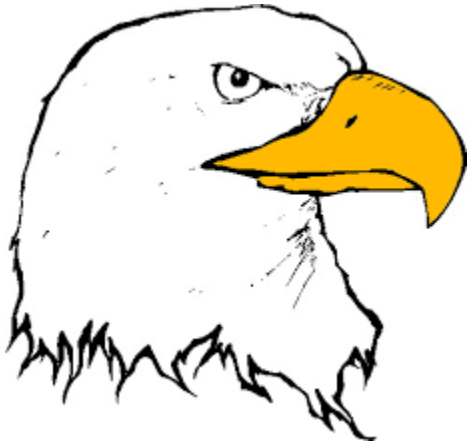
Learning to Soar

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

First Grade

2016/1

Learning to Soar

The Humanities Curriculum Committee

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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.

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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, PERSISENT 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.

First Grade: Goal: Cooperative Workers

(Descriptor) As young learners, first grade students learn socially. By working together, they can work off of one another's ideas, learn together, and encourage one another to be successful. This school year, students will continue their development in social skills to be able to work with others in a positive way. The focus will be on working cooperatively with other students and adults, a 21st Century Skill. In order to do so, one must be an active participate in the group and help others. Equally important is to accept help from others. From our families to our friends to our role in the world, we need to learn how to work with others to be successful persons.

Theme One: *Take an Active Role*
Theme Two: *Respect Others' Opinions*
Theme Three: *Help Others*
Theme Four: *Accept Help from Others*

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PA ELA Core Standards for First Grade

(www.pdesad.org)

Foundational Skills

CC.1.1.1.B.-E. Students will gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

Reading

CC.1.2.1.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.1.3.1.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.1.4.1.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.1.5.1.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

5.1.1.A.-F.	Principles and Documents of Government
5.2.1.A.-D.	Rights and Responsibilities of Citizenship
5.3.1.A.-I.	How Government Works
5.4.1.A.-B.	How International Relationships Function

Geography

7.1.1.A.-B.	Basic Geographic Literacy
7.2.1.A.-B.	Physical Characteristics of Places and Regions
7.3.1.A.	Human Characteristics of Places and Regions
7.4.1.A.-B.	Interactions between People and the Environment

Economics

6.1.1.A.-D.	Scarcity and Choice
6.2.1.A.-G.	Markets and Economic Systems
6.3.1.A.-D.	Functions of Government
6.4.1.A.-D.	Economic Interdependence
6.5.1.A.-H.	Income, Profit, and Wealth

History

8.1.1.A.-C.	Historical Analysis and Skills Development
8.2.1.A.-D.	Pennsylvania History
8.3.1.A.-D.	United States History
8.3.2.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: First Grade

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	Level 6- Reaching
Listening	Position manipulatives or realia according to one-step oral commands to show spatial relations (such as: "Put the books on the table").	Position manipulatives or realia according to multiple oral commands to show spatial relations (such as: "Put the cubes in a row across the paper").	Follow oral directions verifying requests with cues from teachers or peers (such as: "Fold the paper in half and place it on your table the long way").	Follow simple oral directions with visual or nonverbal support (such as: "Write your name on the top left-hand side of the paper").	Follow sequence from multiple oral directions (such as: "Write your name on the top left-hand side of the paper, then put the date on the top right-hand side").		
Reading	Respond to icons, pictures, and/or words on board games or in activities.	Respond to words and/or phrases on board games or in activities.	Follow written directions supported visually.	Follow written directions, with peer or teacher assistance.	Follow high frequency written directions.		
Speaking	Give and ask for permission or make requests using gestures as needed.	Share feelings and emotions, likes or dislikes using visual supports.	Discuss interests, opinions, or preferences working with a partner.	Persuade peers to join in activities or games by working within a small group.	Negotiate solutions to problems, interpersonal misunderstandings and/or disputes working with a partner.		
Writing	Illustrate personal experiences working with a partner.	Label illustrations of personal experiences with phrases and short sentences working with a partner.	Participate in a shared writing activity about a common experience (such as: a field trip or guest speaker).	Write an email message using a picture dictionary.	Write in a dialogue journal about personal experiences.		

MOUNTAIN VIEW ELEMENTARY SCHOOL

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

Grade Level: First Grade

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standard or Anchor	Level 6- Reaching
Listening	Point to illustrations during teacher's reading of picture books.	Sort pictures of short segments of a read aloud using a graphic organizer.	Sequence pictures from a read-aloud using a graphic organizer.	Respond to a read-aloud by role-playing working with a partner.	Draw conclusions from a read-aloud using a graphic organizer.	1.6.3B	
Reading	Retell stories using a series of pictures.	Match sentence strips to illustrations in a story.	Sequence a series of illustrated sentence strips to tell a story.	Identify phrases or sentences in a story that support the main idea working with a partner.	Participate in a reading/ literature circle to draw conclusions about grade level text.	R3.A1.3	
Speaking	Answer WH-questions based on illustrations in response to stories, chants or poems.	Describe a character from an illustrated story to a partner.	Retell a story using picture prompts with a partner.	Discuss reasons for a character's actions working with a partner.	Justify reasons for a character's actions with visual supports.	1.6D 1.6E	
Writing	Label family members in a drawing or picture using a word wall.	Write short sentences about a family picture or drawing using a word wall.	Write a journal entry about a family event using a picture dictionary or word wall.	Write a paragraph describing a family trip using a guided model.	Write a letter to a friend describing a family vacation using a guided model.	1.4.3A	

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Humanities Curriculum for English/Language Arts and Social Studies

First Grade

"Collaborative Learners"—Working Together

Social Studies Focus—Family and Friends

MARKING PERIOD 1

Overarching Concept: *Group*

Theme: Take an Active Role

Big Idea/Enduring Understanding: Being a productive member of any group, one must take an active role. Sometimes this role is that of a leader; other times it is that of a listener, or an encourager, or a gatherer. When everyone in the group understands the role he/she plays, each member feels important and needed. This unit will explain how we take on different roles and share different roles under different circumstances. Students will study how groups of people at school, in their community, and in the world fulfill different roles at different times.

Essential Questions:

- What roles can I play in a group?
- What makes a group work well together?
- When are sometimes I need to work in a group?
- Can I play a different role at different times?
- How can I help to share roles in a group?
- How do we determine the roles we play in a group?

Cumulating Assessment: Students will participate in a small group discussion of at least one of the essential questions, demonstrating how they take an active role in the group.

Common Assessment Tool: Collaborative Group Rubric

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

Suggested Community Outreach: Big Brothers/Big Sisters

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Resources: for ELA and Social Studies

Tier I: McGraw-Hill *Wonders* Unit 1, *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, Wilson Fluency Kit, Accelerated Reader, teacher selected materials.

Tier III: Reading Recovery, Fundations, WonderWorks, Wilson, teacher selected materials.

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

Academic Vocabulary:

ELA: confirm, clarification, differences, events, likeness, recount, setting, sequence of events, temporal, written words.

Social Studies: assistance, attempt, avoid, community, compromise, consequences, conveyed, equal, equality, inappropriate action, laws, peer, positions of authority, public service.

