

Common Core State Standards for English Language Arts/Literacy

Kindergarten Year Unit Plans Overview

| Unit   | Themes                            |
|--------|-----------------------------------|
| Unit 1 | Kindergarten, Here We Come        |
| Unit 2 | Living and Non-Living Things      |
| Unit 3 | Harvest and Winter Frost          |
| Unit 4 | Holidays, Observances and Events  |
| Unit 5 | Insects and Bugs                  |
| Unit 6 | Weather                           |
| Unit 7 | Families and Neighborhoods        |
| Unit 8 | American Symbols and Celebrations |

## **SAMPLE**

The following are sample unit plan overviews organized for the year. Use this guide for creating or modifying your own unit plans using a similar format. We attempted to address topics and themes that are currently suggested in the Literacy, Science, and Social Science Frameworks. The unit plan overview template was designed and created by a Chicago Public School teacher, Katherine Beckett a member of the Summer 2014 Literacy Curriculum Project.

**Grade: Kindergarten Quarter: 1**  
**Unit 1: Kindergarten, Here We Come**

**By the end of the unit, students will answer the following writing prompt:** 1.Think about a familiar story/text you have been studying in class. What are the key details that happen in the story/text? From your familiar story/text use a combination of drawing and dictating to tell about the events in the order in which they occurred. 2.Think about a familiar story/text you have been studying in class. From your familiar story/text use a combination of drawing and dictating to tell your reaction to what happened to the characters in the story/key details in the text.

| Week | Mentor text  | Supplemental/ Multimedia Text  | Standards   |              |  |                                     | Informal Assessment  |
|------|--|--|---|--------------|--|-------------------------------------|--|
|      |  |  | Reading   | Writing      | Speaking/Listening                             | Language                            |  |
| 1    | <i>Look Out Kindergarten, Here I Come</i> by Nancy Carlson | David Goes to School by David Shannon<br><br>The Rules of the Classroom (Rap) by Dr. Jean<br><br>Smart from the Start (Poem) by Anonymous<br><br>Chrysanthemum by Kevin Henkes<br><br>Isn't My Name Magical (Poem) By: James Berry | RL.K.1, RL. K.2, RL.K.3,RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.10, RI.K.5, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.3        | SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K. 4, L.K.5, L.K. 6 | Observation and Diagnostic Assessment for Kindergarten benchmarks. |
| 2    | <i>All By Myself</i> by Mercer Mayer                       | My Teacher Calls Me Sweetie by Kenn Nesbitt<br><br>I Am Special (Song) Anonymous   | RL.K.1, RL. K.2, RL.K.3,RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.10, RI.K.5, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.3, W.K.5 | SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5, K.K. 6  | Observation and Diagnostic Assessment for Kindergarten benchmarks. |

Grade: Kindergarten Quarter: 1  
Unit 1: Kindergarten, Here We Come

**By the end of the unit, students will answer the following writing prompt:** 1.Think about a familiar story/text you have been studying in class. What are the key details that happen in the story/text? From your familiar story/text use a combination of drawing and dictating to tell about the events in the order in which they occurred. 2.Think about a familiar story/text you have been studying in class. From your familiar story/text use a combination of drawing and dictating to tell your reaction to what happened to the characters in the story/key details in the text.

| Week | Mentor text                                    | Supplemental/ Multimedia Text   | Standards   |                           |  |                                     | Informal Assessment   |
|------|--|---|---|---------------------------|--|-------------------------------------|---|
|      |  |   | Reading   | Writing                   | Speaking/Listening                             | Language                            |   |
| 3    | <i>Jamaica's Blue Marker</i> by Juanita Havill | <i>The Recess Queen</i> by Alexis O'neill<br><br><i>Leo the Late Bloomer</i> by Robert Krauss | RL.K.1, RL. K.2, RL.K.3,RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.10, RI.K.5, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.3, W.K.5, W.K.6       | SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K. 4, L.K.5, K.K. 6 | Observation and Diagnostic Assessment for Kindergarten benchmarks and grouping. |
| 4    | <i>A Bad Case of Stripes</i> by David Shannon  | <i>You are Special</i> by Max Lucado<br><br><i>Something Special</i> by David McPhail         | RL.K.1, RL. K.2, RL.K.3,RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.10, RI.K.5, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.3, W.K.5, W.K.6       | SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K. 4, L.K.5, K.K. 6 | Observation and Diagnostic Assessment for Kindergarten benchmarks and grouping. |
| 5    | <i>I Like Me</i> by Nancy Carson               | <i>ABC I Like Me</i> by Nancy Carlson   | RL.K.1, RL. K.2, RL.K.3,RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.10, RI.K.5, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.3, W.K.5,W.K.6, W.K.8 | SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K. 4, L.K.5, K.K. 6 | Observation and Diagnostic Assessment for Kindergarten benchmarks and grouping, |

