

**El Rancho Unified School District**

<p><b>Grade: Kindergarten</b>  <b>Selection Reading: Jonathan and his Mom</b>  <b>Week 1 – Day 1</b></p>	<p><b>Theme 3: We’re a Family</b>  <b>Theme Concept: Families work, play and celebrate together!</b>  <b>Type of Text: Literary</b>  <b>Writing: Opinion/Argumentative</b></p>
<p align="center"><b>Common Core Standards</b></p>	<p align="center"><b>Essential Skills (LOL’s)</b></p>
<p>RL K.1 With prompting and support, ask and answer questions about details in a text</p> <p>RL K.2. With prompting and support, retell familiar stories, including key details.</p> <p>RL K.3 With prompting and support, identify characters, settings and major events in a story.</p> <p>RL K.4 Ask and answer questions about unknown words in a text.</p> <p>RL K.5 Recognize common types of texts (storybooks, poems, fantasy, realistic)</p> <p>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.</p> <p>RL K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.</p> <p>W K.1 Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book</p>	<p>I can ask questions about important details in a text. (with support)</p> <p>I can answer questions about important details in a text. (with support)</p> <p>I can retell a story I know using important details. (with support)</p> <p>I can describe the characters, settings and major events of a story using details. (with support)</p> <p>I can ask questions about words I don’t know in a text.</p> <p>I can answer questions about words I don’t know in a text.</p> <p>I can identify different types of texts. (e.g., storybooks, poems).</p> <p>I can describe the author’s job in telling a story. (with support)</p> <p>I can describe the illustrator’s job in telling a story. (with support)</p> <p>I can make connections between the pictures and words in an informational text. (with support)</p> <p>I can share my thoughts and opinions about a book using pictures and words.</p>
<p align="center"><b>Academic Vocabulary</b></p>	

## El Rancho Unified School District

<b>Tier 1</b> (Standard specific vocabulary)		<b>Tier 2</b> (Content specific vocabulary)	
Question	Happen	Criss-Cross steps	Hip hop
Answer	Inform	Mammoth	Molasses
Important	Explain	Strange	Twirling
Detail	Write	Swaying	Crazy
Text	Details	Tears	Humongous
Support	Tell about	Zig zag steps	Itsy
Individual	Compose	Giant	Bitsy
Events	Topic	Baby steps	running
Ideas	Name	Bunny steps	
Information	Role	Slow-motion steps	
Connection	Ask	Ballet steps	
Cause	Author	Reggae steps	
		Backward steps	

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

DOK Level	Questions	Page #
1	Who are the characters in the story? Where is the story taking place?	T11
1	What type of selection is this?	T11
1	What are some things Jonathan and his mom did in the story?	T11
2	Why do you think Jonathan likes to go walking with his mom?	T11
3	How does the author show us how Jonathan feels about his mom?	T11
3	What illustrations show us how Jonathan and his mom feel about each other?	T11

### Performance Tasks (DOK 4)

Create a 4 square grid and illustrate four ways Jonathan and his mom walked together.

Create alternate illustrations for any page in the story.

Create an alternate idea for the story. What other family members could Jonathan walk with? What kinds of ways would they walk

**El Rancho Unified School District**

together? Illustrate and write, with teacher support.

**Common Core Connection- Curricular Extensions**

<b>Writing</b>	<b>Science/ Social Studies</b>	<b>Math</b>
With teacher support, student 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 where they could walk with a family member in their community.	The class can make a community map showing a path they could take on a walk with a family member.