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

Speaking	Writing	Reading	Listening
Show and tell, Think-Talk,-Write, Think-Pair-Share, Learning centers, Constructive play, Dramatic presentations, Oral presentations, Scenarios, Small group discussions, Class discussions, Read alouds, Collaborative work.	Original kid writing, Journal writing, Self/peer revising, Interactive writing, Independent writing, Graphic organizers, Letter writing, Integration of technology skills, Note taking, Visual aids.	**Foundation Skills**: Clap syllables, Tap phonemes, Title boards, Letter boards, Magnetic letters, Letter sorting, Elkonian boxes, Multi-sensory activities (sand, shaving cream, water pens, etc.) Letter drills/chants, Read alouds, Repeated readings. **Reading Comprehension:** Reading games, Guided reading groups, Graphic organizers, Talking to the Text, Literature/Reading Circles,	Partner reporting, Interviewing, Music, Read alongs, Recorded readings, Questions/answers from speech/recording/oral presentation, Following directions.

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		Partner reading, Read alongs, Read alouds.	

Standards: ELA

Students will…

Master	Develop	Introduce
Foundation Skills **Phonological Awareness** • 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. **Reading Informational Text** **Key Ideas and Details** • Ask and answer questions about key details. **Integration of Knowledge and Ideas** • Use illustrations to describe test's key ideas. • Find likenesses and differences between two texts on same topic. **Reading Literature** **Key Ideas and Details** • Retell Familiar stories with key details and identify central message.	*To be Mastered in 1st Grade MP 2* **Foundation Skills** **Phonological Awareness** • Distinguish short vowel sounds in spoken-syllable words. • Orally produce single-syllable words, including consonant blends and digraphs. **Phonics and Word Recognition** • Decode one and two-syllable words with common patterns. **Reading Informational Text** **Key Ideas and Details** • Identify main idea and retell key details. • Describe connection between two individuals, events, ideas, or information in a text. **Craft and Structure** • Use text features (graphs, illustrations, font, etc.) to locate key information. • Ask and answer questions to help clarify word / phrase meaning. **Integration of Knowledge and Ideas**	*To be Mastered in 1st Grade MP 4* **Foundation Skills** **Phonics and Word Recognition** • Read grade-appropriate irregularly spelled words. **Fluency** • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. **Reading Informational Text** **Vocabulary Acquisition and Use** • Use words and phrases acquired through conversations, reading, and being read, and responding to text, including words that signal connections and relationships between words and phrases. **Reading Literature** ***Vocabulary Acquisition and Use*** • Use words and phrases acquired through conversations, reading and being read, and responding to text, including words that signal

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Integration of Knowledge and Ideas

- 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.
- Identify reasons an author gives to support points in the text.

Reading Literature

Key Ideas and Details

- Ask and answer questions about key details.
- Describe characters, setting, and major events in a story, using key details.

Craft and Structure

- 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
Focus	Establish "who" and "what" the narrative will be about.
Content	Include thoughts and feelings to describe experiences and events.
Organization	Recount two or more sequences of events using temporal words and provide some sense of closure

connections and relationships between words and phrases.

Writing

	Argumentative
Focus	Form an opinion by choosing among given topics.
Content	Support opinion with reasons related to the opinion.
Organization	Create an organizational structure that includes reasons and provides some sense of closure.
Style	Use a variety of words and phrases.
Conventions	Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.

Technology and Publication

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

Conducting Research

- Participate in individual or shared research and writing projects.

Credibility, Reliability, and Validity of Sources

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Style	Use a variety of words and phrases.	
Conventions	Use end punctuation.	

Grammar

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

Production and Distribution of Writing

- Respond to questions and suggestions from peers.

Speaking and Listening Conventions of Standard English

- Demonstrate command of the conventions of Standard English when speaking based on Grade 1 level and content.

To be Mastered in 1st Grade MP 3

Foundation Skills

Phonological Awareness

- Distinguish long vowel sounds in spoken-syllable words.

Phonics and Word Recognition

- Identify common consonant. digraphs, final-e, and vowel teams
- Read grade-level words with inflectional endings.

- With guidance and support, recall information from experience or gather information from provided sources to answer a question.

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Fluency

- Read on-level text with purpose and understanding.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Informational Text

Vocabulary Acquisition and Use

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

Reading Literature

Craft and Structure

- Identify words and phrases that suggest feelings and appeal to senses.

Vocabulary Acquisition and Use

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

Writing

	Informative
Focus	Identify and write about one specific topic
Content	Develop the topic with two or more facts
Organization	Group information and provide some sense of closure
Style	Choose words and phrases for effect

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	Conventions — 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. **Speaking and Listening** **Presentation of Knowledge and Ideas** **Purpose, Audience, and Task** • Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. **Context** • Produce complete sentences when appropriate to task and situation. **Integration of Knowledge and Ideas** **Multimedia** • Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.	

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Social Studies—A Family is a Group

Essential Questions:

- How does a family act like a group of people?
- What makes a family different than a group of people?
- Can a family be more than our relatives, like our class?

Suggested Activities/Assessments:

- Students will draw and write about their role or responsibility at home or at school?
- Students will use listening skills to paraphrase a visitor about families.
- Students will describe their perfect classroom orally with a clear details.

Standards: Social Studies

Students will…

Master	Develop	Introduce
Civics and Government	*To be Mastered in 1st Grade MP2*	*To be Mastered in 1st Grade MP 4*
Principles and Documents of Government	***Civics and Government***	***Economics***
• 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.	**Principles and Documents of Government** • Identify national symbols.	**Scarcity and Choice** • Identify scarcity of resources within the family.
Rights and Responsibilities of Citizenship	***Economics***	**Markets and Economic Systems**
	Income, Profit, and Wealth • Identify different jobs and the purpose of each. • Identify a choice based on classroom interest.	• Explain the role of money in determining price. • Define an economic system at the individual level.
	History	**Income, Profit, and Wealth**
	Pennsylvania History	• Identify earn money. • Identify buyers and sellers. • Explain the need to save money.

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- 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.

How Government Works

- Identify positions of authority in the classroom community.
- Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action.

Economics

Scarcity and Choice

- Identify classroom wants and needs.
- Identify a choice based on classroom interest.

History

World History

- Describe examples of conflict and cooperation in the classroom community.

- Identify groups of people who contribute to a community.

To be Mastered in 1st Grade MP 3

Civics and Government

How Government Works

- 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.

Economics

Scarcity and Choice

- Identify choice based on needs verses wants.

Markets and Economic Systems

- Identify goods, consumers, and producers.
- Identify advertisements that encourage us to buy things based on want rather than need.

History

Pennsylvania History

- Identify holiday and cultural celebrations in a community and why they are celebrated.

United States History

- Identify Americans who played a significant role in American history.
- Identify American landmarks and their significance.

World History

- Explain why cultures celebrate.

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	• Identify the impact on a community when a business opens. **Functions of Government** • Identify examples of goods and services. • Identify products produced in the United States. **Economic Interdependence** • Identify specialization of work in the community. • Describe how individuals differ in their wants and needs and why people buy and sell things. **Income, Profit, and Wealth** • Identify individuals who work for wages in the community. ***Geography*** • 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. • Identify the local climate and how it determines the way people live.	

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	History **Historical Analysis and Skills Development** • Demonstrate an understanding of chronology. • Identify a problem or dilemma surrounding an event. • Identify sources of historical information. **United States History** • Identify examples of change. Identify conflict and describe ways to cooperate with others by making smart choices.	

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Humanities Curriculum for English/Language Arts and Social Studies

First Grade

"Collaborative Learners"—Working Together

Social Studies Focus—Family and Friends

MARKING PERIOD 2

Overarching Concept: *Opinions*

Theme: Respect Others' Opinions

Big Idea/Enduring Understanding: Often new ideas come from the good of the group working together. When we respect others' ideas, they feel as they may contribute freely their thoughts, plans, and insights. Students need to listen to others so that they may learn with and through others. This is a vital Principle of Learning. This unit will focus on ways students can be respectful of others' ideas whether they agree or disagree with them. Students will study how others compliment and/or refute others in a polite way.

