# **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<br>Selection: Michelle Kwan  |  | Theme: 2<br>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   |  | <b>RI.5.2</b> 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   |  | <b>RI.5.3</b> Explain the relationships or interactions between two or more individuals,  |
| Tier 1<br>(Standard specific vocabulary)Tier 2<br>(Content specific vocabulary)Essential Skillsquote<br>explicitly<br>support<br>determine<br>main ideas<br>  | <ul> <li>Narrative</li> <li>Opinion/ Argumentative</li> <li>Informative/ Explanatory</li> </ul>   |  | <ul> <li>information in the text.</li> <li><b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> <li><b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points</li> </ul>  |
| quote<br>explicitlygeneralization<br>drawing<br>inferences<br>accountselite<br>technical<br>gnarledq Understand the points the author is trying to make<br>q Decide what the author is saying that would help explain your belief<br>q Use phrases such as: according to the author, in the book the author says, on p<br>six the author wrote, when explaining what the text says.<br>q When inferring from the text cite what the author said that lead you to that<br>conclusion<br>q Identify the main ideas of the text<br>q Decide what the author supported the main ideas with those details<br>reason<br>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<br>technical<br>gnarled<br>overwhelmed | <ul> <li>q Decide what the author is saying that would help explain your belief</li> <li>q Use phrases such as: according to the author, in the book the author says, on page</li> <li>six the author wrote, when explaining what the text says.</li> <li>q When inferring from the text cite what the author said that lead you to that</li> <li>conclusion</li> <li>q Identify the main ideas of the text</li> <li>q Determine which details are key to the text</li> <li>q Analyze how the author supported the main ideas with those details</li> <li>q Know how to summarize text</li> <li>q Use key details and the main idea to summarize</li> <li>q Compare and contrast the effect of the interactions of people, ideas, events, or</li> <li>concepts on history, science, or technology</li> <li>q Cite specific information from the text that supports observations about</li> <li>relationships or interactions</li> <li>q Understand that the word account is a synonym for a description of an event or</li> <li>experience</li> <li>q Describe similarities and differences between two accounts of the same event or</li> <li>topic</li> <li>q Explain point of view</li> <li>q Recognize the points the author is trying to make through his writing</li> <li>q Explain what evidence is used and how it supports what he/she has written</li> <li>q Identify facts and details the author has cited as evidence to support his points</li> </ul> |

### **El Rancho Unified School District**

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| <b>DOK Level</b> | 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) |  |
|---------------------------|--|
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#### **Common Core Connection- Curricular Extensions**

| Writing | Science/ Social Studies | Math |
|---------|-------------------------|------|
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#### **English Learners** (Instructional guidance TBD pending further direction from the state)

| 8               |                  |                 |
|-----------------|------------------|-----------------|
| Level: Emerging | Level: Expanding | Level: Bridging |
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| Grade: 5  |   |                          |   | Theme: 2   |  |
|---|---|--------------------------|---|--|--|
| Selection: La Bamba   |   |                          | Theme Concept: Give It All You've Got   |  |  |
| Type of Text  | ţ   |                          |   | Common Core Standards  |  |
| <ul> <li>Literary Text</li> <li>Informational Text</li> <li>Selection Writing</li> </ul>  |   |                          | <ul> <li>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.)</li> <li>RL.5.6. Describe how a narrator's or speaker's point of view influences how</li> </ul> |  |  |
| 🗆 Narra   | ative   |                          |   | events are described.<br><b>RI.5.1</b> Quote accurately from a text when explaining what the text says   |  |
|   | ion/ Argumentative  |                          |   | explicitly and when drawing inferences from the text.  |  |
| □ Infor   | mative/ Explanatory   |                          |   | <b>RI.5.2</b> 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<br>literal<br>impression<br>influence<br>narrator<br>quote<br>support<br>conclude | context clue<br>figurative meaning<br>explicitly<br>inference<br>generalization<br>key details<br>point of view | duo<br>ado<br>maneuvered |   | q Use context clues to help determine the meaning of unknown words or phrases in<br>text<br>q Use definitions, examples, or restatements to help figure out the meaning of<br>unknown words or phrases in text<br>q Understand that words and phrases often have literal and figurative meanings<br>q Identify the person who is telling the story<br>q Know that the way a person tells a story is influenced by their role and the<br>outcomes of the story<br>q Understand how the narrator's point of view influences the description of events<br>q Use phrases such as: <i>according to the author, in the book the author says, on</i><br><i>page six the author wrote,</i> when explaining what the text says.<br>q When inferring from the text cite what the author said that lead you to that<br>conclusion<br>q Cite specific examples and details to support inferences<br>q Identify the main ideas of the text<br>q Determine which details are key to the text<br>q Analyze how the author supported the main ideas with those details<br>q Know how to summarize text<br>q Use key details and the main idea to summarize<br>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 |
|---------|-------------------------|------|
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#### **English Learners** (Instructional guidance TBD pending further direction from the state)

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

# **El Rancho Unified School District**

|                  |     |             | outcomes of the story |        |
|------------------|-----|-------------|-----------------------|--------|
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|                  | Tex | t-Dependent | Questions (DOK 1-3)   |        |
| <b>DOK Level</b> |     | (           | Juestions             | Page # |
|                  |     |             |                       |        |
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| Performance Tasks (DOK 4) |  |  |  |  |
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### **Common Core Connection- Curricular Extensions**

| Writing | Science/ Social Studies | Math |
|---------|-------------------------|------|
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English Learners (Instructional guidance TBD pending further direction from the state)

| Level: Emerging | Level: Expanding | Level: Bridging |
|-----------------|------------------|-----------------|

