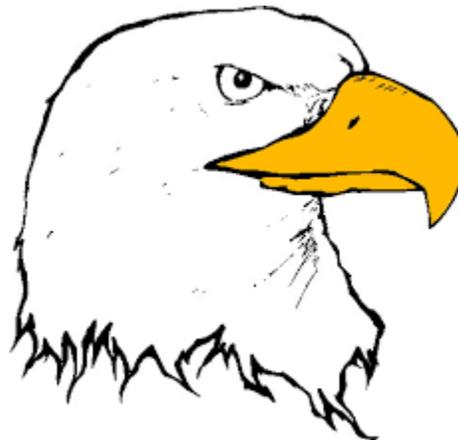


Learning to Soar

Mountain View School District

Humanities Curriculum

Aligned to PA Core Standards, PA Academic Standards, PA English
Language Proficiency Standards



Length of Courses: Full Year

Length of Period: 80-120 minutes

Duration: Daily

Adopted by the Mountain View Board of Directors on: August 22, 2016

Kindergarten

Learning to Soar

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Learning to Soar

What is a Curriculum Framework?

A Curriculum Framework is an organized plan or set of standards that defines the content to be learned in terms of clear, definable **standards of what the student should know and be able to do**.

A Curriculum Framework is part of standards aligned system. The framework is the first step, defining clear, high standards which will be **achieved by all students**. The curriculum is based upon the standards, and students are assessed against the standards. When the standards are reached, there will be no achievement gap where some groups are allowed to score lower than others. All will meet world class standards and be career and college ready.

A Curriculum Framework includes the **Enduring Understandings/Big Ideas**, which will lead to **life-long learning**; **Essential Questions** that guide student learning; **Grade Level Skills/Competencies** that students are to master in order to meet the overarching **Standards**; potential **Resources and Materials** for teachers and students to utilize to **introduce, develop, master, and practice the skills**; **Academic Vocabulary/Concepts** necessary for the students to understand the content; and **Common Assessments with Criteria**, or opportunities, for students to demonstrate their level of achieving the standards. The framework allows for differentiation and alternative assessments for students with special needs.

From the Curriculum Framework, teachers create lessons and units to meet each individual student's needs. A Curriculum Framework should allow a teacher to include **differentiation through multiple resources, learning opportunities, and assessments**. Choice and creativity for teachers and students are very important, and a Curriculum Framework should allow for both, yet focus on the standards.

A Curriculum Framework is **a living document** that must grow and develop with time and experience. It would behoove the committee to think that this document is complete. Administrators, teachers, parents, and students will continue to revise the Curriculum Framework to continue to meet the needs of each student of the Mountain View School District.

A Curriculum Framework is **not a textbook**. A textbook is one tool or resource used to deliver a Curriculum Framework. Likewise, a series is one of many resources used to develop students' skills and understanding of the world around them. A Curriculum Framework is **not a unit plan or collection of daily lesson plans** with specific teaching strategies.

Aligning with PA Core Standards, an English/Language Arts curriculum focuses on the four domains of literacy: Speaking, Listening, Reading and Writing. It is the intent that the four domains are taught through **an integrated approach**, including vocabulary, spelling, syntax, grammar, and conventions. Students demonstrate their understanding of the content and mastery of the literacy skills through speaking and/or writing assessments about what they have heard and/or read. Research supports this approach of integrating all four domains of literacy in a thematic approach as opposed to teaching each in isolation. Even in the case when language arts may be taught by a teacher different from the teacher who teaches reading, integration is vital for students' language development.

Learning to Soar

An Integrated Curriculum for ELA and Social Studies

The Humanities Curriculum Committee (2016) has combined literacy and social studies, with socialization skills. Through a thematic approach, students will learn important social skills to be a good citizen while learning the Pennsylvania standards for literacy. Each year, students will focus on one overarching social goal which will build upon the previous year's goal. Kindergarten will develop KIND KIDS; First Grade, COOPERATIVE WORKERS; Second Grade, PERSISTENT LEARNERS; Third Grade, RESPONSIBLE SCHOLARS; Fourth Grade, CONFIDENT THINKERS; Fifth Grade, PROBLEM SOLVERS; Sixth Grade, OPEN-MINDED INDIVIDUALS. These skills and overarching goals will develop accepting and understanding global thinkers for the 21st Century.

Kindergarten: Goal: Kind Kids

(Descriptor) One of the first stages of becoming a successful student is to learn the importance of working with others in a kind, caring manner. Young students need to learn and understand the school rules, appropriate manners, and ways to share materials and time with others. When one respects others and shows kindness, one is on a positive track to being a true scholar and productive citizen.

Theme One: *Follow Rules*

Theme Two: *Use Manners*

Theme Three: *Share with Others*

Theme Four: *Show Respect*

Learning to Soar

PA ELA Core Standards for Kindergarten

(www.pdesad.org)

Foundational Skills

CC.1.1.K.A.-E. Students will gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

Reading

CC.1.2.K.A.-L. Students read, understand, and respond to informational text—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

CC.1.3.K.A.-K. Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

Writing

CC.1.4.K.A.-X. Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Speaking and Listening

CC.1.5.K.A.-G. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

PA Academic Standards for Social Studies

Civics and Government

- 5.1.K.A.-F. Principles and Documents of Government
- 5.2.K.A.-D. Rights and Responsibilities of Citizenship
- 5.3.K.A.-I. How Government Works
- 5.4.K.A.-B. How International Relationships Function

Geography

- 7.1.K.A.-B. Basic Geographic Literacy
- 7.2.K.A.-B. Physical Characteristics of Places and Regions
- 7.3.K.A. Human Characteristics of Places and Regions
- 7.4.K.A.-B. Interactions between People and the Environment

Economics

- 6.1.K.A.-D. Scarcity and Choice
- 6.2.K.A.-G. Markets and Economic Systems
- 6.3.K.A.-D. Functions of Government
- 6.4.K.A.-D. Economic Interdependence
- 6.5.K.A.-H. Income, Profit, and Wealth

History

- 8.1.K.A.-C. Historical Analysis and Skills Development
- 8.2.K.A.-D. Pennsylvania History
- 8.3.K.A.-D. United States History
- 8.3.K.A.-D. World History

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PA English Language Proficiency Standards: Classroom/Formative Framework

Standard 1: English language learners communicate in English for **Social** and **Instructional** purposes within the school setting.

Grade Level Cluster: PreK-K

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	Level 6-Reaching
Listening	Follow simple oral commands with visual cues.	Follow simple commands without visual cues as a group.	Follow oral commands to show simple spatial relations with real life objects as a group.	Follow oral direction as presented in conversation or drama with a story or music as a group.	Follow sequential commands with visual or non-verbal cues.	RL1.6A, B 1.6A	
Reading	Match, sort or classify pictures of family members or familiar icons using visual cues.	Recognize own name and/or names of familiar adults and children from a list.	Name letters from own name to letters found in classroom print working with a partner.	Match pictures of common objects to familiar words working with a partner.	Read words/phrases that is functional print with visual cues.	L1.1H, I, J, K 1.1B, G, H	
Speaking	State basic autobiographical information using visual cues or prompts.	Use one word or short phrases to express likes or dislikes of items or concepts as illustrated.	Participate/interact in everyday conversation.	Verbally respond to specific questions in everyday conversation working with a partner.	Ask and answer relevant questions and share experiences as a group.	EL1.6H, K, L 1.6C, E	
Writing	Use drawings to express thoughts and feelings as supported by posters or picture dictionaries.	Draw or label familiar objects as supported by posters, books, etc.	Write basic personal information as directed by teacher.	Write labels for visual representations of everyday objects using a word wall working with a partner.	Represent stories and/or experiences through a combination of pictures, words and phrases working with a partner.	L1.5B, C, D 1.5F	

Learning to Soar

Standard 2: English language learners communicate in English for **Language Arts** purposes within the school setting.

Grade Level Cluster: PreK-K

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	Level 6- Reaching
Listening	Participate in group songs, chants, or recitations that require appropriate physical actions (such as: "Itsy Bitsy Spider").	Point to pictures of items referred to in songs as they are called out (such as: spider, head or shoulder).	Perform physical actions independently in response to songs or poems that have been previously rehearsed.	Reenact part of a story, poem or scene as a group.	Reenact or dramatize an illustrated grade level story or poem that has been read aloud.	RL 1.6A, 1.6A	
Reading	Match pictures, objects or letters as a group.	Match pictures or objects to the printed word as a group.	Match pictures or objects to phrases and sentences working with a partner.	Sequence a set of three pictures to create a story working with a partner.	Make predictions and inferences based on a picture book working with a partner.	C1.3A 1.1B	
Speaking	Answer WH-questions about a visually supported nursery rhyme.	Ask WH-questions about a visually supported nursery rhyme.	Retell a nursery rhyme with visual supports.	Summarize the events in a nursery rhyme using visual supports.	Express an opinion about the moral of a nursery rhyme working with a partner.	ELO1.6I, K 1.6B	
Writing	Depict an experience or event with a drawing as modeled.	Depict experiences using recognizable drawings and/or scribble writing in a group.	Write stories and/or experiences through pictures, letters and words in a group.	Write stories and/or experiences through a combination of pictures, words and phrases working with a partner.	Write stories and/or experiences through a combination of words, phrases and short sentences working with a partner.	L1.5A, B, C, F	

Learning to Soar

Humanities Curriculum for English/Language Arts and Social Studies

Kindergarten

“Kind Kids”—Being Respectful to Others
Social Studies Focus—Moving from “Me” to “We”

MARKING PERIOD 1

Overarching Concept: *Rules*

Theme: *Follow Rules*

Big Idea/Enduring Understanding: As students begin their journey in formal education, they need to have an understanding of the importance of rules in their school, community, and society at large. This unit will focus on different places that have rules and the reasons for such codes of conduct. Students will learn how to follow rules. And they will come to understand the reasons for rewards for those who follow the rules and consequences for those who choose not to do so.

Essential Questions:

- Why do we have rules?
- How can I follow the rules?
- Where else can there be rules?
- How are rules at school different than rules at home?
- What I do if someone else is not following our rules?
- Why do we need consequences for those who do not choose to follow the rules?

Cumulating Assessment: Each student will create an original, appropriate illustration with repeated, or original, text that answers at least one of the essential questions as part of a class Big Book.

Common Assessment Tool: Drawing Rubric

Other Assessments: McGraw-Hill *Wonders* Units 1 and 2 Unit Test*, tests, quizzes, projects, presentations, teacher observation, classwork, class participation. *=Non-negotiable

Suggested Community Outreach: Bus Drivers and Firefighters

Learning to Soar

Resources: for ELA and Social Studies

Tier I: McGraw-Hill *Wonders* Smart Start, Units 1 and 2, *At-Grade-Level* Leveled Readers, Accelerated Reader, Compass Learning, teacher selected materials.

Tier II: *Approaching* and *Beyond* Leveled Readers, ESL Leveled Readers, *REACH* (ESL), Moby Max, teacher selected materials.

Tier III: ERI, Foundations, WonderWorks, teacher selected materials.

Suggested Teacher Resources: Various Rubrics (See Appendixes), www.interventioncentral.org, www.readworks.org, www.discoveryeducation.com.

Academic Vocabulary:

ELA: author, illustrator, pronoun, retell, rhyming words, title, verb tense (present, past).

Social Studies: authority, behavior, conflict, cooperation, map, responsibility, rules.