Essential Questions:

- What is an opinion?
- Why do people have different opinions/ideas?
- Is it good or bad that people have different opinions?
- How can I respond if my opinion is the same or different from others'?
- Do some people deserve respect because of their job or position?
- Is showing respect to others mean that I agree with their opinions?

Cumulating Assessment: Students will write a personal narrative that addresses how they respect others' ideas, comparing themselves to at least one of the characters or persons from a text studied in class.

Common Assessment Tool: Narrative Writing Rubric

Other Assessments: McGraw-Hill *Wonders* Units 2 and 3 Unit Test*, tests, quizzes, projects, presentations, teacher observation, classwork, class participation. *=Non-negotiable

Suggested Community Outreach: Local YMCA and businesses (Price's Sawmill, Masters Concrete, Cabot Gas/Oil, Diaz, etc.)

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Resources: for ELA and Social Studies

Tier I: McGraw-Hill *Wonders* Units 2 and 3, *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, Wilson Fluency Kit, Accelerated Reader, teacher selected materials.

Tier III: Reading Recovery, Fundations, WonderWorks, Wilson, teacher selected materials.

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

Academic Vocabulary:

ELA: central message, clarify, closure, consonant blends, describe, digraphs, effect, explain, facts, font, graph, independently, information, narrator, noun, senses.

Social Studies: contribute, national symbols.

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

Speaking	Writing	Reading	Listening
Show and tell, Think-Talk,-Write, Think-Pair-Share, Learning centers, Constructive play, Dramatic presentations, Oral presentations, Scenarios, Small group discussions, Class discussions, Read alouds, Collaborative work.	Original kid writing, Journal writing, Self/peer revising, Interactive writing, Independent writing, Graphic organizers, Letter writing, Integration of technology skills, Note taking, Visual aids.	**Foundation Skills**: Clap syllables, Tap phonemes, Title boards, Letter boards, Magnetic letters, Letter sorting, Elkonian boxes, Multi-sensory activities (sand, shaving cream, water pens, etc.) Letter drills/chants, Read alouds, Repeated readings. **Reading Comprehension:** Reading games, Guided reading groups, Graphic organizers, Talking to the Text, Literature/Reading Circles,	Partner reporting, Interviewing, Music, Read alongs, Recorded readings, Questions/answers from speech/recording/oral presentation, Following directions.

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		Partner reading, Read alongs, Read alouds.	

Standards: English/Language Arts

Students will…

Master	Develop	Introduce
Foundation Skills **Phonological Awareness** • Distinguish short vowel sounds in spoken-syllable words. • Orally produce single-syllable words, including consonant blends and digraphs. **Phonics and Word Recognition** • Decode one and two-syllable words with common patterns. **Reading Informational Text** **Key Ideas and Details** • Identify main idea and retell key details. • Describe connection between two individuals, events, ideas, or information in a text. **Craft and Structure** • Use text features (graphs, illustrations, font, etc.) to locate key information • Ask and answer questions to help clarify word / phrase meaning. **Integration of Knowledge and Ideas**	*To Be Mastered In 1st Grade MP 3* **Foundation Skills** **Phonological Awareness** • Distinguish long vowel sounds in spoken-syllable words. **Phonics and Word Recognition** • Identify common consonant digraphs, final-e, and vowel teams. • Read grade-level words with inflectional endings. **Fluency** • Read on-level text with purpose and understanding. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Reading Informational Text** **Vocabulary Acquisition and Use** • Determine or clarify the meaning of unknown or multiple-meaning words and phrases. **Reading Literature** **Craft and Structure**	*To Be Mastered in 2nd Grade MP 1* **Foundation Skills** **Phonics and Word Recognition** • Distinguish long and short vowels when reading regularly spelled one-syllable words. **Reading Informational Text** ***Integration of Knowledge and Ideas*** • Explain how graphics contribute to and clarify text. **Reading Literature** ***Integration of Knowledge and Ideas*** • Compare and contrast two or more versions of the same story by different authors or from different cultures. **Grammar** • Divide a sentence between the complete subject and complete predicate. **Production and Distribution of Writing**

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- Identify reasons an author gives to support points in the text.

Reading Literature

Key Ideas and Details

- Ask and answer questions about key details.
- Describe characters, setting, and major events in a story, using key details.

Craft and Structure

- 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
Focus	Establish "who" and "what" the narrative will be about.
Content	Include thoughts and feelings to describe experiences and events.
Organization	Recount two or more sequences of events using temporal words and provide some sense of closure.

- Identify words and phrases that suggest feelings and appeal to senses.

Vocabulary Acquisition and Use

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

Writing

	Informative
Focus	Identify and write about one specific topic.
Content	Develop the topic with two or more facts.
Organization	Group information and provide some sense of closure.
Style	Choose words and phrases for effect.
Conventions	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

- With guidance and support, focus on a topic.

Speaking and Listening

Comprehension and Collaboration

Critical Listening

- Recount or describe key ideas what a speaker says to clarify comprehension, gather additional information, or deepen understanding.

Learning to Soar

Style	Use a variety of words and phrases.
Conventions	Use end punctuation.

Grammar

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

Production and Distribution of Writing

- Respond to questions and suggestions from peers.

Speaking and Listening Conventions of Standard English

- Demonstrate command of the conventions of Standard English when speaking based on Grade 1 level and content.

- Add details.

Speaking and Listening Presentation of Knowledge and Ideas

Purpose, Audience, and Task

- Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.

Context

- Produce complete sentences when appropriate to task and situation.

Integration of Knowledge and Ideas

Multimedia

- Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.

To Be Mastered in 1st Grade MP 4

Foundation Skills

Phonics and Word Recognition

- Read grade-appropriate irregularly spelled words.

Fluency

- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Learning to Soar

Reading Informational Text

Vocabulary Acquisition and Use

- Use words and phrases acquired through conversations, reading, and being read, and responding to text, including words that signal connections and relationships between words and phrases.

Reading Literature

Vocabulary Acquisition and Use

- Use words and phrases acquired through conversations, reading and being read, and responding to text, including words that signal connections and relationships between words and phrases.

Writing

	Argumentative
Focus	Form an opinion by choosing among given topics.
Content	Support opinion with reasons related to the opinion.
Organization	Create an organizational structure that includes reasons and provides some sense of closure.
Style	Use a variety of words and phrases.

Learning to Soar

	Conventions	Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.	
	Technology and Publication • Explore a variety of digital tools in collaboration with peers. **Conducting Research** • Participate in individual or shared research and writing projects. **Credibility, Reliability, and Validity of Sources** • With guidance and support, recall information from experience or gather information from provided sources to answer a question.		

Social Studies—Sharing our Opinions

Essential Questions:

- Do our family and friends have to have the same opinions as we have?
- How can I work with someone who has a different opinion?
- Does having different opinions make us better or worse?

Suggested Activities/Assessments:

- Students will create a graphic organizer for comparison and contrast of different opinions.
- Students will write and draw an informational piece of writing about people with different occupations.
- Students will role play different types of careers.

