

El Rancho Unified School District

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|---|---|---------------|
| Grade: Kindergarten Selection Reading: Friends at School Week 1 Day 1 | Theme 4: Friends Together Theme Concept: Friends have lots of fun together. Type of Text: Informational Text Writing: Informative | |
| 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. RL. K.10 Actively engage in group reading activities with purpose and understanding. W K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory text 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 make connections between people, events, information and ideas in informational text. (with support) I can actively participate in group reading activities. 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 | |
| School Friends Play Talk Write Counting Read Books Sing Songs Recess Playground Slide | Swings Paint Fieldtrips Busy Goody Grocery Puzzle Scrub Splash | |
| Text-Dependent Questions (DOK 1-3) | | |
| DOK Level | Questions | Page # |

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|---|--|-----|
| 1 | Identify things we do in our classroom? Identify things we don't do in the classroom? | T11 |
| 1 | Tell what happened in the beginning of the story? | T11 |
| 2 | Summarize what the story was mostly about? | T11 |
| 2 | Which of these children would you like to have for a friend? Why? | T11 |
| 3 | How do the illustrations help you relate to the children in the story? | T11 |
| 3 | Explain would you like to go to the school in this book? Why or why not? | T11 |

Performance Tasks (DOK 4)

Using a flow map children will illustrate what happened first, next, then, and last.

Common Core Connection- Curricular Extensions

| Writing | Science/ Social Studies | Math |
|---|---|--|
| With teacher support, students will think about their own classroom activities they do with their friends at school. Students will illustrate and describe what they have drawn using position words. T15 | With teacher support, students will create an illustration that compares schools long ago and today. (Reading in Social Studies Center Activity 10) T5c | As a whole group, create a graph to determine how many boys and girls are in the classroom. As a whole group, students will use position words to describe objects in the classroom. |

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

| Level: Emerging | Level: Expanding | Level: Bridging |
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El Rancho Unified School District

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|---|---|--|---|
| Grade: Kindergarten Selection Reading: Aaron and Gayla's Alphabet Book Week 1 Day 2 - Day 3 | | Theme 4: Friends Together Theme Concept: Friends have lots of fun together. Type of Text: Informational 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.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL. K.10 Actively engage in group reading activities with purpose and understanding. W K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory text 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 compare and contrast things that happen to characters in stories that I know. (with support) I can actively participate in group reading activities. 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 | School Friends Play Talk Write Draw Games Counting Read Books Sing Songs | Puzzles Recess Playground Slide Swings Paint Fieldtrips Beside Under We Together x-ray |
| Text-Dependent Questions (DOK 1-3) | | | |
| DOK Level | Questions | | Page # |

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|---|---|-----|
| 1 | Identify things Aaron and Gayla like to do together? | T30 |
| 1 | Tell what Aaron and Gayla do after they look under the bed? | T30 |
| 2 | Summarize what the story was mostly about? | T30 |
| 2 | What do Aaron and Gayla do before they x-ray the teddy bear? | T30 |
| 2 | Do you do any of these things with a friends? | T30 |
| 3 | What games do you play that are the same and /or different from the story. | T30 |

Performance Tasks (DOK 4)

Children will illustrate something they like to do based on an alphabet letter. They will draw and label their illustrations. (with teacher support) T33

Common Core Connection- Curricular Extensions

| Writing | Science/ Social Studies | Math |
|--|--|---|
| As a whole group, create a graphic organizer about things we do at school. Students will complete an I like to _____ sentence stem to tell about what they like to do at their favorite centers. T37 | With teacher support, students will create an illustration that compares things students do the same and different in the story <u>Aaron and Gayla</u> . | Students will count the alphabet letters. Students will use position words orally as they place items in different positions. T25 |

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

| Level: Emerging | Level: Expanding | Level: Bridging |
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El Rancho Unified School District

