2013-2014 ELA/ELD CURRICULUM GUIDE

Kindergarten
Quarter One

CUSD
EDUCATIONAL SERVICES
Introduction to Curriculum Guide

This guide is intended to be used as a planning tool and resource to assist teachers in implementing ELA Common Core Standards and the new CA ELD Standards. It allows teachers to utilize materials that are readily available and offers suggested texts and resources which are directly aligned to the ELA Common Core Standards.

This guide should not be used as a lock-step scope and sequence for how to teach at this grade level. Resources in the guide are aligned to enable teachers to make the most appropriate curricular choices for their students. The design of the guide outlines how to differentiate instruction according to students’ language proficiency levels.

Quarters one and two have been created using Open Court and Science/Social Studies textbooks. This guide is a “living document” which means that classroom teachers, curriculum specialists, and administrators will review and revise documents for upcoming quarters.

In closing, we would like to acknowledge Dr. Ajala, Dr. Zavala, and Ms. Aurangzeb for their guidance and support. The CUSD Curriculum Development Team welcomes any feedback or suggestions to make this document more efficient and useful. Please send any questions and/or feedback to the following e-mail addresses.

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</tr>
</tbody>
</table>
# Curriculum Guide Common Language

<table>
<thead>
<tr>
<th>Theme Connection</th>
<th>The theme connection explains how the lesson(s) relate to the unit theme.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Common Core Standards/ELD Standards</td>
<td>Every lesson outlines ELA Common Core standards covered and corresponding ELD standards by language proficiency levels (Emerging, Expanding, Bridging).</td>
</tr>
<tr>
<td>Anchor Standards</td>
<td>College and Career Readiness Anchor Standards define what students should be able to do by the end of each grade level.</td>
</tr>
<tr>
<td>Embedded Standards</td>
<td>ELD/ELA embedded standards are integrated into every lesson.</td>
</tr>
<tr>
<td>Language Objectives</td>
<td>Language objectives have been included in every Science and Social Studies lesson. The purposes of language objectives are to define the communication skills (language domains) to make the content comprehensible.</td>
</tr>
<tr>
<td>Essential Questions</td>
<td>Essential questions are meant to guide the learning process of students and highlight the relevance of material covered in every unit.</td>
</tr>
<tr>
<td>Essential Skills</td>
<td>Essential skills describe the reading standards students have learned in the previous grade and will be expected to learn in the subsequent grade.</td>
</tr>
<tr>
<td>Text-Based Questions</td>
<td>Text-Based questions can only be answered by referring explicitly back to the text being read. Sentence frames have been provided to support English Language Learners.</td>
</tr>
<tr>
<td>Thinking Maps/Writing Prompts</td>
<td>Every lesson has a writing prompt related to the quarterly writing focus. Suggested thinking maps have been provided to assist students in organizing their ideas prior to writing.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>The curriculum guide addresses the types of vocabulary in the ELA Common Core Standards and new CA ELD standards (i.e., Conversational, Academic, and Domain-Specific).</td>
</tr>
<tr>
<td>Differentiation For Emerging Students</td>
<td>The curriculum guide provides differentiation for Emerging students by addressing basic vocabulary and providing sentence frames for both speaking and writing.</td>
</tr>
<tr>
<td>Collaborative Group Activity</td>
<td>At the end of every lesson there is a cooperative group activity related to the unit of study.</td>
</tr>
</tbody>
</table>
Unit 1 – Weeks 1 and 2
Theme: California Indians
Social Studies
Lesson 1: How are California Indians in your region alike and different?
Lesson 2: How have California Indians lived in their environment?

Text: Scott Foresman History-Social Science for California, Our Community
Unit 2: California Indians Past and Present
Lesson 1: How are California Indians in your region alike and different?
Lesson 2: How have California Indians lived in their environment?
Author(s): William E. White, Ph.D., Program Author
Genre: Informational Text
Teaching Days: 5
Anthology Page Number: 17-40
Teacher’s Edition Page Number: 17-40

Connection to the Theme:
American Indians were living across the American country long before people of other lands arrived. Many California Indian groups settled in different regions and developed cultures that may be similar or different from our cultures today. They adapted to their environment by finding food in their area and building homes from resources around them.

Common Core Standard(s)
Corresponding ELD Standard(s)

Reading
RI.3.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

ELD Part I: Interacting in Meaningful Ways
B. Interpretive
6. Reading/Viewing Closely
  Emerging: Describe ideas, phenomena, and text elements (e.g., main idea, characters, setting) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.
  Expanding: Describe ideas, phenomena, and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.
  Bridging: Describe ideas, phenomena, and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.

ELA CCSS Standard
Corresponding ELD Standards
Writing

**W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

**ELD Part I: Interacting in Meaningful Ways**

**C. Productive**

**11. Supporting Opinions**

- **Emerging**: Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).
- **Expanding**: Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.
- **Bridging**: Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.

**Anchor Standards**

- **CCSS.ELA-Literacy.CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- **CCSS.ELA-Literacy.CCRA.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- **CCSS.ELA-Literacy.CCRA.SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-Literacy.CCRA.W.1** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

**ELA/ELD Block Embedded Standards**

<table>
<thead>
<tr>
<th>ELA</th>
<th>ELD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ri.3.1-5, 7, 8</td>
<td>I.A.1, 4</td>
</tr>
<tr>
<td>Ri.3.3, 4</td>
<td>I.B.5, 6</td>
</tr>
<tr>
<td>W.3.4-6, 8</td>
<td>I.C.10, 12</td>
</tr>
<tr>
<td>S/L 3.1-4, 6</td>
<td>II.A.1</td>
</tr>
<tr>
<td>L.3.2-4, 6</td>
<td>II.B.3-5</td>
</tr>
</tbody>
</table>

**Content Standard**

- **H-S5 3.2.1** Describe national identities, religious beliefs, customs, and various folklore traditions.
- **H-S5 3.2.2** Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).

**Language Objective**

Students will be able to:
- describe the relationship between ideas in a text using sequencing and cause and effect
- explain what and how context clues help to understand vocabulary
- engage in collaborative discussions with focus on turn taking rules
- write an opinion piece that clearly states an opinion and provides relevant reasons to
<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Essential Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ri.3.3</strong>&lt;br&gt;• What happens if you tell events out of order?&lt;br&gt;• How can language that pertains to time, sequence, and cause/effect help us understand historical events, scientific ideas/concepts, and technical procedures in text?</td>
<td><strong>Learned in Second Grade</strong>&lt;br&gt;Ri.2.3-Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</td>
</tr>
<tr>
<td><strong>L.3.4</strong>&lt;br&gt;• How do I figure out a word I do not know?&lt;br&gt;• What references or resources can we use to enhance our vocabulary?</td>
<td><strong>Will Learn in Fourth Grade</strong>&lt;br&gt;Ri.4.3-Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</td>
</tr>
<tr>
<td><strong>SL.3.1</strong>&lt;br&gt;• How do I clarify my understanding of a story by speaking in complete sentences?&lt;br&gt;• How can I orally rephrase the question to generate an answer in a complete sentence?</td>
<td></td>
</tr>
<tr>
<td><strong>W.3.1</strong>&lt;br&gt;• How can I explain my opinion on a particular topic or text?</td>
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</tbody>
</table>

**ELA/ELD Instructional Resources**

**Text Based Questions**
- Compare and contrast two groups of North American Indians to explain how different or alike their customs were.
- What distinctions are made between the California Indian groups?
- How was history passed down from generation to generation among California Indians?
- Why might a ceremony be performed?
- How do California Indians live compared to other Americans today?
- Why did California Indians have to adapt to their environment?
- Do you think that "Pit River Indians" was an appropriate name for the Achumawi Indians? Support your opinion with textual evidence.
- How did California Indians adapt their homes for cold and warm climates?
- Give an example of how California Indians used plants and animal skins to make clothing.

**Comparing and Contrasting**
One similarity/difference between ___ and ___ is ___, ___, and ____ are similar/different because...
Whereas [Subject 1] is ___, [Subject 2] is ___. [Subject 1] is ___. Similarly/In contrast, [Subject 2] is ___.

**Summarizing and Informing**
In this text, the author states...

**Inferring, Predicting, & Hypothesizing**
I concluded/discerned that (a ceremony was performed when...) because...

**Justifying and Persuading**
I believe that "Pit River Indians" was/was not an appropriate name for the Achumawi Indians because...
My primary reason for thinking this is...
Perhaps the most convincing reason for this is...
Based on the evidence presented, I believe that...
**Domain-Specific Vocabulary**

Resources, pottery, clay, shamans, healing rattles, spirits, bear doctors, bird songs, frame, wooden poles, tule grass, fire pit, wove, animal skins, aprons, headdresses, dam, fishing spears, spear points, balsas, canoes, rafts.

**Emerging (CELDT Levels 1-2) Differentiation**

**Vocabulary:** 
- group, baskets, feathers, beads, instruments, jewelry, carved, rattles, shells, flutes, whistles, clapper, cocoons, coyote, hawk, pile, shelves, cone, ditch, bark, bushes, wood, cactus, acorns, fibers, purses

**Sentence Frames for Writing:**

If I could make a work of art from a Californian Indian region, I would choose to make... which is/was made by the... in the... region. I would like to make... because... Additionally, I would like to make... because... A... is made from...
To make a... you first, next, later... To make a... you initially... Thereafter...

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**Recommended Thinking Maps**

**Writing Prompt**

Imagine you are going to visit a California Indian region from long ago where you will be able to make a work of art from the region. California Indians of the coast made baskets, in the mountains and valley they made musical instruments and jewelry, and in the desert pottery was made. Which work of art would you like to make? Write an opinion piece to state which region you would visit and which item you would like to make. Describe the item you will make and how you would make it with many details. Support your opinion with at least two reasons to explain why you would like to make this item the most.

