El Rancho Unified School District

Grade: 1
Selection: "I Am Six" (Big Book)
      "The Cat Sat" (Anthology)
      "The Mat" (Anthology)
	Theme: 1 (Week 1)—All Together Now
	Theme Concept: Friends do all kinds of things together.

Type of Text:
  ☑ **Literary Text**
	Selection Writing:
	  ☑ **Informative/ Explanatory**

Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
details	story	wiggle	cow
questions	problem	giggle	goat
ask	characters	hamster	
answer	settings		
text	events		
information	illustrations		
retell	describe		
main event			

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
	Reading: Literature	
RL 1.1	Ask and answer questions about key details in a text.	I can ask questions about details in a text. I can answer questions about details in a text.
RL 1.2	Retell stories, including key details, and demonstrating understanding of their central message or lesson.	I can retell a story using important details from a text.
RL 1.7	Use illustrations and details in a story to describe its characters, settings, or events.	I can use pictures and details to describe the characters, setting, and events of a story.
	Reading: Informational Text	

Text-Dependent Questions (DOK 1-3)		
DOK Level	**Questions**	**Page #**
2-3	Why did the girl say, "Go Sam Cat"?	
3	What was the best place for the cat to sit? Justify your answer.	T51
3	How would you get the cat to move?	
3	Why do you think the animals sat on the mat?	
3	Why did the woman yell, "Go"?	T64
3	Would you want animals in your house? Why?	

Performance Tasks (DOK 4)
Draw and label a picture of the cat. Share the picture. "Taking Care of a Cat" Center Activity 1 (Reading in Science & Social Studies Flip Chart): Students make a book about taking care of a cat.

Common Core Connection-Curricular Extensions

Writing	Science/ Social Studies	Math
Independent Journal Writing Shared Writing: A Class Story "We Are in First Grade" (pg. T43) Writing About Animals (pg. T67)	Science: Habitat Collage (pg. T19)	Class Graphs: • Students draw a picture and label the picture of a pet they currently have. Students then place the pictures on a class graph made by the teacher. • Students who do not have a pet draw a picture label the picture of a pet the wish to have.

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

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District

Grade: 1
 Selection: "Ten Dogs in a Window" (Big Book)
     "Nan and Fan" (Anthology)
     "We Can!" (Anthology)
	Theme: 1 (Week 2)—All Together Now
	 Theme Concept: Friends do all kinds of things together.

Type of Text:
   ☑ **Literary Text**
	Selection Writing:
	   ☑ **Informative/ Explanatory**

Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
details	story	wiggle	cow
questions	problem	giggle	goat
ask	characters	hamster	
answer	settings		
text	events		
information	illustrations		
retell	describe		
main event			

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
	Reading: Literature	
RL 1.1	Ask and answer questions about key details in a text.	I can ask questions about details in a text. I can answer questions about details in a text.
RL 1.2	Retell stories, including key details, and demonstrating understanding of their central message or lesson.	I can retell a story using important details from a text.
RL 1.3	Describe characters, settings, and major events in a story, using key details.	I can describe the characters, setting, and major events using details.
RL 1.7	Use illustrations and details in a story to describe its characters, settings, or events.	I can use pictures and details to

		describe the characters, setting, and events of a story.
RL 1.9	Compare and contrast the adventures and experiences of characters in stories.	I can compare and contrast things that happen to characters in stories.
Reading: Informational Text		

Text-Dependent Questions (DOK 1-3)		
DOK Level	**Questions**	**Page #**
3	How does each person who comes along choose a dog?	
3	Which of the ten dogs would you choose, and why? Which cat would you choose?	T84
3	What did you like about Ten Dogs in the Window?	
2	Why did Fan follow Nan?	
3	Why can't Fan go to Nan's school?	T111
3	What would you do if a pet followed you to school?	
1	What can the children do at school?	
2	Do you think the children like school?	T124
3	Would you like to go to their school?	

Performance Tasks (DOK 4)
("Ten Dogs in a Window") **Shared Writing: A Class Story** pg. T103
("Nan and Fan")**Writing: Write a List** Make a class list of pets. Write "Our Pets" at the top of the list.
("We Can") **Writing: Describe a Character** Use punch-out letters to make a character's name. Then write one word to describe the character.

Common Core Connection-Curricular Extensions

Writing	Science/ Social Studies	Math

| Independent Journal Writing

Shared Writing: A Class Story "Our Pets" (pg. T103) | Science: Pet Care Posters (pg. T79)
Reading in Science Center Activity #3:
□ How Do I Go?
□ Pushes
□ No Gas Needed | Whole Group Mathematical Reasoning:

The class determines the answer to "How many pets do the students in this class have in all?" |

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

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District

Grade: 1 . Selection: **"Charles Tiger"** (Big Book) "The Big Hit" (Anthology) "Big Pig" (Anthology)	Theme: 1 (Week 3)—All Together Now Theme Concept: Friends do all kinds of things together
Type of Text: ☑ **Literary Text**	Selection Writing: ☑ **Narrative**

Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
details questions ask answer text information answer retell main event story problem resolution/ending lesson or moral sequence (beg., middle, end)	solve write decode syllable sounds silent vowel consonant pattern sentence period capitalize correctly information explanation	(Charles *Tiger*) *(The Big Hit)* roar hit steep tag upset bam! shallow decided stone	(Big Pig) fit fig hat

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
	Reading: Literature	
RL 1.1	Ask and answer questions about key details in a text.	I can ask questions about details in a text. I can answer questions about details in a ext.
RL 1.2	Retell stories, including key details, and demonstrating understanding of their central message or	I can explain the important message

	lesson.		or lesson of a story.

Text-Dependent Questions (DOK 1-3)		
DOK Level	**Questions**	**Page #**
1	Why was Charles Tiger unhappy at the beginning of the story?	
1	Why did Charles Tiger go looking for his roar?	
1	Where was the last place that Charles Tiger looked?	T144
1	What did he find there?	
2	Why do you think seeing the spider made Charles Tiger roar?	
3	Do you think the children like to play ball? Why?	
3	Why did the children chase Tip?	T173
4	How would you get the ball from Tip?	
3	Why does Big Pig get the hat?	
3	Why did Nan and Tim sit on Big Pig?	T186
4	Would you like to visit Big Pig's farm? Why?	

Performance Tasks (DOK 4)
("Charles Tiger") **Make a book marker:** Draw the funniest part of the story "Charles Tiger." OR
("The Big Hit") **Write a Name:** Draw your favorite character from the story. Write the character's name. OR
("Big Pig") **Write a Menu**: What does Big Pig like to eat? Draw a picture and label it.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Independent Journal Writing Shared Writing: A Class Story ("Lost and Found")--pg. T163 Creating a New Ending—pg. T189	Reading in Science Center Activity #3: "Racing Cars" Science—Animal Habitats (pg. T139)	Refer to "The Big Hit." Make a class tally chart of students who play softball/baseball and/or other sports.

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

Level: Emerging	Level: Expanding	Level: Bridging