**Grade: Kindergarten Quarter: 1**  
**Unit 2: Living and Non-Living Things**

| <p><b>By the end of the unit, students will answer the following writing prompt:</b> 1.Think about a familiar story/text you have been studying in class. What are the key details that happen in the story/text? From your familiar story/text use a combination of drawing and dictating to tell about the events in the order in which they occurred. 2.Think about a familiar story/text you have been studying in class. From your familiar story/text use a combination of drawing and dictating to tell your reaction to what happened to the characters in the story/key details in the text.</p> |  |   |   |                     |  |                                   |   |
|---|--|---|---|---------------------|--|-----------------------------------|---|
| Week  | Mentor text  | Supplemental/ Multimedia Text   | Standards   |                     |  |                                   | Informal Assessment   |
|   |  |   | Reading   | Writing             | Speaking/Listening                             | Language                          |   |
| 1   | <i>What's Alive</i> by Kathleen Weidner Zoehfeld               | <i>Is It Living or Nonliving</i> by Rebecca Rissman<br><br><i>Red-Eyed Tree Frog</i> by Joy Cowley                                    | RI.K.1, RI.K.2, RI.K.3, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.10<br>RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.3               | SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5, L.K.6 | Observation and Diagnostic Assessment for Kindergarten benchmarks and grouping, |
| 2   | <i>Living and Nonliving (Nature Books)</i> by Carol K. Lindeen | <i>Living and Nonliving</i> by Enchanted Learning   | RI.K.1, RI.K.2, RI.K.3, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.10<br>RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.3, W.K.5        | SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5, L.K.6 | Observation and Diagnostic Assessment for Kindergarten benchmarks and grouping, |
| 3   | <i>From Seed to Plant</i> by Gail Gibbons                      | <i>How a Seed Grows</i> by Helene Jordan<br><br><i>Compost Stew</i> by Mary McKenna Siddals<br><br><i>The Tiny Seed</i> by Eric Carle | RI.K.1, RI.K.2, RI.K.3, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.10<br>RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.3, W.K.5, W.K.6 | SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5, L.K.6 | Observation and Diagnostic Assessment for Kindergarten benchmarks and grouping, |
| 4   | <i>Living or Nonliving</i> by Kelli Hicks                      | <i>Leaf</i> by Stephen Michael King   | RI.K.1, RI.K.2, RI.K.3, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.10<br>RF.K.1, RF.K.2, RF.K.3,        | W.K.3, W.K.5, W.K.6 | SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5, L.K.6 | Observation and Diagnostic Assessment for                                       |

# SAMPLE

**By the end of the unit, students will answer the following writing prompt:** 1.Think about a familiar story/text you have been studying in class. What are the key details that happen in the story/text? From your familiar story/text use a combination of drawing and dictating to tell about the events in the order in which they occurred. 2.Think about a familiar story/text you have been studying in class. From your familiar story/text use a combination of drawing and dictating to tell your reaction to what happened to the characters in the story/key details in the text.

| Week | Mentor text                      | Supplemental/ Multimedia Text                 | Standards   |                            |  |                                   | Informal Assessment   |
|------|----------------------------------|---|---|----------------------------|--|-----------------------------------|---|
|      |                                  |   | Reading   | Writing                    | Speaking/Listening                             | Language                          |   |
|      |                                  |   | RF.K.4  |                            |  |                                   | Kindergarten benchmarks and grouping,   |
| 5    | <i>One Bean</i> by Anne Rockwell | <i>Living and Nonliving</i> by Angela Royston | RI.K.1, RI.K.2, RI.K.3, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.10<br>RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.3, W.K.5, W.K.6, W.K.8 | SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5, L.K.6 | Observation and Diagnostic Assessment for Kindergarten benchmarks and grouping, |