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**Academic Vocabulary**

<table>
<thead>
<tr>
<th>Academic Vocabulary</th>
<th>Academic Vocabulary Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.3.7-illustrations, maps, photographs, graphics, text</td>
<td>RI.3.7-gain, demonstrate</td>
</tr>
<tr>
<td>L.3.1-conventions, standard English grammar</td>
<td>L.3.1-demonstrate</td>
</tr>
<tr>
<td>L.3.1.a-function, nouns, pronouns, verbs, adjectives, adverbs</td>
<td>L.3.1.a-explain</td>
</tr>
<tr>
<td>SL.3.1-range, collaborative discussions, diverse</td>
<td>SL.3.1-engage, building on other's ideas, expressing</td>
</tr>
<tr>
<td>SL.3.1.d-ideas, discussion</td>
<td>W.3.1-supporting</td>
</tr>
<tr>
<td>W.3.1-opinion pieces, point of view, reasons</td>
<td>W.3.1.c-connect</td>
</tr>
<tr>
<td>W.3.1.c-linking words, linking phrases, opinion, reasons</td>
<td></td>
</tr>
</tbody>
</table>
Culminating Performance Task Preparation

Students will begin preparing for their final group presentations by selecting their key aspects to present and developing illustrative pages from their book.
# Unit One - Why Do We Follow Rules?

## Key Vocabulary

<table>
<thead>
<tr>
<th>BLOOM’S REVISED TAXONOMY</th>
<th>CONTENT-SPECIFIC VOCABULARY</th>
<th>ACADEMIC VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remember</td>
<td>Rules, laws, share, take turns, safe, citizen, character, can vs. cannot (can’t), monkey, school, rules, classroom, slowly, hung, seat, talked, yelled, pushed, nice, grabbed, shared, smart, thought, raise, gold, kindergarten roundup practice counting, cubby, craft, Rat, possum, junkyard, friends, grumble, scrounged, pigeon, raccoon, scurried, scraps, barrel, crate, temperature, hubcaps, mutt, teamwork, members, encouragement, common goals, job, community, big kid, then, now, photographs, teacher, crossing guard, librarian, custodian, hospital, grocery store, entrance, work zone, organizations, sew, sew by hand, sewing machine, roller skates, roller blades, telephone, cell phone, calendar, week, month, holiday, heroes, Statue of Liberty, celebrate, honor, names of holidays, names of heroes, independence</td>
<td>Ask, answer, classify, clarify, drawing, dictating, writing, questions, details, topic, opinion, information, stories, details, question words, thoughts, feelings, stories, details, question words, thoughts, feelings, retell, speak audibly, texts, storybooks, poems, fantasy, realistic text, quotation marks, quotation, speaker tag, dialogue, recognize, plan, write, draw, color, cut, listen, speak, read, collaborate, decide, choose, key details, letters, names, dates, drawing, visual displays, ideas, descriptions, thoughts, feelings, opinion, reason, closure, introduction</td>
</tr>
</tbody>
</table>
Unit One - Why Do We Follow Rules?

Suggested Works

1. Three Minute Video Explaining the Common Core Standards DC Public Schools – YouTube Video
   http://www.youtube.com/watch?v=5s0rRk9sER0


3. California English Language Development Standards   http://www.cde.ca.gov/sp/el/er/eldstandards.asp

4. Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
   Appendix B: Text Exemplars and Sample Performance Tasks   http://www.corestandards.org/assets/Appendix_B.pdf

5. Compton Unified School District (Department) English Learner - Elementary Curriculum Development

6. Note: PowerPoint Slideshows for Science and History - Social Science
   http://web.compton.k12.ca.us/pages/departments/Curriculum/ELDev.aspx

7. Professional Development – Note: District Licensed / Account & Password Required

8. Note: Videos and additional PD resources   https://www.pd360.com

9. Professional Development – Note: District Licensed / Account & Password Required

10. Note: Common Core “Gold Seal” Lessons   http://www.nextnetwork.org

11. NYC Department of Education   Note: Performance Tasks, Units and Student Work (Samples)
    http://schools.nyc.gov/Academics/CommonCoreLibrary/TasksUnitsStudentWork/default.htm
## Kindergarten Overview ELA/ELD Common Core Curriculum Integration

<table>
<thead>
<tr>
<th>Unit</th>
<th>1</th>
<th>2</th>
<th>3*</th>
<th>4*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pacing &amp; Dates for 2013/2014</strong></td>
<td>Quarter 1 (9 weeks)</td>
<td>Quarter 2 (9 weeks)</td>
<td>Quarter 3 (9 weeks)</td>
<td>Quarter 4 (9 weeks)</td>
</tr>
<tr>
<td></td>
<td>August 26 to October 28</td>
<td>October 29 to January 17</td>
<td>January 20 to March 24</td>
<td>March 25 to June 06</td>
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<tr>
<td><strong>ELA/ELD Integration with</strong></td>
<td>Social Science</td>
<td>Science</td>
<td>Social Science</td>
<td>Science</td>
</tr>
<tr>
<td><strong>THEME</strong></td>
<td>ALL ABOUT YOU &amp; ME</td>
<td>WEATHER WATCHERS</td>
<td>MY COMMUNITY</td>
<td>PLANTS &amp; ANIMALS</td>
</tr>
<tr>
<td><strong>Supporting Themes:</strong></td>
<td>✓ Rules / Citizenship</td>
<td>✓ My Five Senses</td>
<td>✓ Neighborhood</td>
<td>✓ Animals</td>
</tr>
<tr>
<td></td>
<td>✓ Friendship</td>
<td>✓ Weather</td>
<td>✓ Maps</td>
<td>✓ Plants</td>
</tr>
<tr>
<td></td>
<td>✓ Teamwork</td>
<td>✓ Water</td>
<td>✓ Symbols</td>
<td></td>
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<td></td>
<td>✓ Jobs</td>
<td>✓ Solids, Liquids and Gases</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>✓ Calendar (Special Days)</td>
<td>✓ Life Cycle of a Tree</td>
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</tr>
</tbody>
</table>

### Big Content Question:
- Am I a good friend?
- Why do we watch the weather?
- How do people live, work and play together in a community?
- How do plants and animals meet their needs?

### End of Unit Presentation
- Each student will design and present an “All About Me” Poster including information about themselves and their friends including what they want to be when they grow up.
- Cooperative groups will present posters on the four seasons noting seasonal senses, clothes, trees, and weather.
- Each student will create either a school, hospital, house, fire station, or bank to join together and make a class model neighborhood. They will give directions from one place to another.
- Cooperative groups will create a PowerPoint with help from the teacher about an animal or plant including how it meets its needs.

### Problem-Solving Performance Assessment
- Cooperative Groups will "apply" their knowledge of rules and/or routines to other places such as a shopping center (mall), restaurant, movie theater, park, beach or another place (teacher or student choice).
- Students will "apply" their knowledge of weather answering questions about key details in a text read aloud about a bear deciding what to wear.
- Cooperative groups given a list of potential “Heroes” studied by the class and their accomplishments will decide whom to honor with a new holiday and defend their choice with three reasons.
- Students will write a letter responding to a scenario where a pen pal is asking for advice on planting a thriving vegetable garden and protecting it from wildlife.

### CCSS EA & Literacy in History/Social Studies, Science, and Technical Subjects

#### Appendix B: Text Exemplars

**Social Studies and Science Resource and Textbook Support**
- SS Unit 1: Getting Along
- SS Unit 3: Work
- SS Unit 5: Calendars
- Unit A: Physical Science
  - Chapter 1: Objects All Around
  - Chapter 2: Water
- Unit C: Earth Science
  - Chapter 5: Land, Air, Water
  - Chapter 6: Weather
- SS Unit 2: Symbols
- SS Unit 4: Where We Are
- SS Unit 6: Times Past
- Unit B: Life Science
  - Chapter 3: Learning About Plants and Animals
  - Chapter 4: Plant and Animal Parts

<p>| Informative Text (4) | 1. RULES – SS Unit 1 Getting Along | 1. My Five Senses by Allki |
| | 2. JOBS – SS Unit 3 Work | 2. Our Land, Air and Water |
| | 3. CALENDAR – SS Unit 5 | 3. Water |
| | 4. | 4. What’s the Weather Like |
| | 1. | 1. SS Unit 2 Symbols |
| | 2. | 2. SS Unit 4 Where We Are |
| | 3. | 3. SS Unit 6 Times Past |
| | 4. | 4. All About Plants |
| | | 2. All About Animals |
| | | 3. Plant Parts |
| | | 4. Animal Parts |</p>
<table>
<thead>
<tr>
<th>4. TEAM TIME (OCR Big Book)</th>
<th>Today?</th>
<th>SUGGESTED TEXTS: Review Open Court Reading, HB Avenues and your own library for possible titles relating to symbols, neighborhoods, communities, etc.</th>
<th>SUGGESTED TEXTS: Review Open Court Reading, HB Avenues and your own library for possible titles relating to plants and/or animals.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative Text (4)</strong></td>
<td>1. Bono the Monkey</td>
<td>1. Hello Ocean (OCR)</td>
<td>*The District has provided Units 1 and 2. Units 3 and 4 are to be planned at the school site by grade level teachers in their Professional Learning Communities (PLCs).</td>
</tr>
<tr>
<td></td>
<td>2. <em>Look Out Kindergarten, Here I Come!</em> (OCR Big Book)</td>
<td>2. In the Yard (HB Avenues) / Seasons (Poem)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Ginger (OCR)</td>
<td>3. Gilberto and the Wind (OCR)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. <em>Don't Need Friends</em> (OCR)</td>
<td>4. Rainy Day Riddles (Science Read Aloud)</td>
<td></td>
</tr>
</tbody>
</table>
### Unit 1 – Week 1
Theme: Me and My Community
Selection: Why Do We Follow Rules?