Suggested Activities: SWiRL-ing (Integrating Literacy Skills in Every Lesson)

Speaking	Writing	Reading	Listening
Show and tell, Think-Talk,- Write/draw, Think-Pair-Share, Learning centers, Constructive play, Small group discussions, Class discussions.	Original kid writing, Journal writing, Letter writing, Shared writing, Graphic organizers, Independent writing.	Clap syllables, Counting words, Highlighting/circling known letters, Matching 1-1, Repeated reading, Read alouds, Read alongs, Echo readings, Kinesthetic learning, Interactive games, Technology, Songs.	Oral response, following directions, partner sharing, music/songs, Read alouds.

Learning to Soar

Standards: ELA

Students will...

Master	Develop	Introduce
<p>Foundation Skills</p> <p>Phonological Awareness</p> <ul style="list-style-type: none"> Recognize rhyming words <p>Reading Informational Text</p> <p><i>Craft and Structure</i></p> <ul style="list-style-type: none"> Identify title and author of a book <p>Reading Literature</p> <p><i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> With prompting and support, retell familiar stories with key details. With prompting and support, answer questions about key details. <p><i>Craft and Structure</i></p> <ul style="list-style-type: none"> Name author and illustrator and define the role of each. <p>Grammar</p> <ul style="list-style-type: none"> Use correct nominative and objective case pronouns. Use correct verb tense. 	<p><i>To be Mastered in K MP 2</i></p> <p>Foundation Skills</p> <p>Phonological Awareness</p> <ul style="list-style-type: none"> Count, pronounce, blend and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. <p>Reading Informational Text</p> <p><i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> With prompting and support, identify main idea and retell key details. With prompting and support, answer questions about key details. <p><i>Craft and Structure</i></p> <ul style="list-style-type: none"> Identify beginning, end, details of text. With prompting and support, ask and answer about unknown words. <p><i>Integration of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> Show relationship between illustrations and text. <p>Reading Literature</p> <p><i>Craft and Structure</i></p> <ul style="list-style-type: none"> With prompting and support, ask and answer about unknown words. <p><i>Integration of Knowledge and Ideas</i></p>	<p><i>To be Mastered in K MP 4</i></p> <p>Foundation Skills</p> <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> Associate the long and short sounds with common spellings for a, e, i, o, u. Read grade-level high-frequency sight words with automaticity. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <p>Fluency</p> <ul style="list-style-type: none"> Read emergent-reader text with purpose and understanding. <p>Reading Informational Text</p> <p><i>Integration of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> With prompting and support, identify reasons an author gives to support points in the text. With prompting and support, find likenesses and differences between two texts on same topic. <p><i>Vocabulary Acquisition and Use</i></p> <ul style="list-style-type: none"> Use words and phrases acquired through conversations, reading, and being read, and responding to text.

Learning to Soar

- Show relationship between illustrations and text (read or read aloud).

Technology and Publication

- Explore a variety of digital tools in collaboration with peers.

Speaking and Listening

Comprehension and Collaboration

Collaborative Discussion

- Participate in collaborative conversations in small and larger groups.

Critical Listening

- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Presentation of Knowledge and Ideas

Purpose, Audience, and Task

- Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audience using appropriate volume.

To be Mastered in K MP 3

Foundation Skills

Phonological Awareness

- Produce rhyming words.

- Determine or clarify the meaning of unknown or multiple-meaning words and phrases.

Reading Literature

Integration of Knowledge and Ideas

- Compare and contrast the adventures and experiences of characters in familiar stories.

Vocabulary Acquisition and Use

- Use words and phrases acquired through conversations, reading, and being read, and responding to text.
- Determine or clarify the meaning of unknown or multiple-meaning words and phrases.

Writing

	Narrative
<i>Focus</i>	Establish “who” and “what” the narrative will be about
<i>Content</i>	Describe experiences and events
<i>Organization</i>	Recount a single event or several loosely linked events in order and provide a reaction to what happened
<i>Style</i>	Intentionally blank

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	<ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel and final sounds in CVC words. <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondence. <p>Reading Informational Text <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> With prompting and support, make connections between two individuals, events, ideas, or information in a text. <p>Reading Literature <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> With prompting and support, identify characters, settings, and major events in a story. <p>Craft and Structure</p> <ul style="list-style-type: none"> Recognize common types of text (story, poem, play/drama). <p>Writing</p> <table border="1" data-bbox="779 1073 1318 1403"> <tr> <td></td> <td>Informative</td> </tr> <tr> <td><i>Focus</i></td> <td>Use drawing, dictating, and writing to focus on one specific</td> </tr> <tr> <td><i>Content</i></td> <td>With prompting and support, generate ideas and details to convey information</td> </tr> </table>		Informative	<i>Focus</i>	Use drawing, dictating, and writing to focus on one specific	<i>Content</i>	With prompting and support, generate ideas and details to convey information	<table border="1" data-bbox="1350 203 1892 477"> <tr> <td><i>Conventions</i></td> <td>Capitalize first word in sentence and pronoun Recognize and use end punctuation Spell simple words phonetically</td> </tr> </table> <table border="1" data-bbox="1350 529 1892 1252"> <tr> <td></td> <td>Argumentative</td> </tr> <tr> <td><i>Focus</i></td> <td>Form an opinion by choosing between two given topics</td> </tr> <tr> <td><i>Content</i></td> <td>Support opinion with reasons</td> </tr> <tr> <td><i>Organization</i></td> <td>Make logical connections between drawing and dictation/writing</td> </tr> <tr> <td><i>Style</i></td> <td>Intentionally blank</td> </tr> <tr> <td><i>Conventions</i></td> <td>Capitalize first word in sentence and pronoun Recognize and use end punctuation Spell simple words phonetically</td> </tr> </table> <p>Grammar</p> <ul style="list-style-type: none"> Identify and write complete telling and questioning sentences with a subject and predicate. 	<i>Conventions</i>	Capitalize first word in sentence and pronoun Recognize and use end punctuation Spell simple words phonetically		Argumentative	<i>Focus</i>	Form an opinion by choosing between two given topics	<i>Content</i>	Support opinion with reasons	<i>Organization</i>	Make logical connections between drawing and dictation/writing	<i>Style</i>	Intentionally blank	<i>Conventions</i>	Capitalize first word in sentence and pronoun Recognize and use end punctuation Spell simple words phonetically
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<p><i>Organization</i></p>	<p>Make logical connections between drawing and dictation/writing</p>	<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • Add details. • <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Evaluating Information</p> <ul style="list-style-type: none"> • Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <p>Conventions of Standard English</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of Standard English when speaking based on kindergarten level and content.
<p><i>Style</i></p>	<p>With prompting and support, illustrate using details and dictate/write using descriptive words</p>	
<p><i>Conventions</i></p>	<p>Capitalize first word in sentence and pronoun I Recognize and use end punctuation Spell simple words phonetically</p>	
<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • Respond to questions and suggestions from peers <p>Conducting Research</p> <ul style="list-style-type: none"> • Participate in individual or shared research projects on topics of interest. <p>Credibility, Reliability, and Validity of Sources</p> <ul style="list-style-type: none"> • With guidance and support, recall information from experience or gather information from provided sources to answer a question. <p>Speaking and Listening</p> <p>Presentation of Knowledge and Ideas</p>		

Learning to Soar

	<p>Context</p> <ul style="list-style-type: none"> Speaks audibly and express thoughts, feelings, and ideas clearly. 	
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Social Studies—Following the Rules

Essential Questions:

- Why do we need rules?
- Who should follow rules?
- How do rules make our classroom and school a better place?

Suggested Activities/Assessments:

- Students will draw and/or write about good behavior at home or at school.
- Students will use listening skills to retell rules on a school bus or during a fire drill.
- Students will describe how to behave in class, in the cafeteria, or on the playground orally.
- Students will draw a map of the school.

Standards: Social Studies

Students will...

Master	Develop	Introduce
<p><i>Civics and Government</i> Principles and Documents of Government</p> <ul style="list-style-type: none"> Explain the purpose of rules. Explain the need for rules. Demonstrate responsibilities in the classroom. <p><i>Rights and Responsibilities of Citizenship</i></p>	<p><i>To be Mastered in K Grade MP 2</i></p> <p><i>Civics and Government</i> Principles and Documents of Government</p> <ul style="list-style-type: none"> Identify significant American holidays and their symbols. <p><i>Economics</i> Income, Profit, and Wealth</p>	<p><i>To be Mastered in K Grade MP 4</i></p> <p><i>Civics and Government</i> Principles and Documents of Government</p> <ul style="list-style-type: none"> Define respect for self and others. <p><i>Rights and Responsibilities of Citizenship</i></p>

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<ul style="list-style-type: none"> • Identify responsibilities at school. • Explain responsible school behavior. <p>How Government Works</p> <ul style="list-style-type: none"> • Identify conflict in the classroom. <p>Economics</p> <p>Economic Interdependence</p> <ul style="list-style-type: none"> • Identify the specialized role performed by each member of the family. <p>Geography</p> <ul style="list-style-type: none"> • Interpret a simple map of a known environment. <p>History</p> <p>Pennsylvania History</p> <ul style="list-style-type: none"> • Identify people in authority. • Demonstrate an understanding of conflict. <p>United States History</p> <ul style="list-style-type: none"> • Identify documents and artifacts important to the classroom community. <p>World History</p> <ul style="list-style-type: none"> • Demonstrate an understanding of conflict and cooperation. 	<ul style="list-style-type: none"> • Identify individuals who volunteer in the community. <p>Geography</p> <ul style="list-style-type: none"> • Describe the location of places in the home, school, and community to gain an understanding of relative locations. <p><i>To be Mastered in K Grade MP 3</i></p> <p>Civics and Government</p> <p>Rights and Responsibilities of Citizenship</p> <ul style="list-style-type: none"> • Identify classroom projects/activities that support leadership and service. <p>How Government Works</p> <ul style="list-style-type: none"> • Identify roles of fire fighters, police officers, and emergency workers. <p>How International Relationships Function</p> <ul style="list-style-type: none"> • Identify how students can work together. <p>Economics</p> <p>Scarcity and Choice</p> <ul style="list-style-type: none"> • Identify how scarcity influences choice. • Identify family wants and needs. • Identify choices to meet needs. 	<ul style="list-style-type: none"> • Identify a problem and discuss possible solutions. <p>History</p> <p>United States History</p> <ul style="list-style-type: none"> • Identify American people related to national holidays. <p>World History</p> <ul style="list-style-type: none"> • Explain how cultures celebrate. • Identify different celebrations of different cultures from around the world.
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	<ul style="list-style-type: none"> • Identify a choice based on family interest. <p>Markets and Economic Systems</p> <ul style="list-style-type: none"> • Identify goods and consumers. • Identify advertisements that encourage us to buy things. • Identify currency and how it used. <p>Functions of Government</p> <ul style="list-style-type: none"> • Identify products produced in the region or state. <p>Economic Interdependence</p> <ul style="list-style-type: none"> • Identify individual wants and needs. <p>Income, Profit, and Wealth</p> <ul style="list-style-type: none"> • Identify goods and services provided by local businesses. <p>Geography</p> <ul style="list-style-type: none"> • Describe characteristics of homes and businesses located in the community to gain an understanding of physical features. <p>History</p> <p>Historical Analysis and Skills Development</p> <ul style="list-style-type: none"> • With guidance and support, differentiate facts from opinions as related to an event. 	
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Learning to Soar

Humanities Curriculum for English/Language Arts and Social Studies

Kindergarten

“Kind Kids”—Being Respectful to Others
Social Studies Focus—Moving from “Me” to “We”

MARKING PERIOD 2

Overarching Concept: *Manners*

Theme: *Use Manners*

Big Idea/Enduring Understanding: To be respectful to others, students need to follow good manners. Politeness is important as we interact with others so that we are accepted. Learning to say “thank you” and “you’re welcome” make others feel that we value them. Learning to respect others’ space, belongings, and ideas shows our willingness to accept others and to appreciate all they have to offer.

