

El Rancho Unified School District

DRAFT

Grade: Kindergarten Selection: I Need a Lunch Box			Theme 2: Colors All Around Theme Concept: We see beautiful colors everywhere!	
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	Collection	
Page	Role	Identify	Laces	
Important	Written by	Retell	Marbles	
Detail	Drawings	Topic	Parade	
Pictures	Ideas	Text	Surprise	
Front	Information	Ask	Umbrella	
Unknown	Author	Illustrator		

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 key details in a 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.3	With prompting and support, identify characters, settings, and major events in a story.	I can describe the characters, setting, and major events of a story using details.
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 texts (e.g., storybooks, poems).	I can identify different types of text (e.g., storybooks, poems).
RL K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	I can describe the author and illustrator's job in telling a story. (with support)
RL K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	I can make connections between pictures and words in a story. (with support)
RL K.10	Actively engage in group reading activities with purpose and understanding.	I can actively participate in group reading activities.

Reading: Informational Text	

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
2	Did the boy in the story really need a lunchbox?	T11
1	What did Doris get to take to school?	T11
2	Why didn't the boy get any of these things?	T11
1	What did the boy dream about?	T11
2	Why did the boy dream about lunchboxes?	T11
3	How do the illustrations help us understand the boy's dream?	T11

Performance Tasks (DOK 4)

Create a four-square grid and illustrate four items the boy did not get because he was not going to school.
 Create alternate illustrations for any page in the story.
 Create an alternate idea for the story. Illustrate something else children usually need for school and imagine a new title for the book (ex: I Need a Backpack; Pencil Box; Folder; Shoes etc). What will this look like? Illustrate or write with teacher support.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
With teacher support, students will illustrate or write about what they liked or disliked about the story and why.	With teacher support, students will create an illustration and sentences that describe a healthy lunch they could bring to school.	The teacher can model spatial relationships by packing a lunchbox or other container in front of the students. How many objects will fit? What happens if there are too many objects?

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: I Went Walking			Theme 2: Colors All Around Theme Concept: We See Beautiful Colors Everywhere!	
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	Following	
Page	Role	Identify	Looking	
Important	Written by	Retell		
Detail	Drawings	Topic		
Pictures	Ideas	Text		
Front	Information	Ask		
Unknown	Author	Illustrator		
Events				

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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 texts (e.g., storybooks, poems).	I can identify different types of text (e.g., storybooks, poems).
RL K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	I can describe the author and illustrator's job in telling a story. (with support)
RL K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	I can make connections between pictures and words in a story. (with support)

RL K.10	Actively engage in group reading activities with purpose and understanding.	I can actively participate in group reading activities.
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
1	Name an animal the child saw in the story? What color was it?	T32
2, 3	How did the author help us remember the words in the story?	T32
2, 3	How did the illustrator give us clues as to what animal the child was going to see next?	T32
2, 3	What did the child do to the pig? Who helped us to see what the child did to the pig, the author or the illustrator?	T31
2	How did the illustrator show the dog in the story was friendly?	T31
2, 3	How did the illustrator show the child likes animals?	T31

Performance Tasks (DOK 4)

Create an illustration and sentence that shows another animal the child could see on the walk. Include an animal and color that were not in the story.
 Create a sequencing grid that shows the order in which the child encountered each animal on the walk.
 Describe or illustrate with details the difference between the beginning of the story and the end of the story.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
With teacher support, students will illustrate or write about what they liked or disliked about the story and why.	With teacher support, students will create an illustration and sentences that describe the habitat of one of the animals from <u>I Went Walking</u> . Science Link: <u>What's My Favorite Color?</u>	The students can sort the animals by size from tallest to shortest or vice versa. They can also measure cut-outs of each animal to determine which animal is the tallest.