<table>
<thead>
<tr>
<th>Text: Why Do We Follow Rules?</th>
</tr>
</thead>
<tbody>
<tr>
<td>History and Social Science for California, Unit 1 Getting Along</td>
</tr>
<tr>
<td>Author(s): Scott Foresman, Publisher</td>
</tr>
<tr>
<td>Genre: Informational Teaching Days: 5 Days</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connection to the Theme:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this selection, students learn about rules and their importance in regards to community relationships. Teachers can use this informational text to establish their own classroom rules or to go over school rules for walking in the hallway, eating in the cafeteria, playing at recess, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Common Core Standard(s)</th>
<th>Corresponding ELD Standard(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading (Literary/Informational)</td>
<td></td>
</tr>
<tr>
<td>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</td>
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</tr>
<tr>
<td>ELD Emerging 6. Reading/viewing closely Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.</td>
<td></td>
</tr>
<tr>
<td>Expanding 6. Reading/viewing closely Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.</td>
<td></td>
</tr>
<tr>
<td>Bridging 6. Reading/viewing closely Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.</td>
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</tr>
<tr>
<td>ELD Emerging 10. Composing/Writing Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently.</td>
<td></td>
</tr>
</tbody>
</table>

Expanding
### 10. Composing/Writing
Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.

### Bridging 10. Composing/Writing
Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.

### Speaking and Listening
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

### ELD
**Emerging**
5. Listening actively
Demonstrate active listening to read-alouds and oral presentations by asking and answering yes-no and wh- questions with oral sentence frames and substantial prompting and support.

### Expanding
5. Listening actively
Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.

### Bridging
5. Listening actively
Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.

### Writing
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., My favorite book is . . .).

### ELD
**Emerging**
11. Supporting opinions
Offer opinions and provide good reasons (e.g., My favorite book is X because X) referring to the text or to relevant background knowledge.

### Expanding
11. Supporting opinions
Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).

### Bridging
11. Supporting opinions
Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).

### Anchor Standards
#### Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
**Craft and Structure**

6. Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

<table>
<thead>
<tr>
<th>ELA/ELD Block Embedded Standards</th>
<th>Content Standard</th>
<th>Language Objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.4, SL.5, RL.1, RL.7, RL.10,</td>
<td>1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</td>
<td>Instruct in common pronouns: <em>I, we, me, he, she.</em> Model/Practice replacing pronouns for names when speaking.</td>
</tr>
<tr>
<td>RI.4, RI.7, SL.6, RL.10, SL.3,</td>
<td>SL.6, RL.4, RL.2, RL.3, RL.4, RL.5, RL.6, RL.7, RL.9, RL.10, RI.1, RI.2, RI.3, RI.4, RI.7, RI.8, SL.3, W.10, RL.1, RL.3, RL.4, RL.5, RL.6, RL.7, RL.9, RL.10, RI.1, RI.2, RI.3, RI.4, RI.7, RI.8, SL.1, SL.6, SL.1, SL.2, SL.3, SL.4, SL.6, L.6, W.9, RL.3, RI.3, W.6, W.7, W.8, SL.5, SL.6, W.4, W.10, W.9, L.3 W.5, SL.6, L.3 W.5, SL.1, SL.6, L.3 RL.2, W.6, W.7, W.8, SL.1, SL.4, SL.5, SL.6, W.9, L.3, RL.4, RI.4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Essential Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why is it important to ask questions?</td>
<td><strong>Will Learn in 1st Grade—Reading Informational Text</strong></td>
</tr>
<tr>
<td>2. What words can we use to help us ask questions?</td>
<td>As students move into first grade they are expected to continue to master the Reading Informational Text K standards but without as much prompting and support. They further explore text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts of information in a text. See RI.1.5</td>
</tr>
<tr>
<td>3. What can we use to answer questions about a book?</td>
<td></td>
</tr>
<tr>
<td>4. Why is answering questions important?</td>
<td></td>
</tr>
<tr>
<td>5. What should you do when writing a about your opinion?</td>
<td></td>
</tr>
<tr>
<td>6. What is an opinion?</td>
<td></td>
</tr>
</tbody>
</table>

**ELA/ELD Instructional Resources**
### Text Based Questions
1. Look at pages 3 and 4. What questions might a new student ask to determine the rules of this school?
2. What additional questions can the new student ask to find out more information about the rules of this school?
3. Look at page 2. What is the lady doing?
4. What rule(s) are shown in the picture?

### Sentence Frames
1. A new student would ask_____.
2. He/She would say __________.
3. The lady is ____________.
4. The picture shows_________________.

### Writing Prompt
On pages 4 and 5 of this story, there are three pictures showing students following rules by taking turns. What rule do you like the most? Draw and write about your favorite rule. Be sure to tell the type of rule and that you like it the most.

### Domain-Specific Vocabulary
Rules, laws, share, take turns, safe, citizen, character, can vs. cannot (can’t)

### Emerging (CELDT Levels 1-2) Differentiation
- **Vocabulary:**
  - Home, school, classroom, cafeteria, playground, etc.

### Academic Vocabulary Nouns
- Questions, details, topic, opinion, information

### Academic Vocabulary Verbs
- Ask, answer, classify, clarify, drawing, dictating, writing

### Writing Frames:
- I like _______.
- My favorite rule is __________.

### End of Unit Presentation
On week 8 of this unit, students are expected to complete a culminating project. This week students will learn to orally complete the sentence frame:
1. My name is ___________ __________.

### End of Unit Presentation:
Each student will design and present an "All About Me" Poster including their (1) name; (2) school and grade; (3) favorite things to do; (4) friends; (5) things they like to do with their friends; (6) an example of how their friends work together as a team; (7) what they might want to be when they grow up; and (8) a favorite date (e.g., birthday, holiday, day of the week, memory, etc.).
(See Appendix for rubric and expectations)
### Unit 1 – Week 2

**Theme: Me and My Community**  
**Selection: Bono the Monkey**

<table>
<thead>
<tr>
<th>Text: Bono the Monkey</th>
<th>Connection to the Theme:</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.murrieta.k12.ca.us/cms/lib5/CA01000508/Centricity/Domain/1017/Bono_the_Monkey_Book.pdf">http://www.murrieta.k12.ca.us/cms/lib5/CA01000508/Centricity/Domain/1017/Bono_the_Monkey_Book.pdf</a></td>
<td>In this selection students will learn about the rules of school as learned by Bono the Monkey who is new to school. He learns the rules making mistakes that are corrected by his encouraging classmates.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Author(s): Unknown</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Genre: Literature</th>
<th>Teaching Days: 5 Days</th>
</tr>
</thead>
</table>

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**Common Core Standard(s)**  
**Corresponding ELD Standard(s)**

- **Reading (Literary/Informational)**  
  RL.K. 2. With prompting and support, retell familiar stories, including key details.

- **ELD**  
  **Emerging**  
  6. *Reading/viewing closely*  
  Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.  
  **Expanding**  
  6. *Reading/viewing closely*  
  Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.  
  **Bridging**  
  6. *Reading/viewing closely*  
  Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.

- **Language**  
  L.K.1 d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).  
  **ELD**  
  **Emerging**  
  1. *Exchanging information and ideas*
Contribute to conversations and express ideas by asking and answering yes-no and wh-__ questions and responding using gestures, words, and simple phrases.

**Expanding**

1. *Exchanging information and ideas*
Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.

**Bridging**

1. *Exchanging information and ideas*
Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.

### Speaking and Listening

**SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly.

**ELD**

**Emerging**

9. *Presenting*
Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).

**Expanding**

9. *Presenting*
Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author’s chair, recounting an experience, describing an animal).

**Bridging**

9. *Presenting*
Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).

### Writing

**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., *My favorite book is . . .*).

**ELD**

**Emerging**

10. *Composing/Writing*
Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently.

**Expanding**

10. *Composing/Writing*
Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.

**Bridging**

10. *Composing/Writing*
Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.
### Anchor Standards

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Craft and Structure**

7. Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

### ELA/ELD Block

**Embedded Standards**

RI.4, SL.5, RL.1, RL.7, RL.10, RI.4, RI.7, RL.6, RI.10, RL.10, SL.3, SL.6, RI.1, RL.2, RL.3, RL.4, RL.5, RL.6, RL.7, RL.9, RL.10, RL.1, RL.2, RI.3, RI.4, RI.7, RI.8, SL.3, W.10, RL.1, RL.3, RL.4, RL.5, RL.6, RL.7, RL.9, RL.10, RL.1, RL.2, RI.3, RI.4, W.8, SL.5, SL.6, W.4, W.10, W.9, L.3, W.5, SL.6, L.3, W.5, SL.1, SL.6, L.3, RL.2, W.6, W.7, W.8, SL.1, SL.4, SL.5, SL.6, W.9, L.3, RL.4, RI.4

### Content Standard

**H-SS 1.1** Follow rules, such as sharing and taking turns, and know the consequences of breaking them.

### Language Objective

Students will be able to ask and answer questions, using interrogatives, about text. Provide practice using the questioning words – who, what, where, when, why, how, which, etc.