Essential Questions:

- Why do we use manners?
- How can I use manners throughout the day?
- How are using manners helpful?
- What can I do if someone does not use manners?
- Where can I use manners?
- Do all people have the same set of manners?

Cumulating Assessment: With prompting, each student will respond to a real life scenario through drawing, writing, or performing, answering at least one of the Essential Questions and referring to at least one of the text studied in the unit.

Common Assessment Tool: Drawing Rubric, Kid Writing Rubric, or Speaking and Listening Rubric

Other Assessments: McGraw-Hill *Wonders* Units 3, 4, and 5 Unit Test*, tests, quizzes, projects, presentations, teacher observation, classwork, class participation. *=Non-negotiable

Suggested Community Outreach: Veterans, *Toys for Tots*, Game Commissioner

Learning to Soar

Resources: for ELA and Social Studies

Tier I: McGraw-Hill *Wonders* Units 3, 4, and 5, *At-Grade-Level* Leveled Readers, Accelerated Reader, Compass Learning, teacher selected materials.

Tier II: *Approaching* and *Beyond* Leveled Readers, ESL Leveled Readers, *REACH* (ESL), Moby Max, teacher selected materials.

Tier III: ERI, Foundations, WonderWorks, teacher selected materials.

Suggested Teacher Resources: Various Rubrics (See Appendixes), www.interventioncentral.org, www.readworks.org, www.discoveryeducation.com.

Academic Vocabulary:

ELA: audience, beginning, end, key details, main idea, middle, syllables, volume.

Social Studies: N/A

Suggested Activities: SWiRL-ing (Integrating Literacy Skills in Every Lesson)

Speaking	Writing	Reading	Listening
Show and tell, Think-Talk,- Write/draw, Think-Pair-Share, Learning centers, Constructive play, Small group discussions, Class discussions.	Original kid writing, Journal writing, Letter writing, Shared writing, Graphic organizers, Independent writing.	Clap syllables, Counting words, Highlighting/circling known letters, Matching 1-1, Repeated reading, Read alouds, Read alongs, Echo readings, Kinesthetic learning, Interactive games, Technology, Songs.	Oral response, following directions, partner sharing, music/songs, Read alouds.

Learning to Soar

Standards: ELA

Students will...

Master	Develop	Introduce
<p>Foundation Skills</p> <p>Phonological Awareness</p> <ul style="list-style-type: none"> Count, pronounce, blend and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. <p>Reading Informational Text</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> With prompting and support, identify main idea and retell key details. With prompting and support, answer questions about key details. <p>Craft and Structure</p> <ul style="list-style-type: none"> Identify beginning, end, details of text. With prompting and support, ask and answer about unknown words. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Show relationship between illustrations and text. <p>Reading Literature</p> <p>Craft and Structure</p> <ul style="list-style-type: none"> With prompting and support, ask and answer about unknown words. <p>Integration of Knowledge and Ideas</p>	<p><i>To be Mastered in K MP 3</i></p> <p>Foundation Skills</p> <p>Phonological Awareness</p> <ul style="list-style-type: none"> Produce rhyming words. Isolate and pronounce the initial, medial vowel and final sounds in CVC words. <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondence. <p>Reading Informational Text</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> With prompting and support, make connections between two individuals, events, ideas, or information in a text. <p>Reading Literature</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> With prompting and support, identify characters, settings, and major events in a story. <p>Craft and Structure</p> <ul style="list-style-type: none"> Recognize common types of text (story, poem, play/drama). 	<p><i>To Be Mastered in 1st Grade MP 1</i></p> <p>Foundation Skills</p> <p>Phonological Awareness</p> <ul style="list-style-type: none"> Count, Pronounce, blend and segment syllables in spoken and written words Isolate and pronounce the initial, medial vowel and final sounds in spoken words Add or subtract individual sounds in one-syllable words to make new words <p>Reading Informational Text</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> Ask and answer questions about key details <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Use illustrations to describe text's key ideas Find likenesses and differences between two texts on same topic <p>Reading Literature</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> Retell Familiar stories with key details and identify central message <p>Integration of Knowledge and Ideas</p>

Learning to Soar

<ul style="list-style-type: none"> Show relationship between illustrations and text (read or read aloud). <p>Technology and Publication</p> <ul style="list-style-type: none"> Explore a variety of digital tools in collaboration with peers. <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Collaborative Discussion</p> <ul style="list-style-type: none"> Participate in collaborative conversations in small and larger groups. <p>Critical Listening</p> <ul style="list-style-type: none"> Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <p>Presentation of Knowledge and Ideas</p> <p>Purpose, Audience, and Task</p> <ul style="list-style-type: none"> Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audience using appropriate volume. 	<p>Writing</p> <table border="1"> <tr> <td></td> <td>Informative</td> </tr> <tr> <td><i>Focus</i></td> <td>Use drawing, dictating, and writing to focus on one specific</td> </tr> <tr> <td><i>Content</i></td> <td>With prompting and support, generate ideas and details to convey information</td> </tr> <tr> <td><i>Organization</i></td> <td>Make logical connections between drawing and dictation/writing</td> </tr> <tr> <td><i>Style</i></td> <td>With prompting and support, illustrate using details and dictate/write using descriptive words</td> </tr> <tr> <td><i>Conventions</i></td> <td>Capitalize first word in sentence and pronoun I Recognize and use end punctuation Spell simple words phonetically</td> </tr> </table> <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> Respond to questions and suggestions from peers 		Informative	<i>Focus</i>	Use drawing, dictating, and writing to focus on one specific	<i>Content</i>	With prompting and support, generate ideas and details to convey information	<i>Organization</i>	Make logical connections between drawing and dictation/writing	<i>Style</i>	With prompting and support, illustrate using details and dictate/write using descriptive words	<i>Conventions</i>	Capitalize first word in sentence and pronoun I Recognize and use end punctuation Spell simple words phonetically	<ul style="list-style-type: none"> Use illustrations to describe characters, setting and events <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> Focus on a topic <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Collaborative Discussion</p> <ul style="list-style-type: none"> Participate in collaborative conversations in small and larger groups <p>Critical Listening</p> <ul style="list-style-type: none"> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood <p>Evaluating Information</p> <ul style="list-style-type: none"> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
	Informative													
<i>Focus</i>	Use drawing, dictating, and writing to focus on one specific													
<i>Content</i>	With prompting and support, generate ideas and details to convey information													
<i>Organization</i>	Make logical connections between drawing and dictation/writing													
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<i>Conventions</i>	Capitalize first word in sentence and pronoun I Recognize and use end punctuation Spell simple words phonetically													

Learning to Soar

	<p>Conducting Research</p> <ul style="list-style-type: none"> • Participate in individual or shared research projects on topics of interest. <p>Credibility, Reliability, and Validity of Sources</p> <ul style="list-style-type: none"> • With guidance and support, recall information from experience or gather information from provided sources to answer a question. <p>Speaking and Listening</p> <p>Presentation of Knowledge and Ideas</p> <p>Context</p> <ul style="list-style-type: none"> • Speaks audibly and express thoughts, feelings, and ideas clearly. <p>To be Mastered in K MP 4</p> <p>Foundation Skills</p> <p>Phonological Awareness</p> <ul style="list-style-type: none"> • N/A <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> • Associate the long and short sounds with common spellings for a, e, l, o, u. • Read grade-level high-frequency sight words with automaticity. • Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	
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Learning to Soar

	<p>Fluency</p> <ul style="list-style-type: none"> • Read emergent-reader text with purpose and understanding. <p>Reading Informational Text</p> <p><i>Integration of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> • With prompting and support, identify reasons an author gives to support points in the text. • With prompting and support, find likenesses and differences between two texts on same topic. <p><i>Vocabulary Acquisition and Use</i></p> <ul style="list-style-type: none"> • Use words and phrases acquired through conversations, reading, and being read, and responding to text. • Determine or clarify the meaning of unknown or multiple-meaning words and phrases. <p>Reading Literature</p> <p><i>Integration of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> • Compare and contrast the adventures and experiences of characters in familiar stories. <p><i>Vocabulary Acquisition and Use</i></p> <ul style="list-style-type: none"> • Use words and phrases acquired through conversations, reading, and being read, and responding to text. • Determine or clarify the meaning of unknown or multiple-meaning words and phrases. 	
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Learning to Soar

Writing	
	Narrative
<i>Focus</i>	Establish “who” and “what” the narrative will be about
<i>Content</i>	Describe experiences and events
<i>Organization</i>	Recount a single event or several loosely linked events in order and provide a reaction to what happened
<i>Style</i>	Intentionally blank
<i>Conventions</i>	Capitalize first word in sentence and pronoun I Recognize and use end punctuation Spell simple words phonetically
	Argumentative
<i>Focus</i>	Form an opinion by choosing between two given topics
<i>Content</i>	Support opinion with reasons
<i>Organization</i>	Make logical connections between

Learning to Soar

	drawing and dictation/writing	
<i>Style</i>	Intentionally blank	
<i>Conventions</i>	Capitalize first word in sentence and pronoun I Recognize and use end punctuation Spell simple words phonetically	
<p>Grammar</p> <ul style="list-style-type: none"> Identify and write complete telling and questioning sentences with a subject and predicate. <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> Add details. <p>Speaking and Listening Comprehension and Collaboration</p> <p>Evaluating Information</p> <ul style="list-style-type: none"> Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <p>Conventions of Standard English</p> <ul style="list-style-type: none"> Demonstrate command of the conventions of Standard English when speaking based on kindergarten level and content. 		

Learning to Soar

Social Studies—Using Good Manners

Essential Questions:

- Why do we need to use good manners?
- When do I need to use good manners?
- How do manners help me move to an understanding of “we”?

Suggested Activities/Assessments:

- Student will tell a story of using good manners.
- Students will draw an illustration of using good manners.
- Students will roleplay using good manners.

Standards: Social Studies

Students will...

Master	Develop	Introduce
<p><i>Civics and Government</i> Principles and Documents of Government</p> <ul style="list-style-type: none"> • Identify significant American holidays and their symbols. <p><i>Economics</i> Income, Profit, and Wealth</p> <ul style="list-style-type: none"> • Identify individuals who volunteer in the community. <p><i>Geography</i></p> <ul style="list-style-type: none"> • Describe the location of places in the home, school, and community 	<p style="text-align: center;"><i>To be Mastered in K MP 3</i></p> <p><i>Civics and Government</i> Rights and Responsibilities of Citizenship</p> <ul style="list-style-type: none"> • Identify classroom projects/activities that support leadership and service. <p>How Government Works</p> <ul style="list-style-type: none"> • Identify roles of fire fighters, police officers, and emergency workers. <p>How International Relationships Function</p>	<p style="text-align: center;"><i>To be Mastered in 1st Grade MP 1</i></p> <p><i>Civics and Government</i> Principles and Documents of Government</p> <ul style="list-style-type: none"> • Explain the purpose of rules in the classroom and school community. • Explain the importance of rules in the classroom. • Define equality and the need to treat everyone equally. • Explain the importance of written rules and laws. • Describe students’ responsibilities in the school and community.