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

<b>Level: Emerging</b>	<b>Level: Expanding</b>	<b>Level: Bridging</b>

<b>Grade: Kindergarten</b> <b>Selection Reading: Tortillas and Lullabies</b> <b>Week 1 - Day 2, 3</b>	<b>Theme 3: We're a Family</b> <b>Theme Concept: Families play, work and celebrate together!</b> <b>Type of Text: Literary</b> <b>Writing: Opinion/Argumentative</b>
<b>Common Core Standards</b>	<b>Essential Skills (LOL's)</b>

## El Rancho Unified School District

<p>RL K.1 With prompting and support, ask and answer questions about details in a text</p> <p>RL K.2. With prompting and support, retell familiar stories, including key details.</p> <p>RL K.3 With prompting and support, identify characters, settings and major events in a story.</p> <p>RL K.4 Ask and answer questions about unknown words in a text.</p> <p>RL K.5 Recognize common types of texts (storybooks, poems, fantasy, realistic)</p> <p>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.</p> <p>RL K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.</p> <p>W K.1 Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book</p>	<p>I can ask questions about important details in a text. (with support)</p> <p>I can answer questions about important details in a text. (with support)</p> <p>I can retell a story I know using important details. (with support)</p> <p>I can describe the characters, settings and major events of a story using details. (with support)</p> <p>I can ask questions about words I don't know in a text.</p> <p>I can answer questions about words I don't know in a text.</p> <p>I can identify different types of texts. (e.g., storybooks, poems).</p> <p>I can describe the author's job in telling a story. (with support)</p> <p>I can describe the illustrator's job in telling a story. (with support)</p> <p>I can make connections between the pictures and words in an informational text. (with support)</p> <p>I can share my thoughts and opinions about a book using pictures and words.</p>
--	--

### Academic Vocabulary

Tier 1 (Standard specific vocabulary)		Tier 2 (Content specific vocabulary)	
Question Answer Important Detail Text Events Ideas Information Connection Cause Counting books Alphabet books	Fiction Story Poem Fable Narrative Purpose Information Text Storybooks Rhyme recognize	Me Daughter Mother Grandmother Great-grandmother Dolls Same Different Tortillas Washing Flowers Lullaby	

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

## El Rancho Unified School District

DOK Level	Questions	Page #
1,2	What type of selection is this story? Who was telling the story?	T32
1, 2	Who were the family members in the story?	T32
2,3	How did the illustrations show the women in the story are different ages?	T32
3	What does the author mean by “every time it was the same, but different?”	T31
3	How did making the tortillas change from woman to woman?	T31
3	Why didn't the lullaby change?	T31

### Performance Tasks (DOK 4)

As a class, create a family tree for the family in the story.

As a class, list or view photos of things that have changed over time (telephones, cars, homes etc).

Describe or illustrate traditions that some families could have. They could come from personal experience or otherwise.

### Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
With teacher support, student will illustrate or write about the part of the story they enjoyed listening to and why.	With teacher support, students will create a family tree project. Social Studies Link: <a href="#">Families</a>	With teacher support, the class can make a class graph showing what family members they have.

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

Level: Emerging	Level: Expanding	Level: Bridging

**El Rancho Unified School District**

<b>Grade: Kindergarten</b> <b>Selection Reading: Families</b> <b>Week 1 Day 4</b> <b>Social Studies Link</b>		<b>Theme 3: We're a Family</b> <b>Theme Concept: Families work, play, and celebrate together.</b> <b>Type of Text: Informational Text</b> <b>Writing: Informative</b>	
<b>Common Core Standards</b>		<b>Essential Skills (LOL's)</b>	
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. RI K.2 With prompting and support, identify the main topic and retell key details of a text. RL K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. 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 identify the main topic and details of an informational text. (with support) I can compare and contrast things that happen to characters in stories that I know. (with support) I can teach my reader about a topic using pictures and words.	
<b>Academic Vocabulary</b>			
<b>Tier 1</b> (Standard specific vocabulary)		<b>Tier 2</b> (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	Families Together Work Play Live Celebrate New Old Big Small	
<b>Text-Dependent Questions (DOK 1-3)</b>			
<b>DOK Level</b>	<b>Questions</b>		<b>Page #</b>

**El Rancho Unified School District**

1	<b>What are the mother and daughter doing on page 38?</b>	T42
1	<b>Is your family big or small?</b>	T42
2	<b>How does this family picture make you feel? Show the cover of the book</b>	T42
2	<b>What is each family on this page celebrating? How can you tell?</b>	T42
3	<b>Which family is most like yours? Explain</b>	T42
3	<b>What are some of things your family does?</b>	T42

