

EXPLORING
Social Studies
West Virginia

Kindergarten

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Management Guide (5 pages)

Sample Reader (12 pages)

Sample Reader Lesson (15 pages)

Sample from Student Inquiry Handbook (4 pages)



EXPLORING
Social Studies
West Virginia

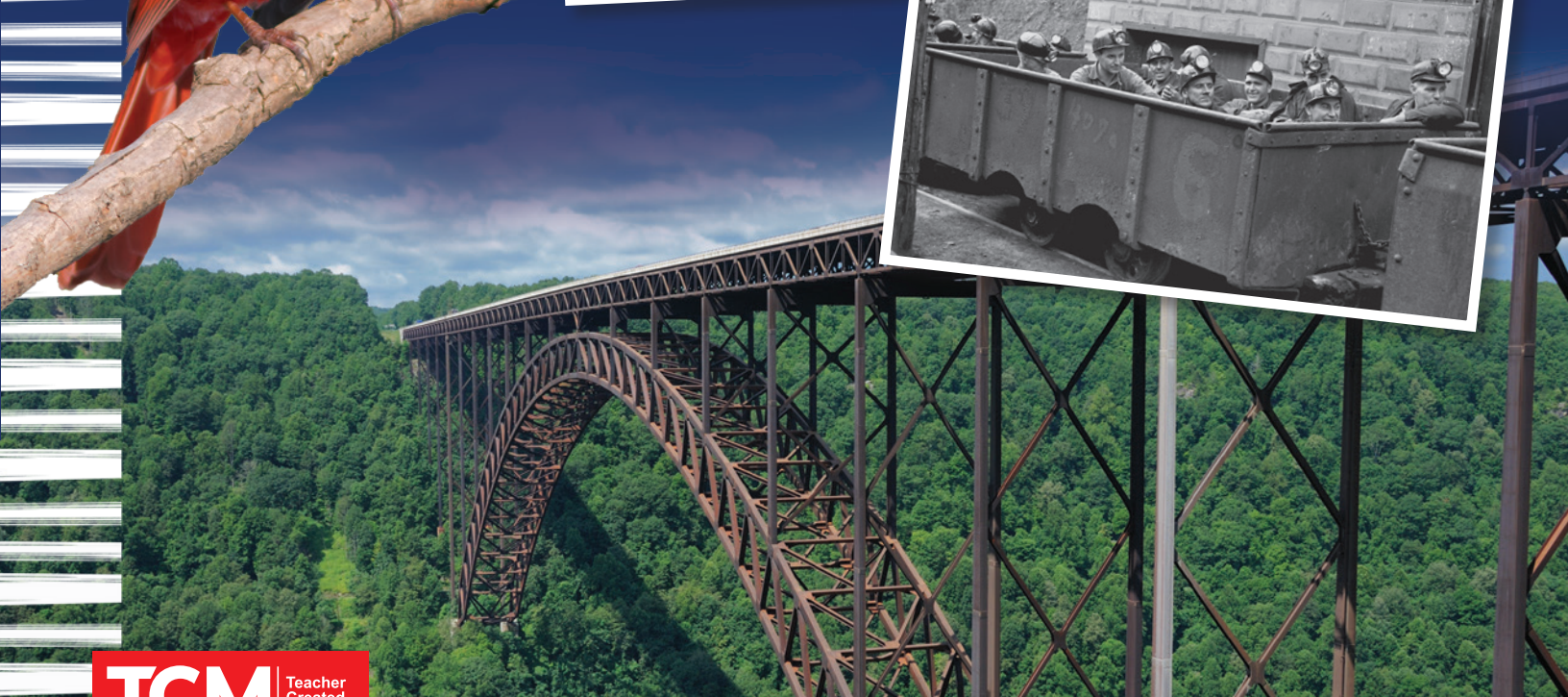
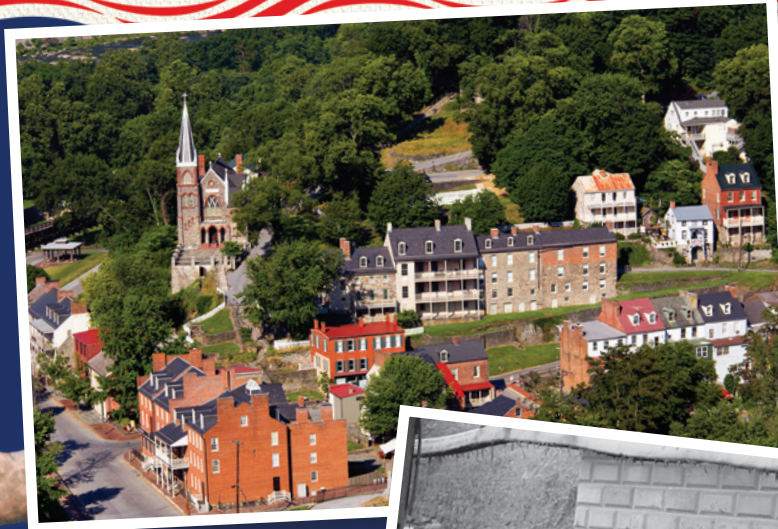


