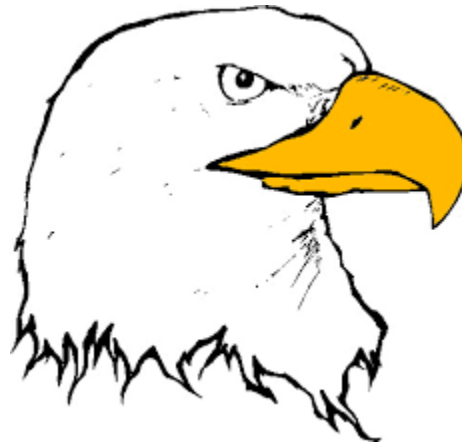


Learning to Soar

# 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**

## Second Grade

Learning to Soar  
**The Humanities Curriculum Committee**

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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 21<sup>st</sup> Century.

#### Second Grade: Goal: Persistent Learners

(Descriptor) A successful student needs to have resiliency in order to persevere in his/her learning. Having an "I can" attitude helps a student work through new learning materials. Focusing a personal goal in which one is invested makes the learning more meaningful. Knowing one's challenges and strengths allows one to set goals and to try again if things don't work out the first time. Students in the Second Grade will begin to investigate their own strengths and challenges in order to be persistent learners.

**Theme One:** *Focus on the Goal: Striving to Do My Best*

**Theme Two:** *Adapt to Challenges—Changing to Meet My Needs/Wants*

**Theme Three:** *Use Your Strengths—Overcoming Obstacles*

**Theme Four:** *Try and Try Again—Persisting to the End*

# Learning to Soar

## PA ELA Core Standards for Second Grade

([www.pdesad.org](http://www.pdesad.org))

### Foundational Skills

CC.1.1.2.D.-E. Students will gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

#### Reading

CC.1.2.2.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.1.3.2.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.1.4.2.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.1.5.2.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

- 5.1.2.A.-F. Principles and Documents of Government
- 5.2.2.A.-D. Rights and Responsibilities of Citizenship
- 5.3.2.A.-I. How Government Works
- 5.4.2.A.-B. How International Relationships Function

### Geography

- 7.1.2.A.-B. Basic Geographic Literacy
- 7.2.2.A.-B. Physical Characteristics of Places and Regions
- 7.3.2.A. Human Characteristics of Places and Regions
- 7.4.2.A.-B. Interactions between People and the Environment

### Economics

- 6.1.2.A.-D. Scarcity and Choice
- 6.2.2.A.-G. Markets and Economic Systems
- 6.3.2.A.-D. Functions of Government
- 6.4.2.A.-D. Economic Interdependence
- 6.5.2.A.-H. Income, Profit, and Wealth

### History

- 8.1.2.A.-C. Historical Analysis and Skills Development
- 8.2.2.A.-D. Pennsylvania History
- 8.3.2.A.-D. United States History
- 8.3.2.A.-D. World History

# Learning to Soar

## 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: Second 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.		

# Learning to Soar

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

## Grade Level: Second 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	

# Learning to Soar

## Humanities Curriculum for English/Language Arts and Social Studies

# Second Grade

### “Persistent Learners”—Seeing it through

(Social Studies Focus: Neighborhoods)

### **MARKING PERIOD 1**

**Overarching Concept: Goal**

**Theme: Focus on the Goal: Striving to Do My Best**

**Big Idea/Enduring Understanding:** Without a clear focus, one will struggle to see a project through to the end. With the end, or goal, in mind, a student will strive to do his/her best to be successful. Often one may attempt to complete a task with only the goal of getting it finished, rather than working for quality in the workmanship. This unit will focus on how others in literature and throughout history have had a clear focus on a goal and have been successful in achieving their dream.

**Essential Questions:**

- What is a goal?
- Why is a goal important?
- Is it okay to change my goal?
- When should I change my goal?
- How do I decide on my goal?
- How do I avoid getting distracted from my goal?

**Cumulating Assessment:** Student will participate in a small group discussion comparing and contrasting two or more versions of the same story about goals or goal setting by different authors or from different cultures. (N.B. Students will discuss and identify a personal goal to achieve throughout the year. This goal will be a vital part for future Cumulating Assessment(s).)

**Common Assessment Tool:** Small Group Discussion Rubric

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

**Suggested Community Outreach:** Local firefighters



## Learning to Soar

### Resources: for ELA and Social Studies

**Tier I:** McGraw-Hill's Wonders Unit 1, On-Grade Level Leveled Readers, Accelerated Reader, 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:** Wonderworks, Wilson Reading System, Foundations, Corrective Reading, teacher selected materials.

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

### Academic Vocabulary:

**ELA:** N/A

**Social Studies:** citizen, community behavior, community interest, community projects, fairness, forms of media, nation, Pennsylvania, personal choice, responsible, solution, state 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, Dramatic presentations, Oral presentations, Scenarios, Small group discussions, Class discussions, Read alouds, Collaborative work.	Writing Process, Journal writing, Self/peer revising, Interactive writing, Independent writing, Graphic organizers, Integration of technology skills, Note taking, Visual aids.	<b>Foundation Skills:</b> 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. <b>Reading Comprehension:</b> Literature circles, Reading games, Book clubs, Guided reading groups, Graphic organizers, Talking to the Text, Partner reading, Read alouds, Read alouds.	Partner reporting, Interviewing, Music, Read alouds, Recorded readings, Questions/answers from speech/recording/oral presentation, Following directions.

## Learning to Soar

**Standards: ELA****Students will...**

<b>Master</b>	<b>Develop</b>	<b>Introduce</b>
<p><b>Foundation Skills</b></p> <p><b>Phonics and Word Recognition</b></p> <ul style="list-style-type: none"> <li>Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> </ul> <p><b>Reading Informational Text</b></p> <p><i>Integration of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> <li>Explain how graphics contribute to and clarify text.</li> </ul> <p><b>Reading Literature</b></p> <p><i>Integration of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> <li>Compare and contrast two or more versions of the same story by different authors or from different cultures.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Divide a sentence between the complete subject and complete predicate.</li> </ul> <p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>With guidance and support, focus on a topic.</li> </ul>	<p><i>To be Mastered in 2<sup>nd</sup> Grade MP 2</i></p> <p><b>Foundation Skills</b></p> <p><b>Phonics and Word Recognition</b></p> <ul style="list-style-type: none"> <li>Read grade-level high-frequency sight words and words with inconsistent by common spelling–sound correspondences.</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p><b>Reading Informational Text</b></p> <p><i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> <li>Ask and answer Wh’s questions about key details.</li> </ul> <p><i>Craft and Structure</i></p> <ul style="list-style-type: none"> <li>Use text features (graphs, illustrations, font, etc.) to locate key information efficiently.</li> </ul> <p><i>Vocabulary Acquisition and Use</i></p> <ul style="list-style-type: none"> <li>Use words and phrases acquired through conversations, general academics and content-specific vocabulary.</li> </ul>	<p><i>To be Mastered in 2<sup>nd</sup> Grade MP 4</i></p> <p><b>Foundation Skills</b></p> <p><b>Phonics and Word Recognition</b></p> <ul style="list-style-type: none"> <li>Decode two-syllable words with long vowels and words with common prefixes and suffixes.</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Read on-level text with purpose and understanding.</li> </ul> <p><b>Reading Informational Text</b></p> <p><i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> <li>Describe the connection between a series of events, concepts, or process.</li> </ul> <p><b>Reading Literature</b></p> <p><i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> <li>Describe how characters respond to major events and challenges.</li> </ul> <p><i>Craft and Structure</i></p> <ul style="list-style-type: none"> <li>Read dramatically for character voice.</li> <li>Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</li> </ul>

# Learning to Soar

<p><b>Speaking and Listening</b>  <b>Comprehension and Collaboration</b>  <b>Critical Listening</b>                  Recount or describe key ideas what a speaker says to clarify comprehension, gather additional information, or deepen understanding.</p>	<p><b>Reading Literature</b>  <b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Ask and answer Wh’s questions about key details.</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>Describe structure of a story (beginning, middle, end).</li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>Use illustrations and words to demonstrate understanding of characters, setting, or plot.</li> </ul> <p><b>Vocabulary Acquisition and Use</b></p> <ul style="list-style-type: none"> <li>Use words and phrases acquired through conversations, general academics and content-specific vocabulary.</li> </ul> <p><b>Writing</b></p> <table border="1" data-bbox="779 857 1318 1352"> <tr> <td></td> <td><b>Narrative</b></td> </tr> <tr> <td><i>Focus</i></td> <td>Establish a situation and introduce a narrator and/or character.</td> </tr> <tr> <td><i>Content</i></td> <td>Include thoughts and feelings to describe experiences and events to show the response of characters to situations.</td> </tr> <tr> <td><i>Organization</i></td> <td>Organize a short sequence of events, using temporal</td> </tr> </table>		<b>Narrative</b>	<i>Focus</i>	Establish a situation and introduce a narrator and/or character.	<i>Content</i>	Include thoughts and feelings to describe experiences and events to show the response of characters to situations.	<i>Organization</i>	Organize a short sequence of events, using temporal	<p><b>Writing</b></p> <table border="1" data-bbox="1348 240 1892 1105"> <tr> <td></td> <td><b>Argumentative</b></td> </tr> <tr> <td><i>Focus</i></td> <td>Identify the topic and state an opinion.</td> </tr> <tr> <td><i>Content</i></td> <td>Support opinion with reasons that include details connected to opinion.</td> </tr> <tr> <td><i>Organization</i></td> <td>Create an organizational structure that includes reasons and includes a concluding statement.</td> </tr> <tr> <td><i>Style</i></td> <td>Use a variety of words and phrases to appeal to an audience.</td> </tr> <tr> <td><i>Conventions</i></td> <td>Capitalize proper nouns. Use commas and apostrophes. Spell words, drawing on common spelling patterns. Consult reference material as needed.</td> </tr> </table> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Correctly form irregular plural nouns and regular and irregular possessive nouns.</li> </ul> <p><b>Technology and Publication</b></p> <ul style="list-style-type: none"> <li>Explore a variety of digital tools in collaboration with peers.</li> </ul>		<b>Argumentative</b>	<i>Focus</i>	Identify the topic and state an opinion.	<i>Content</i>	Support opinion with reasons that include details connected to opinion.	<i>Organization</i>	Create an organizational structure that includes reasons and includes a concluding statement.	<i>Style</i>	Use a variety of words and phrases to appeal to an audience.	<i>Conventions</i>	Capitalize proper nouns. Use commas and apostrophes. Spell words, drawing on common spelling patterns. Consult reference material as needed.
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## Learning to Soar