Learning to Soar

Standards: Social Studies

Students will…

Master	Develop	Introduce
Civics and Government **Principles and Documents of Government** • Identify national symbols. ***Economics*** **Income, Profit, and Wealth** • Identify different jobs and the purpose of each. • Identify a choice based on classroom interest. ***History*** **Pennsylvania History** • Identify groups of people who contribute to a community.	*To be Mastered in 1st Grade MP 3* ***Civics and Government*** **How Government Works** • 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. ***Economics*** **Scarcity and Choice** • Identify choice based on needs verses wants. **Markets and Economic Systems** • Identify goods, consumers, and producers.	*To be Mastered in 2nd Grade MP 1* ***Civics and Government*** **Principles and Documents of Government** • Explain the purposes of rules and their consequences in the classroom and school community. • Explain the importance of rules in the classroom and school community. • Define fairness in working with others. • Explain why school rules are written and posted. **Rights and Responsibilities of Citizenship** • Identify and explain the importance of responsibilities at school, at home, and in the community. • Identify a problem and probable solution. • Identify community projects/activities that support leadership and public service.

Learning to Soar

	• Identify advertisements that encourage us to buy things based on want rather than need. • Identify the impact on a community when a business opens. **Functions of Government** • Identify examples of goods and services. • Identify products produced in the United States. **Economic Interdependence** • Identify specialization of work in the community. • Describe how individuals differ in their wants and needs and why people buy and sell things. **Income, Profit, and Wealth** • Identify individuals who work for wages in the community. ***Geography*** • 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. • Identify the local climate and how it determines the way people live.	• Explain responsible community behavior. **How Government Works** • Identify positions of authority at school. • Identify and explain behaviors for responsible school citizens and possible consequences for inappropriate action. • Identify different types of media. ***Economics*** **Scarcity and Choice** • Identify scarcity of resources within the school community. • Explain how choice has consequences. • Identify a choice based on community interest. **Markets and Economic Systems** • Define personal choice as related to buying an item. **Functions of Government** • Identify the specialized role performed by each member of the family. • Identify individual wants and needs.

Learning to Soar

	History **Historical Analysis and Skills Development** • Demonstrate an understanding of chronology. • Identify a problem or dilemma surrounding an event. • Identify sources of historical information. **United States History** • Identify examples of change. • Identify conflict and describe ways to cooperate with others by making smart choices. *To be Mastered in 1st Grade MP 4* ***Economics*** **Scarcity and Choice** • Identify scarcity of resources within the family. **Markets and Economic Systems** • Explain the role of money in determining price. • Define an economic system at the individual level. **Income, Profit, and Wealth** • Identify earn money. • Identify buyers and sellers. • Explain the need to save money.	

Learning to Soar

	History **Pennsylvania History** • Identify holiday and cultural celebrations in a community and why they are celebrated. **United States History** • Identify Americans who played a significant role in American history. • Identify American landmarks and their significance. **World History** • Explain why cultures celebrate.	

Learning to Soar

Humanities Curriculum for English/Language Arts and Social Studies

First Grade

"Collaborative Learners"—Working Together

Social Studies Focus—Family and Friends

MARKING PERIOD 3

Overarching Concept: *Helping Others*

Theme: Help Others

Big Idea/Enduring Understanding: In collaborative groups, members help one another so that all are able to be successful, and, therefore, the group is successful. Offering help to others is a vital part of becoming a mature individual. Knowing when to offer help and when to let another work through a difficulty is a sign of maturity. This unit will emphasis the importance of knowing the difference of helping another and enabling another by helping too much. Students will read about and describe characteristics of good helping and inappropriate helping.

Essential Questions:

- How do people at our school, in our community, and in the world help one another?
- When is it appropriate to help another and when is it not?
- How do you offer to help another?
- When should you stop helping another?
- Can you ever help too much?

Cumulating Assessment: Students will write an informative piece of writing (comparison/contrast or process analysis) that tells how others help people at school or in their communities, referencing at least one text read in class.

Common Assessment Tool: Informative Writing Rubric

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

Suggested Community Outreach: Tre-Hab and local mayors, supervisors and school board members.

Learning to Soar

Resources: for ELA and Social Studies

Tier I: McGraw-Hill *Wonders* Units 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, Wilson Fluency Kit, Accelerated Reader, teacher selected materials.

Tier III: Reading Recovery, Fundations, WonderWorks, Wilson, teacher selected materials.

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

Academic Vocabulary:

ELA: declarative, exclamatory, express, feelings, interrogative, irregular verbs, produce, relevant, senses.

Social Studies: beneficial, buyers, choices, climate, cooperate, dilemma, elected official, geographic tools, geographic reference, goods, historical, impact, local government, physical features, physical processes, producers, region, represent, sellers, services, taxation, value, voting, wages.

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

Speaking	Writing	Reading	Listening
Show and tell, Think-Talk,-Write, Think-Pair-Share, Learning centers, Constructive play, Dramatic presentations, Oral presentations, Scenarios, Small group discussions, Class discussions, Read alouds, Collaborative work.	Original kid writing, Journal writing, Self/peer revising, Interactive writing, Independent writing, Graphic organizers, Letter writing, Integration of technology skills, Note taking, Visual aids.	**Foundation Skills**: Clap syllables, Tap phonemes, Title boards, Letter boards, Magnetic letters, Letter sorting, Elkonian boxes, Multi-sensory activities (sand, shaving cream, water pens, etc.) Letter drills/chants, Read alouds, Repeated readings. **Reading Comprehension:** Reading games, Guided reading groups, Graphic organizers, Talking to the Text, Literature/Reading Circles,	Partner reporting, Interviewing, Music, Read alongs, Recorded readings, Questions/answers from speech/recording/oral presentation, Following directions.

Learning to Soar

		Partner reading, Read alongs, Read alouds.	

Standards: ELA

Students will…

Master	Develop	Introduce
Foundation Skills **Phonological Awareness** • Distinguish long vowel sounds in spoken-syllable words. **Phonics and Word Recognition** • Identify common consonant digraphs, final-e, and vowel teams. • Read grade-level words with inflectional endings. **Fluency** • Read on-level text with purpose and understanding. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Reading Informational Text** **Vocabulary Acquisition and Use** • Determine or clarify the meaning of unknown or multiple-meaning words and phrases. **Reading Literature** **Craft and Structure** • Identify words and phrases that suggest feelings and appeal to senses.	*To be Mastered in 1st Grade MP 4* **Foundation Skills** **Phonics and Word Recognition** • Read grade-appropriate irregularly spelled words. **Fluency** • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. **Reading Informational Text** **Vocabulary Acquisition and Use** • Use words and phrases acquired through conversations, reading, and being read, and responding to text, including words that signal connections and relationships between words and phrases. **Reading Literature** ***Vocabulary Acquisition and Use*** • Use words and phrases acquired through conversations, reading and being read, and responding to text, including words that signal	*To be Mastered in 2nd Grade MP 2* **Foundation Skills** **Phonics and Word Recognition** • Read grade-level high-frequency sight words and words with inconsistent by common spelling –sound correspondences. **Fluency** • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Reading Informational Text** ***Key Ideas and Details*** • Ask and answer Wh's questions about key details. ***Craft and Structure*** • Use text features (graphs, illustrations, font, etc.) to locate key information efficiently. ***Vocabulary Acquisition and Use*** • Use words and phrases acquired through conversations, general

Learning to Soar

Vocabulary Acquisition and Use

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

Writing

	Informative
Focus	Identify and write about one specific topic.
Content	Develop the topic with two or more facts.
Organization	Group information and provide some sense of closure.
Style	Choose words and phrases for effect.
Conventions	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.