### Essential Questions

1. What happened in the story?
2. Who are the main characters?
3. What events take place in the story?
4. Where does the story take place?
5. Why do we need to speak loudly when presenting?
6. What type of things can you share when you present?
7. What should you do when writing about your opinion?
8. What is an opinion?

### Essential Skills

Will Learn in 1st Grade

- RL.1 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
ELA/ELD Instructional Resources

### Text Based Questions
1. Listen as I reread page 1 of the story. What happened at the beginning of the story?
2. Let’s look at pages 2-12. What events are taking place? Is there a problem? If so, what is it?
3. Let’s look at pages 13 – 18. What events are taking place? Is there a problem?
4. Did the problem get solved? If so, how?
5. Listen as I reread pages 19-20. What happened at the end of the story?
6. Retelling is the process of telling the story again, in order. Think about the beginning, the events, the problems, and the end of the story. Can you retell it? Retell the story to a partner, using the text to help you. Retell the story to me using the text to help you.

### Sentence Frames
1. In the beginning _____.
2. _______ is an event that happened.
3. The problem is ______________.
4. The problem was solved when, ________.
5. At the end of the story, ________.
6. In the story, ________

### Writing Prompt
In the story, Bono the Monkey learned the school rules and earned a gold star. Sometimes, when students follow the rules teachers give them a reward. What type of reward do you think kids should earn when they follow the rules? Draw and write about the reward you choose. Be sure to tell

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**SL.1.6.** Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

**W.1.1.** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
the type of reward and that you like it the most.

<table>
<thead>
<tr>
<th>Selection Vocabulary</th>
<th>Emerging (CELDT Levels 1-2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monkey, school, rules, classroom, slowly, hung, seat, talked, yelled, pushed, nice, grabbed, shared, smart, thought, raise, gold</td>
<td>Differentiation Vocabulary: The pronoun “he” is used throughout the story rather than repeating Bono the Monkey</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Vocabulary Nouns</th>
<th>Academic Vocabulary Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stories, details, question words, thoughts, feelings</td>
<td>Retell, speak audibly</td>
</tr>
</tbody>
</table>

**End of Unit Presentation**

On week 8 of this unit, students are expected to complete a culminating project. This week students will learn to orally complete the sentence frames:

1. My name is ____________ __________.
2. My School is _________. I am in Kindergarten.

End of Unit presentation:

Each student will design and present an “All About Me” Poster including their (1) name; (2) school and grade; (3) favorite things to do; (4) friends; (5) things they like to do with their friends; (6) an example of how their friends work together as a team; (7) what they might want to be when they grow up; and (8) a favorite date (e.g., birthday, holiday, day of the week, memory, etc.).

(See Appendix for rubric and expectations)
## Unit 1 – Week 3
### Theme: Me and My Community
### Selection: Look Out Kindergarten Here I Come!

<table>
<thead>
<tr>
<th>Text: Look Out Kindergarten Here I Come!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author(s): Nancy Carlson</td>
</tr>
<tr>
<td>SRA Open Court BIG BOOK Unit 1 School</td>
</tr>
<tr>
<td>Genre: Literature Teaching Days: 5 Days</td>
</tr>
</tbody>
</table>

#### Connection to the Theme:
The first day of kindergarten is finally here, and Henry can't wait to paint pictures, sing songs, and practice counting. When he gets to school, though, he's not so sure he's ready for kindergarten. But before long Henry discovers that the only thing he's not ready for is how much fun he's going to have at school! Students will gain further knowledge about the activities they may do as a member of their school or community. Teachers can use this story to establish rules and routines.

<table>
<thead>
<tr>
<th>Common Core Standard(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading (Literary/Informational)</td>
</tr>
<tr>
<td>RL.K.5 Recognize common types of texts (e.g., storybooks, poems, fantasy, and realistic text).</td>
</tr>
<tr>
<td>ELD</td>
</tr>
<tr>
<td>Emerging</td>
</tr>
<tr>
<td>6. Reading/viewing closely</td>
</tr>
<tr>
<td>Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.</td>
</tr>
<tr>
<td>Expanding</td>
</tr>
<tr>
<td>6. Reading/viewing closely</td>
</tr>
<tr>
<td>Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.</td>
</tr>
<tr>
<td>Bridging</td>
</tr>
<tr>
<td>6. Reading/viewing closely</td>
</tr>
<tr>
<td>Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.K.3.e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with.)</td>
</tr>
</tbody>
</table>
### Speaking and Listening

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

**SL K.1a** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

**ELD**

#### Emerging

**3. Offering opinions**

Offer opinions and ideas in conversations using a small set of learned phrases (e.g., I think X), as well as open responses.

#### Expanding

**3. Offering opinions**

Offer opinions in conversations using an expanded set of learned phrases (e.g., I think/don’t think X. I agree with X, but . . .), as well as open responses, in order to gain and/or hold the floor.

#### Bridging

**3. Offering opinions**

Offer opinions in conversations using an expanded set of learned phrases (e.g., I think/don’t think X. I agree with X, but . . .), as well as open responses, in order to gain and/or hold the floor or add information to an idea.

### Writing

**W.K.1.**

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**ELD**

- **Emerging**
- **Expanding**
- **Bridging**

### Anchor Standards

#### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### Craft and Structure

8. Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
<table>
<thead>
<tr>
<th>ELA/ELD Block</th>
<th>Content Standard</th>
<th>Language Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Embedded Standards</td>
<td>RI.4, SL.5, RL.1, RL.7, RL.10, RI.4, RL.6, SL.6</td>
<td>HSS K 4.5 Demonstrate familiarity with the school's layout, environs, and the jobs people do there.</td>
</tr>
<tr>
<td></td>
<td>RI.10, SL.3, SL.6</td>
<td>Students will be able to distinguish a realistic story from fantasy.</td>
</tr>
<tr>
<td></td>
<td>RL.1, RL.2, RL.3, RL.4, RL.5, RL.6, RL.7, RL.8, RL.9, RL.10, RI.1, RI.2, RI.3, RI.4, RI.7, RI.8, SL.3, W.10, RL.1, RL.3, RL.4, RL.5, RL.6, RL.7, RL. K.9, RL.10, RI.1, RI.2, RI.3, RI.4, RI.7, RI.8, SL.1, SL.6, SL.1, SL.2, SL.3, SL.4, SL.6, L.6, W.9, RL.3, RI.3, W.6, W.7, W.8, SL.5, SL.6, W.4, W.10, W.9, L.3</td>
<td>Have students practice using sentence frames. Examples: This story is real because... This story is fantasy because...</td>
</tr>
<tr>
<td></td>
<td>W.5, SL.6, L.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W.5, SL.1, SL.6, L.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RL.2, W.6, W.7, W.8, SL.1, SL.4, SL.5, SL.6, W.9, L.3, RL.4, RI.4</td>
<td></td>
</tr>
</tbody>
</table>

### Essential Questions

| 1. | What is a fantasy story? |
| 2. | How can you tell if the story you read is a fantasy? |
| 3. | What are prepositions? |
| 4. | What prepositions do you know? |
| 5. | What should you do when writing about your opinion? |
| 6. | What is an opinion? |

### Essential Skills

**Will learn 1st Grade: Reading Literature**

As students move into first grade they are expected to continue to master the Reading Literature K standards but without as much prompting and support. They further compare/contrast texts, identify a central message or lesson; point of view; and identify words and phrases in stories or poems that suggest feelings or appeal to the sense. See RL 1.2, RL 1.4, RL 1.5 and RL 1.6.

### ELA/ELD Instructional Resources

**Text Based Questions**

This is a fantasy story. Fantasy stories are make believe stories that cannot be true. They often have animals in them that behave like people.

1. Look at pages 4-5 as I reread it aloud. What clues tell you that this is a fantasy text?
2. Look at pages 6-7 as I reread it aloud. What clues tell you that this is a fantasy text?
3. Look at pages 8-11 as I reread it aloud. What clues tell you that

**Suggested EXAMPLE Sentence Frames**

- The ____ is _____.
- The ______ are _______.
- _________ is acting like a person by _________
- ____ is like people because ________
4. Look at pages 12-15 as I reread it aloud. What clues tell you that this is a fantasy text?
5. Look at pages 16-19 as I reread it aloud. What clues tell you that this is a fantasy text?
6. Look at pages 20-23 as I reread it aloud. What clues tell you that this is a fantasy text?
7. Look at pages 24-25 as I reread it aloud. What clues tell you that this is a fantasy text?

### Writing Prompt
In this story Henry has lots of fun at school. What is your favorite school activity? Draw and write about the school activity you like the most. Be sure to tell about the school activity and that you like it best or it is your favorite.

### Domain-Specific Vocabulary
Kindergarten Roundup, Practice Counting, Cubby, Craft

### Academic Vocabulary Nouns
- Texts, storybooks, poems, fantasy, realistic text, quotation marks, quotation, speaker tag, dialogue

### Academic Vocabulary Verbs
- Recognize, plan, write, draw, color, cut, listen, speak, read

### Emerging (CELDT Levels 1-2) Differentiation
**Vocabulary:**
- Supplies – paper, scissors, crayons, paper, glue

**Writing Frames:**
- My favorite school activity is _____.
- I like ____ the most.

### End of Unit Presentation
On week 8 of this unit, students are expected to complete a culminating project. This week students will learn to orally complete the sentence frames:

1. My name is ____________ __________.
2. My School is _________. I am in Kindergarten.
3. My favorite things to do are ________, ________, and ________.

End of Unit presentation:
Each student will design and present an “All About Me” Poster including their (1) name; (2) school and grade; (3) favorite things to do; (4) friends; (5) things they like to do with their friends; (6) an example of how their friends work together as a team; (7) what they might want to be when they grow up; and (8) a favorite date (e.g., birthday, holiday, day of the week, memory, etc.).

