



# LAKE TAHOE UNIFIED SCHOOL DISTRICT

Houghton Mifflin/Common Core Basal Alignment

<p>Grade: 5 Theme 5: One Land Many Trails</p>	<p><b>Theme Concept:</b> The trails to and across the United States have seen many travelers.</p>		<p><b>CCSS ELA Standards for this Selection</b></p>
<p><b>Selection # 1:</b> A Boy Called Slow Questions document <input type="checkbox"/> Literary Text <input checked="" type="checkbox"/> Informational Text Source: Houghton Mifflin <b>Strategy:</b> Predict/Infer <b>Skill:</b> Drawing conclusions <b>Structural Analysis:</b> Prefixes un-, dis-, re-; suffix -ion <b>Spelling:</b> Prefixes un-, dis-, re-; suffix -ion <b>Vocabulary:</b> Analogies <b>Writing:</b> Research Report <b>Grammar:</b> Subject/object pronoun; using I and me</p>	<p><b>Focus Standards (CCCS)</b></p>		<p><b>Key:</b> RL.: Reading for Literature RIT.: Reading Informational Texts RF.: Reading Foundational Skills W.: Writing SL.: Speaking and Listening L: Language</p> <p><a href="#">RL.5.1</a> <a href="#">RL.5.2</a> <a href="#">RL.5.3</a> <a href="#">RL.5.4</a> <a href="#">RF.5.3</a> <a href="#">RF.5.4</a> <a href="#">W.5.2</a> <a href="#">W.5.4</a> <a href="#">W.5.5</a> <a href="#">W.5.7</a> <a href="#">W.5.8</a> <a href="#">W.5.9</a> <a href="#">W.5.10</a> <a href="#">SL.5.1</a> <a href="#">SL.5.2</a> <a href="#">L.5.4</a> <a href="#">L.5.5</a> <a href="#">L.5.6</a></p>
	<p><b>Reading for Literature</b> 5.1. Quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>Speaking and Listening</b></p>	
	<p><b>Writing</b> 5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p><b>Language</b></p>	
<p><b>Response to Literature Prompt/ Expressive Task:</b> Customs and traditions are an important part of being a member of the Lakota tribe. Find examples discussed in the text that demonstrate this.</p>	<p><b>Additional Writing Prompt:</b> <input type="checkbox"/> Narrative <input type="checkbox"/> Opinion/Argumentative <input checked="" type="checkbox"/> Informative/Explanatory Slow is described as determined, brave, and courageous at various times of his life. Using examples from the text, how would you describe Slow at seven? At ten? At fourteen?</p>		<p><b>Links:</b> <a href="#">Basal Alignment Lesson Plan and Assessment</a></p>