Speaking and Listening

connections and relationships between words and phrases.

Writing

	Argumentative
Focus	Form an opinion by choosing among given topics.
Content	Support opinion with reasons related to the opinion.
Organization	Create an organizational structure that includes reasons and provides some sense of closure.
Style	Use a variety of words and phrases.
Conventions	Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.

Technology and Publication

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

Conducting Research

- Participate in individual or shared research and writing projects.

Credibility, Reliability, and Validity of Sources

academics and content-specific vocabulary.

Reading Literature

Key Ideas and Details

- Ask and answer Wh's questions about key details.

Craft and Structure

- Describe structure of a story (beginning, middle, end).

Integration of Knowledge and Ideas

- Use illustrations and words to demonstrate understanding of characters, setting, or plot.

Vocabulary Acquisition and Use

- Use words and phrases acquired through conversations, general academics and content-specific vocabulary.

Writing

	Narrative
Focus	Establish a situation and introduce a narrator and/or character.
Content	Include thoughts and feelings to describe experiences and events to show the response of characters to situations.

Learning to Soar

Presentation of Knowledge and Ideas

Purpose, Audience, and Task

- Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.

Context

- Produce complete sentences when appropriate to task and situation.

Integration of Knowledge and Ideas

Multimedia

- Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.

- With guidance and support, recall information from experience or gather information from provided sources to answer a question.

To be Mastered in 2nd Grade MP 1

Foundation Skills

Phonics and Word Recognition

- Distinguish long and short vowels when reading regularly spelled one-syllable words.

Reading Informational Text

Integration of Knowledge and Ideas

- Explain how graphics contribute to and clarify text.

Reading Literature

Integration of Knowledge and Ideas

- Compare and contrast two or more versions of the same story by different authors or from different cultures.

Grammar

- Divide a sentence between the complete subject and complete predicate.

Production and Distribution of Writing

- With guidance and support, focus on a topic.

Speaking and Listening

Organization	Organize a short sequence of events, using temporal words and provide a sense of closure.
Style	Choose words and phrases for effect.
Conventions	Capitalize proper nouns. Use commas and apostrophes. Spell words, drawing on common spelling patterns. Consult references material as needed.

Grammar

- Identify and write complete declarative, interrogative, exclamatory, and imperative sentences.

Speaking and Listening

Comprehension and Collaboration

Collaborative Discussion

- Participate in collaborative conversations in small and large groups.

Presentation of Knowledge and Ideas

Purpose, Audience, and Task

- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Learning to Soar

	Comprehension and Collaboration **Critical Listening** • Recount or describe key ideas what a speaker says to clarify comprehension, gather additional information, or deepen understanding.	**Integration of Knowledge and Ideas** **Multimedia** • Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. **Conventions of Standard English** • Demonstrate a command of the conventions of Standard English when speaking based on Grade 2 level and content.

Social Studies—Helping Others

Essential Questions:

- Why should we help others?
- What does it mean to help others?
- What does a responsible citizen do to help others?

Suggested Activities/Assessments:

- Student will create a graphic organizer for possible problem/solution to help others.
- Students will write and draw a narrative story board about helping others.
- Students will create an opinion piece of writing to convince others to help.

Learning to Soar

Standards: Social Studies

Students will…

Master	Develop	Introduce
Civics and Government	*To be Mastered in 1st Grade MP 4*	*To be Mastered in 2nd Grade MP 2*
How Government Works	***Economics***	***Civics and Government***
• 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.	**Scarcity and Choice** • Identify scarcity of resources within the family. **Markets and Economic Systems** • Explain the role of money in determining price. • Define an economic system at the individual level. **Income, Profit, and Wealth** • Identify earn money. • Identify buyers and sellers. • Explain the need to save money.	**Principles and Documents of Government** • Describe citizens' responsibilities to the state of Pennsylvania and the nation. • Identify state symbols. **How Government Works** • Identify the role government plays in the community (education, transportation). • Identify local government leaders. • Identify other types of services provided by local government. • Identify the responsibilities of voters after the vote.
Economics	***History***	***Economics***
Scarcity and Choice • Identify choice based on needs verses wants. **Markets and Economic Systems** • Identify goods, consumers, and producers. • Identify advertisements that encourage us to buy things based on want rather than need.	**Pennsylvania History** • Identify holiday and cultural celebrations in a community and why they are celebrated. **United States History** • Identify Americans who played a significant role in American history. • Identify American landmarks and their significance. **World History**	**Scarcity and Choice** • Identify community wants and needs. **Markets and Economic Systems** • Identify goods, services, consumers, and producers in the local community.

Learning to Soar

- Identify the impact on a community when a business opens.

Functions of Government

- Identify examples of goods and services.
- Identify products produced in the United States.

Economic Interdependence

- Identify specialization of work in the community.
- Describe how individuals differ in their wants and needs and why people buy and sell things.

Income, Profit, and Wealth

- Identify individuals who work for wages in the community.

Geography

- 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.
- Identify the local climate and how it determines the way people live.

History

Historical Analysis and Skills Development

- Explain why cultures celebrate.

To be Mastered in 2nd Grade MP 1

Civics and Government

Principles and Documents of Government

- Explain the purposes of rules and their consequences in the classroom and school community.
- Explain the importance of rules in the classroom and school community.
- Define fairness in working with others.
- Explain why school rules are written and posted.

Rights and Responsibilities of Citizenship

- Identify and explain the importance of responsibilities at school, at home, and in the community.
- Identify a problem and probable solution.
- Identify community projects/activities that support leadership and public service.
- Explain responsible community behavior.

Functions of Government

- Identify examples of goods and services provided by the private sector.

Geography

- Identify how basic geographic tools are used to organize information.
- Describe regions in geographic reference using physical features.
- Identify the physical characteristics of places.
- Identify the basic physical processes that affect the physical characteristics of regions.

Learning to Soar

• Demonstrate an understanding of chronology. • Identify a problem or dilemma surrounding an event. • Identify sources of historical information. **United States History** • Identify examples of change. • Identify conflict and describe ways to cooperate with others by making smart choices.	**How Government Works** • Identify positions of authority at school. • Identify and explain behaviors for responsible school citizens and possible consequences for inappropriate action. • Identify different types of media. ***Economics*** **Scarcity and Choice** • Identify scarcity of resources within the school community. • Explain how choice has consequences. • Identify a choice based on community interest. **Markets and Economic Systems** • Define personal choice as related to buying an item. **Functions of Government** • Identify the specialized role performed by each member of the family. • Identify individual wants and needs.	

Learning to Soar

Humanities Curriculum for English/Language Arts and Social Studies

First Grade

"Collaborative Learners"—Working Together

Social Studies Focus—Family and Friends

MARKING PERIOD 4

Overarching Concept: *Accepting Help*

Theme: Accept Help from Others

Big Idea/Enduring Understanding: Another part of working collaboratively with others is knowing when to ask and when not to ask for help. Others may be willing to help us, but we may not be willing to accept the help from them. Often we do want to show independence and complete a task by ourselves, but other times we need assistance to be successful. This unit will focus on those times that we should ask or accept help from others. Greatness often comes to a group that works well together. A sports team, a cast of actors, or clan of friends thrives when they help others and accept feedback, assistance, and from others.

Essential Questions:

- When should you ask for help?
- How do you accept or decline help politely?
- What are things you need help with?
- When someone helps you, how do you show appreciation?
- What do you do when someone offers you help?
- Can you help others and get paid for helping?
- Should you get paid for helping others?