(See Appendix for rubric and expectations)
# Unit 1 – Week 4

## Theme: Me and My Community

### Selection: Ginger

<table>
<thead>
<tr>
<th>Text:</th>
<th>Ginger</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Author(s):</strong></td>
<td>Charlotte Voake</td>
</tr>
<tr>
<td><strong>SRA Open Court UNIT 3 Finding Friends (Big Book)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Genre:</strong></td>
<td>Realistic Fiction</td>
</tr>
<tr>
<td><strong>Teaching Days:</strong></td>
<td>5 Days</td>
</tr>
</tbody>
</table>

**Connection to the Theme:**
In this story two cats learn about getting along and how to be friends. This connects to the theme by illustrating the appropriate actions to get along with community members and the joys of friendship.

**Common Core Standard(s)**

**Corresponding ELD Standard(s)**

### Reading (Literary/Informational)

**RL K.5** Recognize common types of texts (e.g., storybooks, poems, fantasy, and realistic text).

**ELD Emerging**

**6. Reading/viewing closely**
Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.

**Expanding**

**6. Reading/viewing closely**
Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.

**Bridging**

**6. Reading/viewing closely**
Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.

### Language

**L. K.2** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**ELD Emerging**

**10. Composing/Writing**
Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently.

**Expanding**
10. Composing/Writing

Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.

Bridging

10. Composing/Writing

Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.

Speaking and Listening

SL K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

ELD

Emerging

5. Listening actively

Demonstrate active listening to read-alouds and oral presentations by asking and answering yes-no and wh- questions with oral sentence frames and substantial prompting and support.

Expanding

5. Listening actively

Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.

Bridging

5. Listening actively

Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.

Writing

W.K.1.

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

ELD

Emerging

11. Supporting opinions

Offer opinions and provide good reasons (e.g., My favorite book is X because X) referring to the text or to relevant background knowledge.

Expanding

11. Supporting opinions

Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).

Bridging

11. Supporting opinions

Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).
**Anchor Standards**
**Key Ideas and Details**
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Craft and Structure**
9. Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

<table>
<thead>
<tr>
<th>ELA/ELD Block Embedded Standards</th>
<th>Content Standard</th>
<th>Language Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.4, SL.5, RL.1, RL.7, RL.10, RI.4, RI.7, SL.6 RI.10, RL.10, SL.3, SL.6 RL.1, RL.2, RL.3, RL. 4, RL.5, RL.6, RL.7, RL.9, RL.10, RI.1, RI.2, RI.3, RI.4, RI.7, RI.8, SL.3, W.10, RL.1, RL.3, RL.4, RL.5, RL.6, RL.7, RL. K.9, RL.10, RI.1, RI.2, RI.3, RI.4, RI.7, RI.8, SL.1, SL.6, SL.1, SL.2, SL.3, SL.4, SL.6, L.6, W.9, RL.3, RI.3, W.6, W.7, W.8, SL.5, SL.6, W.4, W.10, W.9, L.3 W.5, SL.6, L.3 W.5, SL.1, SL.6, L.3 RL.2, W.6, W.7, W.8, SL.1, SL.4, SL.5, SL.6, W.9, L.3, RL.4, RL.4</td>
<td>H-SS K.1.2 – Learn examples of honest, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.</td>
<td>CELDT Language Practice: In the story, there are many supplies. Ask students to identify classroom supplies and tell what they are used for in complete sentences. Example: Show students a pencil and ask what is this and what is it used for? It is a pencil. A pencil is for writing or drawing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Essential Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is a realistic fiction?</td>
<td><strong>Will learn 1st Grade: Reading Literature</strong> As students move into first grade they are expected to continue to master the Reading Literature K standards but without as much prompting and support. They further compare/contrast texts, identify a central message or lesson; point of view; and identify words and phrases in stories or poems that suggest feelings or appeal to the sense. See RL 1.2, RL 1.4, RL 1.5 and RL 1.6.</td>
</tr>
<tr>
<td>2. How can you tell if the story you read is realistic fiction?</td>
<td></td>
</tr>
<tr>
<td>3. What are prepositions?</td>
<td></td>
</tr>
<tr>
<td>4. What prepositions do you know?</td>
<td></td>
</tr>
<tr>
<td>5. How are questions helpful to understanding the meaning of words and phrases?</td>
<td></td>
</tr>
<tr>
<td>6. What should you do when writing a about your opinion?</td>
<td></td>
</tr>
<tr>
<td>7. What is an opinion?</td>
<td></td>
</tr>
<tr>
<td>Text Based Questions</td>
<td>Suggested EXAMPLE Sentence Frames</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Realistic fiction is a story that is untrue, however, could be true.</td>
<td>________________ could have really happened.</td>
</tr>
<tr>
<td>1. Look at illustrations on page s 4-5. What shows that this story is realistic fiction? Listen as I read the pages. What part could have really happened? Explain your opinion.</td>
<td>I think ________ because _____________.</td>
</tr>
<tr>
<td>2. Look at illustrations on pages 8-9. What shows that this story is realistic fiction? Listen as I read the pages. What part could have really happened? Explain your opinion.</td>
<td></td>
</tr>
<tr>
<td>3. Look at illustrations on pages 18-19. What shows that this story is realistic fiction? Listen as I read the pages. What part could have really happened? Explain your opinion.</td>
<td></td>
</tr>
<tr>
<td>4. Look at illustrations on page 21. What shows that this story is realistic fiction? Listen as I read the pages. What part could have really happened? Explain your opinion.</td>
<td></td>
</tr>
</tbody>
</table>

**Recommended Thinking Maps**

**Writing Prompt**

In the story, the little girl brought home a kitten to be a friend to Ginger. However, the cats had trouble getting along. Do you think bringing home the kitten was a good idea? If so, you agree with the little girl. Do you think bringing home the kitten was a bad idea? If so, you do not agree with the little girl. Draw and write about your opinion. Be sure to tell if you agree or do not agree with the little girl.

**Depth and Complexity Opportunities**
### Selection Vocabulary
Basket, naughty, kitten, friend

### Emerging (CELDT Levels 1-2) Differentiation

**Vocabulary:**

**Writing Frames:**

- Bringing the kitten into the house was a (good, bad) idea in my opinion.
- It was a good idea because...
- It was a bad idea because...

### Academic Vocabulary Nouns
Texts, storybooks, poems, fantasy, realistic text

### Academic Vocabulary Verbs
recognize

### End of Unit Presentation

On week 8 of this unit, students are expected to complete a culminating project. This week students will learn to orally complete the sentence frames:

1. My name is __________ __________.
2. My School is __________. I am in Kindergarten.
3. My favorite things to do are __________, __________, and __________.
4. My friends are __________, __________, and __________.

**End of Unit presentation:**

Each student will design and present an “All About Me” Poster including their (1) name; (2) school and grade; (3) favorite things to do; (4) friends; (5) things they like to do with their friends; (6) an example of how their friends work together as a team; (7) what they might want to be when they grow up; and (8) a favorite date (e.g., birthday, holiday, day of the week, memory, etc.).

*(See Appendix for rubric and expectations)*
## Unit 1 – Week 5
### Theme: Me and My Community
### Selection: Don’t Need Friends

**Text:** Don’t Need Friends  
**Author(s):** Joan Sweeney  
**Open Court UNIT 3 Finding Friends – Lessons 16 - 20**  
**Genre:** Narrative  
**Teaching Days:** 5 Days

### Connection to the Theme:
In this story a junkyard rat gives up on friendship until a dog arrives. This is related to the theme because it illustrates that although there are people who are different than us in our community; it is important and rewarding to find a way to get along.

### Common Core Standard(s)

#### Reading (Literary/Informational)
**RL.K.2** With prompting and support, retell familiar stories, including key details.

#### ELD

**Emerging**  
6. **Reading/viewing closely**  
Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.

**Expanding**  
6. **Reading/viewing closely**  
Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.

**Bridging**  
6. **Reading/viewing closely**  
Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.

#### Language
**L.K.5.** With guidance and support from adults, explore word relationships and nuances in word meanings.

#### ELD

**Emerging**  
8. **Analyzing language choices**  
Distinguish how two different frequently used words (e.g., describing an action with the verb *walk* versus *run*) produce a different effect.

**Expanding**
<table>
<thead>
<tr>
<th>8. Analyzing language choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguish how two different words with similar meaning (e.g., describing an action as <em>walk</em> versus <em>march</em>) produce shades of meaning and a different effect.</td>
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**Bridging**

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<td>Distinguish how multiple different words with similar meaning (e.g., <em>walk, march, strut, prance</em>) produce shades of meaning and a different effect.</td>
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**Speaking and Listening**

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<tr>
<th>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional details. <strong>ELD</strong></th>
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**Writing**

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<th>W.K.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. <strong>ELD</strong></th>
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<td>Offer opinions and provide good reasons (e.g., <em>My favorite book is X because X</em>) referring to the text or to relevant background knowledge.</td>
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**Anchor Standards**

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Craft and Structure**
6. Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

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**ELA/ELD Block**

**Embedded Standards**
RI.4, SL.5, RI.1, RL.7, RL.10, RI.4, RI.7, SL.6
RI.10, RL.10, SL.3, SL.6
RL.1, RL.2, RL.3, RL.4, RL.5, RL.6, RL.7, RL.9, RL.10, RI.1, RI.2, RI.3, RI.4, RI.7, RI.8, SL.3, W.10, RL.1, RL.3, RL.4, RL.5, RL.6, RL.7, RL.9, RL.10, RI.1, RI.2, RI.3, RI.4, RI.7, RI.8, SL.1, SL.6, SL.1, SL.2, SL.3, SL.4, SL.6, L.6, W.9, RL.3, RI.3, W.6, W.7, W.8, SL.5, SL.6, W.4, W.10, W.9, L.3, W.5, SL.6, L.3, W.5, SL.1, SL.6, L.3
RL.2, W.6, W.7, W.8, SL.1, SL.4, SL.5, SL.6, W.9, L.3, RI.4, RI.4

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**Language Objective**
Don’t Need Friends includes a contraction in the title. Give students practice using the words do not and don’t explaining that the contraction doesn’t impact the meaning of the word. Other examples include cannot = can’t or I am = I’m. Have students be on the look out for additional contraction as they read throughout the year.