**Grade: Kindergarten      Quarter: 2**  
**Unit 3: Autumn and Winter Frost**

**By the end of the unit, students will answer the following writing prompt:** Using the information we have read, draw or write an informative book about Autumn and Winter Frost.

| Week | Mentor text   | Supplemental/ Multimedia Text   | Standards   |                           |  |                            | Informal Assessment                       |
|------|---|---|---|---------------------------|--|----------------------------|---|
|      |   |   | Reading   | Writing                   | Speaking/Listening                             | Language                   |   |
| 1    | <i>We're Going on a Leaf Hunt</i> by Steve Metzger      | <i>Autumn Leaves</i> by Ken Robbins<br><br><i>Fall Leaves Fall</i> by Zoe Hall<br><br><i>Why Do Leaves Change Colors?</i> by Betsy Maestro                            | RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10, RI.K.5, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.3, W.K.5, WK.6, W.K.8 | SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5 | See Suggested Informal Assessment Listing |
| 2    | <i>The Pilgrims' First Thanksgiving</i> by Ann McGovern | <i>Clifford's Thanksgiving Visit</i> by Norman Bridwell<br><br><i>Pete the Cat: The First Thanksgiving</i> by Kimberly and James Dean<br><br>Poem: "Thanksgiving Day" | RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10, RI.K.5, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.3, W.K.5, WK.6, W.K.8 | SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5 | See Suggested Informal Assessment Listing |
| 3    | <i>Run, Turkey, Run</i> by                              | <i>"Twas the Night before Thanksgiving"</i>   | RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6,   | W.K.3, W.K.5, WK.6, W.K.8 | SL.K.1, SL.K.2, SL.K.3, SL.K.4,                | L.K.1, L.K.2, L.K.4, L.K.5 | See                                       |

Grade: Kindergarten      Quarter: 2  
Unit 3: Autumn and Winter Frost

**By the end of the unit, students will answer the following writing prompt:** Using the information we have read, draw or write an informative book about Autumn and Winter Frost.

| Week | Mentor text                     | Supplemental/ Multimedia Text   | Standards   |                             |  |                               | Informal Assessment                       |
|------|---------------------------------|---|---|-----------------------------|--|-------------------------------|---|
|      |                                 |   | Reading   | Writing                     | Speaking/Listening                                   | Language                      |   |
|      | Diane Mayr                      | by Natasha Wing<br><br>Movie: "Free Birds"<br><br>Poem: "Five Little Turkeys" contributed by Leanne Guenther  | RL.K.7, RL.K.9, RL.K.10,<br>RI.K.5, RF.K.1, RF.K.2,<br>RF.K.3, RF.K.4   |                             | SL.k.5, SL.k.6                                       |                               | Suggested Informal Assessment Listing     |
| 4    | "Snowy Day" by Ezra Jacks Keats | <i>It's Snowing</i> by Gail Gibbons<br><br><i>Snowball</i> by Lois Ehlert<br><br>Winter Poems:<br><a href="http://www.primarysuccess.ca/freepdf/Winter-Poems.pdf">www.primarysuccess.ca/freepdf/Winter-Poems.pdf</a><br><br><i>The Jacket I Wear in the Snow</i> by Shirley Neitzel | RL.K.1, RL.K.2, RL.K.3,<br>RL.K.4, RL.K.5, RL.K.6,<br>RL.K.7, RL.K.9, RL.K.10,<br>RI.K.5, RF.K.1, RF.K.2,<br>RF.K.3, RF.K.4 | W.K.3,W.K.5,<br>WK.6, W.K.8 | SL.K.1, SL.K.2,<br>SL.K.3, SL.K.4,<br>SL.k.5, SL.k.6 | L.K.1, L.K.2,<br>L.K.4, L.K.5 | See Suggested Informal Assessment Listing |

Grade: Kindergarten      Quarter: 2  
 Unit 3: Autumn and Winter Frost

**By the end of the unit, students will answer the following writing prompt:** Using the information we have read, draw or write an informative book about Autumn and Winter Frost.

