

Harrison Township School District

“Where Bright Futures Begin”

Grade: K
Course: English Language Arts
Theme: Let's Go Exploring

Unit #: 4
Trimester: II
Week(s): 19 through 24

Essential Questions

- Where will our adventures take us?
 - What can we learn from our adventures?
 - What is a lucky adventure?
 - What adventures can animals have?
 - How can an adventure cause trouble?
 - What would it be like to have an Antarctic adventure?
 - What kind of adventures can you have in the city?



Enduring Understandings

- ✓ Adventure doesn't need to happen far from home; can teach us what is really important.
- ✓ A lucky adventure may bring exciting experiences and may introduce us to exciting new people.
- ✓ Animals are curious and like adventures and trying new things.
- ✓ An adventure can be troublesome when we are not careful or considerate about what we do; we don't follow the rules.
- ✓ Visiting a new place is an exciting new experience; is an opportunity to learn about new wildlife.
- ✓ Exploring a big city lets children see new sights and share the experience with a friend or relative.



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 for Informational Text:

- With prompting and support, ask and answer questions about key details in a text.

Reading Standards – Foundational Skills:

- Demonstrate understanding of the organization and basic features of print.
 - Recognize that spoken words are represented in written language by specific sequences of letters.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - Recognize and produce rhyming words.
 - Blend and segment onsets and rimes of single-syllable 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.
 - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
 - 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.
- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use frequently occurring nouns and verbs.
 - 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.
 - 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).
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.