Learning to Soar

<p>to gain an understanding of relative locations.</p>	<ul style="list-style-type: none"> • Identify how students can work together. <p>Economics</p> <p>Scarcity and Choice</p> <ul style="list-style-type: none"> • Identify how scarcity influences choice. • Identify family wants and needs. • Identify choices to meet needs. • Identify a choice based on family interest. <p>Markets and Economic Systems</p> <ul style="list-style-type: none"> • Identify goods and consumers. • Identify advertisements that encourage us to buy things. • Identify currency and how it used. <p>Functions of Government</p> <ul style="list-style-type: none"> • Identify products produced in the region or state. <p>Economic Interdependence</p> <ul style="list-style-type: none"> • Identify individual wants and needs. <p>Income, Profit, and Wealth</p> <ul style="list-style-type: none"> • Identify goods and services provided by local businesses. <p>Geography</p> <ul style="list-style-type: none"> • Describe characteristics of homes and businesses located in the community to gain an understanding of physical features. 	<p><i>Rights and Responsibilities of Citizenship</i></p> <ul style="list-style-type: none"> • Identify and explain the importance of responsibilities at school and at home. • Identify a problem and attempt to solve with adult or peer assistance. • Identify school projects/activities that support leadership and public service. • Explain responsible school behavior. <p><i>How Government Works</i></p> <ul style="list-style-type: none"> • Identify positions of authority in the classroom community. • Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action. <p><i>Economics</i></p> <p><i>Scarcity and Choice</i></p> <ul style="list-style-type: none"> • Identify classroom wants and needs. • Identify a choice based on classroom interest. <p><i>History</i></p> <p><i>World History</i></p> <ul style="list-style-type: none"> • Describe examples of conflict and cooperation in the classroom community.
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Learning to Soar

	<p><i>History</i> Historical Analysis and Skills Development</p> <ul style="list-style-type: none"> • With guidance and support, differentiate facts from opinions as related to an event. <p><i>To be Mastered in K MP 4</i></p> <p><i>Civics and Government</i> Principles and Documents of Government</p> <ul style="list-style-type: none"> • Define respect for self and others. <p>Rights and Responsibilities of Citizenship</p> <ul style="list-style-type: none"> • Identify a problem and discuss possible solutions. <p><i>History</i> United States History</p> <ul style="list-style-type: none"> • Identify American people related to national holidays. <p>World History</p> <ul style="list-style-type: none"> • Explain how cultures celebrate. • Identify different celebrations of different cultures from around the world. 	
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Learning to Soar

Humanities Curriculum for English/Language Arts and Social Studies

Kindergarten

“Kind Kids”—Being Respectful to Others
Social Studies Focus: Moving from “Me” to “We”

MARKING PERIOD 3

Overarching Concept: *Sharing*

Theme: *Share with Others*

Big Idea/Enduring Understanding: Part of showing kindness and respect towards others is to learning when to share and when not share. While sharing a crayon or a word of encourage is encouraged, sharing a secret or test answers is not. Children need to learn how to share and how to ask for something that does not belong to them. They need to have a true understanding of sharing to grow through their years to maturity. This unit will focus on important characteristics and attributes to appropriate sharing with others so that students will be more respectful to others’ belongings, personal space, and ideas.

Essential Questions:

- Why do we need to share?
- How can I share with others?
- What can I do if someone is not sharing?
- When should I not share?
- How do adults share?

Cumulating Assessment: Students will write an informative piece of writing about sharing, answering at least one of the essential questions and referring to at least one text.

Common Assessment Tool: Kid Writing Rubric

Other Assessments: McGraw-Hill *Wonders* Units 6, 7, and 8 Unit Test*, tests, quizzes, projects, presentations, teacher observation, classwork, class participation. *=Non-negotiable

Suggested Community Outreach: Volunteer Readers for Read across America

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Resources: for ELA and Social Studies

Tier I: McGraw-Hill *Wonders* Units 6, 7, and 8, *At-Grade-Level* Leveled Readers, Accelerated Reader, Compass Learning, teacher selected materials.

Tier II: *Approaching* and *Beyond* Leveled Readers, ESL Leveled Readers, *REACH* (ESL), Moby Max, teacher selected materials.

Tier III: ERI, Foundations, WonderWorks, teacher selected materials.

Suggested Teacher Resources: Various Rubrics (See Appendixes), www.interventioncentral.org, www.readworks.org, www.discoveryeducation.com.

Academic Vocabulary:

ELA: capitalize, character, drama, event, play, poem, punctuation, research, setting, story, vowel.

Social Studies: business, choice, fact, local, needs, opinion, scarcity, wants.

Suggested Activities: SWiRL-ing (Integrating Literacy Skills in Every Lesson)

Speaking	Writing	Reading	Listening
Show and tell, Think-Talk,- Write/draw, Think-Pair-Share, Learning centers, Constructive play, Small group discussions, Class discussions.	Original kid writing, Journal writing, Letter writing, Shared writing, Graphic organizers, Independent writing.	Clap syllables, Counting words, Highlighting/circling known letters, Matching 1-1, Repeated reading, Read alouds, Read alongs, Echo readings, Kinesthetic learning, Interactive games, Technology, Songs.	Oral response, following directions, partner sharing, music/songs, Read alouds.

Learning to Soar

Standards: ELA

Students will...

Master	Develop	Introduce
<p>Foundation Skills</p> <p>Phonological Awareness</p> <ul style="list-style-type: none"> • Produce rhyming words. • Isolate and pronounce the initial, medial vowel and final sounds in CVC words. <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> • Demonstrate basic knowledge of one-to-one letter-sound correspondence. <p>Reading Informational Text</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> • With prompting and support, make connections between two individuals, events, ideas, or information in a text. <p>Reading Literature</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> • With prompting and support, identify characters, settings, and major events in a story. <p>Craft and Structure</p> <ul style="list-style-type: none"> • Recognize common types of text (story, poem, play/drama). 	<p><i>To be Mastered in K MP 4</i></p> <p>Foundation Skills</p> <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> • Associate the long and short sounds with common spellings for a, e, i, o, u. • Read grade-level high-frequency sight words with automaticity. • Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <p>Fluency</p> <ul style="list-style-type: none"> • Read emergent-reader text with purpose and understanding. <p>Reading Informational Text</p> <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • With prompting and support, identify reasons an author gives to support points in the text. • With prompting and support, find likenesses and differences between two texts on same topic. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> • Use words and phrases acquired through conversations, reading, and being read, and responding to text. 	<p><i>To be Mastered in 1st Grade MP 2</i></p> <p>Foundation Skills</p> <p>Phonological Awareness</p> <ul style="list-style-type: none"> • Distinguish short vowel sounds in spoken-syllable words. • Orally produce single-syllable words, including consonant blends and digraphs. <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> • Decode one and two-syllable words with common patterns. <p>Reading Informational Text</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Identify main idea and retell key details. • Describe connection between two individuals, events, ideas, or information in a text. <p>Craft and Structure</p> <ul style="list-style-type: none"> • Use text features (graphs, illustrations, font, etc.) to locate key information. • Ask and answer questions to help clarify word / phrase meaning. <p>Integration of Knowledge and Ideas</p>

Learning to Soar

<p>Writing</p> <table border="1"> <tr> <td></td> <td>Informative</td> </tr> <tr> <td><i>Focus</i></td> <td>Use drawing, dictating, and writing to focus on one specific</td> </tr> <tr> <td><i>Content</i></td> <td>With prompting and support, generate ideas and details to convey information</td> </tr> <tr> <td><i>Organization</i></td> <td>Make logical connections between drawing and dictation/writing</td> </tr> <tr> <td><i>Style</i></td> <td>With prompting and support, illustrate using details and dictate/write using descriptive words</td> </tr> <tr> <td><i>Conventions</i></td> <td>Capitalize first word in sentence and pronoun I Recognize and use end punctuation Spell simple words phonetically</td> </tr> </table> <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> Respond to questions and suggestions from peers 			Informative	<i>Focus</i>	Use drawing, dictating, and writing to focus on one specific	<i>Content</i>	With prompting and support, generate ideas and details to convey information	<i>Organization</i>	Make logical connections between drawing and dictation/writing	<i>Style</i>	With prompting and support, illustrate using details and dictate/write using descriptive words	<i>Conventions</i>	Capitalize first word in sentence and pronoun I Recognize and use end punctuation Spell simple words phonetically	<ul style="list-style-type: none"> Determine or clarify the meaning of unknown or multiple-meaning words and phrases. <p>Reading Literature</p> <p><i>Integration of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> Compare and contrast the adventures and experiences of characters in familiar stories. <p><i>Vocabulary Acquisition and Use</i></p> <ul style="list-style-type: none"> Use words and phrases acquired through conversations, reading, and being read, and responding to text. Determine or clarify the meaning of unknown or multiple-meaning words and phrases. <p>Writing</p> <table border="1"> <tr> <td></td> <td>Narrative</td> </tr> <tr> <td><i>Focus</i></td> <td>Establish “who” and “what” the narrative will be about</td> </tr> <tr> <td><i>Content</i></td> <td>Describe experiences and events</td> </tr> <tr> <td><i>Organization</i></td> <td>Recount a single event or several loosely linked events in order and provide a reaction to what happened</td> </tr> <tr> <td><i>Style</i></td> <td>Intentionally blank</td> </tr> <tr> <td><i>Conventions</i></td> <td>Capitalize first word in sentence and pronoun I</td> </tr> </table>		Narrative	<i>Focus</i>	Establish “who” and “what” the narrative will be about	<i>Content</i>	Describe experiences and events	<i>Organization</i>	Recount a single event or several loosely linked events in order and provide a reaction to what happened	<i>Style</i>	Intentionally blank	<i>Conventions</i>	Capitalize first word in sentence and pronoun I	<ul style="list-style-type: none"> Identify reasons an author gives to support points in the text. <p>Reading Literature</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> Ask and answer questions about key details. Describe characters, setting, and major events in a story, using key details. <p>Craft and Structure</p> <ul style="list-style-type: none"> Explain differences between books that tell stories and those that give information. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Compare and contract adventures and experiences of character in stories. <p>Writing</p> <table border="1"> <tr> <td></td> <td>Narrative</td> </tr> <tr> <td><i>Focus</i></td> <td>Establish “who” and “what” the narrative will be about</td> </tr> <tr> <td><i>Content</i></td> <td>Include thoughts and feelings to describe experiences and events.</td> </tr> <tr> <td><i>Organization</i></td> <td>Recount two or more sequences of events using temporal words and</td> </tr> </table>		Narrative	<i>Focus</i>	Establish “who” and “what” the narrative will be about	<i>Content</i>	Include thoughts and feelings to describe experiences and events.	<i>Organization</i>	Recount two or more sequences of events using temporal words and
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Learning to Soar