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PROGRAM OVERVIEW

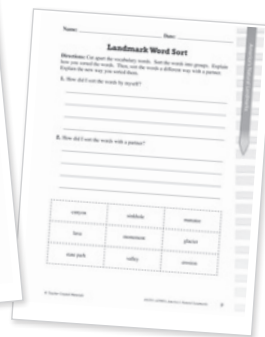
CONTENT

This curriculum includes **high-interest student texts**, comprehensive **lesson plans** for simple implementation, **assessment materials**, project-based learning activities, and **engaging primary sources** to deepen students' content knowledge and analytical skills.

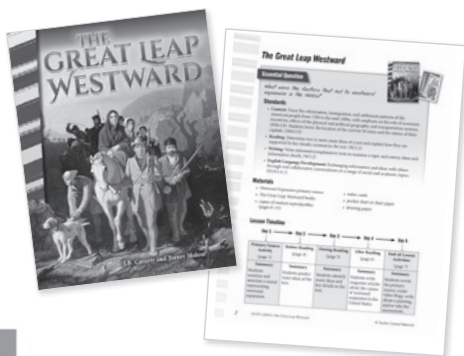


LITERACY

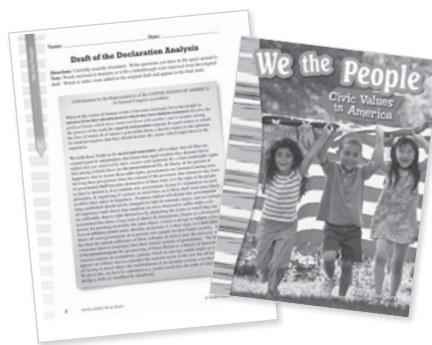
Students learn to **listen**, **speak**, **read**, and **write** while focusing on social studies content. Student texts are leveled to ensure they are accessible. Lessons encourage **close reading** and provide opportunities for **writing** and **vocabulary** development.



Students engage in **inquiry activities** as they analyze complex texts and **primary sources**. Specific **essential questions** encourage meaningful research where students exercise critical thinking to ask and answer relevant questions.



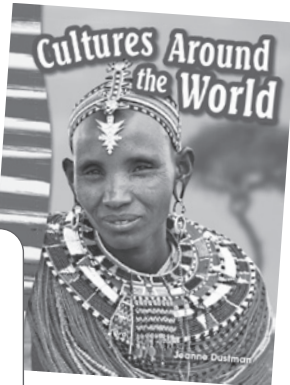
Key student texts and teacher lessons deal specifically with citizenship and **democratic values**. Activities encourage students to **get involved** in their own schools and communities and become responsible citizens who **take action to solve problems**.