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

Level: Emerging	Level: Expanding	Level: Bridging

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Grade: Kindergarten Selection: Caps of Many Colors			Theme 2: Colors All Around Theme Concept: We See Beautiful Colors Everywhere!		
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	Unknown	Display	Chattering	Shade
Page	Role	Identify	Shabby	Fist	Upset
Important	Written by	Retell	Topple	Naughty	Branches
Detail	Drawings	Topic	Beneath	Thieves	Carefully
Pictures	Ideas	Text	Leafy	Stamped	Carry
Front	Information	Ask	Steady	Frustrated	Plan
Events			Amazement	Fluttered	

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RL K.5	Recognize common types of texts (e.g., storybooks, poems).	I can identify different types of text (e.g., storybooks, poems).
RL K.10	Actively engage in group reading activities with purpose and understanding.	I can actively participate in group reading activities.
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
1	What happened as the man slept under the tree?	T63
1	What did the man do when he saw that the monkeys had taken his caps? What did the monkeys do?	T63
2	Why did the monkeys copy the man?	T63
1	How did the man get his caps back?	T63
2, 3	How did the man know he could get his caps back that way?	T63
2, 3	How does the illustration give us clues as to what will happen in the story?	T63

Performance Tasks (DOK 4)

Create an illustration of what happened while the man was napping.
 Create a cause and effect chart for the story.
 Compare and contrast the animals from I Went Walking and the monkeys from Caps for Sale.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
With teacher support, students will illustrate or write a sentence about why they liked or disliked the monkeys in the story.	As a group, students will view pictures of the different types of monkeys.	Students will count the number of caps that were on the man and guess the number of monkeys in the tree in order to understand how the man was able to lose so many caps.

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

Level: Emerging	Level: Expanding	Level: Bridging

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Grade: Kindergarten Selection: In the Big, Blue Sea		Theme 2: Colors All Around Theme Concept: We See Beautiful Colors Everywhere!	
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	Ask	Sea
Page	Role	Identify	Splash
Important	Written by	Retell	Dive
Detail	Drawings	Topic	Angelfish
Pictures	Ideas	Text	Grouper
Front	Information	Events	Butterfly Fish
Unknown			Surgeonfish

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
Reading: 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 an 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).	I can make connections between the pictures and words in an informational text. (with support)
RI K.8	With prompting and support, identify the reasons an author gives to support points in a text.	I can describe details an author gives in an informational text. (with support)

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
2	What type of illustrations are these? (drawing, painting, photos, sketches)	T82
2	How did someone take pictures of fish swimming underwater? How were they able to do that?	T82

2, 3	Who is the man in the boat at the end of the story?	T84
2, 3	Who do you think took the photos in this story?	T84
2, 3	Why did the illustrator put photos of children in the story?	T84
3	Why did the illustrator put so many different photos of fish in the story?	T84

Performance Tasks (DOK 4)

Illustrate four types of fish students saw in the story.

As a class, learn some facts about one or two of the fish shown. Have each student illustrate and write one or two facts about the fish and include the habitat (warm or cold water, which part of the world we can find them, how big they get, etc.)

Create a poster about why taking care of our oceans is important to our planet.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
With teacher support, students will illustrate or write a sentence about their favorite fish from the story. Students can use the scientific names used at the end of the book.	As a group, students can view (computer and projector and iPad) different pictures of saltwater fish so they can see how many different kinds of fish there are. Science Link: <u>What Would You Do, Norbert Wu?</u>	The class can create a graph with their favorite fish from the story and also a favorite color graph. Then both graphs can be compared.

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

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Grade: Kindergarten Selection: How the Birds Got Their Colors			Theme 2: Colors All Around Theme Concept: We See Beautiful Colors Everywhere!	
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	Events	Annoyed	Dill
Page	Role	Identify	Hunter	Brilliant
Important	Written by	Retell	Kindness	Gold
Detail	Drawings	Topic	Silence	Mask
Pictures	Ideas	Text	Sprinkled	Rings
Front	Information	Ask	Wonderful	Reflection
Unknown			Flecks	Pond
			Scent	Mischievous

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Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
1	What did Rascal Raccoon do to Wolf?	T118
1	Who helped Wolf?	T118
1	What did Wolf do for the birds?	T118
2	Why did the birds want to be painted?	T118
2	Why did Wolf forgive Rascal Raccoon?	T118
3	Do you think Rascal Raccoon would have done the same for Wolf? Why?	T118

Performance Tasks (DOK 4)

Compare and contrast the wolf with The Gingerbread Man and Rascal Raccoon.
 Illustrate the sequence of events in this story.
 Illustrate what the bird in the story looked like before and after being painted.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
With teacher support, students will illustrate or write a sentence that tells if they agree with Wolf's decision to forgive Rascal Raccoon.	Because this tale originated in North and South America, students can color the two continents on a world map.	Students can categorize and classify pictures of birds by color.

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Level: Emerging	Level: Expanding	Level: Bridging