<p>Conducting Research</p> <ul style="list-style-type: none"> Participate in individual or shared research projects on topics of interest. <p>Credibility, Reliability, and Validity of Sources</p> <ul style="list-style-type: none"> With guidance and support, recall information from experience or gather information from provided sources to answer a question. <p>Speaking and Listening</p> <p>Context</p> <ul style="list-style-type: none"> Speaks audibly and express thoughts, feelings, and ideas clearly. 		Recognize and use end punctuation Spell simple words phonetically		provide some sense of closure.	
				<i>Style</i>	Use a variety of words and phrases.
				<i>Conventions</i>	Use end punctuation.
			Argumentative		Grammar
		<i>Focus</i>	Form an opinion by choosing between two given topics		<ul style="list-style-type: none"> Divide a sentence between the complete subject and complete predicate. Form singular and plural regular nouns.
		<i>Content</i>	Support opinion with reasons		Production and Distribution of Writing
		<i>Organization</i>	Make logical connections between drawing and dictation/writing		<ul style="list-style-type: none"> Respond to questions and suggestions from peers.
		<i>Style</i>	Intentionally blank		Speaking and Listening
		<i>Conventions</i>	Capitalize first word in sentence and pronoun I Recognize and use end punctuation Spell simple words phonetically		Conventions of Standard English
					<ul style="list-style-type: none"> Demonstrate command of the conventions of Standard English when speaking based on Grade 1 level and content.
		Grammar			
		<ul style="list-style-type: none"> Identify and write complete telling and questioning sentences with a subject and predicate. 			
		Speaking and Listening			
		Comprehension and Collaboration			

Learning to Soar

	<p>Evaluating Information</p> <ul style="list-style-type: none"> • Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <p>Presentation of Knowledge and Ideas</p> <p>Conventions of Standard English</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of Standard English when speaking based on kindergarten level and content. <p><i>To be Mastered in 1st Grade MP 1</i></p> <p>Foundation Skills</p> <p>Phonological Awareness</p> <ul style="list-style-type: none"> • Count, Pronounce, blend and segment syllables in spoken and written words. • Isolate and pronounce the initial, medial vowel and final sounds in spoken words. • Add or subtract individual sounds in one-syllable words to make new words. <p>Reading Informational Text</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Ask and answer questions about key details. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Use illustrations to describe text's key ideas. 	
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Learning to Soar

	<ul style="list-style-type: none"> • Find likenesses and differences between two texts on same topic. <p>Reading Literature</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Retell Familiar stories with key details and identify central message. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Use illustrations to describe characters, setting and events. <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • Focus on a topic. <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>Collaborative Discussion</p> <ul style="list-style-type: none"> • Participate in collaborative conversations in small and larger groups. <p>Critical Listening</p> <ul style="list-style-type: none"> • Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <p>Evaluating Information</p> <ul style="list-style-type: none"> • Ask and answer questions about what a speaker says in order to gather additional information or 	
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Learning to Soar

clarify something that is not understood.

Social Studies—Sharing with Others

Essential Questions:

- Why should we share with others?
- What does it mean to share with others?
- When should we not share with others?

Suggested Activities/Assessments:

- Student will complete a graphic organizer wants and needs.
- Students will write and draw how people share talents through local businesses.
- Students will create a product that they can sell to share their talents with the community.

Standards: Social Studies

Students will...

Master	Develop	Introduce
<p><i>Civics and Government</i></p> <p>Rights and Responsibilities of Citizenship</p> <ul style="list-style-type: none"> • Identify classroom projects/activities that support leadership and service. <p>How Government Works</p> <ul style="list-style-type: none"> • Identify roles of fire fighters, police officers, and emergency workers. <p>How International Relationships Function</p>	<p><i>To be Mastered in K MP 4</i></p> <p><i>Civics and Government</i></p> <p>Principles and Documents of Government</p> <ul style="list-style-type: none"> • Define respect for self and others. <p>Rights and Responsibilities of Citizenship</p> <ul style="list-style-type: none"> • Identify a problem and discuss possible solutions. <p><i>History</i></p> <p>United States History</p>	<p><i>To be Mastered in 1st Grade MP 2</i></p> <p><i>Civics and Government</i></p> <p>Principles and Documents of Government</p> <ul style="list-style-type: none"> • Identify national symbols. <p><i>Economics</i></p> <p>Income, Profit, and Wealth</p> <ul style="list-style-type: none"> • Identify different jobs and the purpose of each. • Identify a choice based on classroom interest.

Learning to Soar

- Identify how students can work together.

Economics

Scarcity and Choice

- Identify how scarcity influences choice.
- Identify family wants and needs.
- Identify choices to meet needs.
- Identify a choice based on family interest.

Markets and Economic Systems

- Identify goods and consumers.
- Identify advertisements that encourage us to buy things.
- Identify currency and how it used.

Functions of Government

- Identify products produced in the region or state.

Economic Interdependence

- Identify individual wants and needs.

Income, Profit, and Wealth

- Identify goods and services provided by local businesses.

Geography

- Describe characteristics of homes and businesses located in the community to gain an understanding of physical features.

- Identify American people related to national holidays.

World History

- Explain how cultures celebrate.
- Identify different celebrations of different cultures from around the world.

To be Mastered in 1st Grade MP 1

Civics and Government

Principles and Documents of Government

- Explain the purpose of rules in the classroom and school community.
- Explain the importance of rules in the classroom.
- Define equality and the need to treat everyone equally.
- Explain the importance of written rules and laws.
- Describe students' responsibilities in the school and community.

Rights and Responsibilities of Citizenship

- Identify and explain the importance of responsibilities at school and at home.
- Identify a problem and attempt to solve with adult or peer assistance.

History

Pennsylvania History

- Identify groups of people who contribute to a community.

Learning to Soar

<p>History Historical Analysis and Skills Development</p> <ul style="list-style-type: none"> • With guidance and support, differentiate facts from opinions as related to an event. 	<ul style="list-style-type: none"> • Identify school projects/activities that support leadership and public service. • Explain responsible school behavior. <p>How Government Works</p> <ul style="list-style-type: none"> • Identify positions of authority in the classroom community. • Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action. <p>Economics Scarcity and Choice</p> <ul style="list-style-type: none"> • Identify classroom wants and needs. • Identify a choice based on classroom interest. <p>History World History</p> <ul style="list-style-type: none"> • Describe examples of conflict and cooperation in the classroom community. 	
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Learning to Soar

Humanities Curriculum for English/Language Arts and Social Studies

Kindergarten

“Kind Kids”—Being Respectful to Others
Social Studies Focus—Moving from “Me” to “We”

MARKING PERIOD 4

Overarching Concept: *Respect*

Theme: *Show Respect*

Big Idea/Enduring Understanding: An accumulation of the previous units, this unit will lead students to an understanding of respect. They will define the concept and give examples of how others show respect towards others in their school, community, and world. They will delve into the behaviors that are respectful through literature and informative texts. They will practice ways to be respectful so that under the Pledge of Respect, which is recited daily at school.

Essential Questions:

- What is respect?
- Why do we need to respect others?
- How can I show respect?
- What can I do if someone is not respectful?
- How does showing respect to other children differ from showing respect to adults? How are they similar?

Cumulating Assessment: Students will write an opinion piece of writing with at least two reasons to answer “Why do we need to respect others?” referring to text(s), when possible.

Common Assessment Tool: Kid Writing Rubric

Other Assessments: McGraw-Hill *Wonders* Units 9 and 10 Unit Test*, tests, quizzes, projects, presentations, teacher observation, classwork, class participation. *=Non-negotiable

Suggested Community Outreach: Forestry Ranger

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Resources: for ELA and Social Studies

Tier I: McGraw-Hill *Wonders* Units 9 and 10, *At-Grade-Level* Leveled Readers, Accelerated Reader, Compass Learning, teacher selected materials.

Tier II: *Approaching* and *Beyond* Leveled Readers, ESL Leveled Readers, *REACH* (ESL), Moby Max, teacher selected materials.

Tier III: ERI, Foundations, WonderWorks, teacher selected materials.

Suggested Teacher Resources: Various Rubrics (See Appendixes), www.interventioncentral.org, www.readworks.org, www.discoveryeducation.com.

Academic Vocabulary:

ELA: compare, contrast, details, long vowel sounds, opinion, questioning sentence, short vowel sounds, sight words, telling sentence.

Social Studies: N/A

Suggested Activities: SWiRL-ing (Integrating Literacy Skills in Every Lesson)

Speaking	Writing	Reading	Listening
Show and tell, Think-Talk,- Write/draw, Think-Pair-Share, Learning centers, Constructive play, Small group discussions, Class discussions.	Original kid writing, Journal writing, Letter writing, Shared writing, Graphic organizers, Independent writing.	Clap syllables, Counting words, Highlighting/circling known letters, Matching 1-1, Repeated reading, Read alouds, Read alongs, Echo readings, Kinesthetic learning, Interactive games, Technology, Songs.	Oral response, following directions, partner sharing, music/songs, Read alouds.

Learning to Soar

Standards: ELA

Students will...

Master	Develop	Introduce
<p>Foundation Skills</p> <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> • Associate the long and short sounds with common spellings for a, e, i, o, u. • Read grade-level high-frequency sight words with automaticity. • Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <p>Fluency</p> <ul style="list-style-type: none"> • Read emergent-reader text with purpose and understanding. <p>Reading Informational Text</p> <p><i>Integration of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> • With prompting and support, identify reasons an author gives to support points in the text. • With prompting and support, find likenesses and differences between two texts on same topic. <p><i>Vocabulary Acquisition and Use</i></p> <ul style="list-style-type: none"> • Use words and phrases acquired through conversations, reading, and being read, and responding to text. • Determine or clarify the meaning of unknown or multiple-meaning words and phrases. 	<p><i>To be Mastered in 1st Grade MP 1</i></p> <p>Foundation Skills</p> <p>Phonological Awareness</p> <ul style="list-style-type: none"> • Count, Pronounce, blend and segment syllables in spoken and written words. • Isolate and pronounce the initial, medial vowel and final sounds in spoken words. • Add or subtract individual sounds in one-syllable words to make new words. <p>Reading Informational Text</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Ask and answer questions about key details. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Use illustrations to describe text’s key ideas. • Find likenesses and differences between two texts on same topic. <p>Reading Literature</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Retell Familiar stories with key details and identify central message. <p>Integration of Knowledge and Ideas</p>	<p><i>To Be Mastered in 1st grade MP 3</i></p> <p>Foundation Skills</p> <p>Phonological Awareness</p> <ul style="list-style-type: none"> • Distinguish long vowel sounds in spoken-syllable words. <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> • Identify common consonant digraphs, final-e, and vowel teams. • Read grade-level words with inflectional endings. <p>Fluency</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>Reading Informational Text</p> <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> • Determine or clarify the meaning of unknown or multiple-meaning words and phrases. <p>Reading Literature</p> <p>Craft and Structure</p> <ul style="list-style-type: none"> • Identify words and phrases that suggest feelings and appeal to senses.

Learning to Soar

Reading Literature

Integration of Knowledge and Ideas

- Compare and contrast the adventures and experiences of characters in familiar stories.

Vocabulary Acquisition and Use

- Use words and phrases acquired through conversations, reading, and being read, and responding to text.
- Determine or clarify the meaning of unknown or multiple-meaning words and phrases.

Writing

	Narrative
<i>Focus</i>	Establish “who” and “what” the narrative will be about
<i>Content</i>	Describe experiences and events
<i>Organization</i>	Recount a single event or several loosely linked events in order and provide a reaction to what happened
<i>Style</i>	Intentionally blank
<i>Conventions</i>	Capitalize first word in sentence and pronoun I Recognize and use end punctuation

- Use illustrations to describe characters, setting and events.

Production and Distribution of Writing

- Focus on a topic.

Speaking and Listening

Comprehension and Collaboration

Collaborative Discussion

- Participate in collaborative conversations in small and larger groups.