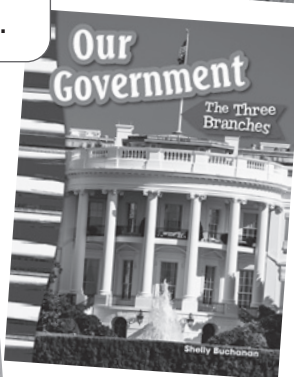
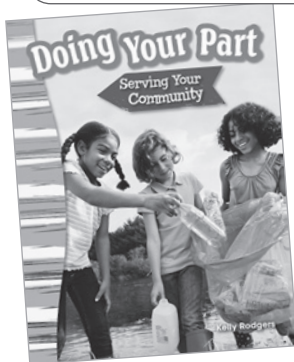
CONTENT

STUDENT TEXTS

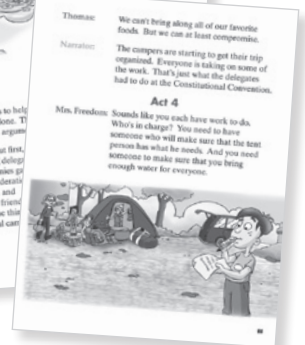
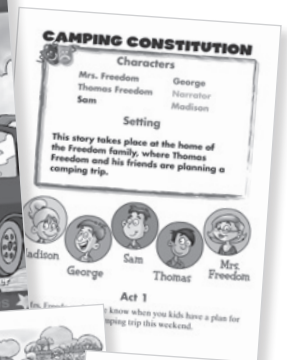
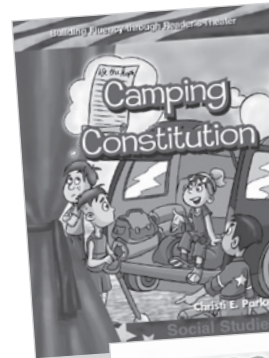
Content-Area Readers



Content-area readers **integrate** history, geography, economics, and civics **information**.