| Week | Mentor text                    | Supplemental/ Multimedia Text  | Standards   |                           |  |                            | Informal Assessment                       |
|------|--------------------------------|--|---|---------------------------|--|----------------------------|---|
|      |                                |  | Reading   | Writing                   | Speaking/Listening                             | Language                   |   |
| 5    | <i>The Mitten</i> by Jan Brett | <i>Bear Snores On</i> by Karma Wilson<br><br><i>Animals in the Winter</i> by Henrietta Bancroft with Richard G. Van Gelder<br><br><i>Winter Lullaby</i> by Barbara Sueling | RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10, RI.K.5, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.3, W.K.5, WK.6, W.K.8 | SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.k.5, SL.k.6 | L.K.1, L.K.2, L.K.4, L.K.5 | See Suggested Informal Assessment Listing |

Grade: Kindergarten Quarter: 2

Unit 4: HOLIDAYS, OBSERVANCES, AND EVENT

**By the end of the unit, students will answer the following writing prompt:** Using the information we have read, draw or write an informative book about holidays, observances, and events.

| Week | Mentor text   | Supplemental text   | Standards   |                            |  |                            | Informal Assessment                       |
|------|---|---|---|----------------------------|--|----------------------------|---|
|      |   |   | Reading   | Writing                    | Speaking/Listening                             | Language                   |   |
| 1    | <i>New Year's Day</i> by David F. Marx  | <i>Squirrel's New Year's Resolution</i> by Pat Miller   | RI1, RI2, RI3, RI4, RI5, RI6, RI7, RI8, RI9, RI10, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.3, W.K.5, W.K.6, W.K.8 | SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5 | See Suggested Informal Assessment Listing |
| 2    | <i>Penguins</i> by Emily Rose Townsend  | <i>The Emperor's Egg</i> by Martin Jenkins<br><br>Movie: "Happy Feet"   | RI1, RI2, RI3, RI4, RI5, RI6, RI7, RI8, RI9, RI10, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.3, W.K.5, W.K.6, W.K.8 | SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5 | See Suggested Informal Assessment Listing |
| 3    | <i>The Popcorn Book</i> by Tomie de PAolo   | "National Popcorn Day"<br><br><a href="http://www.popcorn.org/AboutUs/Media/NationalPopcornDay/tabid/115/Default.aspx">http://www.popcorn.org/AboutUs/Media/NationalPopcornDay/tabid/115/Default.aspx</a> | RI1, RI2, RI3, RI4, RI5, RI6, RI7, RI8, RI9, RI10, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.3, W.K.5, W.K.6, W.K.8 | SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5 | See Suggested Informal Assessment Listing |
| 4    | <i>Martin's Big Words. the Life of Dr. Martin Luther King</i> by Doreen Rappaport | Movie: "Our Friend, Martin" (60 minutes)  | RI1, RI2, RI3, RI4, RI5, RI6, RI7, RI8, RI9, RI10, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.3, W.K.5, W.K.6, W.K.8 | SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5 | See Suggested Informal Assessment Listing |

Grade: Kindergarten Quarter: 2

**Unit 4: HOLIDAYS, OBSERVANCES, AND EVENT**

**By the end of the unit, students will answer the following writing prompt:** Using the information we have read, draw or write an informative book about holidays, observances, and events.

| Week | Mentor text                                      | Supplemental text   | Standards   |                            |  |                            | Informal Assessment                       |
|------|--|---|---|----------------------------|--|----------------------------|---|
|      |  |   | Reading   | Writing                    | Speaking/Listening                             | Language                   |   |
| 5    | <i>Mozart Finds a Melody</i> by Stephen Costanza | CD of Mozart's Music<br><br>Song- "Twinkle, Twinkle Little Star"<br><br>Biography.Com | RI1, RI2, RI3, RI4, RI5, RI6, RI7, RI8, RI9, RI10, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.3, W.k.5, W.K.6, W.K.8 | SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.k.5, SL.k.6 | L.K.1, L.K.2, L.K.4, L.K.5 | See Suggested Informal Assessment Listing |

