



Cumberland  
County  
Schools

*Together, We Can Make  
A Difference*

Cumberland County Schools  
ELA Pacing Guide

Grade K

2013-2014

Implementing the Common Core State Standards

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# Cumberland County Schools

## ELA Pacing Guide

### Grade K

Children enter kindergarten with a wide range of knowledge. Some have already learned to read simple books, while others have not yet learned the alphabet. Over the course of this year, all students begin to read, write, and advance their existing skills. The kindergarten curriculum map consists of a rich array of “read-aloud” stories, nonfiction, and poems, combined with phonics and writing, as well as listening and speaking activities. While not a comprehensive reading program, this pacing guide provides guidance for instruction in print concepts, phonological awareness, phonics, word recognition, fluency, and some of the writing and language skills. Students listen to a wide variety of excellent literary and nonfiction texts: poems and informational texts about counting; poems and songs with strong rhythm and rhyme; stories about exploring; books about American symbols and celebrations; and books about plants, insects, and frogs. They learn to retell and discuss what they have learned, putting events in order and explaining why they occurred. By the end of the year, students have learned to decode and encode one-syllable regular words and recognize high-frequency sight words. They have been exposed to historical and biographical nonfiction, as well as fiction, poetry, and fables. In the following year, they will continue to learn to read while building knowledge of an array of topics.

# Cumberland County Schools

## ELA Pacing Guide

### Pacing Guide Expectations:

This Pacing Guide is adapted from Common Core Curriculum Maps for English/Language Arts, 2012. The Kindergarten guide is divided into six themed units of study. An approximate time frame is given for each unit of study. The teacher will find a list of standards that are to be addressed throughout the year at the beginning of the pacing guide. Specific standards have been identified within each unit. **Selections from the current textbook are included where applicable.** The **Suggested Supplemental Works** are **options** provided for teaching each unit of study, as outlined in the Common Core Curriculum Maps (<http://commoncore.org/maps/index.php/maps/>). Obviously, there will be resources not listed that the teacher will want to use with each unit. It is suggested that teachers download the pacing guide to their desktop, and add an additional page of resources as they complete each unit. This pacing guide is a living, breathing document that will be revised as needed.

## Unit Overviews & Suggested Pacing

### **Unit One—“A Colorful Time with Rhythm and Rhyme”**

In this first six-week unit of kindergarten, students are introduced to colorful picture books, traditional poetry, and nursery rhymes filled with rhythm and rhyme.

### **Unit Two—“Tell a Story, 1-2-3”**

In this second six-week unit of kindergarten, students focus on sequence as they enjoy counting books, both fictional and informational, and stories based on three.

### **Unit Three—“Exploring with Friends in the Neighborhood”**

In this third six-week unit of kindergarten, students explore fictional characters in literary texts and neighborhoods in informational texts.

### **Unit Four—“America: Symbols and Celebrations”**

In this fourth six-week unit of kindergarten, students explore America’s symbols and celebrations through literary and informational texts; they begin to write informative/explanatory pieces.

## **Unit Five—“The Great Big World”**

In this fifth six-week unit of kindergarten, students focus on the difference a setting can make in the creation of a story.

## **Unit Six—“Wonders of Nature: Plants, Bugs, and Frogs”**

In this sixth six-week unit of kindergarten, students enjoy reading emergent-reader informational texts and listening as picture books by Eric Carle and Robert McCloskey are read aloud.

## **Standards to be addressed throughout the year:**

### **Reading: Literature**

**RL.K.1:** With prompting and support, ask and answer questions about key details in a text.

**RL.K.6:** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

**RL.K.7:** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

### **Reading: Informational Text**

**RI.K.2:** With prompting and support, identify the main topic and retell key details of a text.

**RI.K.3:** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**RI.K.4:** With prompting and support, ask and answer questions about unknown words in a text.

**RI.K.5:** Identify the front cover, back cover, and title page of a book.

**RI.K.6:** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**RI.K.7:** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

**RI.K.10:** Actively engage in group reading activities with purpose and understanding.

### **Reading: Foundational Skills**

**RF.K.1:** Demonstrate understanding of the organization and basic features of print.

**RF.K.1.a:** Follow words from left to right, top to bottom, and page by page.

**RF.K.1.b:** Recognize that spoken words are represented in written languages by specific sequences of letters.

**RF.K.1.c:** Understand that words are separated by spaces in print.

**RF.K.1.d:** Recognize and name all upper- and lowercase letters of the alphabet.

**RF.K.2.b:** Count, pronounce, blend, and segment syllables in spoken words.

**RF.K.2.c:** Blend and segment onsets, and rimes of single-syllable spoken words.

**RF.K.2.d:** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. \*(This does not include CVCs ending with /l/, /r/, or /x/.

**RF.K.2.e:** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**RF.K.3:** Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.K.3.a:** Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

**RF.K.3.b:** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

**RF.K.3.c:** Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).

**RF.K.3.d:** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### **Writing**

**W.K.5:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.



## **Speaking and Listening**

**SL.K.2:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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

**SL.K.5:** Add drawings or other visual displays to descriptions as desired to provide additional details.

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

## **Language**

**L.K.1.a:** Print many upper- and lowercase letters.

**L.K.1.b:** Use frequently occurring nouns and verbs.

**L.K.1.c:** Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

**L.K.1.e:** Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

**L.K.2.b:** Recognize and name end punctuation.

**L.K.2.c:** Write a letter or letters for most consonant and short-vowel sounds (phonemes).

**L.K.4.a:** Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

**L.K.5.b:** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

**L.K.5.c:** Identify real-life connections between words and their use (e.g., note places at school that are colorful).

**L.K.5.d:** Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

**L.K.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

\*\*\*Note:

Some standards that are identified within a unit may continue into other units.