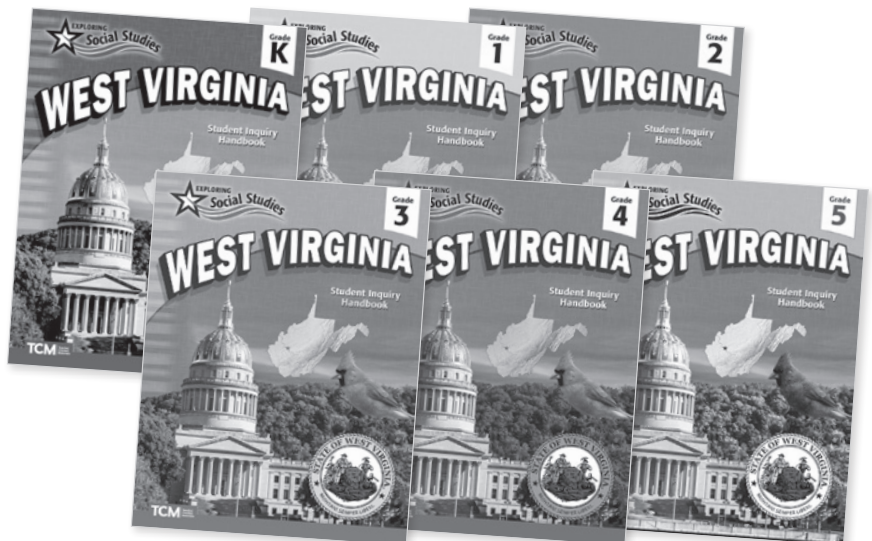
Reader's Theater Scripts



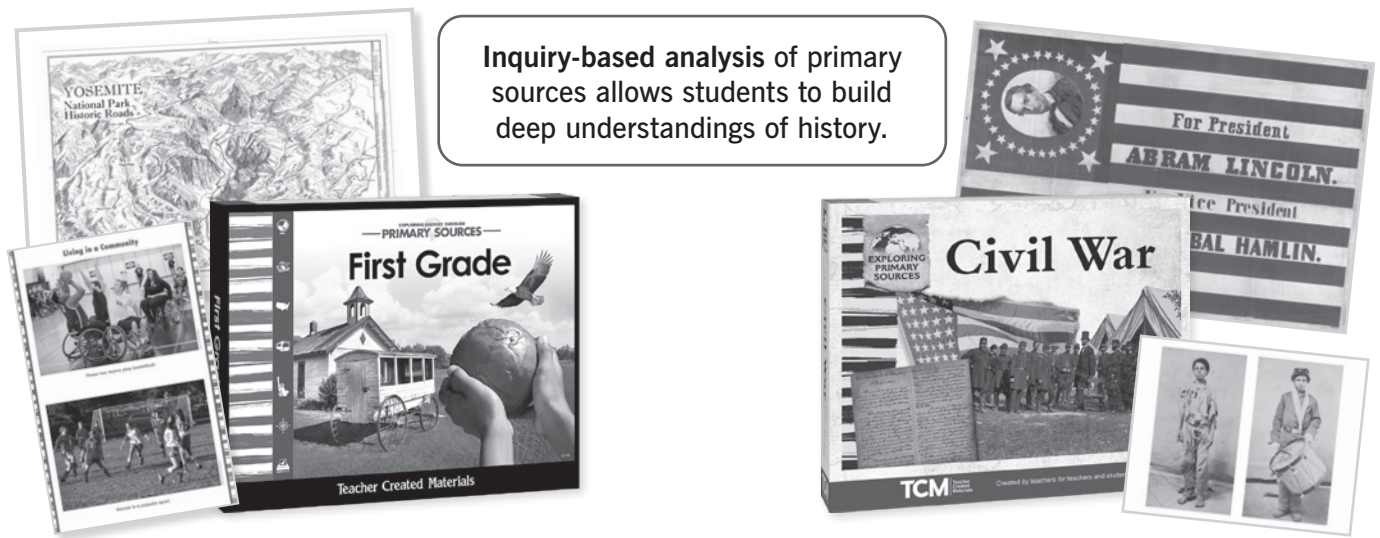
Reader's theater materials offer multiple perspectives with visual and textual evidence.

Student Inquiry Handbooks

Full-color handbooks cover 100% of West Virginia social studies standards through engaging activities.

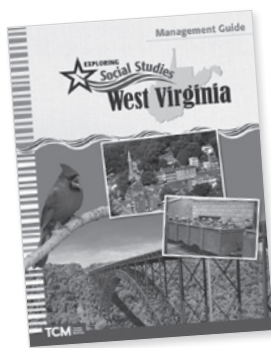


PRIMARY SOURCES



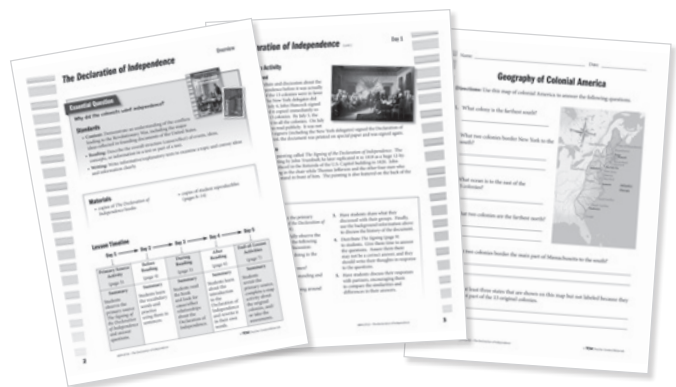
TEACHER RESOURCES

Management Guide



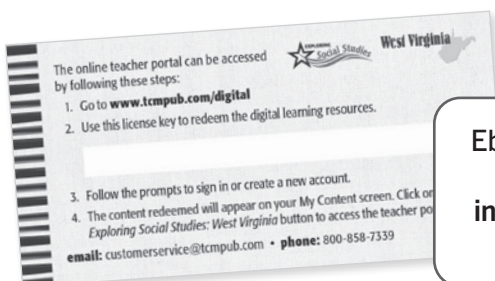
Management Guide provides **program information** and **research-based teaching ideas**.