<b>Performance Tasks (DOK 4)</b>	
<b>Using technology students will illustrate what their families do together and present it to the class. (work together, play together, live together)</b>	

**Common Core Connection- Curricular Extensions**

<b>Writing</b>	<b>Science/ Social Studies</b>	<b>Math</b>
(Social Studies Link)	(Social Studies Link)	(Social Studies Link)

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

<b>Level: Emerging</b>	<b>Level: Expanding</b>	<b>Level: Bridging</b>

**El Rancho Unified School District**

<p><b>Grade: Kindergarten</b>  <b>Selection Reading: Goldilocks and the Three Bears</b>  <b>Week 2 - Day 1</b></p>	<p><b>Theme 3: We're a Family</b>  <b>Theme Concept: Families play, work and celebrate together!</b>  <b>Type of Text: Literary</b>  <b>Writing: Informative/Explanatory</b></p>
<p align="center"><b>Common Core Standards</b></p>	<p align="center"><b>Essential Skills (LOL's)</b></p>
<p>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.1 Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book</p>	<p>I can ask questions about important details in a text. (with support)            I can answer questions about important details in a text. (with support)            I can retell a story I know using important details. (with support)            I can describe the characters, settings 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 texts. (e.g., storybooks, poems).            I can actively participate in group reading activities.            I can share my thoughts and opinions about a book using pictures and words.</p>
<p align="center"><b>Academic Vocabulary</b></p>	
<p align="center"><b>Tier 1</b> (Standard specific vocabulary)</p>	<p align="center"><b>Tier 2</b> (Content specific vocabulary)</p>



## El Rancho Unified School District

Question	Fiction	Comfortable	Chair
Answer	Story	Cottage	Bear
Important	Poem	Curious	Goldilocks
Detail	Fable	Frowned	Woods
Text	Narrative	Peeked	Tiny
Events	Purpose	Wrinkled	Middle size
Ideas	Information	Porridge	Huge
Information	Text	Papa	Broken
Connection	Storybooks	Mama	Scared
Cause	Rhyme	Baby	Curious
Counting books	recognize	Bowl	
Alphabet books		Bed	

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

DOK Level	Questions	Page #
1	<b>What type of selection is this story? Who were the characters in the story?</b>	T67
2	<b>What did Goldilocks do that was wrong?</b>	T67
2	<b>Why were the bears upset with Goldilocks?</b>	T67
3	<b>What did the author of this story want you to learn from Goldilocks' mistake?</b>	T67
3	<b>How would the story change if the bears had locked their doors?</b>	T67
3	<b>How did the bears know someone was in their house?</b>	T67

### Performance Tasks (DOK 4)

**Create an illustration of what the bears were doing while Goldilocks was inside their house.**

**Create a wanted poster for Goldilocks.**

**Draw or illustrate what Goldilocks' mom might say when she finds out what Goldilocks did.**

## Common Core Connection- Curricular Extensions

## El Rancho Unified School District

Writing	Science/ Social Studies	Math
With teacher support, student will illustrate or write a sentence about why it is important not to go into houses when no one is home.	Students can view photos of real bears and create an illustration of a bear in its natural habitat.	Students can illustrate how many beds, chairs, bowls and spoons the home of the 3 bears would have.