## Tennessee Standards for English Language Learners (ELL)

Students classified as ELL are assessed annually in their progress toward proficiency in academic English. Standards reflect the four domains of academic English. Academic English can be defined as (1) language used to convey curriculum-based, academic content, and (2) the language of the social environment of a school. English Language Learners will listen, speak, read, and write in English throughout all content areas to help ensure that children who are limited English proficient, including immigrant children and youth, achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet. All students are expected to achieve to the same high standards in Tennessee.

### Reading Accomplishments Grade K

K.R.1 Phonemic awareness: Recognize sounds, combinations of sounds and meaningful differences between sounds in context.

K.R.2 Phonics: Demonstrate knowledge of letter recognition and letter sound correspondence.

K.R.3 Word Recognition: Recognize high-frequency words and common word families.

Use knowledge of prefixes, suffixes, roots, base words, syntax and common spelling patterns to recognize new words. Recognize compound words and contractions.

K.R.4 Demonstrate initial print awareness (e.g. print conveys meaning, spacing between words, letters are combined to produce words and words form sentences).

K.R.5 Demonstrate understanding of directionality of print across content areas.

K.R.6 Use pre-reading and reading strategies such as accessing prior knowledge, predicting, previewing, using graphic organizers and setting a purpose.

- K.R.7 Identify words that name persons, places, or things and words that name actions.
- K.R.8 Identify and use knowledge of synonyms, antonyms, prefixes, suffixes, homophones, and homographs to understand text.
- K.R.9 Read and follow 1 – 4 step directions to complete a simple task.
- K.R.10 Identify story elements such as characters, setting and sequence of events.
- K.R.11 Demonstrate use of various strategies to construct meaning (e.g. context, illustrations, prior knowledge).
- K.R.12 Recognize cause and effect, problem and solution and distinguish fact from opinion in text and use text for support.
- K.R.13 Identify patterns and style in text, such as rhyming and repetition.

### Listening Accomplishments Grade K

- K.L.1 Follow simple 1 – 4 step directions in sequence to complete a task with and without visual support.
- K.L.2 Respond to questions in a verbal and nonverbal manner.
- K.L.3 Understand basic structure of spoken language.
- K.L.4 Identify main points from spoken language (with and without visual support).
- K.L.5 Identify details from spoken language (with and without visual support).
- K.L.6 Demonstrate use of various strategies to construct meaning (e.g. context, nonverbal clues, prior knowledge).
- K.L.7 Understand common expressions and vocabulary related to school social interaction. (e.g. school social interaction).

K.L.8 Understand content specific vocabulary and discourse features of the content area. (e.g. add, subtract, character).

K.L.9 Demonstrate comprehension of spoken language through drawing conclusions, making generalizations, making predictions, etc.

### Writing Accomplishments Grade K

K.W.1 Generate ideas before writing on assigned tasks.

K.W.2 Write to convey ideas or stories using pictures, marks, letters, words and simple sentences.

K.W.3 Write a variety of text types (e.g. narrative, descriptive, persuasive, expository, procedural).

K.W.4 Edit writing for basic conventions such as punctuation, capitalization and spelling.

K.W.5 Edit writing for complete sentences.

K.W.6 Print upper and lower-case letters correctly and legibly and space letters and words appropriately using correct directionality.

K.W.7 Capitalize letters appropriately in sentences and proper nouns.

K.W.8 Spell grade-appropriate words correctly and make phonetic attempts of beyond grade appropriate words effectively.

K.W.9 Use resources to find correct spelling (e.g., dictionaries, word walls).

### Speaking Accomplishments Grade K

K.S.1 Ask a simple question.

K.S.2 Use formulaic language.

K.S.3 Ask pertinent questions; respond to questions with basic facts.

- K.S.4 Identify basic vocabulary (e.g. people, places, actions, objects, numbers, days of the week).
- K.S.5 Give directions and/or instructions.
- K.S.6 Clarify and support spoken ideas with evidence, elaborations, and examples.
- K.S.7 Use logically connected language and discuss implied meanings.
- K.S.8 Choose appropriate evidence, proofs or examples to support claims.
- K.S.9 Express and defend a point of view using appropriate language and detail.
- K.S.10 Use language to clarify, organize, agree and disagree.

## **Unit One—“A Colorful Time with Rhythm and Rhyme”**

Essential Question: How does rhyme affect the way that we hear and read poetry?

### **Standards Specific to this Unit:**

**RL.K.4:** With prompting and support, ask and answer questions about unknown words in a text.

**RL.K.5:** Recognize common types of texts (e.g., storybooks, poems).

**RF.K.2:** Demonstrate understanding of spoken words, syllables, and phonemes.

**RF.K.2(a):** Recognize and produce rhyming words.

**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…”).

**SL.K.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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

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

**L.K.5(a):** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

**Common Core State Standards, English/Language Arts Grade K**

[http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

KEY to Common Core Strand Abbreviations:

RL—Reading Standards for Literature; RI—Reading Standards for Informational Text; W—Writing Standard;

SL—Speaking and Listening Standards; L—Language Standards



## Unit One—“A Colorful Time with Rhythm and Rhyme”

Essential Question: How does rhyme affect the way that we hear and read poetry?

### Suggested Student Objectives

- Recognize the difference between a storybook and a poem.
- Understand that poems (poetry) are written by poets and that they often rhyme.
- Distinguish between a verse (stanza) and a line in a poem.
- Identify the author and illustrator of a storybook and of an informational book.
- Ask questions about unknown words in a text.
- Understand the organization and basic features of print.
- Identify the front cover, back cover, and title page of a book; follow the words from left to right, top to bottom, and page by page.
- Understand that words are separated by spaces in print.
- Use a combination of drawing, dictating, or writing to share an opinion.
- Listen to others and take turns speaking while discussing favorite rhymes.
- Explain vocabulary by sorting objects (e.g., by color, noticing colorful places in school and describing objects with “color” adjectives).