Cumulating Assessments:

Students will write an opinion piece of writing answering at least one of the Essential Questions, referencing at least one text read in class.

Students will host an Adopt a Grandparent Tea. (Suggested)

Common Assessment Tool: Opinion Writing Rubric and Cooperation Rubric

Learning to Soar

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

Suggested Community Outreach: American Red Cross

Resources: for ELA and Social Studies

Tier I: McGraw-Hill *Wonders* Unit 6, *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, Wilson Fluency Kit, Accelerated Reader, teacher selected materials.

Tier III: Reading Recovery, Fundations, WonderWorks, Wilson, teacher selected materials.

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

Academic Vocabulary:

ELA: Conversations.

Social Studies: cultural, earn, economic system, landmark, resources, role.

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

Speaking	Writing	Reading	Listening
Show and tell, Think-Talk,-Write, Think-Pair-Share, Learning centers, Constructive play, Dramatic presentations, Oral presentations, Scenarios, Small group discussions, Class discussions, Read alouds, Collaborative work.	Original kid writing, Journal writing, Self/peer revising, Interactive writing, Independent writing, Graphic organizers, Letter writing, Integration of technology skills, Note taking, Visual aids.	**Foundation Skills**: Clap syllables, Tap phonemes, Title boards, Letter boards, Magnetic letters, Letter sorting, Elkonian boxes, Multi-sensory activities (sand, shaving cream, water pens, etc.) Letter drills/chants, Read alouds, Repeated readings. **Reading Comprehension:** Reading games, Guided reading groups, Graphic	Partner reporting, Interviewing, Music, Read alongs, Recorded readings, Questions/answers from speech/recording/oral presentation, Following directions.

Learning to Soar

		organizers, Talking to the Text, Literature/Reading Circles, Partner reading, Read alongs, Read alouds.	

Standards: ELA

Students will…

Master	Develop	Introduce
Foundation Skills **Phonics and Word Recognition** • Read grade-appropriate irregularly spelled words. **Fluency** • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. **Reading Informational Text** **Vocabulary Acquisition and Use** • Use words and phrases acquired through conversations, reading, and being read, and responding to text, including words that signal connections and relationships between words and phrases. **Reading Literature** ***Vocabulary Acquisition and Use*** • Use words and phrases acquired through conversations, reading and being read, and responding to text, including words that signal	*To be Mastered in 2nd Grade MP 1* **Foundation Skills** **Phonics and Word Recognition** • Distinguish long and short vowels when reading regularly spelled one-syllable words. **Reading Informational Text** ***Integration of Knowledge and Ideas*** • Explain how graphics contribute to and clarify text. **Reading Literature** ***Integration of Knowledge and Ideas*** • Compare and contrast two or more versions of the same story by different authors or from different cultures. **Grammar** • Divide a sentence between the complete subject and complete predicate.	*To be Mastered in 2nd Grade MP 3* **Foundation Skills** **Phonics and Word Recognition** • Read grade-appropriate irregularly spelled words. **Fluency** • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. **Reading Informational Text** ***Key Ideas and Details*** • Identify main idea of a multi-paragraph text. ***Craft and Structure*** • Determine meaning of words and phrases for multiple-meaning words. ***Integration of Knowledge and Ideas*** • Describe how reasons support specific points in a text. • Compare and contrast key ideas presented in two texts on same topic.

Learning to Soar

connections and relationships between words and phrases.

Writing

	Argumentative
Focus	Form an opinion by choosing among given topics.
Content	Support opinion with reasons related to the opinion.
Organization	Create an organizational structure that includes reasons and provides some sense of closure.
Style	Use a variety of words and phrases.
Conventions	Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.

Technology and Publication

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

Conducting Research

- Participate in individual or shared research and writing projects.

Credibility, Reliability, and Validity of Sources

Production and Distribution of Writing

- With guidance and support, focus on a topic.

Credibility, Reliability, and Validity of Sources

Speaking and Listening

Comprehension and Collaboration

Critical Listening

- Recount or describe key ideas what a speaker says to clarify comprehension, gather additional information, or deepen understanding.

To Be Mastered in 2nd Grade MP 2

Foundation Skills

Phonics and Word Recognition

- Read grade-level high-frequency sight words and words with inconsistent by common spelling –sound correspondences.

Fluency

- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Informational Text

Key Ideas and Details

- Ask and answer Wh's questions about key details.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown or multiple-meaning words and phrases, choosing a range of strategies and tools.

Reading Literature

Key Ideas and Details

- Recount stories and determine their central message, lesson, moral.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown or multiple-meaning words and phrases, choosing a range of strategies and tools.

Writing

	Informational
Focus	Identify and introduce the topic
Content	Develop the topic with facts and/or definitions.
Organization	Group information and provide a concluding statement or section.
Style	Choose words and phrases for effect
Conventions	Capitalize proper nouns. Use commas and apostrophes. Spell words, drawing on common spelling patterns.

Learning to Soar

- With guidance and support, recall information from experience or gather information from provided sources to answer a question.

Craft and Structure

- Use text features (graphs, illustrations, font, etc.) to locate key information efficiently.

Vocabulary Acquisition and Use

- Use words and phrases acquired through conversations, general academics and content-specific vocabulary.

Reading Literature

Key Ideas and Details

- Ask and answer Wh's questions about key details.

Craft and Structure

- Describe structure of a story (beginning, middle, end).

Integration of Knowledge and Ideas

- Use illustrations and words to demonstrate understanding of characters, setting, or plot.

Vocabulary Acquisition and Use

- Use words and phrases acquired through conversations, general academics and content-specific vocabulary.

Writing

	Narrative
Focus	Establish a situation and introduce a narrator and/or character.
	Consult reference material, as needed.

Grammar

- Define, classify, and identify common and proper nouns and types of verbs in sentences.

Production and Distribution of Writing

- Strengthen writing through revision and editing.

Conducting Research

- Participate in individual or shared research and writing projects.

Credibility, Reliability, and Validity of Sources

- With guidance and support, recall relevant information from experience or gather relevant information from provided sources to answer a question.

Speaking and Listening

Presentation of Knowledge and Ideas

Context

- Produce complete sentences when appropriate to task and situation in order to provide requested details or clarification.

Learning to Soar

Content	Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
Organization	Organize a short sequence of events, using temporal words and provide a sense of closure.
Style	Choose words and phrases for effect.
Conventions	Capitalize proper nouns. Use commas and apostrophes. Spell words, drawing on common spelling patterns. Consult references material as needed.

Grammar

- Identify and write complete declarative, interrogative, exclamatory, and imperative sentences.

Speaking and Listening

Comprehension and Collaboration

Collaborative Discussion

- Participate in collaborative conversations in small and large groups.

Learning to Soar

	Presentation of Knowledge and Ideas **Purpose, Audience, and Task** • Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. **Integration of Knowledge and Ideas** **Multimedia** • Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. **Conventions of Standard English** • Demonstrate a command of the conventions of Standard English when speaking based on Grade 2 level and content.	

Social Studies—Accepting Help

Essential Questions:

- Why do we need to accept help from others?
- How do our family and friends offer help to us?
- How can I politely tell a friend or family member that I want to work independently?

Suggested Activities/Assessments:

- Students will create a flow chart for how products go from production to consumer to help us.
- Students will write and draw a timeline for a historical event.
- Students will role play how to accept and reject help from others politely.

