

El Rancho Unified School District

**DRAFT**

Grade: 5 Selection 1: Mariah Keeps Cool			Theme: 4 Theme Concept: Person to Person	
Type of Text: • <b>Literary Text</b>			Selection Writing:	
Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)	
Theme	Trait (characteristic)	Compare	Detain	348
Contrast	Describe	Dialogue	Spectators	348
Analyze	Context Clue	Symbolize	Beamed	348
Imagery	Figurative	Meaning	Stifle	348
Literal	Impression	Digital	Huddled	356
Footnote				

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
<b>Reading: Literature</b>		
RL 5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	I can compare and contrast literary elements using details from the text (two or more characters' points of view, settings, events).
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.	I can determine the meaning of literal and figurative language (metaphors and similes) in text.
<b>Reading: Informational Text</b>		

<b>Text-Dependent Questions (DOK 1-3)</b>		
DOK Level	Questions	Page #
3	<b>Why do you think Mariah chooses the gift she does for Lynn?</b>	358
2	<b>Would you like to receive or give the kind of gift Lynn received? Why or why not?</b>	358
3	<b>When Jerri says that Lynn is weird, Mariah replies, “I can say that but you can’t, okay?” Why does Mariah say this?</b>	358

3	<b>Is Lynn surprised by the party, or did she know that something was up? Why does Mariah say this?</b>	358
2	<b>How would you describe Mariah? Would you like to have a friend like her? Explain.</b>	358
2	<b>How do the Friendly Five show that they are good problem solvers?</b>	358

**Performance Tasks (DOK 4)**

Write a Scene for a Screenplay- Assume that Mariah Keeps Cool is going to be made into a movie. Write a screenplay for one scene.

Have students perform the scene.

**Common Core Connection- Curricular Extensions**

<b>Writing</b>	<b>Science/ Social Studies</b>	<b>Math</b>
Personal Narrative (364) Tell students they are going to write their own personal narratives about something that happened to them. Offer the following prompts if students are having difficulty getting started. What have you done that would make other people say, “Wow!” Can you think of a time when you made a connection with someone that really surprised you?	Science: Have students research how mammals such as lions, wolves, and apes work together in social groups. (R37)	As part of their party planning, have students figure out how much money they will need to buy party decorations and food. Remind them to find out how many people will attend the party before estimating food costs and to measure the room where the party will be held before estimating the cost of decorations. (R36)

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

<b>Level: Emerging</b>	<b>Level: Expanding</b>	<b>Level: Bridging</b>

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Grade: 5 Selection 2: Mom’s Best Friend			Theme: 4 Theme Concept: Person to Person			
Type of Text: • <b>Informational Text</b>			Selection Writing: • Informative/Explanatory			
Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)			
Quote	Generalization	Ideas	Marquee	370	Optic	378
Explicitly	Main Ideas	Interactions	Dog-guide	372	Atrophy	378
Drawing Inferences	Support	Relationship	“Go sighted Guide”	372	Instinct	378
Accurately	Summarize	Determine	Cinch	374	Braille	380
Conclude	Key details	Historical	Layout	374		
Support	Explain	Scientific	Veered	375		
Evidence	Events	Technical	Soloed	377		
Inference	Concepts	Information	Routes	377		

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
<b>Reading: Literature</b>		
<b>Reading: Informational Text</b>		
RI 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	I can use quotes to explain the meaning of informational texts.  I can use quotes to support my inferences in informational texts.
RI 5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	I can determine the main idea(s) of an informational text based on key details.  I can summarize an informational text.
RI 5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	I can explain important connections between people, events, or ideas in a non-fiction text accurately.

		I can support my explanation using specific details in the text.
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<b>Text-Dependent Questions (DOK 1-3)</b>		
<b>DOK Level</b>	<b>Questions</b>	<b>Page #</b>
2	What can you tell about the family in <u>Mom’s Best Friend</u> from the way the family members manage while Mom is away?	386
1	What are other relationships in <u>Mom’s Best Friend</u> besides the one between Mom and Ursula? Review the selection and report what you find.	386
3	What traits does a person need to be a good trainer of guide dogs? Explain why you would or would not be good at this job.	386
3	Why do you think Ursula needs to form her strongest attachment to Mom?	386
2	Why does it take Ursula so long to settle down after moving to her new home?	386
3	Explain what Mom means when she says on page 381, “Love is the whole reason this guide dog business works.”	386

**Performance Tasks (DOK 4)**

Students will create a map of a two-mile route Mom and Ursula could take to practice Ursula’s guide dog skills. Students must draw the route to scale. Students will use a formula in which one inch equals a fraction of a mile. Students are to find information in the selection to help them figure out what obstacles to include, such as low branches and traffic lights. Students will number each obstacle. Below the map, students will write what Ursula should do when she encounters each obstacle. Page 387