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**Essential Questions**
1. What happened in the story?
2. Who are the main characters?
3. What events take place in the story?
4. Where does the story take place?
5. Why do we need to speak loudly when presenting?
6. What type of things can you share when you present?
7. What should you do when writing about your opinion?
8. What is an opinion?

---

**ELA/ELD Instructional Resources**

**Text Based Questions**
1. Look at pages 1-3 as I reread them. What happened at the beginning of the story?
2. Look at pages 4-5 as I reread them. What events are taking place?
3. Look at pages 6-7 as I reread them. What events are taking place?
4. Look at pages 8-9 as I reread them. What events are taking place?

**Sentence Frames**
At the beginning of the story _______.
One event that took place is _______.
_______ happened.
_______ happened at the end of the story.
5. Look at pages 10-12 as I reread them. What events are taking place?
6. Look at pages 13-15 as I reread them. What events are taking place?
7. Look at pages 16-19 as I reread them. What events are taking place?
8. Look at pages 20-23 as I reread them. What happened at the end of the story?
9. Retelling is the process of telling the story again, in order. Think about the beginning, the events, the problems, and the end of the story. Can you retell it? Retell the story to a partner, using the text to help you. Retell the story to me using the text to help you.

<table>
<thead>
<tr>
<th>Recommended Thinking Maps</th>
<th>Writing Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Diagram" /></td>
<td>In the story, Rat gave up on friendship because his friend moved away. He didn’t want any “new” friends. Which is better – old friends or new friends or both? What is your opinion? Draw and write about which friends are best – new, old or both.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Selection Vocabulary</th>
<th>Emerging (CELDT Levels 1-2) Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rat, possum, junkyard, friends, grumble, scrounged, pigeon, raccoon, scurried, scraps, barrel, crate, temperature, hubcaps, mutt,</td>
<td><strong>Vocabulary:</strong> Note: There are many high level vocabulary words in this text. Rely heavily on pictures and explanations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Vocabulary Nouns</th>
<th>Academic Vocabulary Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stories, details, question words, thoughts, feelings</td>
<td>Retell, speak audibly</td>
</tr>
</tbody>
</table>

**End of Unit Presentation**

On week 8 of this unit, students are expected to complete a culminating project. This week students will learn to orally complete the sentence frames:

1. My name is ____________ ____________.
2. My School is __________. I am in Kindergarten.
3. My favorite things to do are __________, _________, and ________.
4. My friends are ________, ________, and ________.
5. My friends and I like to __________, _________, and ________.

End of Unit presentation:
Each student will design and present an “All About Me” Poster including their (1) name; (2) school and grade; (3) favorite things to do; (4) friends; (5) things they like to do with their friends; (6) an example of how their friends work together as a team; (7) what they might want to be when they grow up; and (8) a favorite date (e.g., birthday, holiday, day of the week, memory, etc.).

(See Appendix for rubric and expectations)
<table>
<thead>
<tr>
<th>Text:</th>
<th>Team Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author(s):</td>
<td>Rebecca Allen</td>
</tr>
<tr>
<td>SRA OPEN COURT Unit 7 Teamwork Lesson 3 (Big Book)</td>
<td></td>
</tr>
<tr>
<td>Genre:</td>
<td>Informational</td>
</tr>
<tr>
<td>Teaching Days:</td>
<td>5 Days</td>
</tr>
<tr>
<td><strong>Connection to the Theme:</strong></td>
<td>In this informational selection students will learn the properties of teams and different ways people can work together to accomplish goals. This relates to the theme by allowing students to explore the type of ways they can work and/or participate in the immediate community. The teacher can use this story to establish cooperative group / peer interaction norms.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Common Core Standard(s)</th>
<th>Corresponding ELD Standard(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading (Literary/Informational)</strong></td>
<td><strong>ELD</strong></td>
</tr>
<tr>
<td>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</td>
<td><strong>Emerging</strong></td>
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<tr>
<td>6. Reading/viewing closely</td>
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<td>Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.</td>
<td><strong>Describing ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.</strong></td>
</tr>
<tr>
<td><strong>Expanding</strong></td>
<td><strong>Expanding</strong></td>
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<td><strong>Bridging</strong></td>
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<td><strong>Language</strong></td>
<td><strong>ELD</strong></td>
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<tr>
<td>L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb for duck)</td>
<td><strong>Emerging</strong></td>
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<tr>
<td>8. Analyzing language choices</td>
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<td>Distinguish how two different frequently used words (e.g., describing an action with the verb walk versus run) produce a different effect.</td>
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| Distinguish how two different words with similar meaning (e.g., describing an action as walk versus march) produce shades of meaning and a different effect.
**Speaking and Listening**

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<th>Level</th>
<th>Standard</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Emerging</td>
<td>K.1a</td>
<td>Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). ELD</td>
</tr>
<tr>
<td>Expanding</td>
<td>3. Offering opinions</td>
<td>Offer opinions and ideas in conversations using a small set of learned phrases (e.g., I think X.), as well as open responses.</td>
</tr>
<tr>
<td>Bridging</td>
<td>3. Offering opinions</td>
<td>Offer opinions in conversations using an expanded set of learned phrases (e.g., I think/don’t think X. I agree with X, but . . .), as well as open responses, in order to gain and/or hold the floor.</td>
</tr>
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</table>

**Writing**

<table>
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<td>K.1.</td>
<td>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. ELD</td>
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**Anchor Standards**

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Craft and Structure

6. Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

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<tr>
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<tbody>
<tr>
<td>RI.4, SL.5, RL.1, RL.7, RL.10, RI.4, RI.7, SL.6</td>
<td>H-SS K.1.1 – Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</td>
</tr>
<tr>
<td>RI.10, RL.10, SL.3, SL.6</td>
<td>H-SS K.1.2 - Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.</td>
</tr>
<tr>
<td>RL.1, RL.2, RL.3, RL.4, RL.5, RL.6, RL.7, RL.9, RL.10, RL.11, RL.2, RI.3, RI.4, RI.7, RI.8, SL.3, W.10,RL.1, RL.3, RL.4, RL.5, RL.6, RL.7, RL. K.9, RL.10, RI.1, RI.2, RI.3, RI.4, RI.7, RI.8, SL.1, SL.6, SL.1, SL.2, SL.3, SL.4, SL.6, L.6, W.9, RL.3, RI.3, W.6, W.7, W.8, SL.5, SL.6, W.4, W.10, W.9, L.3</td>
<td>Language Objective:</td>
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<tr>
<td>W.5, SL.6, L.3</td>
<td>Language Objective</td>
</tr>
<tr>
<td>W.5, SL.1, SL.6, L.3</td>
<td>Students will ask and answer questions about the book.</td>
</tr>
<tr>
<td>RL.2, W.6, W.7, W.8, SL.1, SL.4, SL.5, SL.6, W.9, L.3, RL.4, RI.4</td>
<td>Essential Questions</td>
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<td>8. Why should you ask questions while reading?</td>
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<tr>
<td>12. What is an opinion?</td>
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</table>
Text Based Questions
1. Look at page 2 as I read the text. What do you think the author means when she states that “Teamwork makes a job more fun?”
2. Look at page 4 as I read the text. What questions would someone ask about this picture if they wanted to know more about what is taking place in this picture?”
3. What is a team?
4. Look at page 8-9 as I read the text. In what ways are the team members working hard?”
5. Look at page 14 as I read the text. What do you think the author means when she states that “A team has a special closeness”?
6. What questions can you ask if you wanted to learn more about teams?

Sentence Frames
1. It means ____.
2. Someone may ask ______.
3. A team is...
4. The men are working hard because ______.
5. A special closeness means...
6. I would ask ____.

Recommended Thinking Maps

Writing Prompt
In the text we learned about kinds of teams. Some teams work, some play and others find other reasons to come together. If you and your friends had to work as a team, what would you prefer to do; work, play or something else?

Draw and write about your preference. Be sure to tell which you prefer to do with your team.

Domain Specific Vocabulary
Teamwork, members, encouragement, common goals,

Academic Vocabulary Nouns
Questions, answers, text, informational text, photograph, word, example, sentence, capital letter, ending punctuation mark

Academic Vocabulary Verbs
Ask, answer, write, collaborate, cooperate, decide, choose, etc.

Emerging (CELDT Levels 1-2) Differentiation

Vocabulary:
Job, work side by side, closeness, come together

Writing Frames:
I prefer to (work or play) with a team because...
End of Unit Presentation

On week 8 of this unit, students are expected to complete a culminating project. This week students will learn to orally complete the sentence frames:

1. My name is ___________ __________.
2. My School is _________. I am in Kindergarten.
3. My favorite things to do are __________, __________, and __________.
4. My friends are ________, ________, and ________.
5. My friends and I like to ________, ________, and ________.
6. My friends and I work together as a team when we...