		words and provide a sense of closure.	<p><b>Speaking and Listening</b>  <b>Comprehension and Collaboration</b>  <b>Evaluating Information</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding.</li> </ul>
<i>Style</i>		Choose words and phrases for effect.	
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<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Identify and write complete declarative, interrogative, exclamatory, and imperative sentences.</li> </ul> <p><b>Speaking and Listening</b>  <b>Comprehension and Collaboration</b>  <b>Collaborative Discussion</b></p> <ul style="list-style-type: none"> <li>Participate in collaborative conversations in small and large groups.</li> </ul> <p><b>Presentation of Knowledge and Ideas</b>  <b>Purpose, Audience, and Task</b></p> <ul style="list-style-type: none"> <li>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li> </ul>			

## Learning to Soar

	<p><b>Integration of Knowledge and Ideas</b></p> <p><b>Multimedia</b></p> <ul style="list-style-type: none"> <li>• Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.</li> </ul> <p><b>Conventions of Standard English</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a command of the conventions of Standard English when speaking based on Grade 2 level and content.</li> </ul> <p><i>To be Mastered in 2<sup>nd</sup> Grade MP 3</i></p> <p><b>Foundation Skills</b></p> <p><b>Phonics and Word Recognition</b></p> <ul style="list-style-type: none"> <li>• Read grade-appropriate irregularly spelled words.</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> </ul> <p><b>Reading Informational Text</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• Identify main idea of a multi-paragraph text.</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• Determine meaning of words and phrases for multiple-meaning words.</li> </ul>	
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## Learning to Soar

<p><b><i>Integration of Knowledge and Ideas</i></b></p> <ul style="list-style-type: none"> <li>Describe how reasons support specific points in a text.</li> <li>Compare and contrast key ideas presented in two texts on same topic.</li> </ul> <p><b><i>Vocabulary Acquisition and Use</i></b></p> <ul style="list-style-type: none"> <li>Determine or clarify the meaning of unknown or multiple-meaning words and phrases, choosing a range of strategies and tools.</li> </ul> <p><b>Reading Literature</b></p> <p><b><i>Key Ideas and Details</i></b></p> <ul style="list-style-type: none"> <li>Recount stories and determine their central message, lesson, moral.</li> </ul> <p><b><i>Vocabulary Acquisition and Use</i></b></p> <ul style="list-style-type: none"> <li>Determine or clarify the meaning of unknown or multiple-meaning words and phrases, choosing a range of strategies and tools.</li> </ul> <p><b>Writing</b></p> <table border="1"> <thead> <tr> <th></th> <th><b>Informational</b></th> </tr> </thead> <tbody> <tr> <td><i>Focus</i></td> <td>Identify and introduce the topic.</td> </tr> <tr> <td><i>Content</i></td> <td>Develop the topic with facts and/or definitions.</td> </tr> <tr> <td><i>Organization</i></td> <td>Group information and provide a concluding statement or section.</td> </tr> </tbody> </table>			<b>Informational</b>	<i>Focus</i>	Identify and introduce the topic.	<i>Content</i>	Develop the topic with facts and/or definitions.	<i>Organization</i>	Group information and provide a concluding statement or section.
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## Learning to Soar

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	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Define, classify, and identify common and proper nouns and types of verbs in sentences.</li> </ul> <p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>Strengthen writing through revision and editing.</li> </ul> <p><b>Conducting Research</b></p> <ul style="list-style-type: none"> <li>Participate in individual or shared research and writing projects.</li> </ul> <p><b>Credibility, Reliability, and Validity of Sources</b></p> <ul style="list-style-type: none"> <li>With guidance and support, recall relevant information from experience or gather relevant information from provided sources to answer a question.</li> </ul> <p><b>Speaking and Listening</b> <b>Presentation of Knowledge and Ideas</b></p>		

## Learning to Soar

	<p><b>Context</b></p> <ul style="list-style-type: none"> <li>• Produce complete sentences when appropriate to task and situation in order to provide requested details or clarification.</li> </ul>	
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### ***Social Studies—Setting the Goals for a Neighborhood***

***Essential Questions:***

- How does a neighborhood plan for the future?
- How can a neighborhood use its people, organizations, and resources to plan for the future?
- What does a responsible citizen do to help his/her neighborhood?

***Suggested Activities/Assessments:***

- Student will create a graphic organizer for possible problem/solution within a neighborhood.
- Students will write and draw a narrative story board about school rules.
- Students will use listening skills to paraphrase the visit from the local firefighter.

***Standards: Social Studies***

***Students will...***

<b>Master</b>	<b>Develop</b>	<b>Introduce</b>
<p><b><i>Civics and Government</i></b>  <b>Principles and Documents of Government</b></p> <ul style="list-style-type: none"> <li>• Explain the purposes of rules and their consequences in the classroom and school community.</li> </ul>	<p><i>To be Mastered in 2<sup>nd</sup> Grade MP 2</i></p> <p><b><i>Civics and Government</i></b>  <b>Principles and Documents of Government</b></p>	<p><i>To be Mastered in 2<sup>nd</sup> Grade MP 4</i></p> <p><b><i>Civics and Government</i></b>  <b>How Government Works</b></p> <ul style="list-style-type: none"> <li>• Describe situations in the state or nation when having an elected</li> </ul>



## Learning to Soar

<ul style="list-style-type: none"> <li>• Explain the importance of rules in the classroom and school community.</li> <li>• Define fairness in working with others.</li> <li>• Explain why school rules are written and posted.</li> </ul> <p><b>Rights and Responsibilities of Citizenship</b></p> <ul style="list-style-type: none"> <li>• Identify and explain the importance of responsibilities at school, at home, and in the community.</li> <li>• Identify a problem and probable solution.</li> <li>• Identify community projects/activities that support leadership and public service.</li> <li>• Explain responsible community behavior.</li> </ul> <p><b>How Government Works</b></p> <ul style="list-style-type: none"> <li>• Identify positions of authority at school.</li> <li>• Identify and explain behaviors for responsible school citizens and possible consequences for inappropriate action.</li> <li>• Identify different types of media.</li> </ul> <p><b>Economics</b> <b>Scarcity and Choice</b></p>	<ul style="list-style-type: none"> <li>• Describe citizens' responsibilities to the state of Pennsylvania and the nation.</li> <li>• Identify state symbols.</li> </ul> <p><b>How Government Works</b></p> <ul style="list-style-type: none"> <li>• Identify the role government plays in the community (education, transportation).</li> <li>• Identify local government leaders.</li> <li>• Identify other types of services provided by local government.</li> <li>• Identify the responsibilities of voters after the vote.</li> </ul> <p><b>Economics</b> <b>Scarcity and Choice</b></p> <ul style="list-style-type: none"> <li>• Identify community wants and needs.</li> </ul> <p><b>Markets and Economic Systems</b></p> <ul style="list-style-type: none"> <li>• Identify goods, services, consumers, and producers in the local community.</li> </ul> <p><b>Functions of Government</b></p> <ul style="list-style-type: none"> <li>• Identify examples of goods and services provided by the private sector.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Identify how basic geographic tools are used to organize information.</li> </ul>	<p>official representing the people is beneficial.</p> <ul style="list-style-type: none"> <li>• Define taxes and why they are paid.</li> </ul> <p><b>How International Relationships Function</b></p> <ul style="list-style-type: none"> <li>• Explain examples of conflict in the community, state, and nation.</li> <li>• Identify ways that countries can work together.</li> <li>• Explain why nations need to work together for peace.</li> <li>• Identify the different types of media.</li> <li>• Explain how a community reaches compromise.</li> </ul> <p><b>Economics</b> <b>Functions of Government</b></p> <ul style="list-style-type: none"> <li>• Define taxes and who pays them.</li> <li>• Identify products produced outside the United States.</li> </ul> <p><b>Economic Interdependence</b></p> <ul style="list-style-type: none"> <li>• Identify local examples of specialization of work.</li> <li>• Identify products that come from any different countries.</li> </ul>
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## Learning to Soar

<ul style="list-style-type: none"> <li>• Identify scarcity of resources within the school community.</li> <li>• Explain how choice has consequences.</li> <li>• Identify a choice based on community interest.</li> </ul> <p><b>Markets and Economic Systems</b></p> <ul style="list-style-type: none"> <li>• Define personal choice as related to buying an item.</li> </ul> <p><b>Functions of Government</b></p> <ul style="list-style-type: none"> <li>• Identify the specialized role performed by each member of the family.</li> <li>• Identify individual wants and needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe regions in geographic reference using physical features.</li> <li>• Identify the physical characteristics of places.</li> <li>• Identify the basic physical processes that affect the physical characteristics of regions.</li> </ul> <p><i>To be Mastered in 2<sup>nd</sup> Grade MP 3</i></p> <p><b>Economics</b></p> <p><b>Markets and Economic Systems</b></p> <ul style="list-style-type: none"> <li>• Differentiate between markets and competition.</li> <li>• Explain how demand for a consumer good impacts price.</li> <li>• Identify the impact on a community when a business closes.</li> <li>• Describe the role of financial institutions as related to consumers' financial needs.</li> </ul> <p><b>Income, Profit, and Wealth</b></p> <ul style="list-style-type: none"> <li>• Explain how money earned by individuals is used to meet needs and wants.</li> <li>• Differentiate how different job skills impact earnings.</li> <li>• Describe the role of local businesses.</li> <li>• Describe money saving behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify buyers and sellers and how their wants and needs are addressed.</li> </ul> <p><b>History</b></p> <p><b>World History</b></p> <ul style="list-style-type: none"> <li>• Explain why cultures have commemorations and remembrances.</li> <li>• Explain the significance of historical documents on world history.</li> <li>• Identify how cultures have commemorations and remembrances.</li> <li>• Identify global issues that require cooperation among nations.</li> </ul>
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## Learning to Soar

