

El Rancho Unified School District

DRAFT

Grade: 5 Selection: Michelle Kwan		Theme: 2 Theme Concept: Give It All You've Got	
Type of Text		Common Core Standards	
<input type="checkbox"/> Literary Text <input type="checkbox"/> Informational Text		RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2 Determine two or more main ideas and how they are supported by key details; summarize the 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. 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 in a text, identifying which reasons and evidence support which point(s).	
Selection Writing			
<input type="checkbox"/> Narrative <input type="checkbox"/> Opinion/ Argumentative <input type="checkbox"/> Informative/ Explanatory			
Academic Vocabulary			
Tier 1 (Standard specific vocabulary)		Tier 2 (Content specific vocabulary)	
quote explicitly support determine main ideas summarize key details concepts interactions	generalization drawing inferences accounts topic points of view evidence reason points	elite technical gnarled overwhelmed	q 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 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
Text-Dependent Questions (DOK 1-3)			

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)

Level: Emerging	Level: Expanding	Level: Bridging

Grade: 5 Selection: La Bamba		Theme: 2 Theme Concept: Give It All You've Got	
Type of Text		Common Core Standards	
<input type="checkbox"/> Literary Text <input type="checkbox"/> Informational Text		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 events are described. RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2 Determine two or more main ideas and how they are supported by key details; summarize the text.	
Selection Writing			
<input type="checkbox"/> Narrative <input type="checkbox"/> Opinion/ Argumentative <input type="checkbox"/> Informative/ Explanatory			
Academic Vocabulary			
Tier 1 (Standard specific vocabulary)		Tier 2 (Content specific vocabulary)	
imagery literal impression influence narrator quote support conclude	context clue figurative meaning explicitly inference generalization key details point of view	duo ado maneuvered	Essential Skills 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 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
Text-Dependent Questions (DOK 1-3)			
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 Concept: Give It All You've Got	
Type of Text		Common Core Standards	
<input type="checkbox"/> Literary Text <input type="checkbox"/> Informational Text		RL.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.) RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	
Selection Writing			
<input type="checkbox"/> Narrative <input type="checkbox"/> Opinion/ Argumentative <input type="checkbox"/> Informative/ Explanatory			
Academic Vocabulary			
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 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 describing the interactions between characters 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	

				outcomes of the story
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Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #

Performance Tasks (DOK 4)

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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
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