El Rancho Unified School District

Type of Text Common Core Standards □ Literary Text Informational Text RL5.1 Quote accurately from a text when explaining what the text says explicitly when drawing inforences from the text. RL5.1 Quote accurately from a text when explaining what the text says explicitly when drawing informational Text RL5.2 Determine two or more main ideas and how they are supported by key det summarize the text. Selection Writing RL5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific vocabulary Academic Vocabulary RL5.4 Context second secon	Grade: 5 Selection: Michelle Kwan		Theme: 2 Theme Concept: Give It All You've Got
Informational Text RI.5.1 Quote accurately from a text when explaining what the text says explicitly when drawing inferences from the text. Selection Writing RI.5.1 Quote accurately from a text when explaining what the text says explicitly when drawing inferences from the text. Informative/ Opinion/Argumentative Informative/ Explanatory RI.5.8 Explain the relationships or interactions between two or more individuals, when explaining what the text based on specific more than interactions between two or more individuals, when explaining what the text based on specific more than interactions and evidence to support particular point in the text. RI.5.8 Explain how an author uses reasons and evidence to support particular point in a text, identifying which reasons and evidence to support particular point in a text, identifying which reasons and evidence to support particular point in a text, identifying which reasons and evidence to support particular point in text. Quote generalization elite q Understand the points the author is trying to make quote generalization elite q Understand the points the author is trying to make quote generalization elite q Understand the points the author is trying to make guote generalization elite q Understand the point is a synony in the book the author says, on points is the author says of points is the author says of points is the author say of the author is trying to the text upbetw			
Selection Writing RL5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific matrix □ Opinion/ Argumentative Informative/ Explanator events, ideas, or concepts in a historical, scientific, or technical text based on specific moration in the text. □ Informative/ Explanator RL5.3 Explain how an author uses reasons and evidence to support particular point in a text, identifying which reasons and evidence support which point(s). Tier 1 Tier 2 Essential Skills (Standard specific vocabulary) (Content specific vocabulary) Essential Skills quote generalization elite q Understand the points the author is trying to make explicitly drawing technical q Understand the points the author is trying to make guote generalization elite q Understand the points the author is trying to make determine accounts overwhelmed q Understand the points the author is saying that would help explain your belief guade points of view q Identify the main ideas of the text q Analyze how the author supported the main ideas of the text summarize points of view q Identify the main ideas of the text q Analyze how the author supported the m	Literary Text		RI.5.2 Determine two or more main ideas and how they are supported by key details;
Imatrative Informative/ Explanatory Imatrative Informative/ Explanatory Imatrative Explanatory Imatrative Informative/ Explanatory Imatrative Imatrative Imatrative	Selection Writing		RI.5.3 Explain the relationships or interactions between two or more individuals,
Tier 1 (Standard specific vocabulary)Tier 2 (Content specific vocabulary)Essential Skillsquote explicitly support determine main ideas 	 Narrative Opinion/ Argumentative Informative/ Explanatory 		 information in the text. RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.5.8 Explain how an author uses reasons and evidence to support particular points
quote explicitlygeneralization drawing inferences accountselite technical gnarledq Understand the points the author is trying to make q Decide what the author is saying that would help explain your belief q Use phrases such as: according to the author, in the book the author says, on p six the author wrote, when explaining what the text says. q When inferring from the text cite what the author said that lead you to that conclusion q Identify the main ideas of the text q Decide what the author supported the main ideas with those details reason pointsinteractions <td< th=""><th></th><th></th><th></th></td<>			
q Decide character and anticipate set of the decide of the character of the c	quotegeneralizationexplicitlydrawingsupportinferencesdetermineaccountsmain ideastopicsummarizepoints of viewkey detailsevidenceconceptsreason	elite technical gnarled overwhelmed	 q Decide what the author is saying that would help explain your belief q Use phrases such as: according to the author, in the book the author says, on page six the author wrote, when explaining what the text says. q When inferring from the text cite what the author said that lead you to that conclusion q Identify the main ideas of the text q Determine which details are key to the text q Analyze how the author supported the main ideas with those details q Know how to summarize text q Use key details and the main idea to summarize q Compare and contrast the effect of the interactions of people, ideas, events, or concepts on history, science, or technology q Cite specific information from the text that supports observations about relationships or interactions q Understand that the word account is a synonym for a description of an event or experience q Describe similarities and differences between two accounts of the same event or topic q Explain point of view q Recognize the points the author is trying to make through his writing q Explain what evidence is used and how it supports what he/she has written q Identify facts and details the author has cited as evidence to support his points