	<ul style="list-style-type: none"> <li>• Describe the qualities that may be necessary to complete a task.</li> <li>• Explain the responsibilities of a business owner.</li> <li>• Identify how saving for a purchase occurs over time.</li> <li>• Describe why people save money in the local bank.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Identify the effect of local geography on the residents of the region (food, clothing, industry, trade, types of shelter, etc.)</li> </ul> <p><b>History</b></p> <p><b>Historical Analysis and Skills Development</b></p> <ul style="list-style-type: none"> <li>• Read and interpret information on simple timelines.</li> <li>• Identify documents relating to an event.</li> <li>• Apply sources of historical information.</li> </ul> <p><b>United States History</b></p> <ul style="list-style-type: none"> <li>• Identify groups and organizations and their contributions to the United States.</li> <li>• Identify American artifacts and their importance in American history.</li> </ul>	
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## Learning to Soar

	<ul style="list-style-type: none"><li>• Identify facts related to how different people describe the same event at different time periods.</li></ul>	
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# Learning to Soar

## Humanities Curriculum for English/Language Arts and Social Studies

# Second Grade

### **“Persistent Learners”—Seeing it through**

(Social Studies Focus: Neighborhoods)

### **MARKING PERIOD 2**

#### ***Overarching Concept: Challenge***

#### ***Theme: Adapt to Challenges—Changing to Meet My Needs/Wants***

***Big Idea/Enduring Understanding:*** In order to be persistent, one must recognize that everything does not go as one may plan from the start. One must adapt to any challenges that may occur over time. Challenges may come from within oneself or from the world around him/her. Challenges happen, but one who can adapt to these challenges has a better chance to see a task through to its end. In this unit, students will read a variety of text from literature and informational texts to see how others adapt to their challenges and by doing so, meet their own needs and/or wants to be successful.

#### ***Essential Questions:***

- What is a challenge?
- How might I adjust due to challenges?
- Why do I have to adjust?
- What resources do I need to adjust?
- What can I change; what can I not change?

***Cumulating Assessment:*** Students will write a friendly letter (a personal narrative) to a family member or another adult about their journey towards their personal goal.

***Common Assessment Tool:*** Narrative Writing Rubric

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

***Suggested Community Outreach:*** Local Post Office

## Learning to Soar

### **Resources: for ELA and Social Studies**

**Tier I:** McGraw-Hill's Wonders Units 2 and 3, On-Grade Level Leveled Readers, Accelerated Reader, 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:** Wonderworks, Wilson Reading System, Foundations, Corrective Reading, teacher selected materials.

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

### **Academic Vocabulary:**

**ELA:** apostrophes, imperative sentences, plot, proper nouns, response of characters, situation, Wh's questions.

**Social Studies:** commerce, community, ethnicity, government leaders, historical figures, industry, local government, monument, private sector, regions, resident, services, social organizations, statutes, voters.

### **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, Dramatic presentations, Oral presentations, Scenarios, Small group discussions, Class discussions, Read alouds, Collaborative work.	Writing Process, Journal writing, Self/peer revising, Interactive writing, Independent writing, Graphic organizers, Integration of technology skills, Note taking, Visual aids.	<p><b>Foundation Skills:</b> 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.</p> <p><b>Reading Comprehension:</b> Literature circles, Reading games, Book clubs, Guided reading groups, Graphic organizers, Talking to the Text, Partner reading, Read alouds, Read alouds.</p>	Partner reporting, Interviewing, Music, Read alouds, Recorded readings, Questions/answers from speech/recording/oral presentation, Following directions.

## Learning to Soar

**Standards: ELA****Students will...**

<b>Master</b>	<b>Develop</b>	<b>Introduce</b>
<p><b>Foundation Skills</b></p> <p><b>Phonics and Word Recognition</b></p> <ul style="list-style-type: none"> <li>Read grade-level high-frequency sight words and words with inconsistent by common spelling – sound correspondences.</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p><b>Reading Informational Text</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Ask and answer Wh’s questions about key details.</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>Use text features (graphs, illustrations, font, etc.) to locate key information efficiently.</li> </ul> <p><b>Vocabulary Acquisition and Use</b></p> <ul style="list-style-type: none"> <li>Use words and phrases acquired through conversations, general academics and content-specific vocabulary.</li> </ul> <p><b>Reading Literature</b></p> <p><b>Key Ideas and Details</b></p>	<p><i>To be Mastered in 2<sup>nd</sup> Grade MP 3</i></p> <p><b>Foundation Skills</b></p> <p><b>Phonics and Word Recognition</b></p> <ul style="list-style-type: none"> <li>Read grade-appropriate irregularly spelled words.</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> </ul> <p><b>Reading Informational Text</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Identify main idea of a multi-paragraph text.</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>Determine meaning of words and phrases for multiple-meaning words.</li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>Describe how reasons support specific points in a text.</li> <li>Compare and contrast key ideas presented in two texts on same topic.</li> </ul> <p><b>Vocabulary Acquisition and Use</b></p> <ul style="list-style-type: none"> <li>Determine or clarify the meaning of unknown or multiple-meaning words and phrases, choosing a range of strategies and tools.</li> </ul>	<p><i>To be Mastered in 3<sup>rd</sup> Grade MP 1</i></p> <p><b>Foundation Skills</b></p> <p><b>Phonics and Word Recognition</b></p> <ul style="list-style-type: none"> <li>Decode multi-syllable words.</li> <li>Read grade-appropriate irregularly spelled words.</li> </ul> <p><b>Reading Informational Text</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions about text.</li> </ul> <p><b>Vocabulary Acquisition and Use</b></p> <ul style="list-style-type: none"> <li>Use words and phrases acquired through conversations, general academics and content-specific vocabulary, including spatial and temporal relationships.</li> <li>Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools.</li> </ul> <p><b>Reading Literature</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions about text.</li> <li>Describe characters and explain how their actions contribute to the plot.</li> </ul>

# Learning to Soar

- 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**

	<b>Narrative</b>
<i>Focus</i>	Establish a situation and introduce a narrator and/or character.
<i>Content</i>	Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
<i>Organization</i>	Organize a short sequence of events, using temporal words and provide a sense of closure.

**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**

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

**Vocabulary Acquisition and Use**

- Use words and phrases acquired through conversations, general academics and content-specific vocabulary, including spatial and temporal relationships.
- Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools.

**Writing**

	<b>Narrative</b>
<i>Focus</i>	Establish a situation and introduce a narrator and/or character.
<i>Content</i>	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
<i>Organization</i>	Organize an event sequence that unfolds naturally, using temporal words and phrases and provide a sense of closure.
<i>Style</i>	Choose words and phrases for effect.



## Learning to Soar

<p><i>Style</i></p>	<p>Choose words and phrases for effect.</p>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Define, classify, and identify common and proper nouns and types of verbs in sentences.</li> </ul> <p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>Strengthen writing through revision and editing.</li> </ul> <p><b>Conducting Research</b></p> <ul style="list-style-type: none"> <li>Participate in individual or shared research and writing projects.</li> </ul> <p><b>Credibility, Reliability, and Validity of Sources</b></p> <ul style="list-style-type: none"> <li>With guidance and support, recall relevant information from experience or gather relevant information from provided sources to answer a question.</li> </ul> <p><b>Speaking and Listening</b></p> <p><b>Presentation of Knowledge and Ideas</b></p> <p><b>Context</b></p> <ul style="list-style-type: none"> <li>Produce complete sentences when appropriate to task and situation in order to provide requested details or clarification.</li> </ul> <p><i>To be Mastered in 2<sup>nd</sup> Grade MP 4</i></p> <p><b>Foundation Skills</b></p>	<p><i>Conventions</i></p>	<p>Use complete sentences. Use appropriate paragraph structure. Use correct subject-verb agreement. Use correct pronoun case. Use commas in letter writing. Use correct grade-level spelling. Use correct word in troublesome pairs.</p>
<p><i>Conventions</i></p>	<p>Capitalize proper nouns. Use commas and apostrophes. Spell words, drawing on common spelling patterns. Consult references material as needed.</p>		<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Use declarative, interrogative, exclamatory and imperative sentences.</li> <li>Identify the simple subject and simple verb of a sentence.</li> <li>Correctly identify and use pronoun case.</li> </ul> <p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>With guidance and support, focus on a topic.</li> </ul>	

**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.

**Integration of Knowledge and Ideas**  
**Multimedia**

- Add drawings or other visual displays to presentations when

# Learning to Soar

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.

### Phonics and Word Recognition

- Decode two-syllable words with long vowels and words with common prefixes and suffixes.

### Fluency

- Read on-level text with purpose and understanding.

### Reading Informational Text

#### *Key Ideas and Details*

- Describe the connection between a series of events, concepts, or process.

### Reading Literature

#### *Key Ideas and Details*

- Describe how characters respond to major events and challenges.