End of Unit presentation:
Each student will design and present an “All About Me” Poster including their (1) name; (2) school and grade; (3) favorite things to do; (4) friends; (5) things they like to do with their friends; (6) an example of how their friends work together as a team; (7) what they might want to be when they grow up; and (8) a favorite date (e.g., birthday, holiday, day of the week, memory, etc.).

(See Appendix for rubric and expectations)
### Unit 1 – Week 7
**Theme: Me and My Community**
**Selection: How Have Things Changed? & What Jobs Do People Do? & I’m a Big Kind Now**

| Text: How Have Things Changed? & What Jobs Do People Do? | **Connection to the Theme:**
<table>
<thead>
<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Song/You-Tube Video: I’m a Big Kid Now (See Appendix)</td>
<td>In these selections students will explore the concepts of changes over time and how as they become older they can contribute to society. In the first story, How things have changed, students learn about how people lived in earlier times in comparison to how they live today. In the second text, a song entitled, I’m a Big Kid (follow link to YouTube video: <a href="http://kiboomukidssongs.com/im-a-big-kid-now-song-and-lyrics/">http://kiboomukidssongs.com/im-a-big-kid-now-song-and-lyrics/</a>), students learn the ways they have changed since preschool and the things they can do today. In the last selection, students learn about the jobs people do in their immediate community, school and neighborhood. Students consider what career they may pursue when they grow up.</td>
</tr>
</tbody>
</table>

*History and Social Science for California, Unit 6 Times Past – Lesson 3; Unit 3 Work – Lesson 1*

**Author(s): Scott Foresman, Publisher**

**Genre:** Informational  **Teaching Days:** 5 Days

### Common Core Standard(s)
**Corresponding ELD Standard(s)**

**Reading (Literary/Informational)**
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

**ELD**

**Emerging**
8. **Analyzing language choices**
Distinguish how two different frequently used words (e.g., describing an action with the verb *walk* versus *run*) produce a different effect.

**Expanding**
8. **Analyzing language choices**
Distinguish how two different words with similar meaning (e.g., describing an action as *walk* versus *march*) produce shades of meaning and a different effect.

**Bridging**
8. **Analyzing language choices**
Distinguish how multiple different words with similar meaning (e.g., *walk, march, strut, prance*) produce shades of meaning and a different effect.

**Language**
L.K.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

**ELD**

**Emerging**
8. **Analyzing language choices**
<table>
<thead>
<tr>
<th>Distinguish how two different frequently used words (e.g., describing an action with the verb <em>walk</em> versus <em>run</em>) produce a different effect.</th>
</tr>
</thead>
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<td><strong>Expanding</strong></td>
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<tr>
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<tr>
<th><strong>Speaking and Listening</strong></th>
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<tbody>
<tr>
<td><strong>SL K.1a</strong> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</td>
</tr>
<tr>
<td><strong>ELD</strong></td>
</tr>
<tr>
<td><strong>Emerging</strong></td>
</tr>
<tr>
<td><strong>3. Offering opinions</strong></td>
</tr>
<tr>
<td>Offer opinions and ideas in conversations using a small set of learned phrases (e.g., <em>I think X</em>), as well as open responses.</td>
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<td><strong>Expanding</strong></td>
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<td>Offer opinions in conversations using an expanded set of learned phrases (e.g., <em>I think/don’t think X. I agree with X, but . . .</em>), as well as open responses, in order to gain and/or hold the floor.</td>
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<tr>
<th><strong>Writing</strong></th>
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<tbody>
<tr>
<td><strong>W.K.1.</strong> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</td>
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<tr>
<td><strong>Emerging</strong></td>
</tr>
<tr>
<td><strong>11. Supporting opinions</strong></td>
</tr>
<tr>
<td>Offer opinions and provide good reasons (e.g., <em>My favorite book is X because X</em>) referring to the text or to relevant background knowledge.</td>
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<tr>
<td><strong>Expanding</strong></td>
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<tr>
<td><strong>11. Supporting opinions</strong></td>
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<td>Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).</td>
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<td>Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).</td>
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### Anchor Standards

#### Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### Craft and Structure
6. Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

### ELA/ELD Block

#### Embedded Standards
RI.4, SL.5, RL.1, RL.7, RL.10, RI.4, RI.7, SL.6
RI.10, RL.10, SL.3, SL.6
RI.1, RL.2, RL.3, RL.4, RL.5, RL.6, RL.7, RL.9, RL.10, RI.1, RI.2, RI.3, RI.4, RI.7, RI.8, SL.3, W.10, RL.1, RL.3, RL.4, RL.5, RL.6, RL.7, RL.9, RL.10, RI.1, RI.2, RI.3, RI.4, RI.6, RL.3, SL.1, SL.6, SL.1, SL.2, SL.3, SL.4, SL.6, L.6, W.9, RL.3, RI.3, W.6, W.7, W.8, SL.5, SL.6, W.4, W.10, W.3, W.5, SL.6, L.3
W.5, SL.1, SL.6, L.3
RL.2, W.6, W.7, W.8, SL.1, SL.4, SL.5, SL.6, W.9, L.3, RL.4, RI.4

### Content Standard

#### H-SS K.6.3
Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

#### H-SS K.3.1
Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

### Language Objective

Students will ask and answer questions about the text. Have students practice asking and answering questions in pairs. Review questioning words such as who, what, where, when, why and how. Model using words from the question to answer the question. Example: What did we have a long time ago? A long time ago, we had... Note the change in verb from have to had.

### Essential Questions
1. Why should you ask questions while reading?
2. What is a context clue? Why should we use context clues?
3. What are the rules of discussion?
4. What should you do when writing about your opinion?
5. What is an opinion?

### Essential Skills

**Will Learn in 1st Grade—Reading Informational Text**
As students move into first grade they are expected to continue to master the Reading Informational Text K standards but without as much prompting and support. They further explore text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts of information in a text. See RI.1.5
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<th>Text Based Questions</th>
<th>Sentence Frames</th>
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<tr>
<td><strong>Text: How Things Have Changed?</strong></td>
<td>1. Someone might ask______.</td>
</tr>
<tr>
<td>1. Look at the cover of the book as I read the text. What questions would someone ask, if they wanted to know more about Megan’s doll?</td>
<td>2. It has changed by______.</td>
</tr>
<tr>
<td>2. How has the telephone changed?</td>
<td>3. I do not understand______.</td>
</tr>
<tr>
<td>3. What questions do you have about the way Megan is dressed?</td>
<td>4. What does the word_____ mean?</td>
</tr>
<tr>
<td>4. Look at pages 54 and 55 as I read the text. Are there any words you do not understand? What are they?</td>
<td>5. Long ago means... vs. Today means...</td>
</tr>
<tr>
<td>5. What does the phrase, “long ago” mean? What about the word, “today”? How are the words alike or different?</td>
<td>6. I do not understand...</td>
</tr>
<tr>
<td><strong>Text: I’m a Big Kid Now</strong></td>
<td>7. Tidy up means...</td>
</tr>
<tr>
<td>6. Listen as I read the lyrics to the song. What words or groups of words do you not understand?</td>
<td>8. I might ask...</td>
</tr>
<tr>
<td>7. What does the phrase, “tidy up” mean?</td>
<td>9. A job is...</td>
</tr>
<tr>
<td><strong>Text: What Jobs do People Have?</strong></td>
<td>10. Can you tell me more about...</td>
</tr>
<tr>
<td>8. Look at the cover of the book as I read the text. What questions would someone ask, if they wanted to know more about a fire fighter?</td>
<td>11. I do not understand...</td>
</tr>
<tr>
<td>9. What is a job?</td>
<td>12. Photographs are... but illustrations are...</td>
</tr>
<tr>
<td>10. Look at page 18 as I read the text. What questions would someone ask, if they wanted to know more about the jobs shown on this page?</td>
<td></td>
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</tbody>
</table>
### Writing Prompt
This week we learned about what happened in the past, things we can do today and jobs we can have in the future. Think about what you were able to do last year. Do you think you have changed a lot since then? Draw and write about your opinion. Be sure to tell if you think you have changed a lot since last year.

### Domain-Specific Vocabulary
Job, community, big kid, then, now, photographs, teacher, crossing guard, librarian, custodian, hospital, grocery store, entrance, work zone, organizations, sew, sew by hand, sewing machine, roller skates, roller blades, telephone, cell phone

### Emerging (CELDT Levels 1-2) Differentiation
**Vocabulary:**
Review words and phrases that relate to time: long ago, for many years, today, then and now, etc.

**Writing Frames:**
I have/have not changed since last year.
I think this because...

### Academic Vocabulary Nouns
Questions, key details, letters, names, dates, drawing, visual displays, ideas, descriptions, thoughts, feelings, opinion, reason, closure, introduction

### Academic Vocabulary Verbs
Ask, answer, capitalize, add, clarify, state, introduce, supply

### End of Unit Presentation
In week 8, students are expected to complete a culminating project. This week students will learn to orally complete the sentence frames:

1. **My name is__________,__________**.
2. **My School is__________,I am in Kindergarten.**
3. **My favorite things to do are__________,__________,and________.**
4. **My friends are__________,__________,and________.**
5. **My friends and I like to__________,__________,and________.**
6. **My friends and I work together as a team when we...**
7. **My job one day will be__________,because...**

### End of Unit Presentation:
Each student will design and present an “All About Me” Poster including their (1) name; (2) school and grade; (3) favorite things to do; (4) friends; (5)
things they like to do with their friends; (6) an example of how their friends work together as a team; (7) what they might want to be when they grow up; and (8) a favorite date (e.g., birthday, holiday, day of the week, memory, etc.).