Lesson Plans

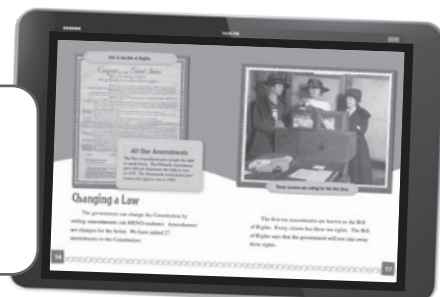


Lesson Plans include key **instruction**, **essential questions**, and **constructed-response assessments**.

DIGITAL RESOURCES



Ebooks, audio recordings, and English learner support **increase student engagement** and **enhance instruction**.



Rules at School



Sharon Coan

Classroom Rules

**1. Follow the
directions.**

**2. Keep your
hands, feet,
and objects to
yourself.**



We have **rules** at
school.

Rules help us get
along.



Rules help us **learn**.



Our teacher writes
the rules.



We follow the rules.



We stand in line.



We raise our hands.



We listen.



We take turns.



We share.



We use our inside
voices.



We walk inside.



We help each other.

CLASS RULES

1. Stand in line.
2. Raise your hand.
3. Listen.
4. Take turns.
5. Share.
6. Use inside voices.
7. Walk inside.
8. Help each other.

We have rules at school.



Rules help us get
along.

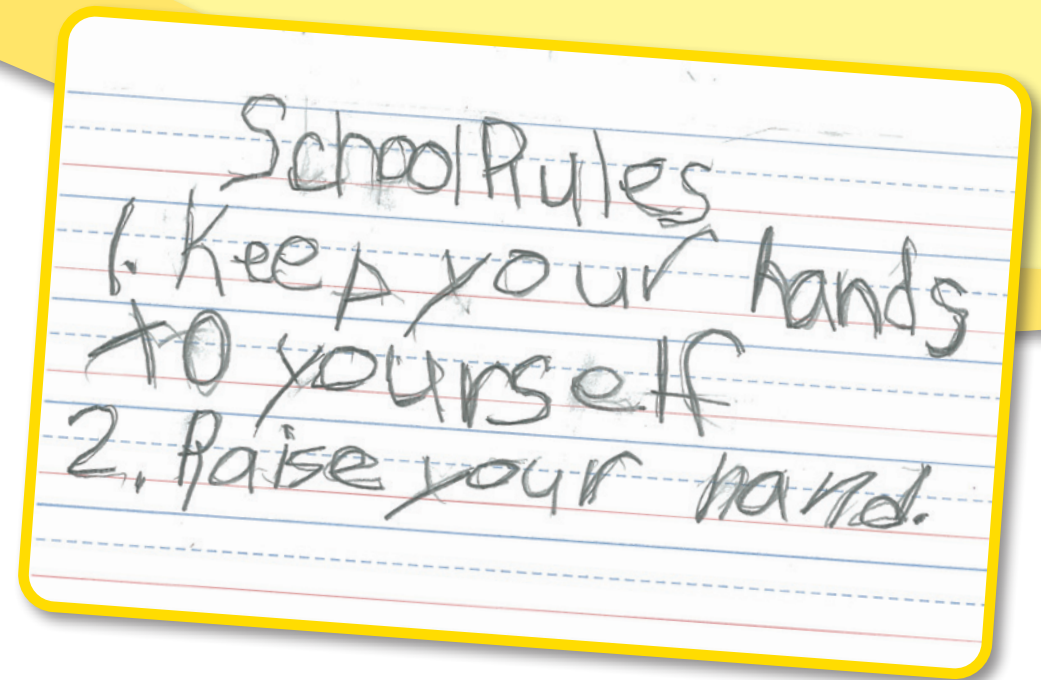


Rules help us learn.