#### *Craft and Structure*

- Read dramatically for character voice.
- Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

### Writing

	<b>Argumentative</b>
<i>Focus</i>	Identify the topic and state an opinion.
<i>Content</i>	Support opinion with reasons that include details connected to opinion.
<i>Organization</i>	Create an organizational structure that includes

## Learning to Soar

		<p>reasons and includes a concluding statement.</p>	
	<p><i>Style</i></p>	<p>Use a variety of words and phrases to appeal to an audience.</p>	
	<p><i>Conventions</i></p>	<p>Capitalize proper nouns. Use commas and apostrophes. Spell words, drawing on common spelling patterns. Consult reference material as needed.</p>	
	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Correctly form irregular plural nouns and regular and irregular possessive nouns.</li> </ul> <p><b>Technology and Publication</b></p> <ul style="list-style-type: none"> <li>• Explore a variety of digital tools in collaboration with peers.</li> </ul> <p><b>Speaking and Listening</b></p> <p><b>Comprehension and Collaboration</b></p> <p><b>Evaluating Information</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding.</li> </ul>		

## Learning to Soar

### ***Social Studies—Meeting the Challenges of a Neighborhood***

***Essential Questions:***

- How does a neighborhood plan have challenges?
- How can a neighborhood use its people, organizations, and resources meet its challenges?
- How can a neighborhood meet its challenges in the 21<sup>st</sup> Century?

***Suggested Activities/Assessments:***

- Student will create a graphic organizer for possible problem/solution within a neighborhood.
- Students will write and draw a narrative story board about school rules.
- Students will use listening skills to paraphrase the visit from the local firefighter.

***Standards: Social Studies***

***Students will...***

<b>Master</b>	<b>Develop</b>	<b>Introduce</b>
<p><b><i>Civics and Government</i></b>  <b>Principles and Documents of Government</b></p> <ul style="list-style-type: none"> <li>• Describe citizens’ responsibilities to the state of Pennsylvania and the nation.</li> <li>• Identify state symbols.</li> </ul> <p><b>How Government Works</b></p> <ul style="list-style-type: none"> <li>• Identify the role government plays in the community (education, transportation).</li> <li>• Identify local government leaders.</li> </ul>	<p><i>To be Mastered in 2<sup>nd</sup> Grade MP 3</i></p> <p><b><i>Economics</i></b>  <b>Markets and Economic Systems</b></p> <ul style="list-style-type: none"> <li>• Differentiate between markets and competition.</li> <li>• Explain how demand for a consumer good impacts price.</li> <li>• Identify the impact on a community when a business closes.</li> <li>• Describe the role of financial institutions as related to consumers’ financial needs.</li> </ul>	<p><i>To be Mastered in 3<sup>rd</sup> Grade MP 1</i></p> <p><b><i>Civics and Government</i></b>  <b>Principles and Documents of Government</b></p> <ul style="list-style-type: none"> <li>• Explain the purposes of rules, laws, and consequences.</li> <li>• Explain rules and laws for the classroom.</li> </ul> <p><b>Rights and Responsibilities of Citizenship</b></p> <ul style="list-style-type: none"> <li>• Identify personal rights and responsibilities.</li> </ul>

## Learning to Soar

<ul style="list-style-type: none"> <li>• Identify other types of services provided by local government.</li> <li>• Identify the responsibilities of voters after the vote.</li> </ul> <p><b>Economics</b></p> <p><b>Scarcity and Choice</b></p> <ul style="list-style-type: none"> <li>• Identify community wants and needs.</li> </ul> <p><b>Markets and Economic Systems</b></p> <ul style="list-style-type: none"> <li>• Identify goods, services, consumers, and producers in the local community.</li> </ul> <p><b>Functions of Government</b></p> <ul style="list-style-type: none"> <li>• Identify examples of goods and services provided by the private sector.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Identify how basic geographic tools are used to organize information.</li> <li>• Describe regions in geographic reference using physical features.</li> <li>• Identify the physical characteristics of places.</li> <li>• Identify the basic physical processes that affect the physical characteristics of regions.</li> </ul>	<p><b>Income, Profit, and Wealth</b></p> <ul style="list-style-type: none"> <li>• Explain how money earned by individuals is used to meet needs and wants.</li> <li>• Differentiate how different job skills impact earnings.</li> <li>• Describe the role of local businesses.</li> <li>• Describe money saving behaviors.</li> <li>• Describe the qualities that may be necessary to complete a task.</li> <li>• Explain the responsibilities of a business owner.</li> <li>• Identify how saving for a purchase occurs over time.</li> <li>• Describe why people save money in the local bank.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Identify the effect of local geography on the residents of the region (food, clothing, industry, trade, types of shelter, etc.)</li> </ul> <p><b>History</b></p> <p><b>Historical Analysis and Skills Development</b></p> <ul style="list-style-type: none"> <li>• Read and interpret information on simple timelines.</li> <li>• Identify documents relating to an event.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the sources of conflict and disagreement and different ways conflict can be resolved.</li> <li>• Identify leadership and public service opportunities in the school, community, state, and nation.</li> <li>• Describe how citizens participate in school and community activities.</li> </ul> <p><b>How Government Works</b></p> <ul style="list-style-type: none"> <li>• Identify how laws are made in the local community.</li> <li>• Identify services performed by the local governments.</li> <li>• Identify positions of authority at school and community.</li> <li>• Explain the purpose for elections.</li> <li>• Explain how an action may be just or unjust.</li> <li>• Identify individual interests and explain ways to influence others.</li> </ul>
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## Learning to Soar

	<ul style="list-style-type: none"> <li>• Apply sources of historical information.</li> </ul> <p><b>United States History</b></p> <ul style="list-style-type: none"> <li>• Identify groups and organizations and their contributions to the United States.</li> <li>• Identify American artifacts and their importance in American history.</li> <li>• Identify facts related to how different people describe the same event at different time periods.</li> <li>• Demonstrate an understanding of how different groups describe the same event or situation.</li> </ul> <p><i>To be Mastered in 2<sup>nd</sup> Grade MP 4</i></p> <p><b>Civics and Government</b></p> <p><b>How Government Works</b></p> <ul style="list-style-type: none"> <li>• Describe situations in the state or nation when having an elected official representing the people is beneficial.</li> <li>• Define taxes and why they are paid.</li> </ul> <p><b>How International Relationships Function</b></p>	
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## Learning to Soar

	<ul style="list-style-type: none"> <li>• Explain examples of conflict in the community, state, and nation.</li> <li>• Identify ways that countries can work together.</li> <li>• Explain why nations need to work together for peace.</li> <li>• Identify the different types of media.</li> <li>• Explain how a community reaches compromise.</li> </ul> <p><b><i>Economics</i></b></p> <p><b>Functions of Government</b></p> <ul style="list-style-type: none"> <li>• Define taxes and who pays them.</li> <li>• Identify products produced outside the United States.</li> </ul> <p><b>Economic Interdependence</b></p> <ul style="list-style-type: none"> <li>• Identify local examples of specialization of work.</li> <li>• Identify products that come from any different countries.</li> <li>• Identify buyers and sellers and how their wants and needs are addressed.</li> </ul> <p><b><i>History</i></b></p> <p><b>World History</b></p> <ul style="list-style-type: none"> <li>• Explain why cultures have commemorations and remembrances.</li> </ul>	
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## Learning to Soar

	<ul style="list-style-type: none"><li>• Explain the significance of historical documents on world history.</li><li>• Identify how cultures have commemorations and remembrances.</li><li>• Identify global issues that require cooperation among nations.</li></ul>	
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# Learning to Soar

## Humanities Curriculum for English/Language Arts and Social Studies

### Second Grade

#### “Persistent Learners”—Seeing it through

(Social Studies Focus: Neighborhoods)

#### **MARKING PERIOD 3**

#### ***Overarching Concept: Strengths***

#### ***Theme: Use Your Strengths—Overcoming Obstacles***

***Big Idea/Enduring Understanding:*** When one knows and uses his/her own strengths, persistence is easier to achieve. Seeing one’s obstacles as opportunities for growth and ingenuity, one may be empowered to reach higher and to be successful. A persistent learner knows what questions remain, but uses his/her strengths to answer or solve a problem with creativity and invention. This unit students will identify their own strengths and compare themselves to others from texts so that they may perseverer to success.

#### ***Essential Questions:***

- What are my strengths?
- When and why should I use my strengths?
- How do I identify my strengths?
- How do my strengths help me overcome my obstacles?
- How do we and others benefit from using our strengths?

***Cumulating Assessment:*** Student will write an informative piece of writing on a famous American, identifying his/her obstacle(s) and ways that they overcame their obstacles.

***Common Assessment Tool:*** Informative Writing Rubric

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

***Suggested Community Outreach:*** Local business owners or soldier

## Learning to Soar

### Resources: for ELA and Social Studies

**Tier I:** McGraw-Hill's Wonders Units 4 and 5, On-Grade Level Leveled Readers, Accelerated Reader, 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:** Wonderworks, Wilson Reading System, Foundations, Corrective Reading, teacher selected materials.

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

### Academic Vocabulary:

**ELA:** Compare, contrast, definition, multi-paragraph, multiple-meaning words, recount.

**Social Studies:** artifacts, business owner, competition, demand, earnings, financial institutions, financial needs, job skills, local bank, local business, local geography, markets, money earned, purchase, qualities, residents, savings, timelines, time periods.

### 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, Dramatic presentations, Oral presentations, Scenarios, Small group discussions, Class discussions, Read alouds, Collaborative work.	Writing Process, Journal writing, Self/peer revising, Interactive writing, Independent writing, Graphic organizers, Integration of technology skills, Note taking, Visual aids.	<b>Foundation Skills:</b> 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. <b>Reading Comprehension:</b> Literature circles, Reading games, Book clubs, Guided reading groups, Graphic organizers, Talking to the Text,	Partner reporting, Interviewing, Music, Read alouds, Recorded readings, Questions/answers from speech/recording/oral presentation, Following directions.