### Key Vocabulary

#### Content-Specific

Artist  
Author  
Description  
Illustration  
Illustrator  
Informational book  
Line  
Opinion  
Poem  
Poet  
Poetry  
Rhyme  
Rhythm  
Stanza  
Story book  
Verse

## Unit One—“A Colorful Time with Rhythm and Rhyme”

Essential Question: How does rhyme affect the way that we hear and read poetry?

### Reading Street Selections:

- **Hide, Clyde!** by Russell Benfanti
- **Fix-It Duck** by Jez Alborough
- **Plaidypus Lost** by Janet Stevens and Susan Crummel
- **The Little School Bus** by Carol Roth
- **Bear Snores On** by Karma Wilson
- **One Little Mouse** by Dori Chaconas
- **Old MacDonald Had a Woodshop** by Lisa Shulman

### Suggested Supplemental Works

#### Literary Texts:

#### Picture Books (Read Aloud):

- *Red, Green, Blue: A First Books or Colors* (Alison Jay)
- *Colors! Colores!* (Jorge Lujan and Piet Grobler)
- *Brown Bear, Brown Bear* (Bill Martin, Jr. and Eric Carle)
- *If Kisses Were Colors* (Janet Lawler and Alison Jay)
- *My Many Colored Days* (Dr. Seuss) (EA)
- *Mary Wore Her Red Dress* (Merle Peek)
- *The Red Book* (Barbara Lehman)
- *Chicka Chicka Boom Boom* (Bill Martin Jr., John Archambault, and Lois Ehlert)

- *Rap a Tap Tap, Here's Bojangles: Think of That!* (Leo and Diane Dillon)
- *And the Dish Ran Away with the Spoon* (Janet Stevens and Susan Stevens Crummel)
- *The Real Mother Goose* (Blanche Fisher Wright)
- *Red Is for Dragon: A Book of Colors* (Roseanne Thong and Grace Lin)
- *Clang! Clang! Beep! Beep! Listen to the City* (Robert Burleigh and Beppe Giacobbe)
- *Itsy Bitsy Spider* (Iza Trapani)
- *Grandmother's Nursery Rhymes: Las Nanas de Abuelita* (Nelly Palacio Jaramillo)

**Poems (Read Aloud):**

- "Halfway Down" (A. A. Milne) (E)
- "Singing Time" (Rose Fyleman) (E)
- "Mary Had a Little Lamb" (Sarah Josepha Hale)
- "Time to Rise" (Robert Louis Stevenson)
- "Twinkle, Twinkle, Little Star" (Ann and Jane Taylor)

**Nursery Rhymes (Read Aloud)**

- "Diddle, Diddle, Dumpling"
- "Early to Bed"
- "Georgie Porgie"
- "Hey Diddle Diddle"
- "Humpty Dumpty"
- "Jack and Jill"
- "Jack Be Nimble"
- "Little Bo Peep"
- "Little Boy Blue"
- "Little Jack Horner"
- "Little Miss Muffet"
- "Old Mother Hubbard"
- "Pat-a-Cake"

- “Ring Around the Rosey”
- “Rock-a-bye, Baby”
- “Roses Are Red”
- “Simple Simon”
- “Star Light, Star Bright”

### **Informational Texts:**

#### **Informational Books:**

- *My Five Senses* (Ailiki) (E)

#### **Informational Books (Read Aloud)**

- *All the Colors of the Rainbow* (Rookie Read-About Science Series) (Allan Fowler)
- *The Magic School Bus Makes a Rainbow: A Book About Color* (Joanna Cole, Carolyn Braken, and Bruce Degan)
- *Colors and Shapes: Los colores y las figuras* (Gladys Rosa-Mendoza, Carolina Cifuentes, and Michele Noiset)
- *I Spy Colors in Art* (Lucy Micklethwait)
- *Colors (Learning with Animals)* (Melanie Watt)
- *Matisse: The King of Color* (Laurence Anholt)
- *A World of Colors: Seeing Colors in a New Way* (Marie Houblon)

### **Art, Music, and Media:**

#### **Art:**

- Henri Matisse, *The Dessert: Harmony in Red* (1908)
- James Abbott McNeil Whistler, *Arrangement in Black and Gray: The Artist’s Mother* (1871)
- Diego Rivera, *Flower Day* (1925)
- Pieter Bruegel, *The Hunters in the Snow* (1565)
- Helen Frankenthaler, *Mountains and Sea* (1952)
- Paul Gauguin, *The Midday Nap* (1894)

- Pablo Picasso, *Le Gourmet* (1901)

## Unit Two—“Tell a Story, 1-2-3”

Essential Question: How are the beginning, the middle, and the end of a story different from each other?

### Standards Specific to this Unit:

**RL.K.2:** With prompting and support, retell familiar stories, including key details.

**RL.K.9:** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**RI.K.1:** With prompting and support, ask and answer questions about key details in a text.

**SL.K.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

**SL.K.1(b):** Continue a conversation through multiple exchanges.

**W.K.3:** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**L.K.2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**L.K.2(a):** Capitalize the first word in a sentence and the pronoun I.

**Common Core State Standards, English/Language Arts Grade K**

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## Unit Two—“Tell a Story, 1-2-3”

Essential Question: How are the beginning, the middle, and the end of a story different from each other?

### Suggested Student Objectives

- Name the author and illustrator of both the fictional and informational texts in this unit.
- Orally retell familiar stories, including details and events at the beginning, middle, and end.
- Recite and produce rhyming words from nursery rhymes and rhyming texts.
- Use a combination of writing, drawing, and dictating to retell stories with a beginning, middle, and end.
- Distinguish shades of meaning among simple adjectives.
- Recognize the importance of sequence in storytelling, informational fictional counting books, and nursery rhymes.
- Appreciate the difference between an original story and other versions of the same story.