Write It!



1. Think about the rules at your school.
2. Write two school rules.



3. Talk about the rules with a friend.

Glossary

learn—to find out
and know something

rules—things that
tell you what you
may or may not do

share—to use things
with other people

Index

learn, 4, 17

listen, 9

share, 11

Your Turn!



There are rules
at school. What
happens when you
follow the rules?
Draw a picture.



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PRIMARY SOURCE READERS



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Rules at School



Essential Question

Why is it important to follow the rules at school?

Standards

- **Content:** Understand the sources, purposes, and functions of laws.
- **Reading:** Describe the relationship between illustrations and the text in which they appear.
- **Writing:** Compose opinion pieces in which they tell a reader the topic and state an opinion or preference about the topic.
- **English Language Development:** Offer and support opinions and negotiate with others in communicative exchanges.

Materials

- *School Days* primary source
- copies of the *Rules at School* books
- copies of student reproducibles (pages 8–14)
- examples of various types of rules

Lesson Timeline

Day 1	Day 2	Day 3	Day 4	Day 5
Primary Source Activity (page 3)	Before Reading (page 4)	During Reading (page 5)	After Reading (page 6)	End-of-Lesson Activities (page 7)
Summary Students will examine a photograph of a crossing guard and draw and write about someone who keeps them safe at school.	Summary Students will learn that pictures in nonfiction books contain important information.	Summary Students will practice using pictures to learn more about the subject and write opinions about school rules.	Summary Students will use the text and pictures to answer questions.	Summary Students will write about rules at school, draw what happens when they follow the rules, and/or take the assessments.

Rules at School (cont.)

Primary Source Activity

Historical Background

The first city credited with using a crossing guard at a school is Omaha, Nebraska, in 1923. As car usage has increased, having a crossing guard to help keep students safe has become even more important. A crossing guard's training usually includes learning traffic laws and hands-on training in the field. Their uniform is usually a reflective vest and a handheld sign to let drivers know when to stop.



About the Primary Source

This photo from the 1960s shows children waiting for the police officer to allow them to safely cross the street. Crossing guards are used at schools all over the country. They may be police officers, but most are people hired to be crossing guards.

Procedure

1. Distribute the primary source *School Days* (page 8).
2. Ask students to carefully observe the primary source. Use these questions to guide a discussion with students:
 - What and who do you see in this picture?
 - When do you think this picture was taken? How can you tell?
 - Where do you think this picture was taken? How can you tell?
 - Do you think we need crossing guards at schools? Why or why not?
3. Share key points from the historical background information with students.
4. Lead a class discussion about people who keep students safe at school. Discuss what these people do and why their jobs are important. Distribute copies of *Safety First!* (page 9) to students. Read the directions aloud. Allow time for students to complete the activity.
 - Support **English language learners** by brainstorming people who keep students safe at school. Have them complete the sentence frame: _____ *keep me safe.*
 - For **above-level support**, encourage students to write their sentences about what people do to keep them safe at school.

Rules at School (cont.)

English Language Proficiency Support

Use these strategies throughout the lesson.

Level 1	Level 2	Level 3
Help students offer opinions about important rules at school by providing them with cards that include the key words and vocabulary crucial for comprehension with supporting images.	Help students offer opinions about important rules at school by providing them with a list of key vocabulary words and helpful opinion phrases, such as <i>In my opinion...</i> and <i>That is why I think....</i>	Have students offer opinions about important rules at school by discussing with them key vocabulary words and helpful opinion phrases.