(See Appendix for rubric and expectations)
Unit 1 – Week 8  
Theme: Me and My Community  
Selection: What is a Holiday? & How Can We Tell Time?

**Text:** What is a Holiday? & How Can We Tell Time?  
*History and Social Science for California*  
Unit 6 Times Past Lesson 1 & Unit 5 Calendars Lesson 1

**Author(s):** Scott Foresman, Publisher  
**Genre:** Informational  
**Teaching Days:** 5 Days

**Connection to the Theme:**  
In this selection students learn about temporal order and identify the purposes of honoring people and events. This selection relates to the theme by leading students to determine what people events are or should be honored and ways/times to celebrate.

Common Core Standard(s)  
Corresponding ELD Standard(s)

**Reading (Literary/Informational)**  
**RI.K.4.** With prompting and support, ask and answer questions about unknown words in a text.

**ELD**

**Emerging**  
8. **Analyzing language choices**  
Distinguish how two different frequently used words (e.g., describing an action with the verb *walk* versus *run*) produce a different effect.

**Expanding**  
8. **Analyzing language choices**  
Distinguish how two different words with similar meaning (e.g., describing an action as *walk* versus *march*) produce shades of meaning and a different effect.

**Bridging**  
8. **Analyzing language choices**  
Distinguish how multiple different words with similar meaning (e.g., *walk, march, strut, prance*) produce shades of meaning and a different effect.

**Language**  
L.1.S.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

**Speaking and Listening**  
SL.K.4 Describe familiar people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**ELD**

**Emerging**  
9. **Presenting**
Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).

**Expanding**

9. **Presenting**
Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author’s chair, recounting an experience, describing an animal).

**Bridging**

9. **Presenting**
Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).

**Writing**

W.K.1.
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**ELD**

Emerging

11. **Supporting opinions**
Offer opinions and provide good reasons (e.g., My favorite book is X because X) referring to the text or to relevant background knowledge.

**Expanding**

11. **Supporting opinions**
Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).

**Bridging**

11. **Supporting opinions**
Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).

**Anchor Standards**

**Key Ideas and Details**
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Craft and Structure**
6. Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

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<td>H-SS K.5.1 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order. H-SS K.6.1 Identify the purposes of, and the people and events honored in, commemorative holidays.</td>
<td>Students will be able to ask and answer questions about unknown words in a text.</td>
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</tbody>
</table>
including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).

<table>
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**ELA/ELD Instructional Resources**

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<tr>
<th>Text Based Questions</th>
<th>Sentence Frames</th>
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<tbody>
<tr>
<td><strong>Text – What is a Holiday</strong></td>
<td>1. Someone may ask________.</td>
</tr>
<tr>
<td>1. Look at page 46 as I read the text. What question might someone ask to find out more about the people on this page?</td>
<td>2. The children are _________. I know _____ because _______.</td>
</tr>
<tr>
<td>2. Look at page 47. What are the children doing? What in the picture lets you know that they are celebrating Thanksgiving?</td>
<td>3. I would ask _______.</td>
</tr>
<tr>
<td>3. What additional question can we ask to find out more information about the holidays that are celebrated?</td>
<td>4. There are _____ days in a week.</td>
</tr>
<tr>
<td>4. Look at the front cover, what questions would you ask if you wanted to know more about the calendar.</td>
<td>5. There are _____ months in a year.</td>
</tr>
<tr>
<td>5. How many days are in a week? Use the book to help.</td>
<td>6. A calendar (is, is not) a chart. I think this because...</td>
</tr>
<tr>
<td>6. How many months are in a year? Use the book to help.</td>
<td></td>
</tr>
<tr>
<td>7. Is the calendar a chart? How do you know? Use the book to help you?</td>
<td></td>
</tr>
<tr>
<td><strong>Recommended Thinking Maps</strong></td>
<td><strong>Writing Prompt</strong></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>[Image]</td>
<td>This week we learned about holidays and time. What is your favorite holiday? Draw and write about you opinion. Be sure to tell the name of the holiday and that it is your favorite.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Domain-Specific Vocabulary</strong></th>
<th><strong>Emerging (CELDT Levels 1-2) Differentiation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendar, week, month, holiday, heroes, Statue of Liberty, celebrate, honor, names of holidays, names of heroes, independence</td>
<td>Vocabulary: Names and Symbols for holidays throughout the year</td>
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<tr>
<th><strong>Academic Vocabulary Nouns</strong></th>
<th><strong>Academic Vocabulary Verbs</strong></th>
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<tr>
<td>Questions, details</td>
<td>Ask, answer</td>
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**End of Unit Presentation**

**THIS WEEK, students are expected to complete a culminating project.**
This week students will learn to orally complete the sentence frames:

1. My name is ___________ __________.
2. My School is __________. I am in Kindergarten.
3. My favorite things to do are __________, __________, and __________.
4. My friends are __________, __________, and __________.
5. My friends and I like to __________, __________, and __________.
6. My friends and I work together as a team when we...
7. My job one day will be __________ because...
8. My favorite day is __________ because...

**End of Unit presentation:**
Each student will design and present an “All About Me” Poster including their (1) name; (2) school and grade; (3) favorite things to do; (4) friends; (5) things they like to do with their friends; (6) an example of how their friends work together as a team; (7) what they might want to be when they grow up; and (8) a favorite date (e.g., birthday, holiday, day of the week, memory, etc.).

*(See Appendix for rubric and expectations)*
### Unit 1 – Week 9
Theme: Me and My Community

**EXTENSION/ REVIEW AND ASSESSMENT WEEK**

During week 9 students MUST complete a **performance task** to show what they learned during this unit. In addition, teachers may lead students in **reviewing** the CCSS reading, writing, language, speaking and listening and content standard learned during this unit.

Extension activities should take place that focus on **student choice** and **higher level thinking skills**, eg. **Quadrant D** activities, to further the level mastery of key concepts. This is an ideal opportunity to compare various types of literature, participate in **project-based learning**, complete **author studies**, **work collaboratively** and **utilize technology**.
<table>
<thead>
<tr>
<th>LITERACY</th>
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</table>
| **Classrooms that Work: They Can All Read and Write**  
Patricia Cunningham and Richard Allington |
| **The Continuum of Literacy Learning, Grades PreK-8**  
Irene Fountas, Gay Su Pinnell |
| **Comprehension Going Forward: Where We Are/What's Next**  
Ellin Oliver Keene, Susan Zimmermann, Debbie Miller, Stephanie Harvey, Harvey Daniels, et al |
| **Choice Words: How Our Language Affects Children's Learning**  
Peter H. Johnston |
| **The Daily 5: Fostering Literacy Independence in the Elementary Grades**  
Gail Boushey and Joan Moser |
| **Engaging Readers and Writers with Inquiry: Promoting Deep Understanding in Language Arts and the Content Areas with Guiding Questions**  
Jeffrey Wilhelm |
| **Investigative Nonfiction: The Reading/Writing Teacher's Companion**  
Donald H. Graves |
Gail E. Tompkins |
| **Literacy Work Stations: Making Centers Work**  
Debbie Diller |
| **Pathways to the Common Core: Accelerating Achievement** |
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Lucy Calkins, et al

Motivating Readers and Writers with Inquiry: Promoting Deep Understandings in Language Arts and Content Areas with Guiding Questions
Jeffrey Wilhelm

Reading and Writing, Grade by Grade: Primary Literacy Standards for K-3
Lauren B. Resnick and Sally Hampton

The Right to Literacy in Secondary Schools: Creating a Culture of Thinking
Suzanne Plaut, ed.

Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom
Gay Su Pinnell and Irene C. Fountas

Vital Connections: Children, Science, and Books
Wendy Saul and Sybille A. Jagusch, eds

PRIMARY
6+1 Traits of Writing: The Complete Guide for the Primary Grades
Ruth Culham

About the Authors: Writing Workshop with Our Youngest Writers
Lisa Cleaveland, Katie Wood Ray

Already Ready: Nurturing Writers in Preschool and Kindergarten
Katie Wood Ray & Matt Glover

The Art of Teaching Reading
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<td><strong>Wondrous Words: Writers and Writing in the Elementary Classroom</strong></td>
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READING

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Growing Readers: Units of Study in the Primary Classroom
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Action Strategies for Deepening Comprehension: Role Plays, Text Structure Tableaux, Talking Statues, and Other Enrichment Techniques that Engage Students with Text
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Deeper Reading
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Hear My Voice: A Multicultural Anthology of Literature from the United States
Edited by Laurie King
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Cris Tovani

Inside Words: Tools for Teaching Academic Vocabulary grades 4-12
Janet Allen

Literature Circles: Voice and Choice in the Student-Centered Classroom
Harvey Daniels

Mini-Lessons for Literature Circles
Harvey Daniels

Mosaic of Thought: Teaching Comprehension in a Reader's Workshop
E.O. Keene and S. Zimmerman

Readicide: How Schools are Killing Reading and What You Can Do About It
Kelly Gallagher

Reading Essentials
Regie Routman

Reading for Understanding
Ruth Schoenbach, Cynthia Greenleaf, Christine Cziko, Lori Hurwitz

Reading Reminders: Tools, Tips, and Techniques
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Strategies That Work: Teaching Comprehension for Understanding and Engagement, 2nd Editions
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Tony Stead

Knowing How
Mary C. McMackin and Barbara S. Siegel

No More "I'm Done!": Fostering Independent Writers in the Primary Grades
Jennifer Jacobson

Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature, K-8
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Joann Portalupi and Ralph Fletcher

Teaching Adolescent Writers
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