

Grade: Kindergarten Subject: Literacy	Unit of Study: Theme 2: Autumn and Autumn Holidays
Big Idea/Rationale	<ul style="list-style-type: none"> • In this theme, children will be exposed to a variety of both fiction and non-fiction texts through shared reading and writing to explore and integrate topics such as apples, pumpkins, seasons, Native Americans, Thanksgiving and Halloween. • Students will have opportunities for practice in reading using letter books, leveled texts and the Literacy Centers model. • Students will continue to develop as writers using the Writing Process model, employing the 6 Traits of Effective Writing (i.e., drawing pictures, and labeling). • Using Foundations and Fountas and Pinnell Phonics students will better their understanding of letter formation, letter names and sounds, word awareness, and print awareness.
Enduring Understandings	<ul style="list-style-type: none"> • Active listening skills are needed for success in school • Good listening and speaking skills help us better understand each other • Reading is a process in which readers make meaning from predictable patterned text • Reading is an active process; it is the key to knowledge and to understanding our world and ourselves • Reading is a lifetime skill that enhances learning and enjoyment • Recognize and name most letters/sounds • Know that reading is something possible for them to do • Can locate some known and unknown words • Matches word by word while reading a line of print • Uses the meaning of the story to make predictions • Develop comprehension by pausing on some pages of the story to talk about the story • Sounds can be repeated over and over in rhymes and songs • Some words are like other words in the way they sound • Recognize own name and the names of others in the class • Recognize a few high frequency words • The features of letters are the same every time you see them • Pictures represent meaning that will help you understand the story • When you read, you go from left to right across the page and also top to bottom • A word is represented by a group of letters and there are spaces between them • Writing is a process, not a result • Recognize that print represents spoken language • Perform the motor action needed to form letters and words and know how to use the tools of writing

	<ul style="list-style-type: none"> • Know that writing can be used to communicate meaning to others • Know that writing is something they can do • Realize that to produce a message someone can read you must write letters and words • Know how to write a few high frequency words • Are moving from scribbling and letter-like forms to conventional letter forms • Recognize and name most letters and some sounds
<p>Essential Questions</p>	<ul style="list-style-type: none"> • How do we show others that we are listening to them? • How do we show others that we understand what is said or asked? • Can I listen and respond to what I hear? • Can I recognize the letters of the alphabet? • What sound does each letter make and can I name something that begins with that sound? • How can we use our sounds and words we know to read books and write words? • Do the words we read and write make sense? • How can I use what I know about words to solve new words? • How can we tell if a story is real or make-believe? • How can I use my writing tool to form letters correctly? • Do my words match my picture? • How can we communicate our ideas through writing? • How can we show a purpose for our writing? • How can we speak in a way that others will solve new words?
<p>Content (Subject Matter)</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Listen attentively to teachers, guest speakers, and peers. • Use active listening strategies during stories and conversations: • Use eye contact • Be given wait time • Listen without interrupting • Respond appropriately • Take turns when speaking • Contribute regularly to morning message, class letters • Contribute (in shared writing) to a class set of directions • Write first name • Know most lower case and some upper case letters • Know the sounds some letters make • Write most lower case letters • Track print • Know a word is a unit of meaning • Recognize that words are made up of a series of sounds • Recognize rhyming patterns and rhyming words

	<ul style="list-style-type: none"> • Match words with same beginning sound • Match spoken sounds to letters in print • Be exposed to different literary genres: • Fiction • Non-Fiction • Science • Social Studies • Poetry • Distinguish between fiction and non-fiction • Learn (enjoy/listen to) a variety of books, poems, chants, songs • Begin to identify characters and setting • Identify cover, title, author, illustrator of book • Compare and Contrast different versions of the same story • Sequence events • Make predictions based on prior knowledge and preview of text. • Describe illustrations in a book • Recall information • Participate in an active discussion about a story. • Begin to recognize fiction vs. non-fiction • Begin to monitor for meaning when reading by using pictures. • Use picture letter cues as reading strategies • Respond to stories orally • Retell or act out a story using beginning, middle, and end. • Compare/Contrast versions of the same story. • Make connections to their lives or other stories. • Begin to recognize a set of high frequency words • Match writing to a picture • Share writing-generating ideas • Interact with others for shared writing lessons • Begin to write from Left to Right, Top to Bottom • Be introduced to concepts of • ideas, conventions, and organization • Begin to use spaces between words • Begin to use consonant sounds for phonetic spellings • Begin to see a purpose for writing • Begin to retell an experience orally
<p>Standards</p>	<ul style="list-style-type: none"> • RL.K.1: With prompting and support, ask and answer questions about key details in a text. • RL.K.2: With prompting and support, retell familiar stories, including key details. • 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.5: Recognize common types of texts (e.g., storybooks, poems, etc.)
- 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 connection between pictures or other illustrations and the overall story in which they appear.
- RL.K.10: Actively engage in group reading activities with purpose and understanding.
- RI.K.1: With prompting and support, ask and answer questions about key details in a 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 connection between pictures or other illustrations and the overall text in which they appear.
- 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).
- RI.K.10: Actively engage in group reading activities with purpose and understanding.
- 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 language 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: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.2.A: Recognize and produce rhyming words.
- 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.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.C: Read common high-frequency words by sight. (e.g., *the, of, to, you, she, my, is, are, do, does*).
- SL.K.1: Participate in collaborative conversations about *kindergarten topics and texts* with peers and adults in small and larger groups.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.
- SL.K.2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.
- SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.
- 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 . . .*).
- L.K.1: Observe conventions of grammar and usage when writing or speaking.
 - L.K.1.A: Print many upper- and lowercase letters. phonemes).
 - L.K.2: Observe conventions of capitalization, punctuation, and spelling when writing.
 - L.K.2.A: Capitalize the first word in a sentence and the pronoun *I*.
 - 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). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
 - 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.
 - L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.
 - L.K.5.B: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
 - L.K.5.C: Identify real-life connections between words and their use

	(e.g., note places at school that are colorful).
Materials/Resources	<ul style="list-style-type: none"> • Rigby leveled readers • Fountas and Pinnell leveled readers (fiction and non-fiction) • Supplemental leveled readers • Shared Reading big books-fiction: <i>Pumpkin, Pumpkin; Do Not Open This Book; Itchy Witch; The Story of Johnny Appleseed; Stellanuna</i> ; non-fiction: <i>In 1492; Growing Pumpkins; Apples and Pumpkins; I'm an Apple; How Pumpkins Grow; The Legend of the Indian Paintbrush</i> • Themed read alouds such as <i>Ten Apples Up on Top</i>, various holiday books • <i>Phonics Lessons, Letters, Words and How They Work</i> by Fountas and Pinnell • <i>Foundations Teacher's Manual, Levels K-2/Wilson</i>; www.foundations.com • <i>The Continuum of Learning</i> by Fountas and Pinnell • Six Traits Writing support materials • www.readinga-z.com • www.jmeacham.com • www.abcya.com • www.starfall.com • www.brainpopjr.com