Before Reading Procedure

1. Display examples of various types of rules, such as class rules, playground rules, no parking signs, and rules from a mall entrance. Set these out for students to examine.
 - Have students discuss what they see and what the items have in common. Tell students that these are all rules. Have students share other types of rules. Ask them why they think rules are important.
2. Write the vocabulary words on the board. Ask students to share their thoughts about what the words might mean. Explain the meaning of each word, and use each word in a sentence.
3. Divide the class into two groups. Tell the groups that they are going to play a game similar to Hangman.
 - For the first word, *learn*, display five blank lines, one for each letter of the word, on the board. Write one letter of the word. Give each team an opportunity to guess the word. If the word is not guessed, write a second letter of the word.
 - Continue writing letters, one at a time, until the word is guessed. Once the word is revealed, also reveal its definition. Continue in the same way for each vocabulary word.
4. Place students into pairs or small groups. Distribute a *Rules at School* book to each pair or group. Have them examine the pictures in the book. You may choose to cover the text with sticky notes so that students will focus on the images.
5. Lead a class discussion about the pictures. Tell students that pictures in nonfiction books give additional details about the topic. They help readers better understand the text.

Vocabulary Words

- learn
- share
- ★ rules

Rules at School (cont.)

During Reading Procedure

1. Distribute the *Rules at School* books to students. Conduct a choral reading for the first reading of the book. Read with correct pacing and expression, and encourage students to do the same.
 - Discuss the images in each two-page spread as you finish reading the text. Think aloud as you identify important details in the photos. For example, the picture on page 2 shows a list of rules you might find in a classroom. Have students compare the list in the book with the list in their classroom.
2. Assign students reading partners for the second reading of the book. Depending on student abilities, students can choral-read or **English language learners** can echo-read with more experienced readers.
3. Distribute copies of *In the Picture* (page 10) to students. Read the directions aloud. Read the questions aloud to students. Go over the answers as a class.
 - For **below-level support**, have students read along the questions and answers as you point to the words.
4. Explain to students that an opinion is a personal feeling or an attitude about something. Give a few examples of different opinions that people may have.
 - Pair students to practice stating opinions. Ask students to tell each other their favorite meal and why it is their favorite meal. Reinforce the fact that everyone is entitled to his or her opinion as long as there is a reason for it. Have students talk about other favorites they may have, such as books or movies.
5. Tell students you want to know their opinions about what they think is the most important rule in school. On a sheet of chart paper, write *The most important rule is....* Ask students to share what they think is the most important school rule and why. Remind them there are no wrong answers. Record their responses on the chart paper.
6. Distribute copies of *My Important Rule* (page 11) to students. Read the directions aloud. Remind students that their drawings should match their sentences, just like how the pictures in a book match the text. Invite them to share their work in groups or with the class.
 - Provide **above-level support** by having students write two more opinions about any rules they choose on separate sheets of paper.

Talk About It!

Ask students if they think school will change in the future. Discuss the ways schools may be similar or different.

Rules at School (cont.)

After Reading Procedure

1. Pair students for an activity called Vocab Gab. Explain to students that you will ask them a series of questions. They will answer the questions with their partners. In their answers, they will use one of the vocabulary words or give an example of it.
 - Ask students the following Vocab Gab questions: *What is important for kids to **learn**?* (A student may respond: *It is important for us to **learn** to read or Writing is important.*) *What **rule** is the easiest to follow?* *What **rule** is the hardest to follow?* *What do you like to **share** with your friends?*
2. Remind students that pictures in nonfiction books can have just as much important information as the text. Distribute the *Rules at School* books and copies of *Find the Page* (page 12) to students. Have them work with partners to look up the answers in the book.
 - To provide reading support, pair **English language learners** with strong readers for this activity.
3. Review the correct answers with the class. Have students indicate whether each question was answered by the text or by a picture. This will help them distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
 - You may choose to extend this activity by asking students additional questions verbally and having them find the answers in the book.
4. As you prepare for Day 5, use the primary source from Day 1, in conjunction with the reading, to discuss students' responses to the essential question.

