

El Rancho Unified School District

DRAFT

Grade: 5 Selection: The Grizzly Bear Book	Theme: 6 Theme Concept: People and wild animals interact in a variety of close encounters.
Type of Text: • Informational Text	Selection Writing: • Opinion/ Argumentative
Tier 1 (Standard/academic/skill specific vocabulary)	Tier 2 (Content specific vocabulary)
Quote	Generalization
Explicitly	Determine
Inferences	Concepts
Interactions	Figurative Language
Idiom	
Sedges p. T606	Subjugate p. T614
Subservience p. T609	Engrossed p. T612
Instinctive p. T614	

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
Reading: Informational Text		
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.
RI 5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	I can determine the meaning of academic words or phrases in an informational text. I can determine the meaning of content words or

		phrases in an informational text.
RI 5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	I can explain how authors use evidence and reasons to support their points in informational texts.

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
2	Why do you think the author compares bear mothers to human mothers on page 605?	T618
2	The author writes on page 607: “...when a bear catches a moose calf, it is not a sad event.” Do you agree? Why or why not?	T618
3	Based on this selection, what generalizations can you make about bears? Think about their family life, growth, and feeding habits.	T618

Performance Tasks (DOK 4)

Re-read, Think, Discuss, Write

1. Using facts gathered from reading this book and other resources (articles,) describe how grizzly bears are suited for the “harsh” climate of the Alaskan Tundra.
2. Create a multi media presentation describing the grizzly, its habitat, and adaptations.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Opinion Composition T623M-623N	Create a Travel Brochure R28 Design a Zoo Habitat R28	Write a Word problem R29

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

Level: Emerging	Level: Expanding	Level: Bridging

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Grade: 5 Selection: The Golden Lion Tamarin Comes Home			Theme: 6 Theme Concept: People and wild animals interact in a variety of close encounters.		
Type of Text: • Informational Text			Selection Writing: • Informative/Explanatory		
Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)		
Symbolize	Explicitly	Generalization	Forage	p. T638	
Imagery	Accurately	Concepts	Crams	p. T637	
Quote	Inference	Evidence	Hoists	p. T638	

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
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.
Reading: Informational Text		
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 5.3	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.
RI 5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	I can explain how authors use evidence and reasons to support their points in informational texts.

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
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2	Do you think the settlers' reasons for cutting down the rain forest were good? Why or why not?	
3	Why do you think the tamarin born in the wild do better than tamarins who return to the rain forest after living in captivity? Explain using details form the story.	
3	Find evidence in the story to support this idea: Tamarins need the most help just after they return to the rain forest.	

Performance Tasks (DOK 4)

You are presented with a job opportunity to promote the work of the GLT Conservationists in order to secure additional funding for their program. Considering what you have learned about the GLT, design a presentation that highlights the positive efforts, as well as some of the challenges, that have resulted from a changed awareness and treatment of the GLT over time. Your presentation may be written, visual, oral, or a combination of all three. *Note to teacher: The CCSS demands a lot of writing. If you give the students the choice of doing this presentation visually or orally, please also have them complete the 2nd culminating task. Or and alternative would be to have students' presentations include all three components: written, visual, and oral.*

Students may use the Internet to visit the webpage describing the GLT conservation project to add details to their presentations or simply learn more about GLT's and the project.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Expository Writing: Compare/Contrast T647M-647N	Science: Make a fact chart T643 Social Studies: Have students visit eduplace.com/kids to locate links that provide up-to-date information about animal tracking. Ask students to prepare a report about what they discovered and be prepared to share to the class. T647.	Write a Word problem R29

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

Level: Emerging	Level: Expanding	Level: Bridging

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Grade: 5 Selection: My Side of the Mountain			Theme: 6 Theme Concept: People and wild animals interact in a variety of close encounters.	
Type of Text: • Literary Text			Selection Writing: ▪ Opinion/ Argumentative	
Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)	
Explicit	Symbolize	Solution	Indignity p. T665	
Inference	Imagery	Trait	Scheme p. T659	
Textual Evidence	Figurative Meaning	Dialogue	Resented p. T660	
Author's Purpose	Quote	Literal		
Analyze	Reflects	Impression		
Context Clue	Conflict			

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.
RL 5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	I can determine a theme based on details in the text. I can summarize a literary text.
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.
RL 5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high	I can read grade-level literary texts proficiently and

	end of the grades 4–5 text complexity band independently and proficiently.	independently. I can read above-grade literary texts with scaffolding and support.
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
2	What does Sam’s solution for staying warm through the winter tell you about him?	T666
2	On page 665, Sam says that he never has experienced a “more real” Halloween night. What do you think he means?	T666
3	How do you think Sam feels about the wild woodland creatures that live around him? Use details from the story to support your answer.	T666

Performance Tasks (DOK 4)
A person who relies on food from the forest would need to know what food to eat and how to prepare it. Use information in the selection and from other sources to write directions for making a wilderness meal. Include choices for a main course, side dish, and dessert. List the ingredients needed for each course of the meal. Use a sequence of steps to explain how to gather and prepare the food.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Writing on demand T671M-671N Write an interview R27 Topic: What challenges does Sam face in surviving alone? How does he handle these challenges?	Social Studies: Make a picture map T667	

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

Level: Emerging	Level: Expanding	Level: Bridging
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