Critical Listening

- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Evaluating Information

- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

To be Mastered in 1st Grade MP 2

Foundation Skills

Phonological Awareness

- Distinguish short vowel sounds in spoken-syllable words

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown or multiple-meaning words and phrases.

Writing

	Informative
<i>Focus</i>	Identify and write about one specific topic.
<i>Content</i>	Develop the topic with two or more facts.
<i>Organization</i>	Group information and provide some sense of closure.
<i>Style</i>	Choose words and phrases for effect.
<i>Conventions</i>	Use commas in dates and words in series.

Grammar

- Identify and write complete declarative, interrogative and exclamatory sentences with a subject and predicate.
- Use correct past tense for irregular verbs.

Production and Distribution of Writing

- Add details.

Learning to Soar

	Spell simple words phonetically		
	Argumentative		
<i>Focus</i>	Form an opinion by choosing between two given topics	<ul style="list-style-type: none"> Orally produce single-syllable words, including consonant blends and digraphs. 	<p>Speaking and Listening</p> <p>Presentation of Knowledge and Ideas</p> <p>Purpose, Audience, and Task</p> <ul style="list-style-type: none"> Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. <p>Context</p> <ul style="list-style-type: none"> Produce complete sentences when appropriate to task and situation. <p>Integration of Knowledge and Ideas</p> <p>Multimedia</p> <ul style="list-style-type: none"> Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.
<i>Content</i>	Support opinion with reasons	<p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> Decode one and two-syllable words with common patterns. <p>Reading Informational Text</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> Identify main idea and retell key details. Describe connection between two individuals, events, ideas, or information in a text. 	
<i>Organization</i>	Make logical connections between drawing and dictation/writing	<p>Craft and Structure</p> <ul style="list-style-type: none"> Use text features (graphs, illustrations, font, etc.) to locate key information. Ask and answer questions to help clarify word / phrase meaning. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Identify reasons an author gives to support points in the text. 	
<i>Style</i>	Intentionally blank	<p>Reading Literature</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> Ask and answer questions about key details. Describe characters, setting, and major events in a story, using key details. <p>Craft and Structure</p>	
<i>Conventions</i>	Capitalize first word in sentence and pronoun I Recognize and use end punctuation Spell simple words phonetically		
<p>Grammar</p> <ul style="list-style-type: none"> Identify and write complete telling and questioning sentences with a subject and predicate. <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> Add details. <p>Speaking and Listening</p>			

Learning to Soar

Comprehension and Collaboration

Evaluating Information

- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Conventions of Standard English

- Demonstrate command of the conventions of Standard English when speaking based on kindergarten level and content.

- Explain differences between books that tell stories and those that give information.

Integration of Knowledge and Ideas

- Compare and contract adventures and experiences of character in stories.

Writing

	Narrative
<i>Focus</i>	Establish “who” and “what” the narrative will be about.
<i>Content</i>	Include thoughts and feelings to describe experiences and events.
<i>Organization</i>	Recount two or more sequences of events using temporal words and provide some sense of closure.
<i>Style</i>	Use a variety of words and phrases.
<i>Conventions</i>	Use end punctuation.

Grammar

- Divide a sentence between the complete subject and complete predicate.
- Form singular and plural regular nouns.

Learning to Soar

	<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • Respond to questions and suggestions from peers. <p>Speaking and Listening Conventions of Standard English</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of Standard English when speaking based on Grade 1 level and content. 	
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Social Studies—Using Good Manners

Essential Questions:

- Why do we need to use good manners?
- When do I need to use good manners?
- How do manners help me move to an understanding of “we”?

Suggested Activities/Assessments:

- Student will tell a story of using good manners.
- Students will draw an illustration of using good manners.
- Students will role play using good manners.

Learning to Soar

Standards: Social Studies

Students will...

Master	Develop	Introduce
<p><i>Civics and Government</i> Principles and Documents of Government</p> <ul style="list-style-type: none"> Define respect for self and others. <p>Rights and Responsibilities of Citizenship</p> <ul style="list-style-type: none"> Identify a problem and discuss possible solutions. <p>History</p> <p>United States History</p> <ul style="list-style-type: none"> Identify American people related to national holidays. <p>World History</p> <ul style="list-style-type: none"> Explain how cultures celebrate. Identify different celebrations of different cultures from around the world. 	<p><i>To be Mastered in 1st Grade MP 1</i></p> <p>Principles and Documents of Government</p> <ul style="list-style-type: none"> Explain the purpose of rules in the classroom and school community. Explain the importance of rules in the classroom. Define equality and the need to treat everyone equally. Explain the importance of written rules and laws. Describe students' responsibilities in the school and community. <p><i>Rights and Responsibilities of Citizenship</i></p> <ul style="list-style-type: none"> Identify and explain the importance of responsibilities at school and at home. Identify a problem and attempt to solve with adult or peer assistance. Identify school projects/activities that support leadership and public service. Explain responsible school behavior. 	<p><i>To be Mastered in 1st Grade MP 3</i></p> <p><i>Civics and Government</i></p> <p>How Government Works</p> <ul style="list-style-type: none"> Identify the roles of local government. Identify the services of local government. Identify the value of fire fighters, police officers and emergency workers in the community. Identify situations in the school or community when it is beneficial to have an elected official represent the people. Describe situations where voting eases conflict. <p><i>Economics</i></p> <p>Scarcity and Choice</p> <ul style="list-style-type: none"> Identify choice based on needs verses wants. <p>Markets and Economic Systems</p> <ul style="list-style-type: none"> Identify goods, consumers, and producers.

Learning to Soar

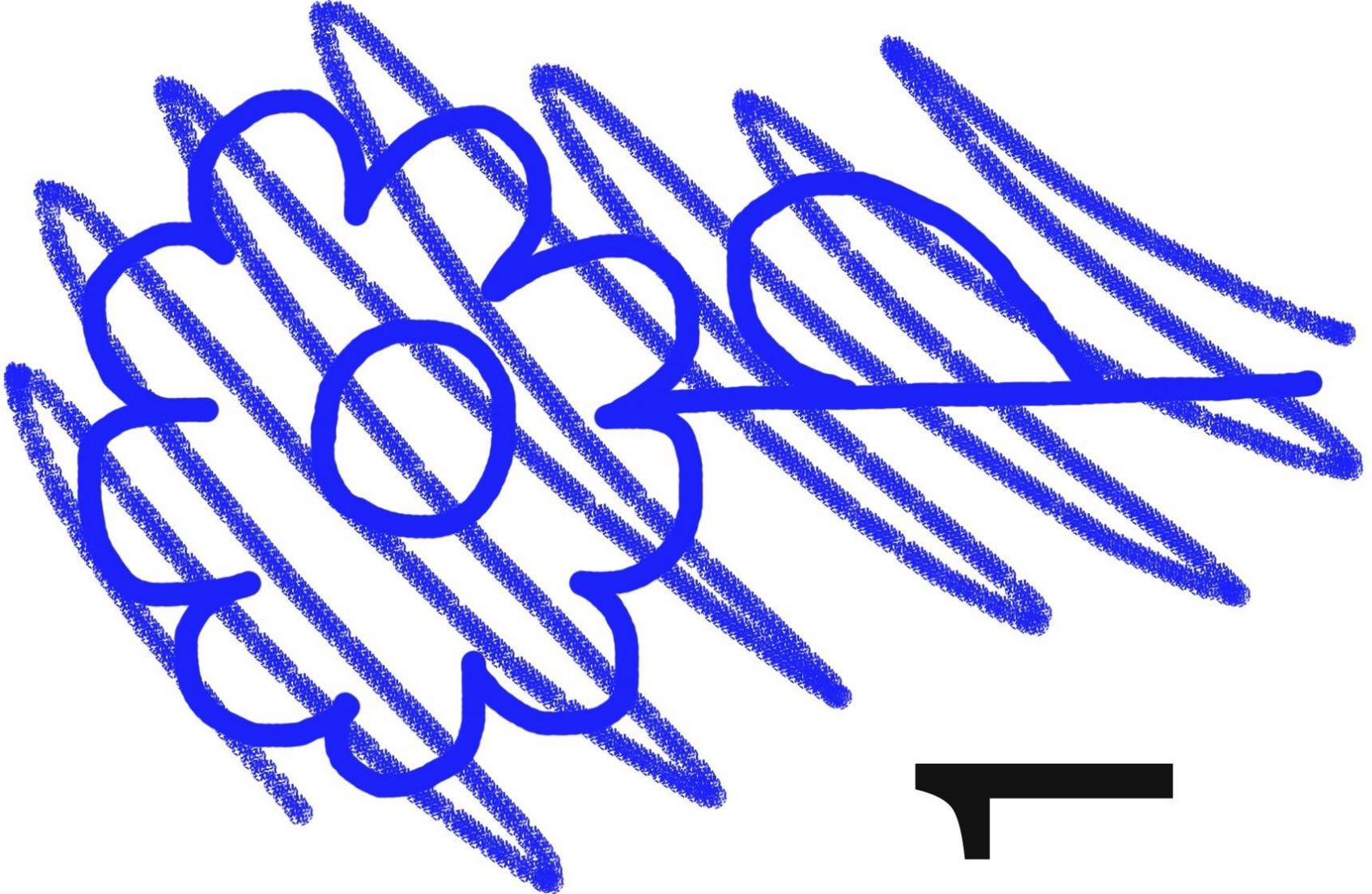
	<p>How Government Works</p> <ul style="list-style-type: none"> • Identify positions of authority in the classroom community. • Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action. <p>Economics</p> <p>Scarcity and Choice</p> <ul style="list-style-type: none"> • Identify classroom wants and needs. • Identify a choice based on classroom interest. <p>History</p> <p>World History</p> <ul style="list-style-type: none"> • Describe examples of conflict and cooperation in the classroom community. <p><i>To be Mastered in 1st Grade MP 2</i></p> <p>Civics and Government</p> <p>Principles and Documents of Government</p> <ul style="list-style-type: none"> • Identify national symbols. <p>Economics</p> <p>Income, Profit, and Wealth</p> <ul style="list-style-type: none"> • Identify different jobs and the purpose of each. • Identify a choice based on classroom interest. 	<ul style="list-style-type: none"> • Identify advertisements that encourage us to buy things based on want rather than need. • Identify the impact on a community when a business opens. <p>Functions of Government</p> <ul style="list-style-type: none"> • Identify examples of goods and services. • Identify products produced in the United States. <p>Economic Interdependence</p> <ul style="list-style-type: none"> • Identify specialization of work in the community. • Describe how individuals differ in their wants and needs and why people buy and sell things. <p>Income, Profit, and Wealth</p> <ul style="list-style-type: none"> • Identify individuals who work for wages in the community. <p>Geography</p> <ul style="list-style-type: none"> • Identify geographical tools. • Describe places in geographical reference in physical features. • Identify physical characteristics in the community and region. • Identify the basic physical processes that affect the physical characteristic of places.
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Learning to Soar