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

Level: Emerging	Level: Expanding	Level: Bridging

<p><b>Grade: Kindergarten</b>  <b>Selection Reading: Shoes From Grandpa</b>  <b>Week 2 - Day 2, 3</b></p>	<p><b>Theme 3: We're a Family</b>  <b>Theme Concept: Families play, work and celebrate together!</b>  <b>Type of Text: Literary</b>  <b>Writing: Informative/Explanatory</b></p>
Common Core Standards	Essential Skills (LOL's)
<p>RL K.1 With prompting and support, ask and answer questions about details in a text</p> <p>RL K.2. With prompting and support, retell familiar stories, including key details.</p> <p>RL K.3 With prompting and support, identify characters, settings and major events in a story.</p> <p>RL K.4 Ask and answer questions about unknown words in a text.</p> <p>RL K.5 Recognize common types of texts (storybooks, poems, fantasy, realistic)</p> <p>RL K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>W K.1 Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book</p>	<p>I can ask questions about important details in a text. (with support)</p> <p>I can answer questions about important details in a text. (with support)</p> <p>I can retell a story I know using important details. (with support)</p> <p>I can describe the characters, settings and major events of a story using details. (with support)</p> <p>I can ask questions about words I don't know in a text.</p> <p>I can answer questions about words I don't know in a text.</p> <p>I can identify different types of texts. (e.g., storybooks, poems).</p> <p>I can actively participate in group reading activities.</p> <p>I can share my thoughts and opinions about a book using pictures and words.</p>

## El Rancho Unified School District

### Academic Vocabulary

Tier 1 (Standard specific vocabulary)		Tier 2 (Content specific vocabulary)	
Question	Fiction	Skirt	Sweater
Answer	Story	Scarf	Coat
Important	Poem	Bows	Grandpa
Detail	Fable	Local	Dad
Text	Narrative	Shops	Mom
Events	Purpose	Weather	Cousin
Ideas	Information	Blouse	Sister
Information	Text	Mittens	Grandma
Connection	Storybooks	Jeans	Aunt
Cause	Rhyme	Clothes	Brother
Counting books	recognize	Shoes	Uncle
Alphabet books		Socks	

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

DOK Level	Questions	Page #
1	<b>What type of selection is this story? Who is telling the story?</b>	T88
1	<b>Who were the family members mentioned in the story?</b>	T88
2	<b>How do the illustrations help us to see what items of clothing the girl was getting?</b>	T88
1	<b>What item of clothes did the little girl want more than anything else?</b>	T88
3	<b>What kind of activities do you think the little girl liked to do?</b>	T88
3	<b>How do you know the little girl's family cares about her?</b>	T88

### Performance Tasks (DOK 4)

**El Rancho Unified School District**

**One illustration in the story shows an extremely long scarf. Illustrate another item of clothing that would be funny to make too large.  
Illustrate the little girl and her family doing an activity together.**

**Common Core Connection- Curricular Extensions**

<b>Writing</b>	<b>Science/ Social Studies</b>	<b>Math</b>
With teacher support, student will illustrate or write a sentence about how the little girl felt about all of the new clothes she got.	Students can create a family tree of the family in the story and see which family members were or were not mentioned Social Studies Link: <a href="#">Which would You Choose?</a>	As a class, make a list of clothes to wear in summer or winter. (TE81)

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

<b>Level: Emerging</b>	<b>Level: Expanding</b>	<b>Level: Bridging</b>

<b>Grade: Kindergarten</b> <b>Selection Reading: Which Would You Choose?</b> <b>Week 2 Day 4</b> <b>Social Studies Link</b>	<b>Theme 3: We're a Family</b> <b>Theme Concept: Families work, play, and celebrate together.</b> <b>Type of Text: Informational Text</b> <b>Writing: Informative</b>
<b>Common Core Standards</b>	<b>Essential Skills (LOL's)</b>

## El Rancho Unified School District

<p>RL K.5 Recognize common types of texts (e.g., storybooks, poems)</p> <p>RI 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).</p> <p>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).</p> <p>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.</p>	<p>I can identify different types of texts. (e.g., storybooks, poems)</p> <p>I can make connections between pictures and words in a story. (with support)</p> <p>I can make connections between the pictures and words in an informational text. (with support)</p> <p>I can teach my reader about a topic using pictures and words.</p>
---	--

