

Presidential Inauguration Activities
Kindergarten – Grade 2 Correlates to Common Core and NC Essential Standards for Social Studies

GRADE	READING INFORMATION	WRITING	SOCIAL STUDIES
K	<p>RI-1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI-3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI - 8 With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>[Connect 2 events: election and inauguration]</p> <p>W -1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p> <p>W-2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>K.H.1.3 Explain the impact of how life events bring change (a new sibling, moving to a new house, a new job, a new school, etc.). (role of President and First Family)</p> <p>K.C&G.1.2 Explain why citizens obey rules in the classroom, school, home and neighborhood.</p>
1	<p>RI-1 Ask and answer questions about key details in a text.</p> <p>RI-2 Identify the main topic and retell key details of a text.</p>	<p>[Connect 2 events: election and inauguration]</p> <p>W -1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some</p>	<p>1.H.1.3 Explain why national holidays are celebrated (...Martin Luther King, Jr. Day... etc.).</p> <p>1.C&G.1.2 Classify the roles of authority figures in the home, school and community (teacher,</p>

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	<p>RI-3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI-8 Identify the reasons an author gives to support points in a text.</p>	<p>sense of closure.</p> <p>W-2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>principal, parents, mayor, park rangers, game wardens, etc).</p> <p>1.C&G.1.3 Summarize various ways in which conflicts could be resolved in homes, schools, classrooms and communities.</p>

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2	<p>RI-1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI-2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI-3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI-8 Describe how reasons support specific points the author makes in a text.</p> <p>RI-9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RI-10 Read and comprehend informational texts.</p>	<p>[Connect 2 events: election and inauguration]</p> <p>W-1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W-2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W-3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W-4 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W-5 With guidance and support from adults,</p>	<p>2.H.1.1 Use timelines to show sequencing of events.</p> <p>2.H.1.2 Identify contributions of historical figures (community, state, nation and world) through various genres.</p> <p>2.C&G.1.1 Explain government services and their value to the community (libraries, schools, parks, etc.).</p> <p>2.C&G.1.2 Explain how governments establish order, provide security and create laws to manage conflict.</p> <p>2.C&G.2.1 Exemplify characteristics of good citizenship through historical figures and everyday citizens.</p> <p>2.C&G.2.2 Explain why it is important for citizens to participate in their community.</p>

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		<p>use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W-8 Recall info from experiences/gather from provided sources to answer a question.</p>	