

El Rancho Unified School District

Grade: 6 Selection: Dinosaur Ghosts Genre: Nonfiction				Unit 2- HM Theme 2: Figure it Out Essential Question: How do strategies in solving math problems compare with strategies for solving mysteries?
Type of Text				Common Core Standards
Literary <input checked="" type="checkbox"/> Informational Text				RI.6.1; RI.6.2; W6.2 <i>*See Common Core State Standards and Long-term Learning Targets (LOL)</i>
Selection Writing				Resources:
<input type="checkbox"/> Narrative <input type="checkbox"/> Opinion/ Argumentative <input checked="" type="checkbox"/> Informative/ Explanatory				HM: “”Scientists as Work” p 188 HM “Doctor Dinosaur” p 219 article from HM: Text Organization Transparency 2-18 or PB p 115, 116 Holt Grammar Workbook , or English Workshop Introductory Course ISBN 0-03-097173-X
Academic Vocabulary				Essential Skills: LOL*
Tier 1 (Standard specific vocabulary)	Tier 2 (Content specific vocabulary)			
Nonfiction Cause & Effect* Noting Details Outlining Scientific Vocabulary Captions Categorize/Classify Summary Analyze Evidence Inference Clue words Syllabication Environment Drawing Conclusion Headings/main ideas	<i>Dinosaur Ghost</i> Coelophysis Paleontologist Prehistoric Fossil Excavation Specimens Emerged Prey Marrow Embryos Agility Resemble Sure-footed	Cannibalism Hypotheses Evidence sulfurous Treacherous Catastrophies Geologists Traces Asteroids Extinct Climatic Theory Seeped Silica bubbles	Arsenic Predator Channel Churning Ligaments Burrowing Drought Surge Erosion Phytosaurs Scattered Oxygen Hatchlings Triassic	<i>* See Common Core State Standards and Long-term Learning Targets</i> Solving Mysteries Using Math Strategies <i>Choose a strategy</i> <i>Verbal evidence</i> <i>Highlight key information</i> <i>Draw a web of facts</i> Write informative/explanatory texts to examine a topic and convey ideas, concepts. Introduce a topic or thesis statement; organize ideas, concepts, and information, using comparison/contrast Develop the topic sentence with relevant facts and supporting details. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from the information or explanation presented.

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Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
2	Write the hypotheses and list the facts that either support or negate the scientists' conclusion. Use graphic organizer and evidence from the text.	text
2	What is the author's purpose in writing this selection? Cite evidence from the text.	text
2	Why are skeletal parts, such as sharp teeth and claws, good clues about what a dinosaur ate?	194
2	What detail does the author include to show the strength of the flood hypothesis? Cite evidence from the text.	203
2	What detail does the author include to show the strength of the drought hypothesis? Cite evidence from the text.	204
2	Why does the author begin most sections about how Coelophysis died by asking a question?	text
2	The author says, "Scientists are always ready to change their ideas to fit what they learn." Cite evidence to support this statement.	text

Performance Tasks (DOK 4)
<p>Students will create a tri-fold evidence brochure (HM p 208 & 209) of "How the Coelophysis Dinosaurs Died"</p> <p>Column 1 Theory,</p> <p>Column 2 Supporting Evidence,</p> <p>Column 3 Opposing Evidence,</p> <p>Column 4 (back side of Column 3) What will it take to prove this theory?</p>

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
	<p>Social Studies Text Ch 1-3 p 26-33</p> <p>Literature connections "A Bone from a Dry Sea" p 34-37</p>	

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

Level: Emerging	Level: Expanding	Level: Bridging
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