

# Elementary K-3: Pathway 2 – Honoring the Salmon

## Social Studies Standards

<i>Since Time Immemorial Pathways</i>	<b>State Social Studies Standards Alignment</b>
<p><b>Elementary Kindergarten – 3<sup>rd</sup> Grade Pathways</b>            Pathway 2: <a href="#">Honoring the Salmon</a></p>	<p>SSS1.K.1,3,4; SSS2.K.1; SSS3.K.1; SSS4.K.1            C3.K.1-3; C4.K.1,2            E4.K.1            G1.K.1; G2.K.1-3; G3.K.1            H2.K.1,2; H3.K.1</p> <p>SSS1.1.1-3; SSS2.1.2; SSS3.1.1            C1.1.1,2; C3.1.1,2; C4.1.1,3            E1.1.1-4; E4.1.1,2            G1.1.1; G2.1.1,3,4; G3.1.1            H2.1.1,2; H3.1.1,2; H4.1.1,2</p> <p>SSS1.2.1,2; SSS2.2.1,2,4,5; SSS3.2.1,2; SSS4.2.1,3            C1.2.1; C2.2.1,2; C3.2.1,2; C3.2.1,2; C4.2.1-3            E1.2.3            G1.2.1-5; G2.2.1-5; G3.2.1-3            SSS1.3.2; SSS2.3.1; SSS3.3.1; SSS4.3.1            H1.2.3; H2.2.1,2; H3.2.1-3; H4.2.1</p> <p>SSS1.3.2; SSS2.3.1; SSS3.3.1; SSS4.3.1            C1.3.1,2; C2.3.3,4; C3.3.1-3; C4.3.2            E2.3.1,2; E4.3.1-3            G1.3.1,2; G2.3.1-3; G3.3.1;            H1.3.1-3; H2.3.1,2; H3.3.1-3; H4.3.1-3</p>

# Common Core State Standards for English and Language Arts relevant to STI Pathway 2: Honoring the Salmon

## Kindergarten

RL.K.1: With prompting and support, ask and answer questions about key details in a text.

RL.K.2: With prompting and support, identify characters, settings, and major events in a story.

RL.K.5: Recognize common types of texts (e.g., storybooks, poems).

SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

## First Grade

RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3: Describe characters, settings, and major events in a story, using key details

RL.1.9: Compare and contrast the adventures and experiences of characters in stories.

SL 1.1: Ask questions to clear up any confusion about the topics and texts under discussion.

SL 1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL 1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

L1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

## Second Grade

RL .2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3: Describe how characters in a story respond to major events and challenges.

RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

W.2.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed by revising and editing.

SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.5: Demonstrate understanding of word relationships and nuances in word meanings.

### **Third Grade**

RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.

L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

## Environmental & Sustainability Education (ESE) Standards

ESE Standard Alignment	Corresponding Tribal Sovereignty Unit or Resource
ESE 1, 2, 3	Elementary K-3 Pathway 2: Honoring the Salmon

<b>ESE Standard 1:</b>	Ecological, Social, and Economic Systems. Students develop knowledge of the interconnections and interdependency of ecological, social, and economic systems. They demonstrate understanding of how the health of these systems determines natural and human sustainability of local, regional, national, tribal, and global communities. <i>Aligns to Since Time Immemorial Tribal Sovereignty Essential Questions 1, 2, 3, 4, 5</i>
<b>ESE Standard 2:</b>	The Natural and Built Environment. Students engage in inquiry and systems thinking and use information gained through learning experiences in, about, and for the environment to understand the structure, components, and processes of natural and human-built environments. <i>Aligns to Since Time Immemorial Tribal Sovereignty Essential Questions 1, 4, 5</i>
<b>ESE Standard 3:</b>	Sustainability and Civic Responsibility. Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability. <i>Aligns to Since Time Immemorial Tribal Sovereignty Essential Questions 1, 2, 3, 4, 5</i>

## Social Emotional Learning (SEL) Standards

SEL Standard	Benchmark (Early Elementary)
Self-Awareness	1A,1B
Social Awareness	4A,4B,4C
Self-Management	2B
Social Management	5A,5C
Self-Efficacy	3B,3C
Social Engagement	6A,6B,6C