



LAKE TAHOE UNIFIED SCHOOL DISTRICT

Houghton Mifflin/Common Core Basal Alignment

<p>Grade:5 Theme 2: Give It All You've Got</p>	<p>Theme Concept: Giving your best requires both determination and risk.</p>		<p>CCSS ELA Standards for this Selection</p>
<p>Selection # 1: Michelle Kwon <input type="checkbox"/> Literary Text <input checked="" type="checkbox"/> Informational Text Source: Houghton Mifflin Strategy: Evaluate Skill: Fact and Opinion Structural Analysis: Compound words; silent consonants Spelling: Compound words Vocabulary: Word families Writing: Personal essay Grammar: Kinds of nouns</p>	<p>Focus CCSS Standards</p>		<p>Key: RL.: Reading for Literature RIT: Reading for Informational Text SL.: Speaking and Listening RF.: Reading Foundational Skills L: Language W.: Writing</p>
	<p>Reading for Literature 5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text 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.</p>	<p>Speaking and Listening 5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly at an understandable pace. (a) Plan and deliver an opinion speech....</p>	<p>RIT.5.1 RIT.5.2 RIT.5.3 RIT.5.4 RIT.5.6 RIT.5.8 W.5.2 W.5.4 W.5.5 W.5.9 W.5.10 SL.5.1 SL.5.2 L.5.1 L.5.2e L.5.3 L.5.4</p>
<p>Academic (Tier 2) Vocabulary: (General academic words used across all disciplines)</p> <ul style="list-style-type: none"> • presentation • elements • technical • discipline • revolution • required 	<p>Concept(s) for Frontloading: (Building Background Knowledge) Pg. 136-137 Discuss the sport of figure skating, the different advancement levels in figure skating (amateur, Lady, Senior, etc.), different aspects of a presentation, and elements within a program to understand the level of difficulty and determination/risk If possible, show video clips or Olympic events (given Summer 2012 Olympics just occurred)</p> <p>Selection-based Vocabulary (Step-asides/words in context): (Content specific, domain-specific words taught DURING reading) amateur, artistic, audience, perfectionist, elite, technical, intense, required, momentum, choreographers, eligible, professional, scholarships, overwhelmed, area, qualities</p>		
<p>Response to Literature Prompt/ Expressive Task: Compare Michelle Kwan's determination with Warren Fairley's in Eye of the Storm. How are they alike? How are they different?</p>	<p>Additional Writing Prompt: <input checked="" type="checkbox"/> Narrative <input type="checkbox"/> Opinion/Argumentative <input type="checkbox"/> Informative/Explanatory Tell about a time you showed determination to reach a goal.and give at least 2 reasons.</p>		<p>Links: Basal Alignment Lesson Plan and Assessment</p>