Learning to Soar

Standards: Social Studies

Students will…

Master	Develop	Introduce
Economics	*To be Mastered in 2nd Grade MP 1*	*To be Mastered in 2nd Grade MP 3*
Scarcity and Choice • Identify scarcity of resources within the family. **Markets and Economic Systems** • Explain the role of money in determining price. • Define an economic system at the individual level. **Income, Profit, and Wealth** • Identify earn money. • Identify buyers and sellers. • Explain the need to save money. ***History*** **Pennsylvania History** • Identify holiday and cultural celebrations in a community and why they are celebrated. **United States History** • Identify Americans who played a significant role in American history. • Identify American landmarks and their significance. **World History**	***Civics and Government*** **Principles and Documents of Government** • Explain the purposes of rules and their consequences in the classroom and school community. • Explain the importance of rules in the classroom and school community. • Define fairness in working with others. • Explain why school rules are written and posted. **Rights and Responsibilities of Citizenship** • Identify and explain the importance of responsibilities at school, at home, and in the community. • Identify a problem and probable solution. • Identify community projects/activities that support leadership and public service.	***Economics*** **Markets and Economic Systems** • Differentiate between markets and competition. • Explain how demand for a consumer good impacts price. • Identify the impact on a community when a business closes. • Describe the role of financial institutions as related to consumers' financial needs. **Income, Profit, and Wealth** • Explain how money earned by individuals is used to meet needs and wants. • Differentiate how different job skills impact earnings. • Describe the role of local businesses. • Describe money saving behaviors. • Describe the qualities that may be necessary to complete a task.

Learning to Soar

• Explain why cultures celebrate.	• Explain responsible community behavior. **How Government Works** • Identify positions of authority at school. • Identify and explain behaviors for responsible school citizens and possible consequences for inappropriate action. • Identify different types of media. ***Economics*** **Scarcity and Choice** • Identify scarcity of resources within the school community. • Explain how choice has consequences. • Identify a choice based on community interest. **Markets and Economic Systems** • Define personal choice as related to buying an item. **Functions of Government** • Identify the specialized role performed by each member of the family. • Identify individual wants and needs. *To Be Mastered in 2nd Grade MP 2* ***Civics and Government***	• Explain the responsibilities of a business owner. • Identify how saving for a purchase occurs over time. • Describe why people save money in the local bank. ***Geography*** • Identify the effect of local geography on the residents of the region (food, clothing, industry, trade, types of shelter, etc.) ***History*** **Historical Analysis and Skills Development** • Read and interpret information on simple timelines. • Identify documents relating to an event. • Apply sources of historical information. **United States History** • Identify groups and organizations and their contributions to the United States. • Identify American artifacts and their importance in American history. • Identify facts related to how different people describe the same event at different time periods.

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	Principles and Documents of Government • Describe citizens' responsibilities to the state of Pennsylvania and the nation. • Identify state symbols. **How Government Works** • Identify the role government plays in the community (education, transportation). • Identify local government leaders. • Identify other types of services provided by local government. • Identify the responsibilities of voters after the vote. ***Economics*** **Scarcity and Choice** • Identify community wants and needs. **Markets and Economic Systems** • Identify goods, services, consumers, and producers in the local community. **Functions of Government** • Identify examples of goods and services provided by the private sector. ***Geography***	• Demonstrate an understanding of how different groups describe the same event or situation.

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	• Identify how basic geographic tools are used to organize information. • Describe regions in geographic reference using physical features. • Identify the physical characteristics of places. • Identify the basic physical processes that affect the physical characteristics of regions.	

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Appendix

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Narrative Student Writing Rubric
1st Grade

Ask Yourself:	1 ★	2 ★★	3 ★★★	4 ★★★★
Did you recount two or more appropriately sequenced events?	No, I didn't recount two or more event at all.	Well, I somewhat recounted two or more events.	Yes, I recounted two or more appropriately sequenced events.	Yes, I recounted two or more appropriately sequenced events in a very creative way!
Did you include details regarding what happened?	No, I didn't include details regarding what happened.	Well, I include SOME details regarding what happened.	Yes, I include SEVERAL details regarding what happened.	Yes, I include MANY details regarding what happened in a very creative way!
Did you use words to signal event order?	No, I didn't use words to signal event order.	Well, I used a FEW words to signal event order.	Yes, I used SEVERAL words to signal event order.	Yes, I used MANY words to signal event order in a very creative way.
Did you provide a sense of closure?	No, I didn't provide a sense of closure.	Well, I somewhat provided a sense of closure.	Yes, I provided a sense of closure.	Yes, I provided a sense of closure in a very creative way!

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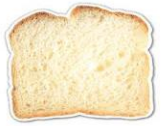
Name _____ Date _____

Narrative Writing Rubric

	Applying Independently	Mastery	Approaching	Beginning
				
Focus	The student established a well-developed "who" and "what" the narrative will be about.	The student established "who" and "what" the narrative will be about.	The student somewhat established "who" OR "what" the narrative will be about.	The student did not establish "who" and "what" the narrative will be about.
Content	The student included 5 or more thoughts and feelings to describe experiences and events.	The student included 3-4 thoughts and feelings to describe experiences and events.	The student included 1-2 thoughts or feelings to describe an experience or event.	The students did not include thoughts and feelings to describe experiences and events.
Organization	The student recounted 4 or more sequences of events using temporal words and provided some sense of closure.	The student recounted at least 3 sequences of events using temporal words and provided some sense of closure.	The student recounted 1-2 events using limited temporal words and attempted to provide a sense of closure.	The student did not recount any sequence of events or use temporal words. The student did not provide a sense of closure.
Style	The student used words and phrases for effect throughout entire paper.	The student used a variety of words and phrases.	The student used limited words and phrases for effect.	The student did not provide words and phrases for effect.
Conventions	The student used capitalization, punctuation, and grammar with no errors. The student applied phonetic spelling to unknown words and spelled all sight words correctly.	The students used capitalization, punctuation, grammar with 3 or less errors. The Student applied phonetic spelling to unknown words and spelled 3 or less sight words incorrectly.	The student used capitalization, punctuation, and grammar with 4 errors. The student applied phonetic spelling to unknown words and spelled 4 sight words correctly.	The student used capitalization, punctuation, and grammar with 5 or more errors, or the paper was unreadable. The student did not apply phonetic spelling to unknown words and spelled 5 or more sight words incorrectly.

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Informational Student Writing Rubric

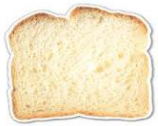
1st Grade

Ask Yourself:	1 ★	2 ★★	3 ★★★	4 ★★★★
Did you name the topic you are writing about?	No, I didn't name my topic at all.	Well, I somewhat named my topic.	Yes, I named my topic I am writing about.	Yes, I named my topic in a very creative way!
Did you use facts about the topic?	No, I didn't use facts about the topic.	Well, I used FEW facts about the topic.	Yes, I used SEVERAL facts about the topic.	Yes, I used MANY facts and about the topic in a very creative way!
Did you provide a sense of closure?	No, I didn't provide a sense of closure.	Well, I somewhat provided a sense of closure	Yes, I provided a sense of closure.	Yes, I provided a sense of closure in a very creative way!