# Learning to Soar

		Partner reading, Read alongs, Read alouds.	
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**Standards: ELA**

***Students will...***

<b>Master</b>	<b>Develop</b>	<b>Introduce</b>
<p><b>Foundation Skills</b> <b>Phonics and Word Recognition</b></p> <ul style="list-style-type: none"> <li>Read grade-appropriate irregularly spelled words.</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> </ul> <p><b>Reading Informational Text</b> <b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Identify main idea of a multi-paragraph text.</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>Determine meaning of words and phrases for multiple-meaning words.</li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>Describe how reasons support specific points in a text.</li> <li>Compare and contrast key ideas presented in two texts on same topic.</li> </ul> <p><b>Vocabulary Acquisition and Use</b></p> <ul style="list-style-type: none"> <li>Determine or clarify the meaning of unknown or multiple-meaning words</li> </ul>	<p><i>To be Mastered in 2<sup>nd</sup> Grade MP 4</i></p> <p><b>Foundation Skills</b> <b>Phonics and Word Recognition</b></p> <ul style="list-style-type: none"> <li>Decode two-syllable words with long vowels and words with common prefixes and suffixes.</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Read on-level text with purpose and understanding.</li> </ul> <p><b>Reading Informational Text</b> <b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Describe the connection between a series of events, concepts, or process.</li> </ul> <p><b>Reading Literature</b> <b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Describe how characters respond to major events and challenges.</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>Read dramatically for character voice.</li> <li>Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</li> </ul> <p><b>Writing</b></p>	<p><i>To be Mastered in 3<sup>rd</sup> Grade MP 2</i></p> <p><b>Foundation Skills</b> <b>Phonics and Word Recognition</b></p> <ul style="list-style-type: none"> <li>Decode words with common Latin suffixes.</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Read on-level text with purpose and understanding.</li> <li>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct recognition and understanding, rereading as necessary.</li> </ul> <p><b>Reading Informational Text</b> <b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Identify main idea and key details, showing how they support the main idea.</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>Explain an author’s point of view.</li> </ul>

## Learning to Soar

<p>and phrases, choosing a range of strategies and tools.</p> <p><b>Reading Literature</b> <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> <li>Recount stories and determine their central message, lesson, moral.</li> </ul> <p><i>Vocabulary Acquisition and Use</i></p> <ul style="list-style-type: none"> <li>Determine or clarify the meaning of unknown or multiple-meaning words and phrases, choosing a range of strategies and tools.</li> </ul> <p><b>Writing</b></p> <table border="1"> <thead> <tr> <th></th> <th><b>Informational</b></th> </tr> </thead> <tbody> <tr> <td><i>Focus</i></td> <td>Identify and introduce the topic.</td> </tr> <tr> <td><i>Content</i></td> <td>Develop the topic with facts and/or definitions.</td> </tr> <tr> <td><i>Organization</i></td> <td>Group information and provide a concluding statement or section.</td> </tr> <tr> <td><i>Style</i></td> <td>Choose words and phrases for effect.</td> </tr> <tr> <td><i>Conventions</i></td> <td>Capitalize proper nouns. Use commas and apostrophes. Spell words, drawing on common spelling patterns. Consult reference material, as needed.</td> </tr> </tbody> </table>		<b>Informational</b>	<i>Focus</i>	Identify and introduce the topic.	<i>Content</i>	Develop the topic with facts and/or definitions.	<i>Organization</i>	Group information and provide a concluding statement or section.	<i>Style</i>	Choose words and phrases for effect.	<i>Conventions</i>	Capitalize proper nouns. Use commas and apostrophes. Spell words, drawing on common spelling patterns. Consult reference material, as needed.	<table border="1"> <thead> <tr> <th></th> <th><b>Argumentative</b></th> </tr> </thead> <tbody> <tr> <td><i>Focus</i></td> <td>Identify the topic and state an opinion.</td> </tr> <tr> <td><i>Content</i></td> <td>Support opinion with reasons that include details connected to opinion.</td> </tr> <tr> <td><i>Organization</i></td> <td>Create an organizational structure that includes reasons and includes a concluding statement.</td> </tr> <tr> <td><i>Style</i></td> <td>Use a variety of words and phrases to appeal to an audience.</td> </tr> <tr> <td><i>Conventions</i></td> <td>Capitalize proper nouns. Use commas and apostrophes. Spell words, drawing on common spelling patterns. Consult reference material as needed.</td> </tr> </tbody> </table> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Correctly form irregular plural nouns and regular and irregular possessive nouns.</li> </ul> <p><b>Technology and Publication</b></p> <ul style="list-style-type: none"> <li>Explore a variety of digital tools in collaboration with peers.</li> </ul> <p><b>Speaking and Listening</b></p>		<b>Argumentative</b>	<i>Focus</i>	Identify the topic and state an opinion.	<i>Content</i>	Support opinion with reasons that include details connected to opinion.	<i>Organization</i>	Create an organizational structure that includes reasons and includes a concluding statement.	<i>Style</i>	Use a variety of words and phrases to appeal to an audience.	<i>Conventions</i>	Capitalize proper nouns. Use commas and apostrophes. Spell words, drawing on common spelling patterns. Consult reference material as needed.	<p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>Use text features to demonstrate understanding of text.</li> <li>Compare and contrast key and supporting details in two texts on same topic.</li> </ul> <p><b>Reading Literature</b> <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> <li>Explain how central message, lesson, or moral is conveyed in text.</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>Explain an author’s point of view.</li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>Explain how illustrations convey meaning, create mood, and emphasize character and setting.</li> </ul> <p><b>Writing</b></p> <table border="1"> <thead> <tr> <th></th> <th><b>Informative</b></th> </tr> </thead> <tbody> <tr> <td><i>Focus</i></td> <td>Identify and introduce the topic.</td> </tr> <tr> <td><i>Content</i></td> <td>Develop the topic with facts, definitions, details and illustrations.</td> </tr> <tr> <td><i>Organization</i></td> <td>Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</td> </tr> </tbody> </table>		<b>Informative</b>	<i>Focus</i>	Identify and introduce the topic.	<i>Content</i>	Develop the topic with facts, definitions, details and illustrations.	<i>Organization</i>	Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
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<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Define, classify, and identify common and proper nouns and types of verbs in sentences.</li> </ul> <p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>Strengthen writing through revision and editing.</li> </ul> <p><b>Conducting Research</b></p> <ul style="list-style-type: none"> <li>Participate in individual or shared research and writing projects.</li> </ul> <p><b>Credibility, Reliability, and Validity of Sources</b></p> <ul style="list-style-type: none"> <li>With guidance and support, recall relevant information from experience or gather relevant information from provided sources to answer a question.</li> </ul> <p><b>Speaking and Listening</b></p> <p><b>Presentation of Knowledge and Ideas</b></p> <p><b>Context</b></p> <ul style="list-style-type: none"> <li>Produce complete sentences when appropriate to task and situation in order to provide requested details or clarification.</li> </ul>	<p><b>Comprehension and Collaboration</b></p> <p><b>Evaluating Information</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding.</li> </ul> <p><i>To be Mastered in 3<sup>rd</sup> Grade MP 1</i></p> <p><b>Foundation Skills</b></p> <p><b>Phonics and Word Recognition</b></p> <ul style="list-style-type: none"> <li>Decode multi-syllable words.</li> <li>Read grade-appropriate irregularly spelled words.</li> </ul> <p><b>Reading Informational Text</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions about text.</li> </ul> <p><b>Vocabulary Acquisition and Use</b></p> <ul style="list-style-type: none"> <li>Use words and phrases acquired through conversations, general academics and content-specific vocabulary, including spatial and temporal relationships.</li> <li>Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools.</li> </ul> <p><b>Reading Literature</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions about text.</li> </ul>	<table border="1" data-bbox="1350 196 1898 711"> <tr> <td data-bbox="1350 196 1539 280"><i>Style</i></td> <td data-bbox="1539 196 1898 280">Choose words and phrases for effect.</td> </tr> <tr> <td data-bbox="1350 280 1539 711"><i>Conventions</i></td> <td data-bbox="1539 280 1898 711">                     Use complete sentences.                      Use appropriate paragraph structure.                      Use correct subject-verb agreement.                      Use correct pronoun case.                      Use commas in letter writing.                      Use correct grade-level spelling.                      Use correct word in troublesome pairs.                 </td> </tr> </table> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Identify the compound subjects and compound predicates in sentences.</li> </ul> <p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>With guidance and support, strengthen writing through revising and editing.</li> </ul> <p><b>Speaking and Listening</b></p> <p><b>Comprehension and Collaboration</b></p> <p><b>Collaborative Discussion</b></p> <ul style="list-style-type: none"> <li>Express one’s own ideas clearly.</li> <li>Engage effectively in a range of collaborative discussions on grade level topics.</li> </ul>	<i>Style</i>	Choose words and phrases for effect.	<i>Conventions</i>	Use complete sentences. Use appropriate paragraph structure. Use correct subject-verb agreement. Use correct pronoun case. Use commas in letter writing. Use correct grade-level spelling. Use correct word in troublesome pairs.
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## Learning to Soar

- Describe characters and explain how their actions contribute to the plot.

### ***Vocabulary Acquisition and Use***

- Use words and phrases acquired through conversations, general academics and content-specific vocabulary, including spatial and temporal relationships.
- Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools.

### **Writing**

	<b>Narrative</b>
<i>Focus</i>	Establish a situation and introduce a narrator and/or character.
<i>Content</i>	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
<i>Organization</i>	Organize an event sequence that unfolds naturally, using temporal words and phrases and provide a sense of closure.

