

El Rancho Unified School District

DRAFT

Grade: 5 Selection: Earthquake Terror			Theme: 1 Theme Concept: Nature's Fury	
Type of Text: • Literary Text			Selection Writing: • Informative/ Explanatory	
Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)	
Explicit	Details	Summarize	Fault	Susceptible
Inference	Reflects	Resolution	Heaved	
Textual	Analyze	Conflict	Debris	
Evidence	Figurative	Trait	Undulating	
Quote	Language	Dialogue	Impact	
Theme	Author's Purpose		Ominous	

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.
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
3	How does the author create suspense before the earthquake hits? Find examples in the story.	46
2	Summarize what Jonathan does to protect himself and Abby from the earthquake.	46
3	Sometimes the author interrupts the action with events that happened earlier. Do you think this adds to the story? Why or why not?	46
3	How would you describe Jonathan’s relationship with his sister? Give examples from the selection that show how they feel about each other.	46

Performance Tasks (DOK 4)

Multimedia Presentation (Write a Report) R27

Students research earthquakes, tornadoes, volcanoes, and other examples of nature’s fury. They gather facts and details about each type of disaster. Students then choose one to research in depth. Students create a multimedia presentation with headings, boldface type, color, and graphic aids reporting about the disaster researched.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Expository Writing: Article T51m	Science: Make a Barometer R28 Social Studies: Make a Natural Disaster Map R29	

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

Level: Emerging	Level: Expanding	Level: Bridging

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DRAFT

Grade: 5 Selection: Eye of the Storm: Chasing Storms with Warren Fadley			Theme: 1 Theme Concept: Nature's Fury	
Type of Text: • Literary Text			Selection Writing: • Informative/ Explanatory	
Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)	
Quote	Evidence	Idiom	Severe	
Explicitly	Determine	Generalization		
Accurately	Main Ideas	Evidence		
Conclude	Summarize	Reason		
Support	Support	Points		
Inference	Key Details	Figurative Language		

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
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 5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	I can compare and contrast the organizational structure of different informational texts.
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.
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
2	Think about Warren Fadley’s decision to ride his bike into a whirlwind. What does this action tell you about him?	76
2	Do you think Warren would face any danger in order to get a spectacular storm shot? Use facts form the selection to support your answer.	76
2	On page 62, the author writes, “The air was sizzling” before Warren took his famous underpass photograph. What do you think this means?	76

Performance Tasks (DOK 4)

Script for a radio Play R26
Students adapt either Earthquake Terror or Eye of the Storm as a radio play.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Response to Literature: T81m-T81n	Science: Career Link T81 Students set up an outdoor weather station and keep a log that notes weather conditions and air temperature over the course of several days. Find the average temperature and graph the findings. Compare the findings to local weather reports in the newspaper.	Estimate Mileage T77 Calculate the number of miles Warren Fadley drove from his home to where he began his tornado chase diary for May 5, 1993. Use the map on page 55, a ruler, and this scale-one inch equals 300 miles.

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

Level: Emerging	Level: Expanding	Level: Bridging

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DRAFT

Grade: 5 Selection: Volcanoes	Theme: 1 Theme Concept: Nature's Fury			
Type of Text: <ul style="list-style-type: none"> • Literary Text • Informational Text 	Selection Writing: <ul style="list-style-type: none"> • Informative/ Explanatory 			
Tier 1 (Standard/academic/skill specific vocabulary)	Tier 2 (Content specific vocabulary)			
Quote	Evidence	Idiom	Century	
Explicitly	Determine	Generalization	Summit	
Accurately	Main Ideas	Evidence	Reclaim	
Conclude	Summarize	Reason	Weathered	
Support	Support	Points		
Inference	Key Details	Figurative Language		

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
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 5.4	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	I can explain how authors use evidence and reasons to support their points in informational texts.

	reasons and evidence support which point(s).	
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
1	Find examples in the selection of both helpful and harmful things that volcanoes do.	100
2	Why do you think earthquakes often happen just before volcanoes?	100
3	Which word best describes a volcano for you: beautiful, scary, exciting, ugly, or some other word? Explain why.	100

Performance Tasks (DOK 4)
Tell Folktales about Nature’s Fury R28 Students read a pourquoi folktale about nature’s fury, learn the story, and then share it with a primary grade class.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Expository Writing: Report T105m	Science: Create a Volcano Brochure T100 Create a travel brochure for the world’s volcanoes. Explain location, description, and what you will see. Social Studies: Create a Fact File T100 Using information from the selection and other resources, choose a location (Hawaii, Iceland) and list the volcanoes for that place, along with a brief description of the volcanoes and a map.	Percentage Calculate the percentage of times a volcano has erupted in 5 years, 10 years, 20 years, 100 years. Predict the percent of a volcano erupting within the next year.

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

Level: Emerging	Level: Expanding	Level: Bridging

