

# 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.