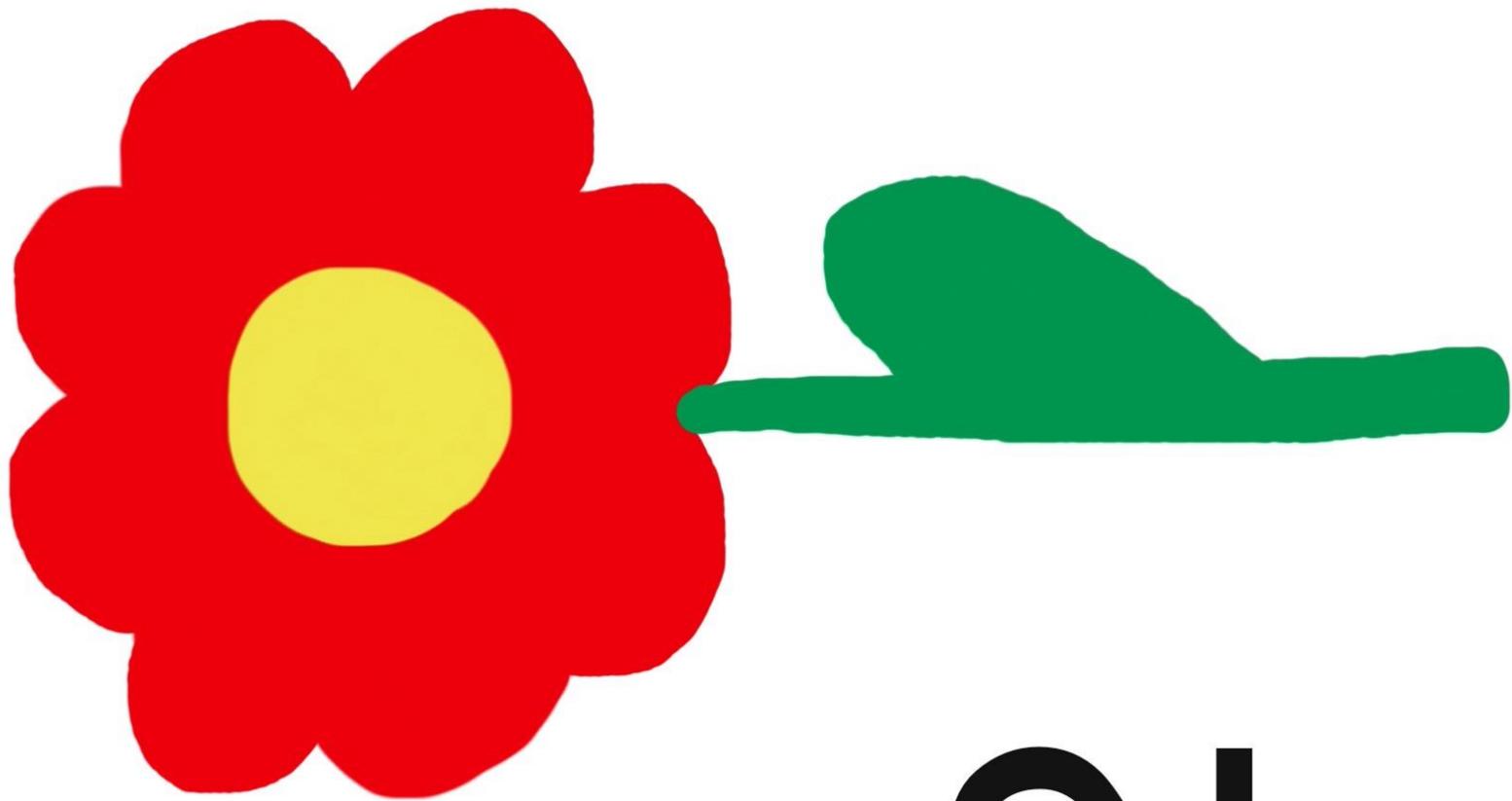
	<p>History Pennsylvania History</p> <ul style="list-style-type: none"> Identify groups of people who contribute to a community. 	<ul style="list-style-type: none"> Identify the local climate and how it determines the way people live. <p>History Historical Analysis and Skills Development</p> <ul style="list-style-type: none"> Demonstrate an understanding of chronology. Identify a problem or dilemma surrounding an event. Identify sources of historical information. <p>United States History</p> <ul style="list-style-type: none"> Identify examples of change. Identify conflict and describe ways to cooperate with others by making smart choices.
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Learning to Soar

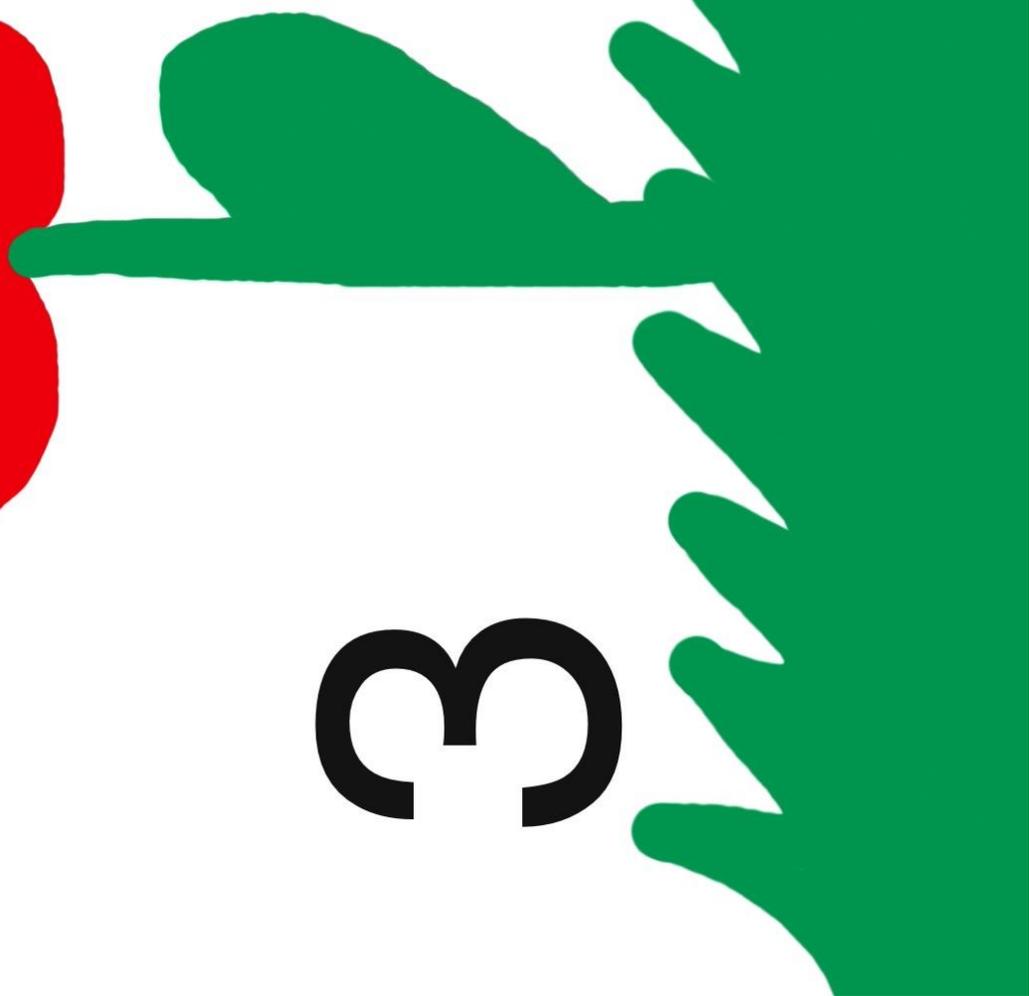
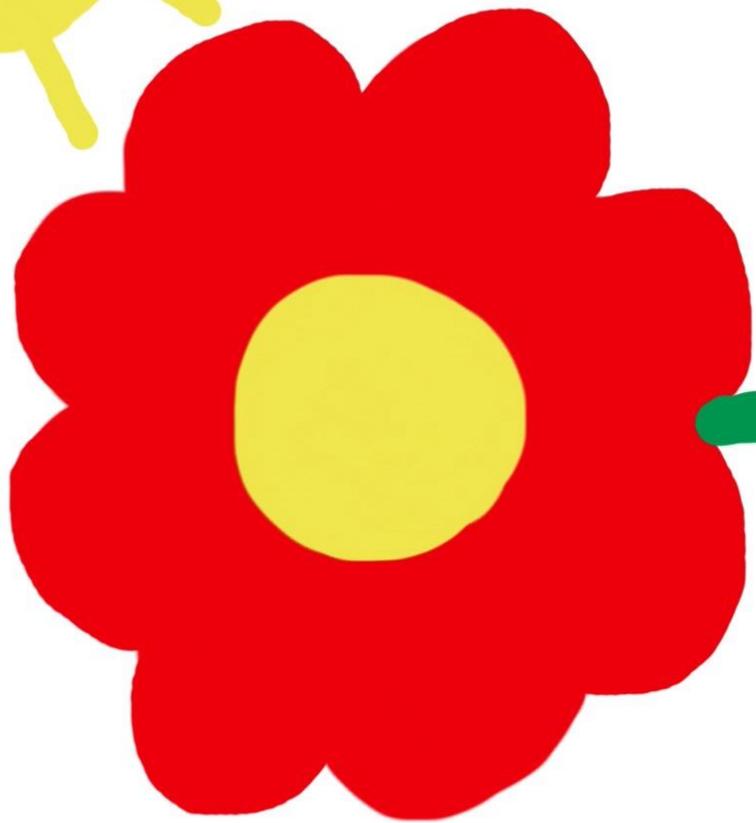
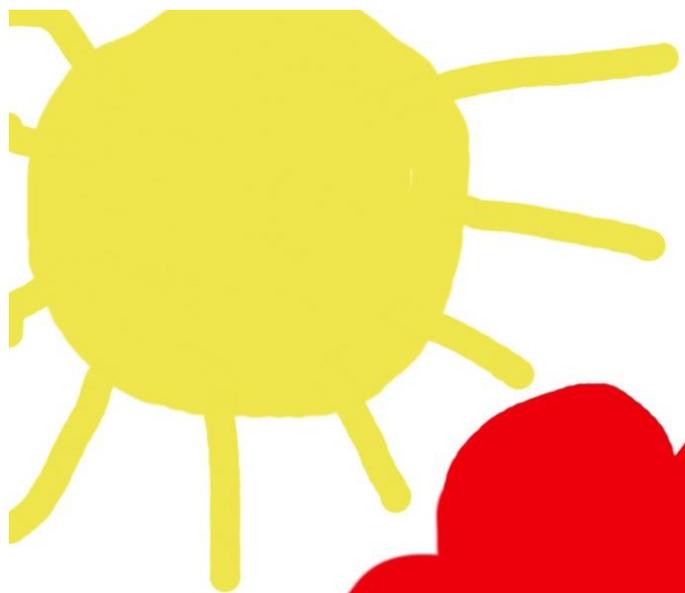
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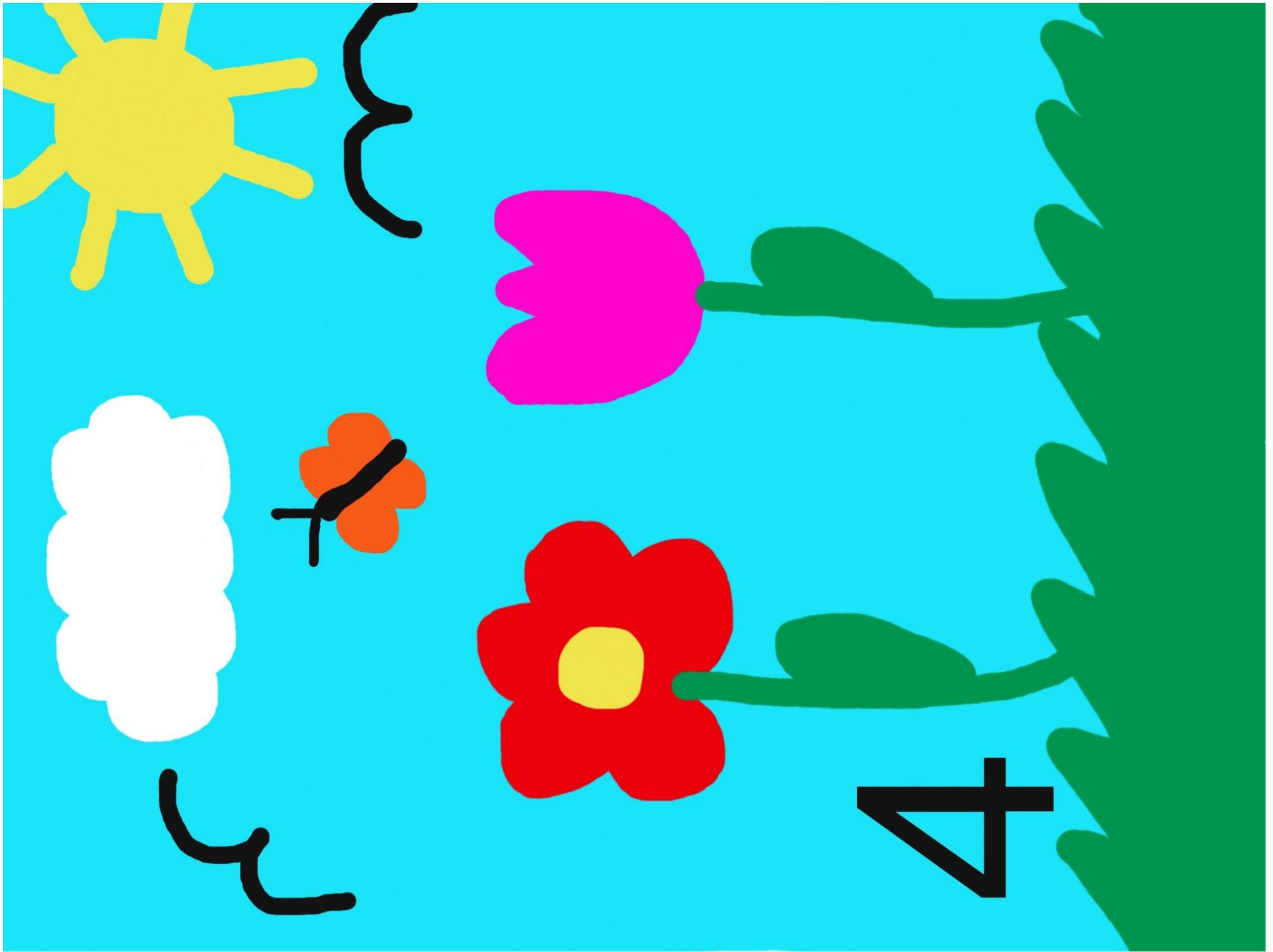
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3