**Common Core Connection- Curricular Extensions**

<b>Writing</b>	<b>Science/ Social Studies</b>	<b>Math</b>
Have students synthesize information and details from <i>Mom’s Best Friend</i> (pages 369-385) and “Monkeys with a Mission” (pages 388-391) to write a paragraph about animals helping people.	Social Studies: Have students work in pairs and research on-line ways to help people with disabilities. Students might investigate the availability of ramps and elevators in public buildings or the availability of special buses equipped to handle people in wheelchairs. R37	

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

<b>Level: Emerging</b>	<b>Level: Expanding</b>	<b>Level: Bridging</b>

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Grade: 5 Selection 3: Yang the Second and Her Secret Admirers			Theme: 4 Theme Concept: Person to Person	
Type of Text: • <b>Literary Text</b>			Selection Writing:	
Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)	
Theme	Trait (characteristic)	Compare	Noble	395
Contrast	Describe	Dialogue	Heritage	396
Analyze	Context Clue	Symbolize	Accompaniment	398
Imagery			Scheme	401
			Solemnly	404

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
<b>Reading: Literature</b>		
RL 5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	I can compare and contrast literary elements using details from the text (two or more characters' points of view, settings, events).
<b>Reading: Informational Text</b>		

<b>Text-Dependent Questions (DOK 1-3)</b>		
DOK Level	Questions	Page #
2	<b>If you moved to a new country, like Second Sister, what reminders of your heritage would you hold on to? What traditions would you miss?</b>	408
2	<b>What advice would you give Second Sister to help her feel more comfortable with life in the United States?</b>	408
2	<b>Compare and contrast the way Second Sister and Paul Eng react after they hear the false rumor.</b>	408
2	<b>Do you think Yingtao and his sister should have tricked Second Sister and Paul as they did? Explain.</b>	408

3	<b>On page 405, the author writes: “The five of us stared at one another some more, and three more months passed.” Explain the silence.</b>	408
2	<b>What do you think will happen next in the story? Why?</b>	408

**Performance Tasks (DOK 4)**

Have students work in a group and research the use of chopsticks and write instructions on how to use them. Students may create a power point presentation with their group and present to the class. (CM 4-11)

**Common Core Connection- Curricular Extensions**

<b>Writing</b>	<b>Science/ Social Studies</b>	<b>Math</b>
Write a Personal Introduction (T408) It is your job to introduce Paul Eng to Second Sister. Write an introduction of one or two paragraphs, telling one of the characters what the other is like.	Social Studies: A Trip to China Using several different sources, research some of the famous sites in China. Make a list of three places or monuments that interest you. Provide at least three reasons that you might like to visit each site. (CM4-9)	As a class, survey students to determine what place the students are within their family (first sister, second sister, etc.) Have students graph their findings and calculate the mode, median, and, mean.

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<b>Level: Emerging</b>	<b>Level: Expanding</b>	<b>Level: Bridging</b>

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Grade: 5 Selection 4: Dear Mr. Henshaw			Theme: 4 Theme Concept: Person to Person	
Type of Text: • <b>Literary Text</b>			Selection Writing:	
Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)	
Explicit	Inference	Textual Evidence	Prose	418
Conclude	Author's Purpose	Quote	Snoop	420
			Mimeographed	422

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
RL 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	I can use quotes to explain the meaning of literary texts.  I can use quotes to support my inferences in literary texts.
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
2	Why do you think Leigh decides to write, "A Day on Dad's Rig" instead of using his other story idea?	432
2	Writing is important to Leigh. In what ways do you think writing helps him?	432
3	On page 420, Leigh says: "It helps to have a friend." Helps how? Describe a time when having a friend has helped you.	432
3	What kind of person is Angela Badger? Name some story details that help reveal her personality.	432
2	How would you sum up the advice Angela Badger gives Leigh about writing stories?	432



2	<b>What does Leigh's behavior at the luncheon tell you about him?</b>	432
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**Performance Tasks (DOK 4)**

Perform a Radio Show (T433)  
 In a group, prepare a script for the show. Create questions and answers for Mrs. Badger. Write an introduction that an announcer might recite at the beginning. Then, perform the radio show for the class.

**Common Core Connection- Curricular Extensions**

Writing	Science/ Social Studies	Math
Write a Letter (T432) Like Leigh, write a letter to the author of your favorite book. Tell why you liked the book and describe what you like to write about.	East Meets West (CM4-14) Use a Venn diagram to compare and contrast Pacific Grove, California with upstate New York. Review Dear Mr. Henshaw and Upstate Autumn for facts about the two places. Find the places in an atlas and infer facts from the map.	Calculate the distance in miles and kilometers from Pacific Grove, California to upstate New York.

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