Grade: Kindergarten Quarter: 3

Unit: 5: Insects and Bugs

**By the end of the unit, students will answer the following writing prompt:** Think about the stories you have heard about Insects and Bugs. Think about which Insect or Bug was your favorite. Draw a picture of your favorite Insect or Bug. Write 2 reasons to state your opinion about why that Insect or Bug is your favorite.

| Week | Mentor text                                      | Supplemental text  | Standards   |                            |  |                                   | Informal Assessment                       |
|------|--|--|---|----------------------------|--|-----------------------------------|---|
|      |  |  | Reading   | Writing                    | Speaking/Listening                             | Language                          |   |
| 1    | <i>One Hundred Hungry Ants</i> by Elinor Pinczes | <p><i>Hey Little Ant</i> by Phillip M. Hoose</p> <p><i>Are you an Ant?</i> by Judy Allen</p> <p>Poem: "<a href="#">8 Ants</a>"</p> <p>Song: "<a href="#">The Ants go Marching</a>"</p> | RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10, RI.K.5, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.1, W.K.5, W.K.6, W.K.8 | SL.K.1, S.KL.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5, L.K.6 | See Suggested Informal Assessment Listing |
| 2    | <i>The Grouchy Ladybug</i> by Eric Carle         | <p><i>Ladybug, Ladybug</i> by Ruth Brown</p> <p><i>Are you a Ladybug?</i> by Judy Allen</p> <p>Poem: "<a href="#">Ladybug</a>"</p> <p>Song: "<a href="#">Ladybug, Ladybug</a>"</p>     | RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10, RI.K.5, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.1, W.K.5, W.K.6, W.K.8 | SL.K.1, S.KL.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5, L.K.6 | See Suggested Informal Assessment Listing |

Grade: Kindergarten Quarter: 3

Unit: 5: Insects and Bugs

**By the end of the unit, students will answer the following writing prompt:** Think about the stories you have heard about Insects and Bugs. Think about which Insect or Bug was your favorite. Draw a picture of your favorite Insect or Bug. Write 2 reasons to state your opinion about why that Insect or Bug is your favorite.

| Week | Mentor text                                      | Supplemental text  | Standards   |                            |  |                                   | Informal Assessment                       |
|------|--|--|---|----------------------------|--|-----------------------------------|---|
|      |  |  | Reading   | Writing                    | Speaking/Listening                             | Language                          |   |
| 3    | <i>The Honeybee and the Robber</i> by Eric Carle | <p><i>The Bee Tree</i> by Patricia Polacco</p> <p><i>Are you a bee?</i> by Judy Allen</p> <p>Poem: "<a href="#">Hug a Bug</a>"</p> <p>Song: "<a href="#">Do you like to buzz?</a>"</p>                       | RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10, RI.K.5, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.1, W.K.5, W.K.6, W.K.8 | SL.K.1, S.KL.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5, L.K.6 | See Suggested Informal Assessment Listing |
| 4    | <i>The Very Hungry Caterpillar</i> by Eric Carle | <p><i>The Caterpillar and the Polliwog</i> by Jack Kent</p> <p><i>Are you a Butterfly?</i> by Judy Allen</p> <p>Poem: "<a href="#">Caterpillar</a>"</p> <p>Song: "<a href="#">The Fuzzy Caterpillar</a>"</p> | RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10, RI.K.5, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.1, W.K.5, W.K.6, W.K.8 | SL.K.1, S.KL.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5, L.K.6 | See Suggested Informal Assessment Listing |
| 5    | <i>The Very Lonely Firefly</i> by Eric Carle     | <p><i>The Very Quiet Cricket</i> by Eric Carle</p> <p><i>Are you a Dragonfly?</i></p>  | RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10, RI.K.5, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.1, W.K.5, W.K.6, W.K.8 | SL.K.1, S.KL.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5, L.K.6 | See Suggested Informal Assessment         |

Grade: Kindergarten Quarter: 3

Unit: 5: Insects and Bugs

**By the end of the unit, students will answer the following writing prompt:** Think about the stories you have heard about Insects and Bugs. Think about which Insect or Bug was your favorite. Draw a picture of your favorite Insect or Bug. Write 2 reasons to state your opinion about why that Insect or Bug is your favorite.

