El Rancho Unified School District

Grade: 5 Selection: A Boy Called Slow	Theme: 5 Theme Concept: One Land, Many Trails
Type of Text: • **Informational Text**	Selection Writing: • **Informative/ Explanatory**

Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)	
Explicit	Textual Evidence	Author's Purpose	Custom 471	Determination 478
Inference	Conclude	Quote	Reputation 475	Triumph 482
			Inherited 476	

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.

Text-Dependent Questions (DOK 1-3)		
DOK Level	**Questions**	**Page #**
2	**If you could give yourself a name in the Lakota way, what name would best suit you? Why?**	486
2	**Think about Slow's boyhood goals. How are they similar to those of a child today? How are they different?**	486
2	**Do you agree with Returns Again about the best way to gain the respect of others? Why or why not?**	486
3	**Slow's father calls the Crow his "favorite enemies." What do you think he means?**	486
2	**What childhood actions and character traits were clues that Slow might grow up to be a great warrior and leader?**	486
3	**Why do you think Slow used a coup stick in the raid? What did it show about him?**	486

Performance Tasks (DOK 4)
Make a Word Banner (T487) Students may work in small groups and find words in the selection that describe important character traits (possibly Character Counts traits). Students will choose one of those traits and design a word banner that defines and illustrates the word.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
A research Report (T492) Possible Topic: Have students research other nomadic societies.	Social Studies: (T487) Make a Card Quiz *A Boy Called Slow* contains many facts about the Lakota Sioux and their traditions. Use the selection to create a series of Question and Answer cards giving information about the Lakota and Slow.	Measuring the Western Population (R36) Students may work in small groups and create a bar graph charting the growth in Western population.

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

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District				DRAFT

Grade: 5	Theme: 5
Selection: Pioneer Girl	Theme Concept: One Land, Many Trails
Type of Text:	Selection Writing:
• **Literary Text**	• **Informative/ Explanator**

Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)	
Explicit	Textual Evidence	Author's Purpose	Memoir 501	Immigrants 509
Inference	Conclude	Quote	Homesteaders 503	Legacy 513
			Fertile 507	Optimism 513

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.

Text-Dependent Questions (DOK 1-3)		
DOK Level	**Questions**	**Page #**
2	**How do Grace and Florry's chores compare with the chores you do at home?**	514
3	**The author writes that Poppie and the other farmers "lived on hope." Give examples from the selection that show this.**	514
3	**What do you think would have been the best and worst things about being a child in a homesteading family? Explain your answer.**	514
2	**Based on the information in the selection, would you expect the McCance family's farm to become successful? Why or why not?**	514
2	**Do you think it was fair to lure the homesteaders to the prairie with ads promising rich farmland?**	514

	Explain.	
3	**What can Americans today learn from the experiences of ordinary people of earlier generations, like Grace McCance Snyder?**	

Performance Tasks (DOK 4)
Dramatize a Scene (R36) Have students work in small groups to dramatize a scene taken from the story. Encourage students to choose a scene they like and then think about how to bring it to life. Students may create scenery, props, costumes, and background music. Have students present their scenes to the class.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
A Problem-Solution Composition (519M) Discuss with students the kinds of problems faced by pioneers during the 1800's who settled in the United States. Explain that a problem-solution composition outlines a problem and then gives details about the steps leading to its solution. Have students write their own problem-solution composition.	Science (R37): Have small groups of students do research into the kinds of animals and birds that live in different parts of the West.	Make a Diagram (T515) Draw a diagram of a sod house and the furniture inside of it. Use information from the selection to help you decide the size of the living area and the objects in it. Include the approximate measurements of each room.

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

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District

Grade: 5 Selection: Black Cowboy, Wild Horses	Theme: 5 Theme Concept: One Land, Many Trails
Type of Text: • **Informational Text**	Selection Writing: • **Informative/ Explanatory**

Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)	
Explicit	Textual Evidence	Author's Purpose	Bluff 525	Remorse 529
Inference	Conclude	Quote	Reared 529	Milled 535
			Ravine 529	Skittered 535

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.

Text-Dependent Questions (DOK 1-3)		
DOK Level	**Questions**	**Page #**
3	**Choose one of the author's descriptions of nature that you like best. Explain why you like the description and what the description helps you imagine.**	542
2	**How do you think Bob might have "read" the mustangs hoof prints? How did they provide him with clues about the herd?**	542
2	**Do you agree with Bob's reason for letting the rattlesnake go after it killed the colt? Why or why not?**	542
2	**Do you think people should be allowed to round up wild horses or should they not be interfered with? Explain your answer.**	542

3	What would you find most difficult about what Bob does for a living? Most rewarding?	542
3	What do you think the author means when he says, "Bob could make horses think he was one of them- because he was."	542

Performance Tasks (DOK 4)
Information and Study Skills (547D) Have students work in groups and search for information about how cowboys from Mexico contributed to the success of ranching in the United States. Have the students prepare an oral presentation.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
An Explanation (547M) Have students write a few paragraphs explaining how Bob Lemmons was able to capture an entire herd of wild horses by himself.	Science (543): Explain How an Ecosystem Works- Use the illustrations and text to write an explanation of the ecosystem in *Black Cowboy, Wild Horses*. What animals, plants, and features of the environment are part of it? How do the horses depend on it?	

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

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District

Grade: 5	Theme 5: One Land, Many Trails
Selection: Elena	Theme Concept: The trails to and across the United States have seen many travelers.
Type of Text: • **Literary Text**	**Selection Writing:** • **Informative/ Explanatory**

Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)	
Explicit	Textual Evidence	Author's Purpose	Revolution T551	Refugees T559
Inference	Conclude	Analyze	Condolences T556	Mocking T552
Reflects	Theme	Conflict	Grief T552	
Resolution	Trait	Summarize		

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

Rev. 6/2013

Text-Dependent Questions (DOK 1-3)		
DOK Level	**Questions**	**Page #**
3	**Compare the way you expected the outlaw Pancho Villa to act with the way he did act in Elena. Why do you think he acted this way? What examples in the text show us this?**	557
2	**Identify and summarize the trouble the family encounters in *Elena*. Use evidence from the text to support your answer.**	559, 560, 561
1	**Rosa says that she and her brothers and sisters became "real Americans" in Santa Ana. What evidence in the text supports this statement?**	561

Performance Tasks (DOK 4)
Research Porfirio Diaz and Pancho Villa. Use the information to create a wanted poster of either Diaz or Villa. Include a picture of your choice and list the reasons why you think he should be brought to justice. (TE pg. 565)

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Have students write a paragraph comparing and contrasting Elena's life in Mexico with her life later in the United States. (TE pg. 569N).	Have students research the kinds of animals and birds that live in different parts of the west. (TE pg. R37) Have students make a map of the American West, showing the location of the story in the theme. (TE pg. R37)	Measuring the Western Population. Invite students to work in small groups to make a bar graph charting the growth in Western population, of a particular state, or population state by state. (TE pg. R36)

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

Level: Emerging	Level: Expanding	Level: Bridging