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| Grade: Kindergarten Selection Reading: The Lion and the Mouse Week 2 Day 1 | | Theme 4: Friends Together Theme Concept: Friends have lots of fun together. Type of Text: Literary Text Writing: Opinion | |
| Common Core Standards | | Essential Skills (LOL's) | |
| RL K.2 With prompting and support, retell familiar stories, including key details. 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). 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 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 retell a story I know using important details. (with support) I can make connections between pictures and words in a story. (with support) I can actively participate in group reading activities. 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 | Happen | Lion | Roar |
| Answer | Inform | Mouse | Creature |
| Important | Explain | Friend | Hunters |
| Detail | Write | Net | Mane |
| Text | Details | Help | Escaped |
| Support | Tell about | Nap | Gnawing |
| Individual | Compose | Paw | Mighty |
| Events | Topic | Peeked | Scampered |
| Ideas | Name | Fear | Tangled |
| Information | | Snack | Tiny |
| Connection | | Meal | Little |
| Cause | | Favor | Big |
| Text-Dependent Questions (DOK 1-3) | | | |
| DOK Level | Questions | | Page # |

El Rancho Unified School District

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| 1 | What caused the lion to wake up from his nap? | T63 |
| 1 | Tell what happened in the beginning of the story? | T63 |
| 2 | Would a lion and a mouse be friends in real life? | T63 |
| 2 | How did the mouse get the lion out of the net? | T63 |
| 3 | Explain why the lion laughed when the mouse said it would help? | T63 |
| 3 | How would you help the lion? Why? | T63 |

Performance Tasks (DOK 4)

Students will illustrate another way to help the lion from the net.

Common Core Connection- Curricular Extensions

| Writing | Science/ Social Studies | Math |
|--|--|--|
| Students will illustrate their favorite part of the story and dictate to teacher what they think of the story. | With teacher support, students will look at different animal books and discuss the different habitat they live in. | As a whole group, count how many animals tried to help the lion. As a whole group, students will identify size words. |

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

| Level: Emerging | Level: Expanding | Level: Bridging |
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El Rancho Unified School District

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|--|---|---|---------|
| Grade: Kindergarten Selection Reading: My Dad and I Week 2 Day 2 - Day 3 | | Theme 4: Friends Together Theme Concept: Friends have lots of fun together. Type of Text: Informational 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.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 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 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 | Dad Best friends Soccer Sing Swim Pool Jokes Laugh Dance Toes Draw Love | Teaches |
| Text-Dependent Questions (DOK 1-3) | | | |

El Rancho Unified School District

| DOK Level | Questions | Page # |
|------------------|---|---------------|
| 1 | What did Rafa and his dad do together? | T73/ T86 |
| 1 | What picture did you like best? Why? | T86 |
| 2 | Summarize what the story was mostly about? | T86 |
| 2 | How do you know that Rafa and his dad are best friends? | T73 |
| 2-3 | Explain how Rafa and his dad are having fun together? | T83 |
| 3 | Compare some of the activities you do with your best friend? | T73 |

| Performance Tasks (DOK 4) |
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| Students will illustrate something they like to do with their best friend. They will draw and label their illustrations. (with teacher support) |

Common Core Connection- Curricular Extensions

| Writing | Science/ Social Studies | Math |
|--|--|---|
| As a whole group write a story together. Draw a picture that shows a friend doing something. Invite students to use action words to describe drawings. Students can also write a letter or word to add to the story. T91 | Read, <u>Friends Help Friends</u> . Students will draw pictures of family members helping each other. Then label their pictures My _____ and I. T87 | Students will count how many activities Rafa and his dad do together. Have students vote for their favorite activity, create a chart, and then compare which has more, less, equal, few, more. |

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

| Level: Emerging | Level: Expanding | Level: Bridging |
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El Rancho Unified School District

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|--|---|---|---|
| Grade: Kindergarten Selection Reading: Friends Help Friends Week 2 Day 4 Social Studies Link | | Theme 4: Friends Together Theme Concept: Friends have lots of fun together. Type of Text: Informational Text Writing: Informative | |
| 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 | School Friend Teacher Librarian Park ranger Firefighter Doctor Mail carrier Crossing guard Community Helpers | Library Park Firehouse Office Post office Crosswalk Helpful |
| Text-Dependent Questions (DOK 1-3) | | | |
| DOK Level | Questions | | Page # |
| 1 | What type of text is this selection? | | T94 |

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|---|---|-----|
| 1 | Who helps at school? | T94 |
| 2 | Why is the girl working with her teacher? | T94 |
| 2 | Do you have friends who help you? Tell how they have helped you. | T95 |
| 3 | Compare a teacher and a doctor? | T94 |
| 3 | Why are the jobs done by these people important? | T94 |