| Week | Mentor text | Supplemental text  | Standards |         |                    |          | Informal Assessment |
|------|-------------|--|-----------|---------|--------------------|----------|---------------------|
|      |             |  | Reading   | Writing | Speaking/Listening | Language |                     |
|      |             | by Judy Allen<br><br>Poem: <a href="#">"Firefly"</a><br><br>Song: <a href="#">"Bugs"</a> |           |         |                    |          | Listing             |

Grade: Kindergarten Quarter: 3  
Unit: 6: Weather

**By the end of the unit, students will answer the following writing prompt:** Think about the stories you have heard about the different types of Weather. Think about the type of Weather you found the most interesting. Draw a picture of the Weather you found most interesting. Write 3 reasons to support why you found that Weather type the most interesting.

| Week | Mentor text                        | Supplemental text  | Standards   |                            |  |                                   | Informal Assessment                       |
|------|------------------------------------|--|---|----------------------------|--|-----------------------------------|---|
|      |                                    |  | Reading   | Writing                    | Speaking/Listening                             | Language                          |   |
| 1    | <i>A Sunny Day</i> by Robin Nelson | <i>A Sunny Day</i> by Lola M. Schaefer<br><br><i>The Sunny Day</i> by Anna Milbourne<br><br><i>What can I do in the Sun?</i> by Anna Grossnickel Hines<br><br>Poem: " <a href="#">Sun Poem</a> "<br><br>Song: " <a href="#">Hello, Mr. Sun</a> " | RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10, RI.K.5, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.1, W.K.5, W.K.6, W.K.8 | SL.K.1, S.KL.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5, L.K.6 | See Suggested Informal Assessment Listing |
| 2    | <i>Clouds</i> by Terry Jennings    | <i>A Windy Day</i> by Robin Nelson<br><br><i>The Wing Blew</i> by Pat Hutchins<br><br><i>What can I do in the Wind?</i> by Anna Grossnickel Hines<br><br>Poem: " <a href="#">The Wind</a> "<br><br>Song: " <a href="#">Noisy Wind</a> "          | RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10, RI.K.5, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.1, W.K.5, W.K.6, W.K.8 | SL.K.1, S.KL.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5, L.K.6 | See Suggested Informal Assessment Listing |

**Grade: Kindergarten Quarter: 3**  
**Unit: 6: Weather**

**By the end of the unit, students will answer the following writing prompt:** Think about the stories you have heard about the different types of Weather. Think about the type of Weather you found the most interesting. Draw a picture of the Weather you found most interesting. Write 3 reasons to support why you found that Weather type the most interesting.

| Week | Mentor text                            | Supplemental text  | Standards   |                            |  |                                   | Informal Assessment                       |
|------|--|--|---|----------------------------|--|-----------------------------------|---|
|      |  |  | Reading   | Writing                    | Speaking/Listening                             | Language                          |   |
| 3    | <i>A Rainy Day</i> by Lola M. Schaefer | <i>One Rainy Day</i> by M. Christina Butler<br><br><i>What can I do in the Rain?</i> by Anna Grossnickel Hines<br><br>Poem: " <a href="#">Raindrops</a> "<br><br>Song: " <a href="#">Rain, Rain Go Away!</a> "   | RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10, RI.K.5, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.1, W.K.5, W.K.6, W.K.8 | SL.K.1, S.KL.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5, L.K.6 | See Suggested Informal Assessment Listing |
| 4    | <i>A Snowy Day</i> by Robin Nelson     | <i>A Snowy Day</i> by Lola M. Schaefer<br><br><i>One Stormy Night</i> by M. Christina Butler<br><br><i>What can I do in the Snow?</i> by Anna Grossnickel Hines<br><br>Poem: " <a href="#">Snow is Falling Around</a> "<br>Song: " <a href="#">Is it Winter?</a> " | RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10, RI.K.5, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.1, W.K.5, W.K.6, W.K.8 | SL.K.1, S.KL.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5, L.K.6 | See Suggested Informal Assessment Listing |
| 5    | <i>Weather</i> by Julian               | <i>Can it Rain Cats and Dogs?</i> by Gilda Berger  | RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6,   | W.K.1, W.K.5, W.K.6, W.K.8 | SL.K.1, S.KL.2, SL.K.3, SL.K.4,                | L.K.1, L.K.2, L.K.4, L.K.5,       | See Suggested                             |

