

Harrison Township School District

“Where Bright Futures Begin”

Grade: K
Course: English Language Arts
Theme: All Together Now

Unit #: 1
Trimester: I
Week(s): 1 through 6

Essential Questions

- How do we live, work, and play together?
 - How do children get to school?
 - How do school children work and play together?
 - How do families cooperate?
 - How do people in a community cooperate?
 - What do you like to do with your friends?
 - How do machines help people work?



Enduring Understandings

- ✓ Riding the bus together help them to get to school and arrive safely.
- ✓ Working together with classmates helps them share tools and supplies and solve problems.
- ✓ Support from their families helps children take care of themselves and their friends.
- ✓ Cooperating with others helps them have a fun time and learn new things.
- ✓ Playing with others helps them share fun experiences and a common goal.
- ✓ Working with machines helps get a lot of work done and helps with many different jobs.



Reading Standards

Reading Standards for Literature:

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify characters, settings, and major events in a story.
- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in the story an illustration depicts).

Reading Standards – Foundational Skills:

- Demonstrate understanding of the organization and basic features of print.
 - Follow words from left to right, top to bottom, and page by page.
 - Recognize and name all upper- and lowercase letters of the alphabet.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - Recognize and produce rhyming words.
 - Count, pronounce, blend, and segment syllables in spoken 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.
 - 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.

Language Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Print may be upper- and lowercase letters.
 - Use frequently occurring nouns and verbs.
- With guidance and support from adults, explore word relationships and nuances in word meanings.
 - Sort words into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.
 - 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).
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.