### Key Vocabulary

#### Content-Specific

Author  
Beginning  
Characters  
End  
Illustration  
Illustrator  
Middle  
Number words  
Ordinal number words  
(first, second, third)  
Poem

## Unit Two—“Tell a Story, 1-2-3”

Essential Question: How are the beginning, the middle, and the end of a story different from each other?

### **Reading Street Selections:**

- **Goldilocks & the Three Bears by Valeri Gorbechev**
- **My Lucky Day by Keiko Kasza**
- **Little Quack by Lauren Thompson**
- **Bunny Day by Rick Walton**

### **Suggested Supplemental Works**

#### **Literary Texts:**

##### **Counting Books (Read Aloud)**

- *Ten, Nine, Eight* (Molly Bang) (EA)
- *Chicka Chicka 1, 2, 3* (Bill Martin Jr., Michael Sampson, and Lois Ehlert)
- *Ten Apples Up on Top!* (Dr. Seuss and Roy McKie) (EA)
- *One is a Snail, Ten is a Crab: A Counting by Feet Book* (April Pulley Sayre, Jeff Sayre, and Randy Cecil)
- *Anno's Counting Book* (Mitsumasa Anno)
- *Grandfather Counts* (Andrea Cheng)

**Traditional Stories and Variations (Read Aloud):**

- *Goldilocks and the Three Bears* (Jan Brett)
- *Horrible Harry Bugs the Three Bears* (Suzy Kline and Frank Remkiewicz)
- *The Three Billy Goats Gruff* (Paul Galdone)
- *The Three Cabritos* (Eric A. Kimmel and Stephen Gilpin)
- *Three Cool Kids* (Rebecca Emberley)
- *The Three Little Pigs* (David Wiesner)
- *The True Story of the Three Little Pigs* (Jon Scieszka and Lane Smith)
- *The Three Little Wolves and the Big Bad Pig* (Eugene Trivizas and Helen Oxenbury)
- *The Three Little Javelinas: Los Tres Pequeños Jabalies* (bilingual) (Susan Lowell)

**Stories (Read Aloud):**

- *Pancakes for Breakfast* (Tomie dePaola) (E)
- *Ten Black Dots* (Donald Crews) (EA)
- *The Very Hungry Caterpillar* (Eric Carle)

**Poems (Read Aloud):**

- “Three Little Kittens” in *The Oxford Illustrated Book of American Children’s Poems* (Eliza Lee Follen)
- “Zin! Zin! Zin! A Violin” (Lloyd Moss and Marjorie Priceman) (E)
- “Mix a Pancake” in *The Complete Poems* (Christina Rossetti) (E)

**Nursery Rhymes (Read Along):**

- “Three Blind Mice”
- “One, Two, Buckle My Shoe”
- “A Diller, A Dollar”



- “Hot Cross Buns”
- “Hickory, Dickory, Dock”
- “Old King Cole”
  
- “Baa, Baa, Black Sheep”
- “This Little Pig Went to Market”

**Informational Texts:**

- *Can You Count Ten Toes? Count to 10 in 10 Different Languages* (Lezlie Evans and Denis Roche)
- *One Is a Drummer: A Book of Numbers* (Roseanne Thong and Grace Lin)
- *Arlene Alda’s 1-2-3: What Do You See?* (Arlene Alda)
- *Moja Means One: Swahili Counting Book* (Muriel and Tom Feelings)
- *The Year at Maple Hill Farm* (Alice and Martin Provensen) (EA)
- *Our Animal Friends at Maple Hill Farm* (Alice and Martin Provensen) (EA)
- *Farm Animals* (Young Nature Series) (Felicity Everett)
- *Pigs* (Gail Gibbons) (EA)
- *Beatrice’s Goat* (Page McBrier and Lori Lohstoeter)
- *Pigs* (Animals That Live on the Farm) (JoAnn Early Macken)
- *Goats* (Animals That Live on the Farm) (JoAnn Early Macken)

**Art, Music, and Media:**

**Art:**

- Jean-Francois Millet, *First Steps* (1858-1859)
- Vincent van Gogh, *First Steps, after Millet* (1890)
- Pablo Picasso, *Mother and Child (First Steps)* (1943)

## Unit Three—“Exploring with Friends in the Neighborhood”

Essential Question: How is reading like exploring?

### Standards Specific to this Unit:

**RL.K.3:** With prompting and support, identify characters, settings, and major events in a story.

**RL.K.4:** Ask and answer questions about unknown words in a text.

**RL.K.9:** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**RI.K.2:** With prompting and support, identify the main topic and retell key details of a text.

**W.K.2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**L.K.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**L.K.1(d):** Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

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## Unit Three—“Exploring with Friends in the Neighborhood”

Essential Question: How is reading like exploring?

### Suggested Student Objectives

- Use the words *who, what, where, when, and why* to explore informational texts.
- Ask questions about unknown words in both fictional and informational texts.
- Locate basic information in a nonfiction text.
- Identify characters, settings, and key events in a story.
- Compare and contrast the adventures of one character in a collection of stories.
- Compare and contrast the adventures of different characters in different books through the use of a graphic organizer.
- Understand the difference between real (nonfiction) and imagined (fiction) exploration.
- Use a combination of drawing, dictating, or writing to compose an informative text.
- Use a combination of drawing, dictating, or writing to compose an informative text.
- Name and identify periods, question marks, and exclamation points.
- Understand and correctly use the prepositions *to/from, on/off, and in/out*.

### Key Vocabulary

#### Content-Specific

Character  
Compare  
Contrast  
Exclamation mark  
Fantasy  
Fiction  
How  
Imaginary  
Key events  
Nonfiction  
Question mark  
Questioning  
Real  
Setting  
What  
When  
Where  
Who  
Why

## Unit Three—“Exploring with Friends in the Neighborhood”

Essential Question: How is reading like exploring?