## Learning to Soar

	<i>Style</i>	Choose words and phrases for effect.	
	<i>Conventions</i>	Use complete sentences. Use appropriate paragraph structure. Use correct subject-verb agreement. Use correct pronoun case. Use commas in letter writing. Use correct grade-level spelling. Use correct word in troublesome pairs.	
	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Use declarative, interrogative, exclamatory and imperative sentences.</li> <li>• Identify the simple subject and simple verb of a sentence.</li> <li>• Correctly identify and use pronoun case.</li> </ul> <p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>• With guidance and support, focus on a topic.</li> </ul>		

## Learning to Soar

### ***Social Studies—The Successes of a Neighborhood***

***Essential Questions:***

- How does economics play a role in the success of a neighborhood?
- How can a neighborhood use its people, organizations, and resources to strengthen its economic system?
- How does one contribute to the economics of his/her neighborhood?

***Suggested Activities/Assessments:***

- Student will create a graphic organizer for a flow chart of economics.
- Students will write and draw a timeline for a historical event or report of how money impacts the strength of a neighborhood.
- Students will role play the process of product to market to individual.
- Students will write a short biography of a famous American with appropriate facts.

***Standards: Social Studies***

***Students will...***

<b>Master</b>	<b>Develop</b>	<b>Introduce</b>
<p><b><i>Economics</i></b>  <b>Markets and Economic Systems</b></p> <ul style="list-style-type: none"> <li>• Differentiate between markets and competition.</li> <li>• Explain how demand for a consumer good impacts price.</li> <li>• Identify the impact on a community when a business closes.</li> <li>• Describe the role of financial institutions as related to consumers' financial needs.</li> </ul>	<p><i>To be Mastered in 2<sup>nd</sup> Grade MP 4</i>  <b><i>Civics and Government</i></b>  <b>How Government Works</b></p> <ul style="list-style-type: none"> <li>• Describe situations in the state or nation when having an elected official representing the people is beneficial.</li> <li>• Define taxes and why they are paid.</li> </ul> <p><b>How International Relationships Function</b></p>	<p><i>To be Mastered in 3<sup>rd</sup> Grade MP 2</i>  <b><i>Economics</i></b>  <b>Scarcity and Choice</b></p> <ul style="list-style-type: none"> <li>• Define scarcity and identify examples of resources, wants, and needs.</li> <li>• Identify needs and wants of people.</li> <li>• Identify examples of natural, human, and capital resources.</li> </ul>



## Learning to Soar

<p><b>Income, Profit, and Wealth</b></p> <ul style="list-style-type: none"> <li>• Explain how money earned by individuals is used to meet needs and wants.</li> <li>• Differentiate how different job skills impact earnings.</li> <li>• Describe the role of local businesses.</li> <li>• Describe money saving behaviors.</li> <li>• Describe the qualities that may be necessary to complete a task.</li> <li>• Explain the responsibilities of a business owner.</li> <li>• Identify how saving for a purchase occurs over time.</li> <li>• Describe why people save money in the local bank.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Identify the effect of local geography on the residents of the region (food, clothing, industry, trade, types of shelter, etc.)</li> </ul> <p><b>History</b></p> <p><b>Historical Analysis and Skills Development</b></p> <ul style="list-style-type: none"> <li>• Read and interpret information on simple timelines.</li> <li>• Identify documents relating to an event.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain examples of conflict in the community, state, and nation.</li> <li>• Identify ways that countries can work together.</li> <li>• Explain why nations need to work together for peace.</li> <li>• Identify the different types of media.</li> <li>• Explain how a community reaches compromise.</li> </ul> <p><b>Economics</b></p> <p><b>Functions of Government</b></p> <ul style="list-style-type: none"> <li>• Define taxes and who pays them.</li> <li>• Identify products produced outside the United States.</li> </ul> <p><b>Economic Interdependence</b></p> <ul style="list-style-type: none"> <li>• Identify local examples of specialization of work.</li> <li>• Identify products that come from any different countries.</li> <li>• Identify buyers and sellers and how their wants and needs are addressed.</li> </ul> <p><b>History</b></p> <p><b>World History</b></p> <ul style="list-style-type: none"> <li>• Explain why cultures have commemorations and remembrances.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what is given up when making a choice.</li> <li>• Identify reasons why people make a choice.</li> </ul> <p><b>Markets and Economic Systems</b></p> <ul style="list-style-type: none"> <li>• Identify goods, services, consumers, and producers in the local community.</li> <li>• Identify competing sellers in the local market.</li> <li>• Identify types of advertising designed to influence personal choice.</li> <li>• Define price and how prices vary for products.</li> <li>• Describe the effect of local businesses opening and closing.</li> <li>• Identify private economic institutions.</li> <li>• Identify characteristics of the local economy.</li> </ul> <p><b>Functions of Government</b></p> <ul style="list-style-type: none"> <li>• Identify goods and services provided by the government.</li> <li>• Identify examples of government involvement in local economic activities.</li> <li>• Define tax and explain the relationship between taxation and government services.</li> </ul> <p><b>Economic Independence</b></p>
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## Learning to Soar

<ul style="list-style-type: none"> <li>• Apply sources of historical information.</li> </ul> <p><b>United States History</b></p> <ul style="list-style-type: none"> <li>• Identify groups and organizations and their contributions to the United States.</li> <li>• Identify American artifacts and their importance in American history.</li> <li>• Identify facts related to how different people describe the same event at different time periods.</li> <li>• Demonstrate an understanding of how different groups describe the same event or situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the significance of historical documents on world history.</li> <li>• Identify how cultures have commemorations and remembrances.</li> <li>• Identify global issues that require cooperation among nations.</li> </ul> <p><i>To be Mastered in 3<sup>rd</sup> Grade MP 1</i></p> <p><b>Civics and Government</b></p> <p><b>Principles and Documents of Government</b></p> <ul style="list-style-type: none"> <li>• Explain the purposes of rules, laws, and consequences.</li> <li>• Explain rules and laws for the classroom.</li> </ul> <p><b>Rights and Responsibilities of Citizenship</b></p> <ul style="list-style-type: none"> <li>• Identify personal rights and responsibilities.</li> <li>• Identify the sources of conflict and disagreement and different ways conflict can be resolved.</li> <li>• Identify leadership and public service opportunities in the school, community, state, and nation.</li> <li>• Describe how citizens participate in school and community activities.</li> </ul> <p><b>How Government Works</b></p>	<ul style="list-style-type: none"> <li>• Identify local examples of specialization and division of labor.</li> <li>• Identify examples of trade, imports, and exports in the local community.</li> </ul> <p><b>Income, Profit, and Wealth</b></p> <ul style="list-style-type: none"> <li>• Explain why people work.</li> <li>• Identify different occupations.</li> <li>• Identify tangible and intangible assets.</li> <li>• Define saving and explain why people save.</li> <li>• Identify the role of banks in our local community.</li> </ul>
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## Learning to Soar

	<ul style="list-style-type: none"><li>• Identify how laws are made in the local community.</li><li>• Identify services performed by the local governments.</li><li>• Identify positions of authority at school and community.</li><li>• Explain the purpose for elections.</li><li>• Explain how an action may be just or unjust.</li><li>• Identify individual interests and explain ways to influence others.</li></ul>	
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Learning to Soar  
Humanities Curriculum for English/Language Arts and Social Studies

## Second Grade

**“Persistent Learners”—Seeing it through**

(Social Studies Focus: Neighborhoods)

### **MARKING PERIOD 4**

**Overarching Concept:** Persistence

**Theme: Try and Try Again—Persisting to the End**

**Big Idea/Enduring Understanding:** One does not always succeed in the first attempt at our goal. This is not failure, if we learn from our attempt and try again. We often grow and strengthen our talents and find new ones when we persist to find an answer or solve a problem. This unit will focus on the many attempts characters and persons in history have found success when they persevere to the end by trying and trying again.

**Essential Questions:**

- When should I try again?
- How many times should I try again?
- Why should I try again?
- Do others try again?
- Do I need to change anything before I try again?
- Is there any time I should not try again?

**Cumulative Assessment:** Students will write an opinion piece of writing based upon text as to why trying again is important or not.

**Common Assessment Tool:** Opinion Writing Rubric

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

**Suggested Community Outreach:** Local police

## Learning to Soar

### Resources: for ELA and Social Studies

**Tier I:** McGraw-Hill’s Wonders Unit 6, On-Grade Level Leveled Readers, Accelerated Reader, 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:** Wonderworks, Wilson Reading System, Foundations, Corrective Reading, teacher selected materials.

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

### Academic Vocabulary:

**ELA:** challenges, character voices, concepts, dramatically, meaning in a story, poem, possessive nouns, process, rhythm, song, topic.

**Social Studies:** buyers, commemoration, community, conflict, global issue, nation, peace, remembrance, represent, sellers, state, taxes.

### 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, Dramatic presentations, Oral presentations, Scenarios, Small group discussions, Class discussions, Read alouds, Collaborative work.	Writing Process, Journal writing, Self/peer revising, Interactive writing, Independent writing, Graphic organizers, Integration of technology skills, Note taking, Visual aids.	<b>Foundation Skills:</b> 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. <b>Reading Comprehension:</b> Literature circles, Reading games, Book clubs, Guided reading groups, Graphic organizers, Talking to the Text, Partner reading, Read alouds, Read alouds.	Partner reporting, Interviewing, Music, Read alouds, Recorded readings, Questions/answers from speech/recording/oral presentation, Following directions.