Grade: Kindergarten Quarter: 3  
 Unit: 6: Weather

**By the end of the unit, students will answer the following writing prompt:** Think about the stories you have heard about the different types of Weather. Think about the type of Weather you found the most interesting. Draw a picture of the Weather you found most interesting. Write 3 reasons to support why you found that Weather type the most interesting.

| Week | Mentor text | Supplemental text   | Standards   |         |                    |          | Informal Assessment         |
|------|-------------|---|---|---------|--------------------|----------|-----------------------------|
|      |             |   | Reading   | Writing | Speaking/Listening | Language |                             |
|      | Fleisher    | <i>Elmer's Weather</i> by David McKee<br><br>Poem: <a href="#">"Weather"</a><br><br>Song: <a href="#">"I like the Rain"</a> | RL.K.7, RL.K.9, RL.K.10,<br>RI.K.5, RF.K.1, RF.K.2,<br>RF.K.3, RF.K.4 |         | SL.K.5, SL.K.6     | L.K.6    | Informal Assessment Listing |

**Grade: Kindergarten Quarter: 4  
Unit 7: Neighborhood**

**By the end of the unit, students will answer the following writing prompt:** We honor our families and people who live in our neighborhood. How are families and neighborhoods important to you?

| Week | Mentor text  | Supplemental text   | Standards   |                            |  |                                   | Informal Assessment                       |
|------|--|---|---|----------------------------|--|-----------------------------------|---|
|      |  |   | Reading   | Writing                    | Speaking/Listening                             | Language                          |   |
| 1    | Mentor Text-<br><i>Barrio: Jose's Neighborhood</i> by George Ancona    | <i>Make Way for Ducklings</i> by Robert McCloskey<br><br><i>Jobs Around My Neighborhood</i> by Gladys Rosa-Mendoza and Ann Iosa<br><br>Poem-"The Swing" In a Child's Garden of Verses by Robert Louis Stevenson | RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10, RI.K.5, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.3, W.K.5, W.K.6, W.K.8 | SL.K.1, S.KL.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5, L.K.6 | See Suggested Informal Assessment Listing |
| 2    | Mentor Text-<br><i>A Ride Through the Neighborhood</i> by Maggie Testa | <i>Community Helpers from A-Z</i> by Bobbie Kalman and Niki Walker<br><br>Poem-"Us Two" From the mentor text-   | RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10, RI.K.5, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.3, W.K.5, W.K.6, W.K.8 | SL.K.1, S.KL.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5, L.K.6 | See Suggested Informal Assessment Listing |
| 3    | Mentor Text-<br><i>Where Do I Live</i> by Neil Chesanow                | <i>Who Works in my Neighborhood</i> by John Serrano<br><br><i>Me on the Map</i> by Joan Sweeney<br><br><i>A Day in the Life of a Firefighter</i> (First   | RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10, RI.K.5, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.3, W.K.5, W.K.6, W.K.8 | SL.K.1, S.KL.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5, L.K.6 | See Suggested Informal Assessment Listing |

**Grade: Kindergarten Quarter: 4**  
**Unit 7: Neighborhood**

**By the end of the unit, students will answer the following writing prompt:** We honor our families and people who live in our neighborhood. How are families and neighborhoods important to you?

| Week | Mentor text  | Supplemental text   | Standards   |                              |  |                                   | Informal Assessment                       |
|------|--|---|---|------------------------------|--|-----------------------------------|---|
|      |  |   | Reading   | Writing                      | Speaking/Listening                             | Language                          |   |
|      |  | Facts: Community Helpers at Work) by Heather Adamson  |   |                              |  |                                   |   |
| 4    | Mentor Text-<br><i>Keat's Neighborhood: An Ezra Jack Keats Treasury</i> by Ezra Jack Keats | <i>A Day in the Life of a Police Officer</i> (First Facts: Community Helpers at Work by Heather Adamson   | RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10, RI.K.5, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.3, W.K.5, W.K.6<br>W.K.8 | SL.K.1, S.KL.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5, L.K.6 | See Suggested Informal Assessment Listing |
| 5    | Mentor Text-<br><i>A Ride Through the Neighborhood</i> by Maggie Testa                     | <i>My Neighborhood: Places and Faces</i> by Lisa Bullard<br><br><i>A Day in the Life of a Teacher</i> (First Facts: Community Helpers at Work) by Heather Adamson | RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10, RI.K.5, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.3, W.K.5, W.K.6<br>W.K.8 | SL.K.1, S.KL.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5, L.K.6 | See Suggested Informal Assessment Listing |

