

Grade: Kindergarten Selection: Now I'm Big			Theme 1: Look at Us! Theme Concept: We're getting to know ourselves and each other.	
Type of Text: <input type="checkbox"/> Literary Text <input type="checkbox"/> Informational Text			Selection Writing: <input type="checkbox"/> Narrative <input type="checkbox"/> Opinion/ Argumentative <input type="checkbox"/> Informative/ Explanatory	
Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)	
Question	Answer	Title	Crawled	
Page	Role	Identify	Favorite	
Important	Written	Retell	Messy	
Detail	Drawings	Topic	Pedal	
Pictures	Ideas	Text	Rocked	
Front	Information		Stuffed	
Unknown	Author			
Ask	Illustrator			

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
Reading: Informational Text		
RI K.1	With prompting and support, ask and answer questions about key details in a text.	I can ask and answer questions about important details in an informational text. (with support)
RI K.5	Identify the front cover, back cover, and title page of a book.	I can identify the front cover, back cover, and title page of an informational 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.	I can describe the author and illustrator's role in creating an informational text.

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
1	What do babies do? Which picture shows us that?	T10-11
1	What do children do when they are big? Where does the book show us?	T10-11

2	What can older children do that babies cannot?	T10-11
3	Why did the author and illustrator choose to show us what older children can do?	T10-11
3	Do you think the author thinks it's more fun to be a baby or a big kid?	T10-11

Performance Tasks (DOK 4)

Illustrate a baby doing an activity a baby would do. Then illustrate something an older child can do.
 Older children can have more responsibilities. Illustrate four responsibilities older children can have that babies cannot.
 Teenagers and young adults can handle even more responsibility than kindergarten students. Illustrate four things kindergarten students hope to be able to do when they get older.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
With teacher support, create a complete sentence to accompany an illustration of something they can do by themselves.	What places in the community can older children enjoy that babies probably would not enjoy. (movie theater, park, restaurants, etc.)	Create a class graph that shows chores students are responsible for at home.

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

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District

DRAFT

Grade: Kindergarten Selection: Mice Squeak, We Speak			Theme 1: Look at Us! Theme Concept: We're getting to know ourselves and each other.	
Type of Text: <input type="checkbox"/> Literary Text <input type="checkbox"/> Informational Text			Selection Writing: <input type="checkbox"/> Narrative <input type="checkbox"/> Opinion/ Argumentative <input type="checkbox"/> Informative/ Explanatory	
Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)	
Question	Answer	Title	Squawk	Coo
Page	Role	Identify	Hum	
Important	Written by	Fantasy	Buzz	
Detail	Drawings	Topic	Howl	
Pictures	Ideas	Text	Croak	
Front	Information	Retell	Squeal	
Unknown	Author	Poems	Cluck	
Ask	Illustrator	Storybooks	Screech	
Realistic			Neigh	

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
RL K.1	With prompting and support, ask and answer questions about details in the text	I can ask and answer questions about important details in a text. (with support)
RL K.2	With prompting and support, retell familiar stories, including key details.	I can retell a story I know using important details. (with support)
RL K.4	Ask and answer questions about unknown words in a text.	I can ask and answer questions about words I don't know in a text.
RL K.5	Recognize common types of text (e.g., storybooks, poems, fantasy, realistic).	I can identify different types of texts (e.g., storybooks, poems, fantasy, realistic).
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #

1	What were some animals in the story? What sounds did those animals make?	T26
2	How can you tell the bear is sleeping?	T22
2, 3	What sound do horses make? Where can we find the word for that sound?	T24
3	What word is used for the sound pigs make? What other words could we use for that sound?	T24
3	What would make this book more realistic?	T26
3	Why is this book called fantasy or non-fiction?	T26

Performance Tasks (DOK 4)

Students will create an illustration to be added to a class book where they illustrate the animal in its natural habitat.
 Students, with guidance and support, will create a mini-animal report by choosing an animal and writing three facts about that animal.
 Students, with guidance and support, will create a vocabulary list of synonyms for the word “speak.”

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Students will write, with guidance and support, a sentence about an animal they remember from the book and illustrate the animal and the sound.	Students will categorize and classify the animals in the book by kingdom and/or physical attributes. Read: Let’s Play! Science Link	Create a class graph that shows favorite animals.

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

Level: Emerging	Level: Expanding	Level: Bridging

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DRAFT

Grade: Kindergarten Selection: The Gingerbread Man		Theme 1: Look at Us! Theme Concept: We're getting to know ourselves and each other.	
Type of Text: <input type="checkbox"/> Literary Text <input type="checkbox"/> Informational Text		Selection Writing: <input type="checkbox"/> Narrative <input type="checkbox"/> Opinion/ Argumentative <input type="checkbox"/> Informative/ Explanatory	
Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
Question	Answer	Title	Cozy
Realistic	Role	Identify	Crumble
Important	Poems	Fantasy	Dough
Detail	Drawings	Topic	Laughed
Pictures	Ideas	Text	Sniffed
Storybooks	Information	Retell	Tasty
Unknown	Author	Folktale	
Ask	Illustrator		