### **Reading Street Selections:**

- **Miss Bindergarten Takes a Field Trip with Kindergarten by Joseph Slate**
- **Dig, Dig, Digging by Margaret Mayo**
- **The Night Worker by Kate Banks**
- **Mayday, Mayday by Chris Demarest**
- **Max Takes the Train by Rosemary Wells**
- **The House That Tony Lives In by Anthony Lorenz**

### **Suggested Supplemental Works**

#### **Literary Texts:**

##### **Chapter Book (Read Aloud)**

- *The Complete Tales of Winnie-the-Pooh* (A. A. Milne) (EA)

##### **Picture Books (Read Aloud)**

- *Frog and Toad Together* (Arnold Lobel) (E)

- *Little Bear* (series) (Else Holmelund Minarik and Maurice Sendak) (E)
- *The Story About Ping* (Marjorie Flack and Kurt Wiese)
- *Blueberries for Sal* (Robert McCloskey)
- *Make Way for Ducklings* (Robert McCloskey)
- *Curious George* (series) (H. A. Rey and Margret Rey)
- *Officer Buckle and Gloria* (Peggy Rathmann)
- *Where the Wild Things Are* (Maurice Sendak)
- *Knuffle Bunny: A Cautionary Tale* (Mo Willems)
- *Owl Moon* (Jane Yolen and John Schoenherr)
- *Little Fur Family* (Margaret Wise Brown and Garth Williams)
- *Harold and the Purple Crayon* (Crockett Johnson)
- *The Snowy Day* (Ezra Jack Keats)
- *The Jolly Postman* (Allan Ahlberg and Janet Ahlberg)
- *Margaret and Margarita: Margarita y Margaret* (Lynn Reiser)

### **Stories (Read Along, Wordless Books)**

- *A Dog, a Boy, and a Frog* (Mercer Mayer) (E)
- *Trainstop* (Barbara Lehman)

### **Poems (Read Aloud):**

- “Us Two” in *The Complete Tales and Poems of Winnie-the-Pooh* (A. A. Milne) (EA)
- “The Swing” in *A Child’s Garden of Verses* (Robert Louis Stevenson)

### **Informational Texts:**

- *Fire! Fire!* (Gail Gibbons) (E)
- *The Post Office Book: Mail and How it Moves* (Gail Gibbons) (EA)

- *Check It Out!: The Book about Libraries* (Gail Gibbons) (EA)
- *Community Helpers from A to Z* (Bobbie Kalman and Niki Walker)
- *Whose Hat is This?* (Katz Cooper, Sharon Muehlenhardt, and Amy Bailey)
- *Whose Tools Are These?* (Katz Cooper, Sharon Muehlenhardt, and Amy Bailey)
- *Jobs Around My Neighborhood: Oficios en mi vecindario* (Gladys Rosa-Mendoza and Ann Iosa)
- *A Day in the Life of a Police Officer* (First Facts: Community Helpers at Work) (Heather Adamson)
- *A Day in the Life of a Doctor* (First Facts: Community Helpers at Work) (Heather Adamson)
- *A Day in the Life of a Teacher* (First Facts: Community Helpers at Work) (Heather Adamson)
- *A Day in the Life of a Firefighter* (First Facts: Community Helpers at Work) (Heather Adamson)

### **Art, Music, and Media:**

#### **Music and Songs (Read Along):**

- Henry Mancini, *Baby Elephant Walk* (1961)
- Camille Saint-Saens, *Carnival of the Animals, Fifth Movement, "The Elephant"* (1886)
- "Do You Know the Muffin Man?"
- "The People in Your Neighborhood" (Jeff Moss)
- "What Shall We Do When We All Go Out?"

## **Unit Four—“America: Symbols and Celebrations”**

Essential Question: Why are symbols important?

### **Standards Specific to this Unit:**

**RI.K.1:** With prompting and support, ask and answer questions about key details in a text.

**W.K.7:** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.)

**L.K.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

**L.K.1(f):** Produce and expand complete sentences in shared language.

**L.K.2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

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

**SL.K.4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

## Common Core State Standards, English/Language Arts Grade K

[http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

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### Unit Four—“America: Symbols and Celebrations”

Essential Question: Why are symbols important?

#### Suggested Student Objectives

- Describe the connection between two events or ideas in a text.
- Recognize cause and effect relationships (e.g., the contributions of Martin Luther King Jr. and the holiday celebrating his life.)
- Review characters, setting, and key events in fictional stories when retelling them.
- Answer questions about unknown words, details, and events in both fiction and informational texts.
- Gather information from text sources and experiences to answer questions about a given topic (e.g., about holidays)
- Use a combination of drawing, dictating, and writing to compose an informative text on a given topic (e.g., about holidays).
- Ask questions to get information, to seek help, or to clarify something that is not understood.
- Produce and expand complete sentences in shared writing about a given topic (e.g., symbols in America).
- Identify new meanings for familiar words and apply them accurately (e.g., march—verb, March—month, march—musical piece).
- Use newly learned words in conversation (e.g., new

#### Key Vocabulary

##### Content-Specific

Cause  
Composer  
Effect  
Informational text  
KWL text  
Questioning  
Symbol



## Unit Four—“America: Symbols and Celebrations”

Essential Question: Why are symbols important?