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<p><b>Selection # 2:</b> Pioneer Girl Questions document <input checked="" type="checkbox"/> Literary Text <input type="checkbox"/> Informational Text Source: Houghton Mifflin <b>Strategy:</b> Question <b>Skill:</b> K-W-L Chart <b>Structural Analysis:</b> Stress in syllables <b>Spelling:</b> Unstressed syllables <b>Vocabulary:</b> Suffixes in dictionary <b>Writing:</b> Research Report <b>Grammar:</b> Possessive pronouns; contractions</p>	<p><b>Focus Standards (CCCS)</b></p>		<p><b>Key:</b> RL.: Reading for Literature RIT.: Reading Informational Texts RF.: Reading Foundational Skills W.: Writing SL.: Speaking and Listening L: Language</p> <p><a href="#">RL.5.1</a> <a href="#">RL.5.4</a> <a href="#">RL.5.6</a> <a href="#">RL.5.7</a> <a href="#">RL.5.10</a> <a href="#">RF.5.3</a> <a href="#">RF.5.4</a> <a href="#">W.5.1</a> <a href="#">W.5.2</a> <a href="#">W.5.5</a> <a href="#">W.5.6</a> <a href="#">W.5.7</a> <a href="#">W.5.8</a> <a href="#">SL.5.1</a> <a href="#">L.5.1</a> <a href="#">L.5.2</a> <a href="#">L.5.4</a> <a href="#">L.5.5</a> <a href="#">L.5.6</a></p>
	<p><b>Reading for Literature</b> 5.1. Quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>Speaking and Listening</b></p>	
	<p><b>Writing</b> 5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p><b>Language</b></p>	
<p><b>Concept(s) for Frontloading:</b> (Building Background Knowledge) Read Get Set to Read Discuss the concept that during the pioneer days homesteaders faced many hardships. They depended on a strong sense of purpose to carry them through. Everyone had to do their fair share, even children, in order for the family to survive.</p> <p><b>Selection-based Vocabulary (Step-asides/words in context):</b> (Content specific, domain-specific words taught DURING reading) memoir (501), homesteaders (501), immigrants (509), sod (505), legacy (513) optimism (513), glaciers (501), backfires (502), soddy (503), hardscrabble (513), steadfastness (513)</p>			
<p><b>Response to Literature Prompt/ Expressive Task:</b> Pioneer children endured many hardships on the prairie. Still, they found ways to have fun. Give examples of several hardships as well as some of the happy times the children had. Then, think about your own experiences. Make at least one connection between an experience you have had with an experience that the pioneer children had.</p>	<p><b>Additional Writing Prompt:</b> <input type="checkbox"/> Narrative <input checked="" type="checkbox"/> Opinion/Argumentative <input type="checkbox"/> Informative/Explanatory Reread the poster on page 500. Pay special attention to how the soil and the climate are described. Now that you have read "Pioneer Girl", do you think the poster was telling the truth? Use evidence from the story to support your opinion.</p>	<p><b>Links:</b> <a href="#">Basal Alignment Lesson Plan and Assessment</a></p>	



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<b>Selection # 3:</b> Black Cowboy, Wild Horses Questions document <input type="checkbox"/> Literary Text <input checked="" type="checkbox"/> Informational Text Source: Houghton Mifflin <b>Strategy:</b> Evaluate <b>Skill:</b> Making Judgments <b>Structural Analysis:</b> Review of syllabication <b>Spelling:</b> Final /n/, /ðn/, /chðr/, /zhðr/ sounds <b>Vocabulary:</b> The parts of speech in a dictionary <b>Writing:</b> Research Report <b>Grammar:</b> Double subjects; using we/us with nouns	<b>Focus Standards (CCCS)</b>		<b>Key:</b> RL.: Reading for Literature RIT.: Reading Informational Texts RF.: Reading Foundational Skills W.: Writing SL.: Speaking and Listening L: Language  <a href="#">RL.5.1</a> <a href="#">RL.5.2</a> <a href="#">RL.5.4</a> <a href="#">RL.5.10</a> <a href="#">RF.5.3</a> <a href="#">RF.5.4</a> <a href="#">W.5.2</a> <a href="#">W.5.4</a> <a href="#">W.5.5</a> <a href="#">W.5.6</a> <a href="#">W.5.7</a> <a href="#">W.5.8</a> <a href="#">W.5.9</a> <a href="#">W.5.10</a> <a href="#">SL.5.1</a> <a href="#">L.5.1</a> <a href="#">L.5.2</a> <a href="#">L.5.4</a> <a href="#">L.5.5</a>
	<b>Reading for Literature</b> 5.1. Quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.	<b>Speaking and Listening</b>	
	<b>Writing</b> 5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>Language</b>	
	<b>Concept(s) for Frontloading:</b> (Building Background Knowledge) Read Get Set to Read Explain origination of the mustangs (brought over by the Spanish explorers) and why people would want to capture them (they were valuable; primary mode of transportation and ease of labor), capturing them required particular skill and expertise. What skills does one need to be a cowboy? <b>Selection-based Vocabulary (Step-asides/words in context):</b> (Content specific, domain-specific words taught DURING reading) bluff (525), stallion (526), remorse (529), suspended (525), pranced (535), descending (535), feebly (535), fetlocks (537)		
<b>Response to Literature Prompt/ Expressive Task:</b> The Author uses several similes and metaphors throughout the story. Choose two of them and explain what the author is showing with that simile or metaphor.	<b>Additional Writing Prompt:</b> <input type="checkbox"/> Narrative <input type="checkbox"/> Opinion/Argumentative <input checked="" type="checkbox"/> Informative/Explanatory Many times throughout the story, Bob displays patience to attain his goal. Give examples from the text that show Bob acting patient and why this patience helps him reach his goal.	<b>Links:</b> <a href="#">Basal Alignment Lesson Plan and Assessment</a>	