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RL K.5	Recognize common types of text (e.g., storybooks, poems, fantasy, realistic).	I can identify different types of texts (e.g., storybooks, poems, fantasy, realistic).
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
1	Who were the characters in the story?	T54

1	How did the woman make the face on the gingerbread man?	T54
1	What was the main problem for the gingerbread man in the story?	T54
2	What things happened in the story to show us this is fantasy?	T54
3	How would the story change if there had been a bridge to cross the river?	T54
3	Why did the man and woman chase the gingerbread man	T54

Performance Tasks (DOK 4)

Students will create a grid showing the sequence of people/animals that chased the gingerbread man in the story.
 Students will create an alternate ending to the story where the gingerbread man encounters a different animal in the river.
 Students will create a character sketch for the gingerbread man.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Students will write, with guidance and support, a sentence and illustration about the importance of not trusting strangers.	Students will illustrate the setting for the beginning of the story when the woman is baking the gingerbread.	With support, the students can illustrate/write the steps for decorating a gingerbread man and illustrate or write how they would decorate theirs.

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

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Grade: Kindergarten Selection: Here Are My Hands			Theme 1: Look at Us! Theme Concept: We're getting to know ourselves and each other.	
Type of Text: <input type="checkbox"/> Literary Text <input type="checkbox"/> Informational Text			Selection Writing: <input type="checkbox"/> Narrative <input type="checkbox"/> Opinion/ Argumentative <input type="checkbox"/> Informative/ Explanatory	
Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)	
Question	Answer	Title	Chewing	
Realistic	Role	Identify	Elbow	
Important	Fantasy	Retell	Bundles	
Detail	Drawings	Topic	Blushing	
Pictures	Ideas	Text	Blowing	
Visuals	Information	Cues	Knowing	
Unknown	Author	Genres	Catching	
Ask	Illustrator		Skin	

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RI K.4	With prompting and support, ask and questions about unknown words in a text.	I can ask and answer questions about words I don't know in informational texts. (with support)
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.	I can describe the author and illustrator's role in creating an informational text.
RI K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear.	I can make connections between pictures and words in an informational text. (with support)

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
1	What body parts were mentioned in this story?	T69
2	Name a body part that was mentioned and what you can do with that part of your body.	T69
2, 3	Which body part blushed? What does “blush” mean?	T68
1, 2	What did the author say our ears are for? What else can ears do?	T67
3	How could you change the illustration or words on page 13 so the words match the picture?	T67

Performance Tasks (DOK 4)

Students will label an outline of a body showing the body parts mentioned in the story.
 Students will create an illustration showing a body part not mentioned in the story and show or write its function.
 As a class, students will learn about the five senses and use those senses to create a description of a food or other object chosen by the teacher.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
With guidance and support, students will write about the importance of taking care of their body (exercise, brushing their teeth, taking baths, etc.).	As a class, students will do whole body movements, using the body parts mentioned in the story, and create a graph of which movements they liked the best.	With support and a partner, students will count the number of eyes, noses, arms, fingers, legs, wrists, elbows, tongues, etc. they have all together. This will be done on pictograph or as a class.

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

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DRAFT

Grade: Kindergarten Selection: The City Mouse and the Country Mouse		Theme 1: Look at Us! Theme Concept: We're getting to know ourselves and each other.	
Type of Text: <input type="checkbox"/> Literary Text <input type="checkbox"/> Informational Text		Selection Writing: <input type="checkbox"/> Narrative <input type="checkbox"/> Opinion/ Argumentative <input type="checkbox"/> Informative/ Explanatory	
Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
Question	Illustrator	Fables	Crowd
Important	Title	Text	Dull
Detail	Identify	Fantasy	Eager
Pictures	Retell	Realistic	Frightened
Unknown	Drawings	Visuals	Nibbled
Ask	Ideas	Genres	Visit
Answer	Information	Topic	Burst
Role	Storybooks	Author	
Fairytales			

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RL K.5	Recognize common types of texts (storybooks, poems, fantasy, realistic).	I can identify different types of text. (e.g., storybooks, poems).
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
1	Where is each mouse from?	T54
2	How are the clothes the mice wore the same? How are they different?	T54
2	How are the city and the country mouse the same? How are they different?	T54
3	Describe the differences in the City Mouse's house and the Country Mouse's house.	T54
2	The cat "pounced" onto the table. How can we figure out what this word means?	T54
3	Describe the differences in the food the city and the country mouse eat.	T54

Performance Tasks (DOK 4)

Students will create an illustration or writing about what the country mouse will do once he gets home from the city.
 Students will create (possibly as a class) an advertisement for city living or country living. They must include details on what makes their place of living great based on the likes of the mice in the story.
 Students (as a class) will fill in a Venn Diagram comparing the two mice.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Students will write, with guidance and support, which mouse they would choose to live with and why.	Students will create a map of their school neighborhood labeling the streets, school, or any major business or parks nearby.	Students will (as a class) look at a map and get an idea (as a class) of how far from the country their city is. If possible, the teacher could discuss how long it would take to travel to the country by air or by car.

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