# Learning to Soar

**Standards: ELA**

***Students will...***

<b>Master</b>	<b>Develop</b>	<b>Introduce</b>				
<p><b>Foundation Skills</b></p> <p><b>Phonics and Word Recognition</b></p> <ul style="list-style-type: none"> <li>Decode two-syllable words with long vowels and words with common prefixes and suffixes.</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Read on-level text with purpose and understanding.</li> </ul> <p><b>Reading Informational Text</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Describe the connection between a series of events, concepts, or process.</li> </ul> <p><b>Reading Literature</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Describe how characters respond to major events and challenges.</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>Read dramatically for character voice.</li> <li>Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</li> </ul> <p><b>Writing</b></p> <table border="1" data-bbox="205 1230 747 1393"> <tr> <td></td> <td><b>Argumentative</b></td> </tr> <tr> <td><i>Focus</i></td> <td>Identify the topic and state an opinion.</td> </tr> </table>		<b>Argumentative</b>	<i>Focus</i>	Identify the topic and state an opinion.	<p><i>To be Mastered in 3<sup>rd</sup> Grade MP 1</i></p> <p><b>Foundation Skills</b></p> <p><b>Phonics and Word Recognition</b></p> <ul style="list-style-type: none"> <li>Decode multi-syllable words.</li> <li>Read grade-appropriate irregularly spelled words.</li> </ul> <p><b>Reading Informational Text</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions about text.</li> </ul> <p><b>Vocabulary Acquisition and Use</b></p> <ul style="list-style-type: none"> <li>Use words and phrases acquired through conversations, general academics and content-specific vocabulary, including spatial and temporal relationships.</li> <li>Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools.</li> </ul> <p><b>Reading Literature</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions about text.</li> <li>Describe characters and explain how their actions contribute to the plot.</li> </ul> <p><b>Vocabulary Acquisition and Use</b></p>	<p><i>To be Mastered in 3<sup>rd</sup> Grade MP 3</i></p> <p><b>Foundation Skills</b></p> <p><b>Phonics and Word Recognition</b></p> <ul style="list-style-type: none"> <li>Identify and know the meaning of most common prefixes and derivational suffixes.</li> </ul> <p><b>Reading Informational Text</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Make inferences and refer to text to support responses.</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>Use text features and search tools to locate and interpret information.</li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>Describe how an author connects sentences and paragraphs.</li> </ul> <p><b>Reading Literature</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Make inferences and refer to text to support responses.</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>Refer to text by using terms such as chapter, scene, stanza.</li> <li>Show how one part builds upon an earlier part of the text.</li> </ul>
	<b>Argumentative</b>					
<i>Focus</i>	Identify the topic and state an opinion.					

## Learning to Soar

<i>Content</i>	Support opinion with reasons that include details connected to opinion.	<ul style="list-style-type: none"> <li>Use words and phrases acquired through conversations, general academics and content-specific vocabulary, including spatial and temporal relationships.</li> <li>Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing flexibility from a range of strategies and tools.</li> </ul>	<b>Writing</b>	
<i>Organization</i>	Create an organizational structure that includes reasons and includes a concluding statement.			<i>Focus</i>
<i>Style</i>	Use a variety of words and phrases to appeal to an audience.		<i>Content</i>	Support opinion with reasons.
<i>Conventions</i>	Capitalize proper nouns. Use commas and apostrophes. Spell words, drawing on common spelling patterns. Consult reference material as needed.		<b>Writing</b>	<i>Organization</i>
<b>Grammar</b>				
<ul style="list-style-type: none"> <li>Correctly form irregular plural nouns and regular and irregular possessive nouns.</li> </ul>		<i>Focus</i>	<i>Style</i>	
<b>Technology and Publication</b>		<i>Content</i>		
<ul style="list-style-type: none"> <li>Explore a variety of digital tools in collaboration with peers.</li> </ul>		Narrative		
<b>Speaking and Listening</b>		<i>Focus</i>		
<b>Comprehension and Collaboration</b>		<i>Content</i>		
<b>Evaluating Information</b>		<i>Organization</i>		
<ul style="list-style-type: none"> <li>Ask and answer questions about what a speaker says to clarify</li> </ul>		<i>Style</i>	<b>Grammar</b>	
		<i>Style</i>		

## Learning to Soar

<p>comprehension, gather additional information, or deepen understanding.</p>	<p><i>Conventions</i></p> <ul style="list-style-type: none"> <li>Use complete sentences.</li> <li>Use appropriate paragraph structure.</li> <li>Use correct subject-verb agreement.</li> <li>Use correct pronoun case.</li> <li>Use commas in letter writing.</li> <li>Use correct grade-level spelling.</li> <li>Use correct word in troublesome pairs.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Use declarative, interrogative, exclamatory and imperative sentences.</li> <li>Identify the simple subject and simple verb of a sentence.</li> <li>Correctly identify and use pronoun case.</li> </ul> <p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>With guidance and support, focus on a topic.</li> </ul> <p><i>To be Mastered in 3<sup>rd</sup> Grade MP 2</i></p> <p><b>Foundation Skills</b></p> <p><b>Phonics and Word Recognition</b></p> <ul style="list-style-type: none"> <li>Decode words with common Latin suffixes.</li> </ul> <p><b>Fluency</b></p>	<ul style="list-style-type: none"> <li>Define, classify, identify, and use nouns (concrete or abstract) and verbs (action, linking or being).</li> <li>Use commas with modifiers.</li> </ul> <p><b>Credibility, Reliability, and Validity of Sources</b></p> <ul style="list-style-type: none"> <li>Recall information from experience or gather information from print or digital resources.</li> <li>Take brief notes on sources.</li> <li>Sort evidence into provided categories.</li> </ul> <p><b>Speaking and Listening Comprehension and Collaboration</b></p> <p><b>Collaborative Discussion</b></p> <ul style="list-style-type: none"> <li>Build upon others' ideas.</li> </ul>
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## Learning to Soar

	<ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct recognition and understanding, rereading as necessary.</li> </ul> <p><b>Reading Informational Text</b></p> <p><i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> <li>• Identify main idea and key details, showing how they support the main idea.</li> </ul> <p><i>Craft and Structure</i></p> <ul style="list-style-type: none"> <li>• Explain an author’s point of view.</li> </ul> <p><i>Integration of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> <li>• Use text features to demonstrate understanding of text.</li> <li>• Compare and contrast key and supporting details in two texts on same topic.</li> </ul> <p><b>Reading Literature</b></p> <p><i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> <li>• Explain how central message, lesson, or moral is conveyed in text.</li> </ul> <p><i>Craft and Structure</i></p> <ul style="list-style-type: none"> <li>• Explain an author’s point of view.</li> </ul> <p><i>Integration of Knowledge and Ideas</i></p>	
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## Learning to Soar

- Explain how illustrations convey meaning, create mood, and emphasize character and setting.

### Writing

	<b>Informative</b>
<i>Focus</i>	Identify and introduce the topic.
<i>Content</i>	Develop the topic with facts, definitions, details and illustrations.
<i>Organization</i>	Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
<i>Style</i>	Choose words and phrases for effect.
<i>Conventions</i>	Use complete sentences. Use appropriate paragraph structure. Use correct subject-verb agreement. Use correct pronoun case. Use commas in letter writing. Use correct grade-level spelling. Use correct word in troublesome pairs.

## Learning to Soar

	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Identify the compound subjects and compound predicates in sentences.</li> </ul> <p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>With guidance and support, strengthen writing through revising and editing.</li> </ul> <p><b>Speaking and Listening Comprehension and Collaboration</b></p> <p><b>Collaborative Discussion</b></p> <ul style="list-style-type: none"> <li>Express one’s own ideas clearly.</li> <li>Engage effectively in a range of collaborative discussions on grade level topics.</li> </ul>	
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### ***Social Studies—Why a Neighborhood has to Keep Trying***

#### ***Essential Questions:***

- How does a neighborhood overcome challenges?
- How can a neighborhood use its people, organizations, and resources to overcome challenges?
- What does a responsible citizen do to help his/her neighborhood be persistent?

#### ***Suggested Activities/Assessments:***

- Student will create a graphic organizer for cause/effect within a neighborhood.
- Students will write and draw a letter to the editor about a good thing happening in their neighborhood.
- Students will ask questions to a local police office about protecting a neighborhood.

# Learning to Soar

**Standards: Social Studies**

**Students will...**

<b>Master</b>	<b>Develop</b>	<b>Introduce</b>
<p><b>Civics and Government</b>  <b>How Government Works</b></p> <ul style="list-style-type: none"> <li>Describe situations in the state or nation when having an elected official representing the people is beneficial.</li> <li>Define taxes and why they are paid.</li> </ul> <p><b>How International Relationships Function</b></p> <ul style="list-style-type: none"> <li>Explain examples of conflict in the community, state, and nation.</li> <li>Identify ways that countries can work together.</li> <li>Explain why nations need to work together for peace.</li> <li>Identify the different types of media.</li> <li>Explain how a community reaches compromise.</li> </ul> <p><b>Economics</b>  <b>Functions of Government</b></p> <ul style="list-style-type: none"> <li>Define taxes and who pays them.</li> <li>Identify products produced outside the United States.</li> </ul>	<p><i>To be Mastered in 3<sup>rd</sup> Grade MP 1</i></p> <p><b>Civics and Government</b>  <b>Principles and Documents of Government</b></p> <ul style="list-style-type: none"> <li>Explain the purposes of rules, laws, and consequences.</li> <li>Explain rules and laws for the classroom.</li> </ul> <p><b>Rights and Responsibilities of Citizenship</b></p> <ul style="list-style-type: none"> <li>Identify personal rights and responsibilities.</li> <li>Identify the sources of conflict and disagreement and different ways conflict can be resolved.</li> <li>Identify leadership and public service opportunities in the school, community, state, and nation.</li> <li>Describe how citizens participate in school and community activities.</li> </ul> <p><b>How Government Works</b></p> <ul style="list-style-type: none"> <li>Identify how laws are made in the local community.</li> </ul>	<p><i>To be Mastered in 3<sup>rd</sup> Grade MP 3</i></p> <p><b>Civics and Government</b>  <b>Principles and Documents of Government</b></p> <ul style="list-style-type: none"> <li>Explain rules and laws for the community.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Identify how basic geographic tools are used to organize and interpret information about people, places, and environment.</li> <li>Identify and locate places and regions as defined by physical and human features.</li> <li>Identify the physical characteristics of places and regions.</li> <li>Identify the basic physical processes that affect the physical characteristics of places and regions.</li> <li>Identify the human characteristics of places and regions using the following criteria: Population, culture, settlement, economic activities, and political activities.</li> </ul>

