

El Rancho Unified School District

**DRAFT**

Grade: 1st Selection: "Moving Day" (Anthology)		Theme: 5 (Week 1)—Home Sweet Home Theme Concept: <u>Everyone has a different kind of home.</u>	
Text Type: <input checked="" type="checkbox"/> Literary		Writing: <input checked="" type="checkbox"/> Narrative	
Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
question		grow	tight
detail		shell	seashore
experiences		long	pulls out
information		wide	ducks
questions mark		heavy	pops right in
curious		light	switch
		rough	pulls
		smooth	
		fancy	
		plain	
		snug	

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

R.L.1.7	Use illustration and details in a story to describe its characters in stories	

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
1	Does the hermit crab like a shell that is snug? Why?	T53
3	What does the crab learn about shells?	T53
2-3	When will the crab need to find a new home?	T53
2-3	Compare the fancy and plain shell.	

### Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
After reading the story “Moving Day”, write a sentence describing your favorite shell. Explain why it would be better than the one he chose.	Complete Building Vocabulary center Activity 13 “Out of Your Shell”	Draw a map of your school. Using right and left directions, tell your partner how to go to the library or the cafeteria from your room.

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

Level: Emerging	Level: Expanding	Level: Bridging

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**DRAFT**

Grade: <u>1</u> Selection: “Me on the Map” (Anthology)	Theme: <u>5 (Week 2)—Home Sweet Home</u> Theme Concept: <u>Everyone has a different type of home.</u>		
Text Type: <input checked="" type="checkbox"/> Literary	Writing: <input checked="" type="checkbox"/> Narrative		
Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
retell	compare	map	country
details	contrast	street	United States of America
main event	experiences	town	world
story	characters	state	Earth

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
<b>Reading: Literature</b>		
<b>RL 1.1</b>	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.
<b>RL 1.2</b>	Retell stories, including key details, and demonstrating understanding of their central message or lesson.	I can explain the important message or lesson of a story.
<b>RL 1.3</b>	Describe characters, settings, and major events in a story, using key details.	I can describe the characters, setting, and major events of a story using details.
<b>RL 1.7</b>	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.
<b>Reading: Informational Text</b>		

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
2	How do you think the girl feels about her special place on the map?	T119
1	How did the girl learn about her place in the world?	
3	How would your map be different from the girl's map?	
1-2	Retell key details you remember from the beginning, middle, and end of the story Me on the Map.	

Performance Tasks (DOK 4)
Imagine your ideal city. Write sentences describing your city and give it a name. Draw a flier inviting people to your city.

**Common Core Connection- Curricular Extensions**

Writing	Science/ Social Studies	Math
After reading The City Mouse and the Country Mouse (T88-T89), tell which place you would like to live and why.	Make a Map of your neighborhood. Include streets, houses, and other buildings you see. Label each place on your map. (T119)	Students will solve a word problem.  Thirteen students live in apartments and 10 live in a home. How many more students live in an apartment than in a home?

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

Level: Emerging	Level: Expanding	Level: Bridging

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**DRAFT**

Grade: <u>1</u> Selection: "The Kite" (Anthology)	Theme: 5 (Week 3)—Home Sweet Home Theme Concept: <u>Everyone has a different type of home.</u>
Text Type: <input checked="" type="checkbox"/> Literary	Writing: <input checked="" type="checkbox"/> Narrative
<b>Tier 1</b> (Standard/academic/skill specific vocabulary)	<b>Tier 2</b> (Content specific vocabulary)
retell	beginning
details	middle
main event	experiences
story	characters
	weather
	kite
	convinced
	news

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
<b>Reading: Literature</b>		
<b>RL 1.1</b>	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.
<b>RL 1.2</b>	Retell stories, including key details, and demonstrating understanding of their central message or lesson.	I can explain the important message or lesson of a story.
<b>RL 1.3</b>	Describe characters, settings, and major events in a story, using key details.	I can describe the characters, setting, and major events of a story using details.
<b>RL 1.7</b>	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.
<b>Reading: Informational Text</b>		

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
1	Answer who, what where, when and how questions after reading the story.	T175
2-3	How would you learn how to make a kite?	
1	What do the children learn from their mother?	
2-3	How would you feel if you lost something that you really like?	

Performance Tasks (DOK 4)
After reading The Mouse's House answer the following questions. If you were an animal walking in the forest and you saw the puffed-up sock, would you get in? Why or why not?

### Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Journal Writing: Write a sentence telling about a kite you have seen or that you would like to make.	Weather Picture Dictionary (T175)	Students will solve the following word problem. <i>At a Kite Festival, there were 5 red kites, 3 yellow kites, and 6 dragon kites. How many kites were in the Festival in all?</i>

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

Level: Emerging	Level: Expanding	Level: Bridging