Name: _____ Date: _____

Find the Page

Directions: Use the words and pictures in the *Rules at School* book to answer to each question. Write the page number where you found your answer.

1. Who writes the rules?

 page number _____

2. What is a good rule to follow at school?

 page number _____

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18652 (i8785)—Rules at School

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Rules at School (cont.)

Activities from the Book

The book contains enrichment activities. Review each activity, and decide which would be beneficial for students to complete.

- **Write It! Activity**—Read the Write It! prompt aloud from page 18 of the *Rules at School* book. Ask students to write about and discuss school rules.
- **Your Turn! Activity**—Read the Your Turn! activity aloud from page 22 of the *Rules at School* book. Have students discuss what happens in class when they follow the rules and draw pictures showing students following the rules.

Assessment

1. A short formative assessment, *Rules at School Quiz*, is provided on page 13 to assess student learning from the book. Share with students how to read the sentences with both the A and B answer choices to determine which one is correct.
2. A document-based assessment is provided on page 14. This can be used to assess students' abilities to analyze a primary source, or it can be used as another opportunity for analysis instruction.

School Days



Name: _____ Date: _____

Safety First!

Directions: Who helps keep you safe at school? Draw a picture.
Write a sentence about your picture.



Name: _____ Date: _____

My Important Rule

Directions: Complete the sentence. Then, draw a picture to go with your sentence.

The most important school rule is _____



Name: _____ Date: _____

Find the Page

Directions: Use the words and pictures in the *Rules at School* book to answer each question. Write the page number where you found your answer.

1. Who writes the rules?

page number _____

2. What is a good rule to follow at school?

page number _____

Name: _____ Date: _____

Rules at School Quiz

Teacher Directions: Read the questions and answers. Have students fill in the bubble next to the best answer.

1 To answer a question in class, students should _____.

- ☐ (A) shout out the answer
- ☐ (B) raise their hands

2 What do rules tell you?

- ☐ (A) what you should do after school
- ☐ (B) what you may or may not do

3 Draw a picture of students following the rules at school.



Name: _____ Date: _____

Following the Rules

Teacher Directions: Read the questions, and help students with their responses.



1. What rule are the students following?

2. Name another rule that students need to follow.

Answer Key

Safety First! (page 9)

Drawings and sentences should identify people who keep them safe at school.

In the Picture (page 10)

1. standing in line
2. yes
3. listen

Do more!: Students should write one school rule.

My Important Rule (page 11)

Responses should list and show a picture of a rule.

Find the Page (page 12)

1. the teacher/page 5
2. Answers should list a rule and the page on which it is found.

Rules at School Quiz (page 13)

1. B
2. B
3. Drawings should show students following the rules.

Following the Rules (page 14)

1. They are raising their hands, or they are listening.
2. Example responses are: *walking in the halls, using inside voices, or sharing*

Helping at School

Directions: Look at the pictures. Students are helping others. Draw a picture to show how you help at school.



How can you help friends solve problems?
Help a friend solve a problem.



Listening Rules

Directions: Look at the pictures. Circle the student who is listening in each row.

1. Eyes are on speaker.



2. Hands are still.



3. Mouth is closed.



Maya and Daniel

Directions: Listen to the conversation.* Answer the questions.

Maya: There is chicken for lunch today. I like chicken!

Daniel: I do not like chicken!

Maya: Why don't you like chicken?

Daniel: Because it tastes bad.

Maya: I don't agree with you.

Daniel: That's okay as long as you are still nice to me.

Maya:



1. What should Maya say to Daniel? Write it on the lines above.

2. Why should Maya be nice to Daniel even though he does not like chicken?

***Teacher Directions:** Read the conversation to the students.

Why We Have Rules



Guiding Question: Why are rules important?

Directions: Look at the students following the rules. Draw someone breaking a rule.



Civics

What happens if a student breaks the rules?