**Reading Street Selections: None listed with this unit.**

### Suggested Supplemental Works

#### Literary Texts:

#### Picture Books (Read Aloud):

- *Duck for President* (Doreen Cronin and Betsy Lewin)
- *Clifford Goes to Washington* (Norman Birdwell)
- *This Land Is Your Land* (Woody Guthrie and Kathy Jakobsen)
- *My Country, 'Tis of Thee* (Samuel Francis Smith)
- *America the Beautiful* (Katharine Bates and Wendell Minor)
- *Pledge of Allegiance* (Scholastic, Inc.)
- *I Pledge Allegiance* (Bill Martin Jr., Michael Sampson, and Chris Raschka)  
(Tailor to represent the cultures in your classroom.)
- *Apple Pie and the Fourth of July* (Janet S. Wong and Margaret Chodos-Irvine)

- *Family Pictures: Cuadros de familia* (Carmen Lomez Garza) (E)

**Poems (Read Aloud):**

- “Celebration” in *Song and Dance* (Alonzo Lopez) (E)
- Selections from *I Am America* (Charles R. Smith)
- “Thanksgiving Day” in *Flowers for Children*, Vol. 2 (Lydia Maria Child)

**Informational Texts:**

**Informational Books**

- *In Our Country* (Emergent Reader) (Susan Canizares and S. Berger)
- *The American Flag* (Welcome Books) (Lloyd G. Douglas)
- *The White House* (Welcome Books) (Lloyd G. Douglas)
- *The Statue of Liberty* (Welcome Books) (Lloyd G. Douglas)
- *The Bald Eagle* (Welcome Books) (Lloyd G. Douglas)
- *The Liberty Bell* (Welcome Books) (Lloyd G. Douglas)
- *Giving Thanks: The 1621 Harvest Feast* (Kate Waters and Russ Kendall)
- *Independence Day* (Rookie Read-About Holiday Series) (Trudi Strain Trueit)
- *Martin Luther King Jr. Day* (Rookie Read-About Holiday Series) (Trudi Strain Trueit)
- *Veterans Day* (Rookie Read-About Holiday Series) (Jacqueline S. Cotton)
- *John Philip Sousa: Getting to Know the World’s Greatest Composers* (Mike Venezia)
- *El Dia de los Muertos: The Day of the Dead* (Rookie Read-About Holiday Series) (Mary Dodson Wade)
- *Cinco de Mayo* (Rookie Read-About Holiday Series) (Mary Dodson Wade and Nanci R. Vargus)
- *Chinese New Year* (Rookie Read-About Holiday Series) (David F. Marx)
- *Kwanzaa* (Rookie Read-About Holiday Series) (Trudi Strain Trueit)
- *Christmas* (Rookie Read-About Holiday Series) (Trudi Strain Trueit)
- *Diwali* (Rookie Read-About Holiday Series) (Trudi Strain Trueit)
- *Chanukah* (Rookie Read-About Holiday Series) (David F. Marx)
- *Ramadan* (Rookie Read-About Holiday Series) (David F. Marx)

**Art, Music, and Media:**

**Music and Songs (Read Along)**

- John Philip Sousa, *Stars and Stripes Forever* (1896)
- John Philip Sousa, *The Liberty Bell* (1893)
- John Philip Sousa, *The Washington Post* (1889)
- “America the Beautiful” (Katharine Lee Bates and Samuel A. Ward)
- “America (My Country, ‘Tis of Thee)” (Samuel Francis Smith)
- “Yankee Doodle” (Traditional)
- “You’re a Grand Old Flag” (George M. Cohan)

**Unit Five—“The Great Big World”**

Essential Question: Why is it important for writers to describe settings carefully?

**Standards Specific to this Unit:**

**RL.K.3:** With prompting and support, identify characters, setting, and major events in a story.

**RL.K.9:** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**RI.K.9:** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**W.K.6:** With guidance and support, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**W.K.8:** With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

**L.K.2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

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

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**Unit Five—“The Great Big World”**

Essential Question: Why is it important for writers to describe settings carefully?

**Key Vocabulary**

**Content-Specific**

Antonyms  
Compare  
Contrast  
Details (most important)  
Different  
Main Idea  
Opposites  
Settings  
Similar

## **Suggested Student Objectives**

- Describe the connection between the settings of fictional works and informational books about the same place.
- Learn about the similarities and differences between fictional and informational texts on the same topic.
- Compare and contrast characters' adventures that are set in different continents.
- Use a combination of drawing, dictating, and writing to offer an opinion (e.g., about a continent to visit); include details that explain/support the opinion.
- Demonstrate understanding of common verbs and adjectives by relating them to their opposites (e.g., in the context of describing places).

**Unit Five—“The Great Big World”**  
Essential Question: Why is it important for writers to describe settings carefully?

## **Reading Street Selections:**

- **If You Could Go to Antarctica by Fay Robinson**
- **Abuela by Arthur Dorros**
- **This Is the Way We Go to School by Edith Baer**
- **On the Move by Donna Latham**
- **Homes Around the World by Judy Nayer**
- **Life in an Ocean by Carol Lindeen**

## **Suggested Supplemental Works**

### **Literary Texts:**

#### **Chapter Book (Read Aloud)**

- *Mr. Popper's Penguins* (Richard Atwater and Florence Atwater) (E)

#### **Picture Books (Read Aloud)**

##### North America

- *Arrow to the Sun* (Gerald McDermott)
- *Song of the Swallows* (Leo Politi)
- *The Story of Jumping Mouse* (John Steptoe)

##### South America

- *Morpha: A Rain Forest Story* (Michael Tennyson and Jennifer H. Yoswa)
- *Rain Player* (David Wisniewski)

##### Europe

- *Little Red Riding Hood* (Trina Schart Hyman)
- *One Fine Day* (Nonny Hogrogian)
- *The Story of Ferdinand* (Munro Leaf and Robert Lawson)

## Asia

- *The Paper Crane* (Molly Bang) (E)
- *Lon Po Po: A Red-Riding Hood Story from China* (Ed Young) (E)
- *Once a Mouse...*(Marcia Brown)
- *The Fool of the World and the Flying Ship* (Arthur Ransome and Uri Shulevitz)

## Africa

- *A Story, A Story* (Gail E. Haley) (E)
- *Why Mosquitoes Buzz in People's Ears* (Verna Aardema, Leo Dillon, and Diane Dillon)
- *Shadow* (Blaise Cendrars, translated by Marcia Brown)