### Academic Vocabulary

Tier 1 (Standard specific vocabulary)		Tier 2 (Content specific vocabulary)	
Question	Happen	Mom	
Answer	Inform	Dad	
Important	Explain	Gloves	
Detail	Write	Sweater	
Text	Details	Socks	
Support	Tell about	Shoes	
Individual	Compose	Mitt	
Events	Topic	Mittens	
Ideas	Name	T-shirt	
Information	Connection	Shorts	
Cause		Clothes	

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

DOK Level	Questions	Page #
1	Why will a sweater make this father feel better?	T98
1	What does a mom love to do? What clues tell you this?	T98
2	At what time of the year would you wear a T-shirt and shorts?	T98
2	Summarize what this selection is about?	T98

**El Rancho Unified School District**

3	How are the gloves alike? How are they different?	T98
3	What shoes would the girl wear to run and play? To jump in puddle? How are the shoes similar and different?	T98

Performance Tasks (DOK 4)
<b>Role play using different types and sizes of clothes. Have students put on clothes and discuss if they fit, when would they wear that type of clothes? What types of clothes go together? Which ones don't? (with teacher support and relia)</b>

**Common Core Connection- Curricular Extensions**

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

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

Level: Emerging	Level: Expanding	Level: Bridging

**El Rancho Unified School District**

<p><b>Grade: Kindergarten</b>  <b>Selection Reading: The Amazing Little Porridge Pot</b>  <b>Week 3 - Day 1</b></p>	<p><b>Theme 3: We're a Family</b>  <b>Theme Concept: Families play, work and celebrate together!</b>  <b>Type of Text: Literary</b>  <b>Writing: Opinion/Argumentative</b></p>
<p align="center"><b>Common Core Standards</b></p>	<p align="center"><b>Essential Skills (LOL's)</b></p>
<p>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.1 Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book</p>	<p>I can ask questions about important details in a text. (with support)            I can answer questions about important details in a text. (with support)            I can retell a story I know using important details. (with support)            I can describe the characters, settings 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 texts. (e.g., storybooks, poems).            I can actively participate in group reading activities.            I can share my thoughts and opinions about a book using pictures and words.</p>
<p align="center"><b>Academic Vocabulary</b></p>	
<p align="center"><b>Tier 1</b> (Standard specific vocabulary)</p>	<p align="center"><b>Tier 2</b> (Content specific vocabulary)</p>

## El Rancho Unified School District

Question Answer Important Detail Text Events Ideas Information Connection Cause Counting books Alphabet books	Fiction Story Poem Fable Narrative Purpose Information Text Storybooks Rhyme recognize	Cottage Woods Stream Weather Man Coat Woman Daughter Porridge Pot Cook Stop Small Delicious Fortune	Scooped Spill Flowing Shivering Chattering Stove Impatient Lesson Little Hot Cold Snowy Kind Amazing Boil
--	--	---	---

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

DOK Level	Questions	Page #
1	<b>Who gave the porridge to the woman?</b>	T121
1	<b>Who were the characters in the story? Where does the story takes place?</b>	T121
2	<b>Why did the daughter have trouble using the porridge pot?</b>	T121
2	<b>What special instructions did the little man give the woman?</b>	T121
2	<b>What happened when the pot wouldn't stop making porridge?</b>	T121
3	<b>What lesson did the daughter learn?</b>	T121

### Performance Tasks (DOK 4)

**Compare and contrast the Amazing Little Porridge Pot and Goldilocks and the three bears.**

**Illustrate the sequence of events in this story.**



**El Rancho Unified School District**

**Illustrate what would have happened if the girl would have waited for her mother.**

**Common Core Connection- Curricular Extensions**

<b>Writing</b>	<b>Science/ Social Studies</b>	<b>Math</b>
With teacher support, students will list the items needed to make tortillas and discuss with a partner.	Using a flow map illustrate the steps on making tortillas. Provide relia for students to observe and discuss (e.g., tortillas, masa, mixing tools, pan, corn)	Have students compare the weight of the objects used on the lesson. Have students' counts the objects.

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

<b>Level: Emerging</b>	<b>Level: Expanding</b>	<b>Level: Bridging</b>