Learning to Soar

Name _____ Date _____

Informative Writing Rubric

	Applying Independently	Mastery	Approaching	Beginning
				
Focus	The student identified and wrote about one specific topic and stayed on topic for entire paper.	The student identified and wrote about one specific topic and stayed on topic some of the time.	The student identified a topic but did not stay on topic most of the time.	The student did not write a topic sentence and did not stay on topic at all.
Content	The student developed the topic with 5 or more facts.	The student developed the topic with at least 3-4 facts.	The student developed the topic with at least 1-2 facts.	The student did not include any facts.
Organization	The student grouped information and provided closure.	The student grouped information and provided a sense of closure.	The student wrote a closing sentence that was unrelated to the topic.	The student did not provide a sense of closure at all.
Style	The student used words and phrases for effect throughout entire paper.	The student used words and phrases for effect.	The student used limited words and phrases for effect.	The student did not provide words and phrases for effect.
Conventions	The student used capitalization, punctuation, and grammar with no errors. The student applied phonetic spelling to unknown words and spelled all sight words correctly.	The student used capitalization, punctuation, and grammar with 3 or less errors. The student applied phonetic spelling to unknown words and spelled 3 or less sight words correctly.	The student used capitalization, punctuation, and grammar with 4 errors. The student applied phonetic spelling to unknown words and spelled 4 sight words correctly.	The student used capitalization, punctuation, and grammar with 5 or more errors, or the paper was unreadable. The student did not apply phonetic spelling to unknown words and spelled 5 or more sight words incorrectly.

Learning to Soar

Opinion Student Writing Rubric

1st Grade

Ask Yourself:	1 ★	2 ★★	3 ★★★	4 ★★★★
Did you introduce the topic you are writing about?	No, I didn't introduce my topic at all.	Well, I somewhat introduced my topic.	Yes, I introduced my topic.	Yes, I introduced my topic in a very creative way!
Did you clearly state your opinion?	No, I didn't state my opinion at all.	Well, I Somewhat stated my opinion.	Yes, I stated my opinion.	Yes, I clearly stated my opinion in a very creative way!
Did you supply reasons to support your opinion?	No, I didn't supply any reasons to support my opinion.	Well, I supplied ONE reason to support my opinion.	Yes, I supplied MORE THAN ONE reason to support my opinion.	Yes, I supplied MANY reasons to support my opinion in a very creative way!
Did you provide a sense of closure?	No, I didn't provide a sense of closure.	Well, I Somewhat provided a sense of closure.	Yes, I provided a sense of closure.	Yes, I provided a sense of closure in a very creative way!

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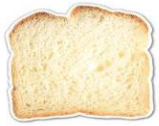
Learning to Soar

Name _____ Date _____

Opinion Writing Rubric

	Applying Independently	Mastery	Approaching	Beginning
				
Focus	The student formed a strong opinion by choosing among given topics.	The student formed an opinion by choosing among given topics.	The student formed an unclear opinion.	The student did not form an opinion on a given topic.
Content	The student supported opinion with 5 or more reasons related to the opinion.	The student supported opinion with at least 3-4 reasons related to the opinion.	The student supported opinion with 1-2 reasons related to the opinion.	The student did not support or was not related to the opinion.
Organization	The student created an organizational structure that includes reasons and provides closure.	The student created an organizational structure that includes reasons and provides some sense of closure.	The student attempted to create an organizational structure and provide a sense of closure.	The student did not create an organizational structure and did not provide closure.
Style	The student used words and phrases for effect throughout entire paper.	The student used a variety of words and phrases.	The student used limited words and phrases for effect.	The student did not provide words and phrases for effect.
Conventions	The student used capitalization, punctuation, and grammar with no errors. The student applied phonetic spelling to unknown words and spelled all sight words correctly.	The student used capitalization, punctuation, and grammar with 3 or less errors. The student applied phonetic spelling to unknown words and spelled 3 or less sight words correctly.	The student used capitalization, punctuation, and grammar with 4 errors. The student applied phonetic spelling to unknown words and spelled 4 sight words correctly.	The student used capitalization, punctuation, and grammar with 5 or more errors, or the paper was unreadable. The student did not apply phonetic spelling to unknown words and spelled 5 or more sight words incorrectly.

Learning to Soar
Presentation Rubric
1st Grade

4 **Applying Independently**	• 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.
3 **Mastered**	• 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.
2 **Approaching**	• Uses some details to describe people, places, things, or events, but more relevant details could have been added. • Presents feelings and ideas clearly sometimes. • Uses visual displays that do not support the main idea of the presentation. • Speaks too softly. • Uses complete and incomplete sentences.
1 **Beginning**	• Presents few details. • Presents unclear Ideas and feelings. • Does not use any visual displays. • Speaks unclearly. • Does not use complete sentences.

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Small Group Discussion Rubric

1st Grade

4 - Applying Independently	3 - Mastered	2 - Approaching	1 - Beginning
In small groups, the student: • looks at the person speaking • actively listens • voluntarily takes part in the discussion • encourages others in the group to participate • offers new information from others' ideas • stays on topic • occasionally and appropriately leads the group	In small groups, the student: • looks at the person speaking • actively listens • voluntarily takes part in the discussion • offers new information • stays on topic	In small groups, with teacher reminders, the student: • looks at the person speaking • actively listens • takes part in the discussion • stays on topic	Student reluctantly participates in group discussions even with teacher encouragement.

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Collaboration Rubric
1st Grade

4 – Applying Independently	3 - Mastered	2 - Approaching	1 - Beginning
Student follows the rules of conversation by: • having eye contact • waiting his/her turn to speak • staying on topic • demonstrating these rules with various people and situations • taking an active role in the group • actively listening • building off of others' ideas • encouraging others to participate • complimenting others	Student follows the rules of conversation by: • having eye contact • waiting his/her turn to speak • staying on topic • taking an active role in the group • actively listening • giving ideas • acknowledging others	Student needs reminders to follow the rules of conversation: • having eye contact • waiting his/her turn to speak • staying on topic • taking an active role in the group • listening to others • working with others	Student needs frequent reminders to follow the rules of conversation: • have eye contact • waiting his/her turn to speak • staying on topic • taking a role in the group • listening to others • working with others

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Speaking Rubric

1st Grade

4 **Applying Independently**	• Speaks audibly with appropriate volume • Speaks in complete sentences • Correct subject/verb agreement • Uses descriptive words and details in conversation • Multiple sentences on topic
3 **Mastered**	• Speaks audibly • Speaks in complete sentences • Correct subject/verb agreement • Speaks on topic and answers appropriately
2 **Approaching**	• May or may not speak audibly • Inconsistent use of complete sentences • Inconsistent use of subject/verb agreement • May or may not speak on topic
1 **Beginning**	• Speaks inaudibly • Speaks in single words or phrases • Doesn't use correct subject/verb agreement • Unable to speak/answer on topic

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Name: _____ Date: _____

Reading Rubric

	4 Beyond	3 At Grade Level	2 Approaching	1 Below Grade Level
Word Solving	Student uses many strategies to solve unknown words.	Student uses several strategies to solve unknown words, but will at times ask for help for unknown words.	Student uses two strategies to solve words, but will ask for help or skips unknown words.	Student rarely stop to solve unknown words, does not ask for help, skips unknown words
Fluency	Student often reads smoothly, follows punctuation, and uses expression.	Student sometimes reads smoothly, follows punctuation, and uses expression.	Student occasionally reads smoothly, follows punctuation, and uses expression.	Student does not read smoothly, follow punctuation, and use expression.
Comprehension	Student can answer 4 or more questions about the text.	Student can answer at least 3 questions about the text.	Student can answer at least 2 questions about the text.	Student cannot answer questions about the text.

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Reading Inventory

	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
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, setting)	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

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				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