## Australia

- *Lizzie Nonsense* (Jan Ormerod)
- *Possum Magic* (Mem Fox and Julie Vivas)
- *Koala Lou* (Mem Fox and Pamela Lofts)

## Antarctica

- *Something to Tell the Grandcows* (Eileen Spinelli and Bill Slavin)
- *Eve of the Emperor Penguin* (Mary Pope Osborne and Sal Murdocca)

## Informational Texts

### Informational Books (Read Aloud)

- *Continents and Maps* (Big Book, Pearson Learning)
- *Me on the Map* (Joan Sweeney and Annette Cable)
- *As the Crow Flies: A First Book of Maps* (Gail Hartman and Harvey Stevenson)
- *Beginner's World Atlas* (National Geographic)

### Informational Books (Read Aloud/Independent)

- *The Seven Continents* (Rookie Read-About Geography) (Wil Mara)
- *North America* (Rookie Read-About Geography) (Allan Fowler)

- *South America* (Rookie Read-About Geography) (Allan Fowler)
- *Europe* (Rookie Read-About Geography) (Allan Fowler)
- *Asia* (Rookie Read-About Geography) (Allan Fowler)
- *Africa* (Rookie Read-About Geography) (Allan Fowler)
- *Australia* (Rookie Read-About Geography) (Allan Fowler)
- *Antarctica* (Rookie Read-About Geography) (Allan Fowler)
- *Count Your Way Through China* (series) (Jim Haskins)

## **Art, Music, and Media:**

### **Art**

#### **North America**

- Albert Bierstadt, *Valley of the Yosemite* (1864)
- Piet Mondrian, *Broadway Boogie Woogie* (1942-1943)

#### **Europe**

- John Constable, *The Hay Wain* (1821)
- Paul Cezanne, *Strafe vor dem Gebirge Sainte-Victoire* (1898-1902)

#### **Asia**

- Guo Xi, *Early Spring* (1072)
- Ando Hiroshige, panel from *Famous views of 53 stations of the Tokaido Road* (1855)
  - Note: There are 53 different panels to this collection.

#### **Africa**

- J. H. Pierneff, *Trees* (date unknown)

#### **Australia**

- Emily Kam Kngwarreye, *Earth's Creation* (1994)
- Emily Kam Kngwarreye, *The Alhalkere Suite* (1993)

### **Music and Songs (Read Along)**

- Mary F. Higuchi (compiled by), "Geography Songs on the Continents" (2000)



- “It’s a Small World” (Walt Disney)
- “London Bridge Is Falling Down” (Tinkerbell Records)

**Film**

- Luc Jacquet, dir., *March of the Penguins* (2005)
- Jon Stone, dir., *Big Bird in China* (1983)

**Unit Six—“Wonders of Nature: Plants, Bugs, and Frogs”**

Essential Question: How does nature inspire us as readers, writers, and artists?

### **Standards Specific to this Unit:**

**RL.K.10:** Actively engage in group reading activities with purpose and understanding.

**RI.K.8:** With prompting and support, identify the reasons an author gives to support points in a text.

**RI.K.9:** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**RF.K.4:** Read emergent-reader texts with purpose and understanding.

**W.K.6:** With guidance and support, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**L.K.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

**L.K.4(b):** Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

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## **Unit Six—“Wonders of Nature: Plants, Bugs, and Frogs”**

## Essential Question: How does nature inspire us as readers, writers, and artists?

### **Suggested Student Objectives**

- Articulate cause-and-effect relationships (e.g., as they occur in the natural world).
- Recognize the basic similarities and differences between two texts on the same topic (e.g., when both are informational or when one is fiction and one nonfiction).
- Read emergent-reader texts with purpose and understanding.
- Write, draw, or dictate a narrative (e.g., describing something that happened in nature and a subsequent reaction).
- Relate the idea of writing revision to a visual artist's creative process (i.e., continuously improving the work).
- Use common affixes as clues to the meaning of an unknown word.

### **Key Vocabulary**

#### **Content-Specific**

Cause  
Creative process  
Different  
Effect  
Explanatory writing  
Oral presentation  
Revision  
Similar

## Unit Six—“Wonders of Nature: Plants, Bugs, and Frogs”

Essential Question: How does nature inspire us as readers, writers, and artists?

### Reading Street Selections:

- **Whose Garden Is It? by Mary Ann Hoberman**
- **Seeds by Ken Robbins**
- **See How We Grow by Katacha Diaz**
- **Farfallina & Marcel by Holly Keller**

### Suggested Supplemental Works

#### Literary Texts:

#### Picture Books (Read Aloud)

- *Days with Frog and Toad* (Arnold Lobel) (EA)
- *The Carrot Seed* (Ruth Krauss and Crockett Johnson)
- *The Tiny Seed* (The World of Eric Carle) (Eric Carle)
- *A Tree Is Nice* (Janice May Udry and Marc Simont)
- *Time of Wonder* (Robert McCloskey)
- *One Morning in Maine* (Robert McCloskey)
- *Jack and the Beanstalk* (Steven Kellogg)
- *Kate and the Beanstalk* (Mary Pope Osborne and Giselle Potter)
- *There Was an Old Lady Who Swallowed a Fly* (Simms Taback)
- *Fireflies* (Julie Brinckloe)
- *The Very Lonely Firefly* (Eric Carle)
- *The Grouchy Ladybug* (Eric Carle)

- *The Very Quiet Cricket* (Eric Carle)
- *The Very Clumsy Click Beetle* (Eric Carle)
- *It's Earth Day!* (Mercer Mayer)
- *The Magical Garden of Claude Monet* (Laurence Anholt)

### **Picture Book (Read Aloud/Independent)**

- *Hi! Fly Guy* (Tedd Arnold) (E)