Learning to Soar Picture Drawing Rubric

4

- Background is evident
- Variety of colors used correctly (ex. sun is yellow)
- Many details are evident
- Colored neatly and appropriately



2

- No background
- No details
- Beginning to use different colors
- Beginning to color inside the lines



3

- Background is evident
- Variety of colors used correctly (ex. sun is yellow)
- Some details are evident
- Colored neatly and appropriately



1

- No background
- No details
- Single color
- Often scribbled



Learning to Soar

Writing Rubric

	4 *8 Advanced *7 Conventional	3 *6 Transitional	2 *5 Phonetic *4 Semi-Phonetic	1 *3 Pre-communicative *2 Pictorial *1 Emerging
Sentences	Writes 3 or more sentences on topic	Writes 3 sentences on topic	Writes 1 or more sentences on topic	Writes or draws to convey a message
Capitalization of first word	Capitalizes the first word and the pronoun I consistently	Capitalizes the first word and the pronoun I consistently	Capitalizes first word inconsistently	Often does not capitalize the first word of the sentence
Punctuation	End punctuation is used correctly and consistently	End punctuation is used correctly and consistently	End punctuation is used sometimes incorrectly and inconsistently	Does not use end punctuation
Spacing	Spacing is correct	Spacing is correct	Spacing is inconsistent	No spacing
Words	Words are spelled phonetically (advanced and CVC words)	Words are spelled phonetically (CVC words)	Writes some words phonetically	Uses letter-like forms or random letter strings
Vowels	Uses vowels correctly and consistently	Uses vowels correctly and consistently	Uses some vowels correctly	Little or no use of vowels
Sight Words	Spells sight words correctly	Spells sight words correctly	Spells some sight words correctly	Little or no sight words are spelled correctly
Illustration	Illustration matches text	Illustration matches text	Illustration matches text	Illustration does not match text, but draws a somewhat recognizable picture

*Aligns with the Conventions of Writing Developmental Scale from the Kid Writing Manual by Eileen Feldgus Ed.D.

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Presentation Rubric

<p style="text-align: center;">4 Applying Independently</p>	<ul style="list-style-type: none"> • Uses strong, relevant details to describe people, places, things, or events. • Expresses ideas and feelings very clearly. • Uses strong and clear visual displays. • Speaks in a clear manner throughout the presentation.
<p style="text-align: center;">3 Mastered</p>	<ul style="list-style-type: none"> • Uses many details to describe people, places, things, or events, but not all details are relevant. • Expresses most ideas and feelings clearly. • Speaks clearly during most of the presentation. • Uses visual displays. • Uses complete sentences in most of the presentation.
<p style="text-align: center;">2 Approaching</p>	<ul style="list-style-type: none"> • Uses some details to describe people, places, things, or events, but more relevant details could have been added. • Feelings and ideas presented are not always clear. • Visual displays do not support the main idea of the presentation. • Speaks too softly. • Uses complete and incomplete sentences.
<p style="text-align: center;">1 Beginning</p>	<ul style="list-style-type: none"> • Few details are presented. • Ideas and feelings are unclear. • Does not use any visual displays. • Speaks unclearly. • Does not use complete sentences.

Learning to Soar

Speaking Rubric

<p style="text-align: center;"><u>4</u> Applying Independently</p>	<ul style="list-style-type: none"> • Speaks audibly • Speaks in complete sentences • Correct subject/verb agreement • Uses descriptive words and details in conversation • Multiple sentences on topic
<p style="text-align: center;"><u>3</u> Mastered</p>	<ul style="list-style-type: none"> • Speaks audibly • Speaks in complete sentences • Correct subject/verb agreement • Speaks on topic and answers appropriately
<p style="text-align: center;"><u>2</u> Approaching</p>	<ul style="list-style-type: none"> • May or may not speak audibly • Inconsistent use of complete sentences • Inconsistent use of subject/verb agreement • May or may not speak on topic
<p style="text-align: center;"><u>1</u> Beginning</p>	<ul style="list-style-type: none"> • Speaks inaudibly • Speaks in single words or phrases • Doesn't use correct subject/verb agreement • Unable to speak/answer on topic

Learning to Soar

Reading Rubric

	Level One (Beginning)	Level Two (Approaching)	Level Three (Mastered)	Level Four (Applying Independently)
Making Connections	Does not make connections with text	Talks about what text reminds them of, but cannot use the text to support their answer	Relates background knowledge/experience to the text	Uses background knowledge to enhance comprehension. Makes text-to-text and text-to-self connections; begins to articulate how the connection helps with understanding
Questioning	Does not ask questions	Asks questions about the story(before, during, after); may confuse questions/statements	Asks and answers relevant questions (before during and after)	Asks questions to enhance meaning; can easily answer questions; beginning awareness of different types of questions
Visualizing (Sensory Imagery)	Does not describe simple sensory images related to the text	Can describe some simple sensory images, mostly related to text or picture	Can describe and compose some sensory images tied directly to the text	Describes own sensory images; images can be elaborated from the literal text or existing picture; demonstrated using any modality or media

Learning to Soar

Determining Importance	Random guessing	Inaccurate attempts to identify some concepts in text (i.e., characters, plot, main idea, or setting)	Identifies some important parts of informational/expository text (i.e., titles, graphs, captions) and literary/narrative text (i.e., characters, plot,)	Identifies words, characters, and/or events as more important to overall meaning; makes some attempt to explain reasoning
Monitoring Comprehension	No awareness of text difficulties	Has text difficulties, no need to solve the problem	Identifies difficulties and articulates need to solve problem	Identifies location and type of difficulty and articulates the need to solve the problem; begins to identify some fix-up strategies
Inferring	Does not attempt a prediction or inference	Attempts a prediction or inference; inaccurate or unsubstantiated with the text	Makes predictions and inferences that are consistent with text or background knowledge	Makes predictions and inferences using specific words from the text to support thinking
Synthesis	Does not retell	Randomly retells some elements of text; events may not be in sequence	Retells most key elements in sequence; begins to generate a personal response to text (e.g., why I like this book, recommends the books to other students)	Retells elements of the text in logical sequence; generates personal responses to text; may include some extension to overall theme, message, background knowledge

Learning to Soar

Language Arts Benchmark: Follows oral directions

4 – Applying Independently	3 - Mastered	2 - Approaching	1 - Beginning
The student is able to follow multi-step set oral directions.	The student is able to follow three-step oral directions.	The student is able to follow two-step oral directions, with limited teacher reminders.	The student needs teacher assistance to follow oral directions.

A simple set of directions for kindergarten students would include one to two steps, such as “Put your mittens in your backpack and put your backpack on the hook.” Multiple step directions would include three-five directions given at one time.

Learning to Soar

Letter Naming Rubric

	4 - Advanced	3 - Proficient	2 - Basic	1 – Below Basic
Capital Letters	Recognizes and names all 26 letters and is able to put them together to form CVC words	Recognizes and names all 26 letters	Recognizes and names 20 – 25 letters	Recognizes and names 0 – 19 letters
Lowercase Letters	Recognizes and names all 26 letters and is able to put them together to form CVC words	Recognizes and names all 26 letters	Recognizes and names 20 – 25 letters	Recognizes and names 0 – 19 letters

Learning to Soar

Kindergarten Sight Word List

Quarter 1	Quarter 2	Quarter 3	Quarter 4
I/me the we can see a like *my	to and go you do *is *she/he *play *was	are with he little for have of they said want *this *here	what help too has where look good who come does *from *down *there *give *her *all *by
8 words	9 words	13 words	17 words

***Words are taught in a different timetable than MH *Wonders*. Follow MVSD Sight Word List.**

Learning to Soar

Sight Word Rubric

	Quarter 1 (Q1 Words)	Quarter 2 (Q1 & Q2 Words)	Quarter 3 (Q1, Q2, & Q3 Words)	Quarter 4 (Q1, Q2, Q3, & Q4 Words)
Sight Words	8 Words Total	17 Words Total	30 Words Total	48 Words Total
	100% & above = 4 9 + Words	100% & above = 4 18 + Words	100% & above = 4 31 + Words	100% & above = 4 48 + Words
	90% - 100% = 3 7 – 8 Words	90% - 100% = 3 15 – 17 Words	90% - 100% = 3 27 – 30 Words	90% - 100% = 3 42 – 47 Words
	70% - 89% = 2 6 Words	70% - 89% = 2 13 – 14 Words	70% - 89% = 2 21 – 26 Words	70% - 89% = 2 32 – 41 Words
	0% - 69% = 1 0 – 5 Words	0% - 69% = 1 0 – 12 Words	0% - 69% = 1 0 – 20 Words	0% - 69% = 1 0 – 31 Words