

El Rancho Unified School District

DRAFT

Grade: 5 Selection: And Then What Happened, Paul Revere?			Theme: 3 Theme Concept: Voices of the Revolution	
Type of Text: • Informational Text			Selection Writing: • Informative/ Explanatory	
Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)	
Theme	Analyze	Historical	Oppose	
Trait (characteristic)	Events	Scientific	Express	
Compare	Concepts	Technical	Patriot	
Contrast	Ideas	Information	Green	
Describe	Interactions		Lines	
Dialogue	Relationship			

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
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).
Reading: 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.

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
2	Find examples in the selection to prove or disprove this statement: Paul Revere could not have carried out his famous midnight ride without help from others.	280
3	Jean Fritz writes that Paul Revere sometimes was forgetful, daydreamed, and made mistakes. Why do you think she included this information?	280

2	Compare Paul Revere's busy schedule with your own. Do you like to do many different things? Do you prefer just a few activities? Why?	280
3	Paul Revere used to tell his grandchildren stories about his life. If you were one of his grandchildren, what	280

Performance Tasks (DOK 4)

Write a Message- Paul Revere carried news of the Boston Tea Party to New York and Philadelphia. Write a message that he might have carried, giving details about the event and explaining its importance. Have student(s) present their message to the class.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
A Character Sketch (T285M) Students write a character sketch about an interesting story character or real person from a previous selection.	Science: Compare Metals (T281) Paul Revere made objects from many different metals: silver, copper, brass, and iron. Review the text to see how Revere used these metals. Choose one of the metals and explain how the metal is used today.	Compute Revere's Earnings (TE281) On page 276, Jean Fritz tells us that Paul Revere made church bells. If each bell weighed 500 pounds, how much money did he earn making bells? If everyone paid their bills, how much did he earn from the bells that are still ringing in New England?

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

Level: Emerging	Level: Expanding	Level: Bridging

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Grade: 5 Selection: Katie's Trunk		Theme: 3 Theme Concept: Voices of the Revolution	
Type of Text: • Literary Text		Selection Writing: ○ Narrative ○ Opinion/ Argumentative ○ Informative/ Explanatory	
Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
Theme	Analyze	Literal	Rebels 296
Trait (characteristic)	Context Clue	Impression	Arming 296
Compare	Symbolize	Digital	Just 296
Contrast	Imagery	Footnote	Kin 298
Describe	Figurative		
Dialogue	Meaning		

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
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	What is it like for Katie to be a member of a Tory Family living among rebel neighbors? How does the conflict make her feel?	304
2	If you were Katie's friend Celia Warren, would you stop speaking to Katie? Explain what you would do and why?	304

2	Katie says “It was not fair” for rebels to break into her house. Do you agree with her? Why or why not?	304
3	Do you think Katie was right or wrong to run back to her house? Explain your answer. Find evidence from the selection that supports your opinion.	304
2	What causes John Warren to leave the trunk lid open and call the other rebels away? What effect does this have on Katie?	304
3	Katie says that John Warren left a “seam of goodness there, and we were all tied to it” on page 303. What does she mean? What effect might that “seam of goodness” have on her family	

Performance Tasks (DOK 4)

Write a Scene for a Screenplay

Assume that Katie’s Trunk is going to made into a movie. Write a screenplay for one scene. Have students perform their scene for the class.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
<p>Write an Editorial (R27)</p> <p>Have students write an editorial for their school or community newspaper, in which they urge preserving the historical significance of the Fourth of July and suggest ways to do so.</p>	<p>Social Studies: Make a Time Line (R28)</p> <p>Have students make a time line. Have them draw a line to represent each year from 1775 to 1783. Have students research the dates of important events in the American Revolution and place on the time line.</p>	

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Level: Emerging	Level: Expanding	Level: Bridging

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Grade: 5 Selection: James Forten	Theme: 1 Theme Concept: Nature's Fury
Type of Text: • Informational Text	Selection Writing: • Informative/ Explanatory
Tier 1 (Standard/academic/skill specific vocabulary)	Tier 2 (Content specific vocabulary)
Print Sources	Summarize Specific
Digital Sources	Efficiently Topic
Locate	Solution Academic
Synthesize	Domain

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
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	We remember James Forten more for his life after the American Revolution than for his role during the war. Use the selection to discuss whether this statement is true or false.	
2	Do you think James Forten was treated fairly when he was a prisoner? How do you think prisoners of war should be treated?	328
3	After the British ship, the Active, surrendered, James Forten had “mixed feelings” about the victory. Why? Describe the feelings he may have had.	328
2	James Forten and Captain Beasley’s son shared an interest in playing marbles. What interests do you have that might help build a friendship?	328

2	Choose one of the events that helped shape James Forten’s life. What do you think he learned from this experience?	328
3	Walter Dean Myers writes that James Forten was “not a hero.” Do you agree or disagree? Explain why. What do you think it means to be a hero?	280

Performance Tasks (DOK 4)

Games of Young America (T330)

Have students read the article. Then have small groups of students research other popular children’s games from the past. Student groups will select a game, write the directions, create diagrams, and illustrations to accompany them, and then compile them into “how-to” booklet (T333).

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
A Biography (T333M) Have students write a biography of a real person they admire, or a person who lived during the American Revolution.	Social Studies: (T329) Create a Pamphlet Have students create a pamphlet that tells about the city’s strong points in 1781. In the pamphlet, try to persuade people to move to the city.	

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