### **Poems (Read Aloud)**

- “Two Tree Toads” in *Orangutan Tongs: Poems to Tangle Your Tongue* (Jon Agee) (E)
- Selections from *Insectlopedia* (Douglas Florian)
- “Little Black Bug” (Margaret Wise Brown)
- “The Caterpillar” in *Rossetti: Poems* (Christina Rossetti) (EA)
- “Trees” (Sarah Coleridge)
- *Over in the Meadow* (John Langstaff and Feodor Rojankovsky) (E)

### **Poem (Read Along)**

- “Wouldn’t You ?” in *You Read to Me, I’ll Read to You* (John Ciardi) (E)

### **Nursery Rhymes (Read Along)**

- “Mary, Mary Quite Contrary”
- “Ladybug, Ladybug”

### **Informational Texts:**

#### **Informational Books (Read Aloud)**

- *Follow the Water from Brook to Ocean* (Arthur Dorros) (E)
- *Water, Water Everywhere* (Mark Rauzon and Cynthia Overbeck Bix) (E)
- “Our Good Earth” in *National Geographic Young Explorer!* (April 2009)
- “Garden Helpers” in *National Geographic Young Explorer!* (September 2009) (E)

- *The Reasons for Seasons* (Gail Gibbons) (EA)
- *The Seasons of Arnold's Apple Tree* (Gail Gibbons) (EA)
- *Red-Eyed Tree Frog* (Joy Cowley and Nic Bishop)
- *A Blue Butterfly* (Bijou Le Tord)

### **Informational Books (Read Aloud/Independent)**

- *Living Sunlight: How Plants Bring the Earth to Life* (Molly Bang and Penny Chisholm) (EA)
- *A Tree Is a Plant* (Let's-Read-and-Find-Out Science) (Clyde Robert Bulla and Stacey Schuett) (E)
- *From Seed to Pumpkin* (Let's-Read-and-Find-Out Science) (Wendy Pfeffer and James Graham Hale) (E)
- *From Tadpole to Frog* (Let's-Read-and-Find-Out Science) (Wendy Pfeffer and Holly Keller) (E Series)
- *From Caterpillar to Butterfly* (Let's-Read-and-Find-Out Science) (Deborah Heiligman and Bari Weissman) (E Series)
- *How a Seed Grows* (Let's-Read-and-Find-Out Science) (Helene J. Jordan and Loretta Krupinski) (E Series)
- *Frogs and Toads and Tadpoles, Too!* (Rookie Read-About Science) (Allan Fowler)
- *From Seed to Plant* (Rookie Read-About Science) (Allan Fowler)
- *Taking Root* (Rookie Read-About Science) (Allan Fowler)
- *Inside an Ant Colony* (Rookie Read-About Science) (Allan Fowler)
- *Maple Trees* (Rookie Read-About Science) (Allan Fowler)
- *Pine Trees* (Rookie Read-About Science) (Allan Fowler)
- *Cactuses* (Rookie Read-About Science) (Allan Fowler)
- *It Could Still Be a Flower* (Rookie Read-About Science) (Allan Fowler)
- *Plants That Eat Animals* (Rookie Read-About Science) (Allan Fowler)
- *It's a Good Thing There are Insects* (Rookie Read-About Science) (Allan Fowler)
- *Spiders Are Not Insects* (Rookie Read-About Science) (Allan Fowler)
- *Earth Day* (Rookie Read-About Holidays) (Trudi Strain Trueit)
- *From Seed to Pumpkin* (Wendy Pfeffer)

### **Art, Music, and Media:**

#### **Art**

- Claude Monet, *Water Lilies* (The Clouds) (1903)

- Claude Monet, *Water Lilies* (1906)
- Claude Monet, *Water Lilies* (1916-1923)

### **Music and Songs (Sing Along)**

- “The Ants Go Marching One by One”
- “Itsy Bitsy Spider”

### **Media**

- *Linnea in Monet’s Garden* (1999)

### **Other Reading Street Titles not listed with a specific unit:**

- **Julius by Angela Johnson**
- **Armadillo’s Orange by Jim Arnosky**
- **Animal Babies in Grasslands by Jennifer Schofield**
- **A Bed for Winter by Karen Wallace**
- **Little Panda by Joanne Ryder**

# Kindergarten Exemplar Texts

(Taken from the Grade K-1 Text Exemplars, Appendix B CCSS)

## Stories:

- *Little Bear* (Else Holmelund Minarik) (LG, BL 2.4, Quiz #6279)
- *Pancakes for Breakfast* (Tomie DePaola)
- *Hi! Fly Guy* (Tedd Arnold) (LG, BL 1.5, Quiz #101305)

## Poetry:

- “Mix a Pancake” (Christina Rossetti)
- “Singing-Time” (Rose Fyleman)
- “Halfway Down” (A. A. Milne)
- “Wouldn’t You?” (John Ciardi)
- “Celebration” (Alonzo Lopez)
- “Two Tree Toads” (Jon Agee)

## Read-Aloud:

- *Mr. Popper’s Penguins* (Richard and Florence Atwater) (MG, BL 5.6, Quiz #58)
- *A Story, A Story* (Gail E. Haley) (LG, BL 4.2, Quiz #30634)
- *The Paper Crane* (Molly Bang) (LG, BL 3.6, Quiz #9786)
- *Lon Po Po: A Red-Riding Hood Story from China* (Ed Young) (LG, BL 3.5, Quiz #5523)



- *Family Pictures* (Carmen Lomas Garza) (LG, BL 4.3, Quiz #5903)

**Read-Aloud Poetry:**

- *Zin! Zin! Zin! A Violin* (Lloyd Moss)

**Informational Texts:**

- *My Five Senses* (Ailiki) (LG, BL 2.0, Quiz #16750)

**Read-Aloud Informational Texts:**

- *The Year at Maple Hill Farm* (Alice and Martin Provensen) (LG, BL 3.7, Quiz #57424)
- *Fire! Fire!* (Gail Gibbons) (LG, BL 3.5, Quiz #7563)