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| Performance Tasks (DOK 4) |
| With support students will illustrate who has helped them and discuss how they have helped them. |

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 |
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El Rancho Unified School District

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|---|--|---|--|--|--|
| Grade: Kindergarten Selection Reading: Stone Soup Week 3 Day 1 | Theme 4: Friends Together Theme Concept: Friends have lots of fun together. Type of Text: Literary Text Writing: Opinion | | | | |
| 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.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). 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 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 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 make connections between pictures and words in a story. (with support) I can actively participate in group reading activities. 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) | | | | |
| <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px;"> Question Answer Important Detail Text Support Individual Events Ideas Information Connection Cause </td> <td style="width: 50%; padding: 5px;"> Happen Inform Explain Write Details Tell about Compose Topic Name </td> </tr> </table> | Question Answer Important Detail Text Support Individual Events Ideas Information Connection Cause | Happen Inform Explain Write Details Tell about Compose Topic Name | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px;"> Stone Soup Town square Hungry Feed Poor Potato Onion Carrot Meat Celery Villagers </td> <td style="width: 50%; padding: 5px;"> Barley winked Salt Pepper Recipe Kettle Vegetables Disappointed Spare Traveler Butcher Farmer Tinsmith </td> </tr> </table> | Stone Soup Town square Hungry Feed Poor Potato Onion Carrot Meat Celery Villagers | Barley winked Salt Pepper Recipe Kettle Vegetables Disappointed Spare Traveler Butcher Farmer Tinsmith |
| Question Answer Important Detail Text Support Individual Events Ideas Information Connection Cause | Happen Inform Explain Write Details Tell about Compose Topic Name | | | | |
| Stone Soup Town square Hungry Feed Poor Potato Onion Carrot Meat Celery Villagers | Barley winked Salt Pepper Recipe Kettle Vegetables Disappointed Spare Traveler Butcher Farmer Tinsmith | | | | |
| Text-Dependent Questions (DOK 1-3) | | | | | |

El Rancho Unified School District

| DOK Level | Questions | Page # |
|-----------|--|--------|
| 1 | What was the man making? | T117 |
| 1 | Tell what happened in the beginning of the story? | T117 |
| 2 | Did the soup taste good? How do you know? | T117 |
| 2 | Was the man clever? What makes you think so? | T117 |
| 2-3 | Explain how the villagers helped the man? Why? | T117 |
| 3 | If the traveler came to your house, would your family give him things for his stone soup? Why? | T117 |

Performance Tasks (DOK 4)

As a whole group role play making soup. Students will help by placing different vegetables into a kettle or pan, describe the vegetable, and then stir at the end. Discuss how the soup might taste.

Common Core Connection- Curricular Extensions

| Writing | Science/ Social Studies | Math |
|--|---|--|
| Students will make an illustrated recipe by drawing the ingredients from the <u>Stone Soup</u> story. Then label the drawing. T117 (with teacher support). | Place different plastic vegetables for a center with different vegetable books. Have students match the vegetables and describe them. | As a whole group, count how many vegetables we are using from the stone soup story. Describe size, big, small, large, and short. |

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

| Level: Emerging | Level: Expanding | Level: Bridging |
|-----------------|------------------|-----------------|
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El Rancho Unified School District

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|--|---|
| Grade: Kindergarten Selection Reading: We Read Together Week 1 Day 4 Social Studies Link | Theme 4: Friends Together Theme Concept: Friends have lots of fun together. Type of Text: Informational 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.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 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 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 Book Grocery List Magazine Newspaper Menu Read |

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Text-Dependent Questions (DOK 1-3)

| DOK Level | Questions | Page # |
|-----------|--|--------|
| 1 | Who is the girl reading with on the cover of the book? | T40 |
| 1 | What are all the children doing? | T40 |
| 2 | How do you think this book will be organized? How will the pictures help you know? | T40 |
| 2 | What do you think the people in the picture might order? How do you know? | T40 |
| 2-3 | What part of the newspaper are they reading? How can you tell? | T40 |
| 3 | Compare a traffic sign, a grocery list, an invitation, and an article. What important information do we learn from each one? | T40 |

Performance Tasks (DOK 4)

Students will illustrate themselves reading with someone. Then, discuss who that person is and what they are reading. (With teacher support)

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 |
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