

El Rancho Unified School District

Grade: Kindergarten Selection Reading: Kevin and His Dad Week 1 Day 1	Theme 9: Spring Is Here Theme Concept: Spring is a wonderful season of new growth. Type of Text: Literary Writing: Informative/Explanatory																																														
Common Core Standards	Essential Skills (LOL's)																																														
RL K.1 With prompting and support, ask and answer questions about details in a text RL K.2 With prompting and support, retell familiar stories, including key details. RL K.3 With prompting and support, identify characters, settings and major events in a story. RL K.4 Ask and answer questions about unknown words in a text. RL K.5 Recognize common types of texts (storybooks, poems, fantasy, realistic) RL K.10 Actively engage in group reading activities with purpose and understanding. W K.2 Use a combination of drawing, dictating, writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	I can ask questions about important details in a text. (with support) I can answer questions about important details in text. (with support) I can retell a story I know using important details. (with support) I can describe the characters, setting and major events of a story using details. (with support) I can ask questions about words I don't know in a text. I can answer questions about words I don't know in a text. I can identify different types of text (e.g., storybooks, poems) I can actively participate in group reading activities. I can teach my reader about a topic using pictures and words.																																														
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Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
1	Name the characters in the story.	T11
1	Name two activities Kevin did with his dad.	T11
2	Who do you think lives at Kevin's house?	T11
2	How does the author feel about Kevin and his dad? How do you know?	T11
3	Compare and contrast Kevin and his dad and Jonathan and his mom?	T11
3	Why are Kevin and his dad doing chores at the beginning of the story?	T11

Performance Tasks (DOK 4)

Write and illustrate two more chores Kevin and his dad can do together.
Write and illustrate two fun things Kevin and his dad can do outside together.
Create a character sketch for Kevin or his dad.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
With teacher support, write a sentence why you liked or disliked the story and why.	Illustrate pictures that show spring is coming.	Create a class graph where students choose their favorite chore.

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

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District

Grade: Kindergarten Selection Reading: Spring is Here Week 1 Day 2 - Day 3		Theme 9: Spring Is Here! Theme Concept: Spring is a wonderful season of new growth Type of Text: Informational Text Writing: Opinion	
Common Core Standards		Essential Skills (LOL's)	
RI K.1 With prompting and support, ask and answer questions about key details in a text. RI K.2 With prompting and support, identify the main topic and retell key details of a text. RI K.3 With prompting and support describe the connection between two individuals, events, ideas, or pieces of information in a text. RI K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). W K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.		I can ask questions about important details in an informational text. (with support) I can answer questions about important details in an informational text. (with support) I can identify the main topic and details of an informational text. (with support) I can make connections between people, events, information and ideas in informational text. (with support) I can make connections between the pictures and words in an informational text. (with support) I can share my thoughts and opinions about a book using pictures and words.	
Academic Vocabulary			
Tier 1 (Standard specific vocabulary)		Tier 2 (Content specific vocabulary)	
Question Answer Important Detail Text Support Individual Events Ideas Information Connection Cause	Happen Inform Explain Write Details Tell about Compose Topic Name	Snow Flowers Wind Storm Quiet Calf Season Summer Spring Winter Fall Earth	Grass Harvest World Melts Sprouts Bloom Grows Blow Rage Arrives Falls Hushed
Text-Dependent Questions (DOK 1-3)			

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DOK Level	Questions	Page #
1	What happened in spring?	T29
1	What happens in fall? Winter?	T29
2	Why does the author change the way the calf looks from the beginning of the book to the end?	T29
2	How do the illustrations help us understand the changes that happen during the seasons?	T29
2	Compare the illustrations on pages 12-13 & 10-11?	T29
3	How did the illustrator help the author to create an interesting story?	T29

Performance Tasks (DOK 4)

Create a four-square grid. In each square, illustrate what season would look like in nature. Using magazine cut-outs or other pre-made illustrations, categorize clothing according to which season you might wear it. Using a four-square grid, illustrate a holiday that occurs during each season.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Students will write, with guidance and support, a sentence about their favorite season and why it is their favorite. My favorite season is _____ because _____.	Write and draw what happens to a deciduous (loses its leaves) tree during each season. Science Link: What Season Is It?	Students sort pictures of objects into given categories by the attributes of each season.