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<p><b>Selection # 3:</b> Elena Questions document <input checked="" type="checkbox"/> Literary Text <input type="checkbox"/> Informational Text Source: Houghton Mifflin <b>Strategy:</b> Summarize <b>Skill:</b> Story Structure <b>Structural Analysis:</b> Changing final y to I; initial and medial digraphs <b>Spelling:</b> Changing final y to i <b>Vocabulary:</b> Word histories in a dictionary <b>Writing:</b> Research Report <b>Grammar:</b> Adverbs; comparing with adverbs</p>	<p><b>Focus Standards (CCCS)</b></p>		<p><b>Key:</b> RL.: Reading for Literature RIT: Reading Informational Texts RF.: Reading Foundational Skills W.: Writing SL.: Speaking and Listening L: Language <a href="#">RL.5.1</a> <a href="#">RL.5.2</a> <a href="#">RL.5.4</a> <a href="#">RL.5.10</a> <a href="#">RF.5.4</a> <a href="#">W.5.2</a> <a href="#">W.5.4</a> <a href="#">W.5.6</a> <a href="#">W.5.7</a> <a href="#">W.5.8</a> <a href="#">W.5.9</a> <a href="#">W.5.10</a> <a href="#">SL.5.1</a> <a href="#">SL.5.6</a> <a href="#">L.5.1</a> <a href="#">L.5.2</a> <a href="#">L.5.3</a> <a href="#">L.5.4</a> <a href="#">L.5.5</a> <a href="#">L.5.6</a></p>
	<p><b>Reading for Literature</b> 5.1. Quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>Speaking and Listening</b></p>	
	<p><b>Writing</b> 5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p><b>Language</b></p>	
	<p><b>Concept(s) for Frontloading:</b> (Building Background Knowledge) Read Get Set to Read Discuss the Mexican Revolution. Discuss that when a dictator (leader) of a country is corrupt the people of that country want to flee for a better life. There is fear, disorder, and conflict. <b>Selection-based Vocabulary (Step-asides/words in context):</b> (Content specific, domain-specific words taught DURING reading) campesinos, ravine, 'on business', revolution, armed, rough, proper, 'gave way', chispa, dressed wounds', absence, brilliant, mocking, transformed, genuine, notorious, conquered, condolences, bandoleras, stout, drooping, sincere, rebel, slightly, proper, address</p>		
<p><b>Response to Literature Prompt/ Expressive Task:</b> In this story, a brave mother overcomes many challenges and makes courageous decisions to save her family. Using three significant details from the text, describe how her decisions not only help the family live a safe and productive life, but actually save their lives as well.</p>	<p><b>Additional Writing Prompt:</b> <input checked="" type="checkbox"/> Narrative <input type="checkbox"/> Opinion/Argumentative <input type="checkbox"/> Informative/Explanatory We all demonstrate our bravery and courage at some point. Describe a time when you were brave and courageous and how it affected you and others around you</p>		<p><b>Links:</b> <a href="#">Basal Alignment Lesson Plan and Assessment</a></p>