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Selection # 1: La Bamba <input checked="" type="checkbox"/> Literary Text <input type="checkbox"/> Informational Text Source: Houghton Mifflin Strategy: Evaluate Skill: Fact and Opinion Structural Analysis: Compound words; silent consonants Spelling: Compound words Vocabulary: Word families Writing: Personal essay Grammar: Kinds of nouns	Focus CCSS Standards	
	Reading for Literature 5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text 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.	Speaking and Listening 1. Engage effectively in a range of collaborative discussions... (c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
	Writing 5.2. Write informative/explanatory text to examine a topic and convey ideas and information clearly.	Language 3. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (e) Spell grade-appropriate words correctly.
Academic (Tier 2) Vocabulary: (General academic words used across all disciplines) <ul style="list-style-type: none"> • positive • negative 	Concept(s) for Frontloading: (Building Background Knowledge) Define talents – what are some talents people have? ex: Warren Faidley (photographer) Yoyo Ma (cellist) Kobe Bryant (basketball player) Picasso (painter) Michelle Kwon (figure skater)	
	Selection-based Vocabulary (Step-asides/words in context): (Content specific, domain-specific words taught DURING reading) debut, duo, limelight, pantomime, rehearsal, talent, fortunately, skit, forty-five record	
Response to Literature Prompt/ Expressive Task: What kind of person do you think Manual is? How do you know?	Additional Writing Prompt: <input checked="" type="checkbox"/> Narrative <input type="checkbox"/> Opinion/Argumentative <input type="checkbox"/> Informative/Explanatory How do you think Manual would describe his experience in the talent show? Explain if it was a positive or negative experience and give at least 2 reasons.	
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<p>Selection # 1: The Fear Place <input checked="" type="checkbox"/> Literary Text <input type="checkbox"/> Informational Text Source: Houghton Mifflin Strategy: Predict/Infer Skill: Predicting Outcomes Structural Analysis: Suffixes –ward, -ous Spelling: /ôr/, /âr/, and /är/ Vocabulary: Homophones Writing: Personal essay Grammar: Kinds of verbs</p>	<p>Focus CCSS Standards</p>		<p>Key: RL.: Reading for Literature RIT: Reading for Informational Text SL.: Speaking and Listening RF.: Reading Foundational Skills L: Language W.: Writing</p>
	<p>Reading for Literature 5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text 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.</p>	<p>Speaking and Listening</p>	<p>RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.6 RF.5.3 RF.5.4 W.5.2 W.5.4 W.5.5 W.5.8 W.5.9 W.5.10 SL.5.1 SL.5.6 L.5.1 L.5.2 L.5.4 L.5.5</p>
<p>Academic (Tier 2) Vocabulary: (General academic words used across all disciplines)</p> <ul style="list-style-type: none"> • momentum • engulfed • receding • beckoned 	<p>Concept(s) for Frontloading: (Building Background Knowledge)</p> <p>Selection-based Vocabulary (Step-asides/words in context): (Content specific, domain-specific words taught DURING reading) Impenetrable, immobile, grudges, redirect, span of safety, stretch of safety</p>		
<p>Response to Literature Prompt/ Expressive Task: Doug uses two inner voices throughout the text. One is the voice of fear and the other is the voice of reason. Find one or two examples to support this statement.</p>	<p>Additional Writing Prompt: <input type="checkbox"/> Narrative <input type="checkbox"/> Opinion/Argumentative <input checked="" type="checkbox"/> Informative/Explanatory With motivation and determination, you can overcome your fear. Find evidence in the text to support this theme.</p>		<p>Links: Basal Alignment Lesson Plan and Assessment</p>



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<p>Selection # 1: Mae Jemison <input type="checkbox"/> Literary Text <input checked="" type="checkbox"/> Informational Text Source: Houghton Mifflin Strategy: Monitor/Clarify Skill: Topic, Main Idea and Supporting Details Structural Analysis: Suffixes –ive and –ic; Spelling: /ûr/ and /îr/ Vocabulary: Homophones Writing: Personal essay Grammar: More about verb tenses</p>	<p>Focus CCSS Standards</p>		<p>Key: RL.: Reading for Literature RIT: Reading for Informational Text SL.: Speaking and Listening RF.: Reading Foundational Skills L: Language W.: Writing</p> <p>RIT.5.1 RIT.5.2 RIT.5.4 RF.5.3 RF.5.4 W.5.1 W.5.4 W.5.5 W.5.9 W.5.10 SL.5.1 L.5.4 L.5.5 L.5.6</p>
<p>Academic (Tier 2) Vocabulary: (General academic words used across all disciplines) <ul style="list-style-type: none"> research </p>	<p>Concept(s) for Frontloading: (Building Background Knowledge) Pictorial input chart of space related vocabulary words</p> <p>Selection-based Vocabulary (Step-asides/words in context): (Content specific, domain-specific words taught DURING reading) astronaut, launches, mission, orbit, reusable, satellite, space shuttle, specialist, weightlessness, internship, applicant, operations, simulate, laboratory</p>		
<p>Response to Literature Prompt/ Expressive Task: Why do you think the stories of Mae Jemison, Michelle Kwan, and Scout Bassett (include others as you choose) all belong in the theme titled Give It All You've Got? What qualities do all these people have in common?</p>	<p>Additional Writing Prompt: <input checked="" type="checkbox"/> Narrative <input type="checkbox"/> Opinion/Argumentative <input type="checkbox"/> Informative/Explanatory Pick a <u>moment in time</u> where you faced an obstacle trying to achieve a goal?</p>		<p>Links: Basal Alignment Lesson Plan and Assessment</p>