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

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District

Grade: Kindergarten Selection Reading: What Season Is It? Week 1 Day 4	Theme 9: Friends Together Theme Concept: Friends have lots of fun together. Type of Text: Informational Text Writing: Opinion				
Common Core Standards	Essential Skills (LOL's)				
RI K.2 With prompting and support, ask and answer questions about key details in a text. RI K.3 With prompting and support describe the connection between two individuals, events, ideas, or pieces of information in a text. RI K. 6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RI K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear. W K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).	I can identify the main topic and details of an informational text. I can make connections between people, events, information and ideas in informational text. (with support) I can describe the author's role in creating an informational text. (with support) I can describe the illustrator's role in creating an informational text. I can make connections between the pictures and words in an informational text. (with support) I can share my thoughts and opinions about a book using pictures and words.				
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	Changing frozen				
Text-Dependent Questions (DOK 1-3)					

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DOK Level	Questions	Page #
2	How is the page about fall different from the page about winter?	T42
3	How do the photographs help us describe each season	T42
2	How do the photographs of children help us understand how the seasons change?	T42
3	On page 39, what kinds of clothing would a person need to wear in that season?	T42
3	How did the author make this book easy for us to read?	T42

Performance Tasks (DOK 4)
<p>Have students create their own book about seasons using magazine or picture cut-outs or illustrations. Have them follow the sentence frame: What season is it? (TE43 Challenge Activity)</p> <p>As a class, make a grid listing each season, the weather, appropriate clothing and holidays (or even months) for each season.</p>

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
(Science Link)	(Science Link)	(Science Link)

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

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District

Grade: Kindergarten Selection Reading: The Tortoise and the Hare Week 2 -Day 1		Theme 9: Spring is Here Theme Concept: Spring is a wonderful season of new growth Type of Text: Literary Writing: Informational Text	
Common Core Standards		Essential Skills (LOL's)	
RL K.5 Recognize common types of texts (e.g., storybooks, poems) RL K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (what moment in a story an illustration depicts). RI K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). W K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		I can identify different types of texts. (e.g., storybooks, poems) I can make connections between pictures and words in a story. (with support) I can make connections between the pictures and words in an informational text. (with support) I can teach my reader about a topic using pictures and words.	
Academic Vocabulary			
Tier 1 (Standard specific vocabulary)		Tier 2 (Content specific vocabulary)	
Question Answer Important Detail Text Support Individual Events Ideas Information Connection Cause	Happen Inform Explain Write Details Tell about Compose Topic Name	Tortoise Hare Race Nap Promise Bragging Ignore Runner Practice Contestants Race track Dozed off	Pace Nuisance Prancing Foolish cheering
Text-Dependent Questions (DOK 1-3)			
DOK Level	Questions		Page #
1	Who the characters in the story?		T65

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1	What did the author want us to picture for the setting of the story?	T66
2	How does the author want us to feel about the Hare?	T66
2-3	What type of story is this? How do you know?	T66
2-3	How does the author want us to feel about the Tortoise?	T66
3	In what ways will Hare change now that he lost the race?	T66

Performance Tasks (DOK 4)

Students will create an illustration of how the story would change if Hare had not taken a nap.

Students will create an illustration showing how the story would change if Hare had raced a different animal.

As a class, create a list of animals that are faster and slower than a Hare.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Students will write, with guidance and support, a sentence and illustrations about why they liked or disliked the Hare.	Science Center Activity 26 Flip-Chart: Water: what can water be? (TE59C)	As a class, discuss animals that run fast and compare them with animals that move slow. Discuss the difference between weight, height, and length.

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

Level: Emerging	Level: Expanding	Level: Bridging

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Grade: Kindergarten Selection Reading: Mrs. McNosh Hangs up Her Wash Week 2 Day 2-3	Theme 9: Spring is Here! Theme Concept: Spring is a wonderful season of new growth Type of Text: Literary Text Writing: Informative	
Common Core Standards	Essential Skills (LOL's)	
RL K.1 With prompting and support, ask and answer questions about details in a text. RL K.2 With prompting and support, retell familiar stories, including key details. RL K.4 Ask and answer questions about unknown words in a text. RL K.5 Recognize common types of texts (e.g., storybooks, poems) W K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	I can ask questions about important details in a text. (with support) I can answer questions about important details. (with support) I can retell a story I know using important details. (with support) I can ask questions about words I don't know in a text. I can answer questions about words I don't know in a text. I can identify different types of texts. (e.g., storybooks, poems) I can teach my reader about a topic using pictures and words.	
Academic Vocabulary		
Tier 1 (Standard specific vocabulary)	Tier 2 (Content specific vocabulary)	
Question Answer Important Detail Text Support Individual Events Ideas Information Connection Cause	Happen Inform Explain Write Details Tell about Compose Topic Name Barrel Wash Clothesline Nightgown Stockings Wedding gown Wreath Postman Apron Dawn Dry arrives	
Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
1	How do you know what time of day the story is taking place?	T84

