

Harrison Township School District

“Where Bright Futures Begin”

Grade: K
Course: English Language Arts
Theme: Going Places

Unit #: 5
Trimester: III
Week(s): 25 through 30

Essential Questions

- How do people and things get from here to there?
 - What are different ways of going places?
 - What kinds of transportation help us in an emergency?
 - What kinds of transportation help people do their jobs?
 - What kind of work do trains do?
 - How do people in different parts of the world travel?
 - How do children around the world get to school?



Enduring Understandings

- ✓ Transportation can take many different forms; helps people get from one place to another.
- ✓ The Coast Guard provides help during a storm or in other emergencies using emergency vehicles to assist in a rescue.
- ✓ Trucks are an important form of transportation and help move things from one place to another.
- ✓ Trains are important in moving people and things from one place to another and sometimes need to help to get where they are going.
- ✓ Transportation is important to people all over the world and exists everywhere in many different forms.
- ✓ School children around the world need to get to school and use different forms of transportation depending on where they live and what the climate is like.



Reading Standards

Reading Standards for Literature:

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, identify characters, settings, and major events in a story.
- Recognize common types of texts (e.g., storybooks, poems).
- Actively engage in group reading activities with purpose and understanding.

Reading Standards for Informational Text:

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, identify the main topic and retell key details of a text.
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- With prompting and support, identify the reasons an author gives to support points in a text.

Reading Standards – Foundational Skills:

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - Recognize and produce rhyming words.
 - 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/.)
 - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- Know and apply grade-level phonics and word analysis skills in decoding words.
 - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
 - Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do does).

Writing Standards:

- 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.
- 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.
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Language Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use frequently occurring nouns and verbs.
 - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
 - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - Produce and expand complete sentences in shared language activities.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize the first word in a sentence and the pronoun I.
 - Recognize and name end punctuation.
- With guidance and support from adults, explore word relationships and nuances in word meanings.
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

Speaking and Listening Standards

- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large 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.
- Confirm understanding of a text read aloud or information presented orally through other media by asking and answering questions about key details and requesting clarification if something is not understood.