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DOK Level	Questions	Page #
1	What details in the story support or do not support Michelle's decision to become a Senior skater?	152
2	How do Michelle's parents support her desire to become a great skater? Give examples from the selection to support your answer.	152
2	How does Michelle's opinion of herself change during the time period of the selection? What events cause this change?	152

Performance Tasks (DOK 4)	

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math

English Learners (Instructional guidance TBD pending further direction from the state)

8		
Level: Emerging	Level: Expanding	Level: Bridging

Grade: 5				Theme: 2	
Selection: La Bamba			Theme Concept: Give It All You've Got		
Type of Text	ţ			Common Core Standards	
 Literary Text Informational Text Selection Writing 			 RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 for additional expectations.) RL.5.6. Describe how a narrator's or speaker's point of view influences how 		
🗆 Narra	ative			events are described. RI.5.1 Quote accurately from a text when explaining what the text says	
	ion/ Argumentative			explicitly and when drawing inferences from the text.	
□ Infor	mative/ Explanatory			RI.5.2 Determine two or more main ideas and how they are supported by key details; summarize the text.	
	Academic Voc	•			
	Tier 1	Tie		Essential Skills	
	pecific vocabulary)	(Content specif	ic vocabulary)		
imagery literal impression influence narrator quote support conclude	context clue figurative meaning explicitly inference generalization key details point of view	duo ado maneuvered		q Use context clues to help determine the meaning of unknown words or phrases in text q Use definitions, examples, or restatements to help figure out the meaning of unknown words or phrases in text q Understand that words and phrases often have literal and figurative meanings q Identify the person who is telling the story q Know that the way a person tells a story is influenced by their role and the outcomes of the story q Understand how the narrator's point of view influences the description of events q Use phrases such as: <i>according to the author, in the book the author says, on</i> <i>page six the author wrote,</i> when explaining what the text says. q When inferring from the text cite what the author said that lead you to that conclusion q Cite specific examples and details to support inferences q Identify the main ideas of the text q Determine which details are key to the text q Analyze how the author supported the main ideas with those details q Know how to summarize text q Use key details and the main idea to summarize q Recognize the difference between an event, an idea, individual, or concept	
DOK Level		T	ext-Depender	nt Questions (DOK 1-3) Questions Page #	
DOK Level	DOK Level Questions Page #				

Performance Tasks (DOK 4)

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math

English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging

Grade: 5 Selection: The Fear Place		Theme: 2 Theme Concent: Give It All You've Get		
		Theme Concept: Give It All You've Got		
Type of Text □ Literary Text □ Informational Text		Common Core StandardsRL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.RL.5.2 Determine two or more main ideas and how they are supported by key details; summarize the text.RL.5.3 Compare and contrast two more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 for additional expectations.)		
Selection Writing □ Narrative □ Opinion/ Argumentative □ Informative/ Explanatory				
Academic Voc	abulary	RL.5.6 . Describe how a narrator's or speaker's point of view influences how events are described.		
Tier 1 (Standard specific vocabulary)	Tier 2 (Content specific vocabulary)	Essential Skills		
		 q Identify details and examples in text q Use the author's name or expressions like, the <i>author states</i>, or <i>in the author's</i> <i>opinion</i> when quoting from the texts q Cite specific examples and details to support inferences q When inferring from the text, cite what the author said that lead to that conclusion. r Identify universal themes in stories, dramas, or poems r Locate details that support the theme r Understand that characters respond to challenges in different ways, such as internally or externally r Summarize the text q Identify the characters, setting and major events of a story q Compare and contrast characters, setting and events in a story or drama q Provide specific details when comparing or contrasting settings or events q Use context clues to help determine the meaning of unknown words or phrases in text q Understand that words and phrases often have literal and figurative meanings q Know that similes and metaphors are words used to compare two objects q Identify the person who is telling the story q Know that the way a person tells a story is influenced by their role and the 		

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			outcomes of the story	
	Tex	t-Dependent	Questions (DOK 1-3)	
DOK Level		(Juestions	Page #

Performance Tasks (DOK 4)				

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math

English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging