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1	How do you know Mrs. McNosh likes hanging up the wash?	T84
2	What type of text is this (fable, poem, rhyme, realistic, fantasy)?	T84
2	How do the illustrations help us understand what a wreath is?	T84
3	Summarize what Mrs. McNosh hung up on the clothesline.	T84
3	Why did the illustrator show the Postman running away?	T84

Performance Tasks (DOK 4)

Students will re-create the clothesline in the story by making drawings or cut-outs of items Mrs. McNosh hung up in the story. (TE89)

Students will extend the clothesline items by thinking of new things Mrs. McNosh could have hung up if she kept going.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Students will write, with guidance and support, about if they think the author did or did not write a good story.	(TE89) Follow the Science Center box and create a chart seeing how fast or slow items dry.	Create a calendar for the season of spring. Include important dates, like holidays. (Easter, Mother's Day, Father's Day etc.)

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

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District

Grade: Kindergarten Selection Reading: Spring Jobs Week 2 Day 4		Theme 9: Spring is Here! Theme Concept: Spring is a season of wonderful new growth. Type of Text: Informational Text Writing:	
Common Core Standards		Essential Skills (LOL's)	
RI K. 1 With prompting and support, ask and answer questions about key details in a text. RI K. 3 With prompting and support describe the connection between two individuals, events, ideas, or pieces of information in a text. RI K. 6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RI K. 7 With prompting and support, describe the relationship between illustrations and the text in which they appear.		I can ask questions about important details in an informational text. (with support) I can answer questions about important details in an informational text. (with support) I can make connections between people, event, information and ideas in informational texts. (with support) I can describe the author's role in creating an informational text. I can describe the illustrator's role in creating an informational text. I can make connections between the pictures and words in an informational text.	
Academic Vocabulary			
Tier 1 (Standard specific vocabulary)		Tier 2 (Content specific vocabulary)	
Question Answer Important Detail Text Support Individual Events Ideas Information Connection Cause	Happen Inform Explain Write Details Tell about Compose Topic Name	Lawn Plants Birdhouse Tools Lawnmower Watering can Hand spade Hammer Nails Paintbrush Mows waters	Plants Builds paints
Text-Dependent Questions (DOK 1-3)			

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DOK Level	Questions	Page #
2	How did the author make this story easy for us to read?	T97
2	How do the illustrations help us understand the words?	T97
3	Why did the illustrator choose to show children doing some of the jobs?	T97
2	Why did the illustrator choose to draw mowing the lawn and helping with the hammer?	T97
3	What was the purpose of the story?	T97

Performance Tasks (DOK 4)

On page 29, the author asks, “What jobs dot these tools help you do?” As a class, or a small group, chart responses to this answer. (Some tools may have more than one answer.

Have students choose one tool mentioned from the char above. Have them illustrate what they can do with that tool and write about it.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
(Science Link)	(Science Link)	(Science Link)

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

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District

Grade: Kindergarten Selection Reading: The Three Billy Goats Gruff Week 3 Day 1 Social Studies Link	Theme 9: Spring is Here Theme Concept: Spring is season of wonderful new growth Type of Text: Literary Text Writing: Informative				
Common Core Standards	Essential Skills (LOL's)				
RL K.1 With prompting and support, ask and answer questions about key details in a text. RL K.2 With prompting and support, retell familiar stories, including key details. RL K.4 Ask and answer questions about unknown words in a text. RL K.5 Recognize common types of texts (e.g., storybooks, poems) W K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	I can ask questions about important details in a text. (with support) I can answer questions about important details in text. (with support) I can retell a story I know using important details. (with support) I can ask questions about words I don't know in a text. I can answer questions about words I don't know in a text. I can identify different types of texts. (e.g., storybooks, poems) I can make connections between pictures and words in a story. (with support) I can teach my reader about a topic using pictures and words.				
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Text-Dependent Questions (DOK 1-3)					

El Rancho Unified School District

DOK Level	Questions	Page #
1	Name the characters in the story.	T120
1	Describe the troll.	T120
2	Explain why the first goat told the troll to wait for his brother?	T120
2	Explain why the second goat told the troll to wait for his brother?	T120
3	How do you know the troll was greedy?	T120
3	Explain how you know the first two Billy goats were clever.	T120

Performance Tasks (DOK 4)
<p>Students will create a circle map that retells and sequence the story (T125)</p> <p>Students will write and illustrate how the story might change if the largest Billy Goat had gone first.</p> <p>Create a character sketch for the troll (as a class).</p>

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Students will write, with guidance and support, if they think the troll will continue to bother animals that cross the bridge and why they feel this way.	Social Studies Center Activity 27 (TE113C)	Math Center (TE114) Use 3 sizes of containers to sort objects in small groups.

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

Level: Emerging	Level: Expanding	Level: Bridging