## Learning to Soar

<p><b>Economic Interdependence</b></p> <ul style="list-style-type: none"> <li>• Identify local examples of specialization of work.</li> <li>• Identify products that come from any different countries.</li> <li>• Identify buyers and sellers and how their wants and needs are addressed.</li> </ul> <p><b>History</b></p> <p><b>World History</b></p> <ul style="list-style-type: none"> <li>• Explain why cultures have commemorations and remembrances.</li> <li>• Explain the significance of historical documents on world history.</li> <li>• Identify how cultures have commemorations and remembrances.</li> <li>• Identify global issues that require cooperation among nations.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify services performed by the local governments.</li> <li>• Identify positions of authority at school and community.</li> <li>• Explain the purpose for elections.</li> <li>• Explain how an action may be just or unjust.</li> <li>• Identify individual interests and explain ways to influence others.</li> </ul> <p><i>To be Mastered in 3<sup>rd</sup> Grade MP 2</i></p> <p><b>Economics</b></p> <p><b>Scarcity and Choice</b></p> <ul style="list-style-type: none"> <li>• Define scarcity and identify examples of resources, wants, and needs.</li> <li>• Identify needs and wants of people.</li> <li>• Identify examples of natural, human, and capital resources.</li> <li>• Explain what is given up when making a choice.</li> <li>• Identify reasons why people make a choice.</li> </ul> <p><b>Markets and Economic Systems</b></p> <ul style="list-style-type: none"> <li>• Identify goods, services, consumers, and producers in the local community.</li> <li>• Identify competing sellers in the local market.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the effect of the physical systems on people within a community.</li> <li>• Identify the effect of people on the physical system within a community.</li> </ul>
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## Learning to Soar

	<ul style="list-style-type: none"> <li>• Identify types of advertising designed to influence personal choice.</li> <li>• Define price and how prices vary for products.</li> <li>• Describe the effect of local businesses opening and closing.</li> <li>• Identify private economic institutions.</li> <li>• Identify characteristics of the local economy.</li> </ul> <p><b>Functions of Government</b></p> <ul style="list-style-type: none"> <li>• Identify goods and services provided by the government.</li> <li>• Identify examples of government involvement in local economic activities.</li> <li>• Define tax and explain the relationship between taxation and government services.</li> </ul> <p><b>Economic Independence</b></p> <ul style="list-style-type: none"> <li>• Identify local examples of specialization and division of labor.</li> <li>• Identify examples of trade, imports, and exports in the local community.</li> </ul> <p><b>Income, Profit, and Wealth</b></p> <ul style="list-style-type: none"> <li>• Explain why people work.</li> <li>• Identify different occupations.</li> </ul>	
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## Learning to Soar

	<ul style="list-style-type: none"><li>• Identify tangible and intangible assets.</li><li>• Define saving and explain why people save.</li><li>• Identify the role of banks in our local community.</li></ul>	
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# Appendix



Learning to Soar

# Narrative Student Writing Rubric

## 2<sup>nd</sup> Grade




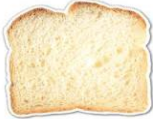
Ask Yourself:	1 ★	2 ★★	3 ★★★	4 ★★★★
Did you recount a well-elaborated event or short sequence of events?	No, I didn't recount an event at all.	Well, I somewhat recounted an event or short sequence of events.	Yes, I recounted an event or short sequence of events.	Yes, I recounted an event or short sequence of events in a very creative way!
Did you include details to describe actions, thoughts, and feelings?	No, I didn't include details to describe actions, thoughts, and feelings.	Well, I include SOME details to describe actions, thoughts, and feelings.	Yes, I include SEVERAL details to describe actions, thoughts, and feelings.	Yes, I include MANY details to describe actions, thoughts, and feelings in a very creative way!
Did you use temporal words to signal event order?	No, I didn't use temporal words to signal event order.	Well, I used a FEW temporal words to signal event order.	Yes, I used SEVERAL temporal words to signal event order.	Yes, I used MANY temporal words to signal event order in a very creative way.
Did you provide a concluding statement or section?	No, I didn't provide a concluding statement or section at all.	Well, I somewhat provided a concluding statement or section.	Yes, I provided a concluding statement or section.	Yes, I provided a concluding statement or section in a very creative way!

# Learning to Soar

Name \_\_\_\_\_

Date \_\_\_\_\_

## Narrative Writing Rubric

	Applying Independently 	Mastery 	Approaching 	Beginning 
<b>Focus</b>	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.
<b>Content</b>	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.
<b>Organization</b>	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.
<b>Style</b>	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.
<b>Conventions</b>	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.

## Learning to Soar

# Informational Student Writing Rubric

## 2<sup>nd</sup> Grade




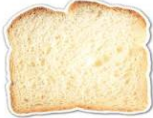
Ask Yourself:	1 ★	2 ★★	3 ★★★	4 ★★★★
Did you introduce the topic you are writing about?	No, I didn't introduce my topic at all.	Well, I somewhat introduced my topic.	Yes, I introduced my topic.	Yes, I introduced my topic in a very creative way!
Did you use facts and definitions to develop points?	No, I didn't use facts and definitions to develop points.	Well, I used FEW facts and definitions to develop points.	Yes, I used SEVERAL facts and definitions to develop points.	Yes, I used MANY facts and definitions to develop points in a very creative way!
Did you provide a concluding statement or section?	No, I didn't provide a concluding statement or section at all.	Well, I somewhat provided a concluding statement or section.	Yes, I provided a concluding statement or section.	Yes, I provided a concluding statement or section in a very creative way!

## Learning to Soar

Name \_\_\_\_\_

Date \_\_\_\_\_

**Informative Writing Rubric**

	<b>Applying Independently</b> 	<b>Mastery</b> 	<b>Approaching</b> 	<b>Beginning</b> 
<b>Focus</b>	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.
<b>Content</b>	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.
<b>Organization</b>	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.
<b>Style</b>	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.
<b>Conventions</b>	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****2<sup>nd</sup> 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 concluding statement or section?	No, I didn't provide a concluding statement or section at all.	Well, I somewhat provided a concluding statement or section.	Yes, I provided a concluding statement or section.	Yes, I provided a concluding statement or section in a very creative way!

## Learning to Soar




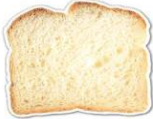
<b>Determining Importance</b>	Random guessing	Inaccurate attempts to identify some concepts in text (i.e., characters, plot, main idea, or setting)	Identifies some important parts of informational/expository text (i.e., titles, graphs, captions) and literary/narrative text (i.e., characters, plot, )	Identifies words, characters, and/or events as more important to overall meaning; makes some attempt to explain reasoning
<b>Monitoring Comprehension</b>	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
<b>Inferring</b>	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
<b>Synthesis</b>	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

Name \_\_\_\_\_

Date \_\_\_\_\_

## Opinion Writing Rubric

	Applying Independently 	Mastery 	Approaching 	Beginning 
<b>Focus</b>	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.
<b>Content</b>	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.
<b>Organization</b>	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.
<b>Style</b>	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.
<b>Conventions</b>	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**

### **2<sup>nd</sup> Grade**

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



## Learning to Soar

# **Small Group Discussion Rubric**

## **2<sup>nd</sup> Grade**

<b>4 - Applying Independently</b>	<b>3 - Mastered</b>	<b>2 - Approaching</b>	<b>1 - Beginning</b>
<p>In small groups, the student:</p> <ul style="list-style-type: none"> <li>• looks at the person speaking</li> <li>• actively listens</li> <li>• voluntarily takes part in the discussion</li> <li>• encourages others in the group to participate</li> <li>• offers new information from others' ideas</li> <li>• stays on topic</li> <li>• occasionally and appropriately leads the group</li> </ul>	<p>In small groups, the student:</p> <ul style="list-style-type: none"> <li>• looks at the person speaking</li> <li>• actively listens</li> <li>• voluntarily takes part in the discussion</li> <li>• offers new information</li> <li>• stays on topic</li> </ul>	<p>In small groups, with teacher reminders, the student:</p> <ul style="list-style-type: none"> <li>• looks at the person speaking</li> <li>• actively listens</li> <li>• takes part in the discussion</li> <li>• stays on topic</li> </ul>	<p>Student reluctantly participates in group discussions even with teacher encouragement.</p>

Learning to Soar  
**Speaking Rubric**  
**2<sup>nd</sup> Grade**

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

## Learning to Soar

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Reading Rubric**

	4 Beyond	3 At Grade Level	2 Approaching	1 Below Grade Level
<b>Word Solving</b>	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 skip unknown words.	Student rarely stop to solve unknown words, does not ask for help, skips unknown words
<b>Fluency</b>	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.
<b>Comprehension</b>	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.

## Learning to Soar

### Reading Inventory

	<b>Level One (Beginning)</b>	<b>Level Two (Approaching)</b>	<b>Level Three (Mastered)</b>	<b>Level Four (Applying Independently)</b>
<b>Making Connections</b>	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
<b>Questioning</b>	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
<b>Visualizing (Sensory Imagery)</b>	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
<b>Determining Importance</b>	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

## Learning to Soar

<b>Monitoring Comprehension</b>	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
<b>Inferring</b>	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
<b>Synthesis</b>	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