election. Many were shot for protesting. Over time, more people were killed.

The government didn't care about the people's suffering. The peasants lived hard lives with no hope of improvement. They had to make a hard choice. They

Continued 

could put up with killings and poverty or join the rebels. Many people joined rebel groups.

In 1980, a hero of the peasants was murdered by soldiers. His name was Archbishop Oscar Romero (no relation to the president). The army attacked the crowd at his funeral and killed many people. This was the start of El Salvador's civil war.

The war continued for many years. El Salvador's government couldn't beat the rebels. The rebels couldn't beat the army.

Peace talks began in 1989 but failed. Then Salvadoran soldiers murdered six priests. People around the world heard about these deaths. They pressured El Salvador to

begin peace talks again.

The war finally ended in 1992. The government and the rebels signed a peace agreement. The government made the military smaller. The rebels became a political party in the government.

In all, about 75,000 people died during the civil war. Hundreds of thousands of people were made homeless. More than 50% of the working people were unemployed. During the war, many people left El Salvador for other countries. Some people came to the United States.

From The History and Geography of El Salvador by Kira Freed. Copyright ©2012 by Zaner-Bloser, Inc.

What are four reasons why is it hard to receive an education in El Salvador? Use facts from the source to support your answer.

PART 2: Writing to Multiple Sources

You will now have 70 minutes to review your notes and sources, plan, draft, and revise a narrative dialogue. You may use your notes and refer to the sources. You may also refer to the answers you wrote to questions in Part I, but you cannot change those answers. Now read your assignment and the information about how your dialogue will be scored; then begin your work.

Your Assignment

Write a narrative dialogue in which Blanca discusses with her new student teacher, Miss Moreno, Blanca's dream of becoming a teacher. In the conversation, talk about Blanca's world — the Los Angeles barrio — and Miss Moreno's country, El Salvador. Be sure to include details about the Civil War in El Salvador that might have prompted the teacher's family to leave. Include a part in the conversation where Blanca and Miss Moreno compare and contrast living in East Los Angeles and El Salvador. Use details about the culture from both of their homes, such as festivals, dancing, and language.

Dialogue Scoring

Your narrative dialogue will be scored on the following criteria:

- I. Focus and organization** How well did you engage the reader by describing a situation and introducing the narrator? How well did your ideas flow using clear transitions? How well did the events in the dialogue unfold naturally and logically? How well did you provide a conclusion that follows from the experiences or events?

Continued



Dialogue Scoring (continued)

- 2. Elaboration of experiences/events** How well did you use dialogue and description to develop experiences, events, and characters? How well did you use concrete words and phrases and sensory details to express experiences and events precisely?
- 3. Conventions** How well did you follow the rules of usage, punctuation, capitalization, and spelling?

Now begin work on your narrative dialogue. Manage your time carefully so that you can:

- plan your dialogue.
- write your dialogue.
- revise and edit for a final draft.

Spell check is available to you.

Type your response in the space provided on the following page. Write as much as you need to fulfill the requirements of the task. You are not limited by the size of the response area on the screen.

Type your response below.



Go to the next
page if you need
more space.



Continue your response below.