**Grade: Kindergarten Quarter: 4**  
**Unit 8: American Symbols and Celebrations**

**By the end of the unit, students will answer the following writing prompt:** We honor our families and people who live in our neighborhood. How are families and neighborhoods important to you?

| Week | Mentor text                                      | Supplemental text  | Standards  |                            |  |                                   | Informal Assessment                       |
|------|--|--|--|----------------------------|--|-----------------------------------|---|
|      |  |  | Reading  | Writing                    | Speaking/Listening                             | Language                          |   |
| 1    | <i>The American Flag</i> by Lloyd G. Douglas     | <i>I Pledge Allegiance</i> Scholastic Inc.<br><br>Music-"Stars and Strips Forever" by John Phillip Sousa<br><br>"You're a Grand Old Flag" by George M. Cohen | RL.K.10, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.7, RI.K.8, RI.K.9, RI.K.10, RF.K.1, RF.K.2, RF.K.3, RF.K.4             | W.K.3, W.K.5, W.K.6, W.K.8 | SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5, L.K.6 | See Suggested Informal Assessment Listing |
| 2    | <i>The Statue of Liberty</i> by Lloyd G. Douglas | <i>Apple Pie and the Fourth of July</i> by Janet S. Wong and Margaret Chodos-Irvine<br><br>Poem: "I am an American"  | RL.K.10<br><br>RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.7, RI.K.8, RI.K.9, RI.K.10<br><br>RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.3, W.K.5, W.K.6, W.K.8 | SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5, L.K.6 | See Suggested Informal Assessment Listing |
| 3    | <i>The Bald Eagle</i> by Lloyd G. Douglas        | <i>Duck for President</i> by Doreen Cronin and Betsy Lewin   | RL.K.10<br><br>RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.7, RI.K.8, RI.K.9, RI.K.10, RF.K.1,                              | W.K.3, W.K.5, W.K.6, W.K.8 | SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5, L.K.6 | See Suggested Informal Assessment Listing |

**Grade: Kindergarten Quarter: 4**  
**Unit 8: American Symbols and Celebrations**

**By the end of the unit, students will answer the following writing prompt:** We honor our families and people who live in our neighborhood. How are families and neighborhoods important to you?

| Week | Mentor text                                 | Supplemental text  | Standards  |                            |  |                                   | Informal Assessment                       |
|------|---|--|--|----------------------------|--|-----------------------------------|---|
|      |   |  | Reading  | Writing                    | Speaking/Listening                             | Language                          |   |
|      |   |  | RF.K.2, RF.K.3, RF.K.4   |                            |  |                                   |   |
| 4    | <i>The Liberty Bell</i> by Lloyd G. Douglas | <i>Independence Day</i> by Trudi Strain Trueit<br><br>Music-"The Liberty Bell" by Lloyd G. Douglas | RL.K.10, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.7, RI.K.8, RI.K.9, RI.K.10, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.3, W.K.5, W.K.6, W.K.8 | SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5, L.K.6 | See Suggested Informal Assessment Listing |
| 5    | <i>The White House</i> by Lloyd G. Douglas  | <i>Clifford Goes to Washington</i> by Norman Bridwell<br><br>Music-"Yankee Doodle"                 | RL.K.10, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.7, RI.K.8, RI.K.9, RI.K.10, RF.K.1, RF.K.2, RF.K.3, RF.K.4 | W.K.3, W.K.5, W.K.6, W.K.8 | SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6 | L.K.1, L.K.2, L.K.4, L.K.5, L.K.6 | See Suggested Informal Assessment Listing |

Some Suggested Informal Assessments:

<http://www.education.com/reference/article/informal-methods-assessment/>

[http://www.readingrockets.org/oldmedia/assessments\\_overview.pdf](http://www.readingrockets.org/oldmedia/assessments_overview.pdf)