

Harrison Township School District

“Where Bright Futures Begin”

Grade: K
Course: English Language Arts
Theme: Look At Us!

Unit #: 2
Trimester: I
Week(s): 7 through 12

Essential Questions

- How are animals and plants unique?
 - How are flowers unique?
 - What can we learn about nature when we look closely?
 - What special animals live in the grasslands?
 - What unique thing does a bear do in the winter?
 - What kind of home does an animal need?
 - How are real and make-believe plants alike and different?



Enduring Understandings

- ✓ Flowers have parts that do different jobs and make fruit and seeds.
- ✓ Looking closely at nature helps see new and different things and helps to appreciate nature.
- ✓ Baby animals of the grasslands look very different and do many things with their mothers.
- ✓ In the winter a bear sleeps in a cave or den and keeps warm and quiet.
- ✓ Some animals look for a winter home and find a warm place to stay.
- ✓ No matter where or how they grow, all plants need the same things and are amazing in their own way.



Reading Standards

Reading Standards for Literature:

- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify characters, settings, and major events in a story.
- Recognize common types of texts (e.g., storybooks, poems).
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

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, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

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.
 - 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).
 - Distinguish between similarly spelled words by identifying the sounds of letters that differ.

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).
- 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.
 - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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.
 - 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.
- 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.