



POWER RANGERS



WE CAN ALL BE RANGERS!

COMMON CORE ENGLISH LANGUAGE ARTS STANDARDS*			
FIRST GRADE	Activity 1	Activity 2	Activity 3
READING: FOUNDATIONAL SKILLS			
Fluency: <u>CCSS.ELA-LITERACY.RF.1.4</u> Read with sufficient accuracy and fluency to support comprehension.	X		X
WRITING			
Production and Distribution of Writing: <u>CCSS.ELA-LITERACY.W.1.5</u> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	X		X
LANGUAGE			
Conventions of Standard English: <u>CCSS.ELA-LITERACY.L.1.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X		X
Vocabulary Acquisition & Use: <u>CCSS.ELA-LITERACY.L.1.6</u> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).			X
SECOND GRADE	Activity 1	Activity 2	Activity 3
READING: FOUNDATIONAL SKILLS			
Fluency: <u>CCSS.ELA-LITERACY.RF.2.4</u> Read with sufficient accuracy and fluency to support comprehension.	X		X
LANGUAGE			
Vocabulary Acquisition and Use <u>CCSS.ELA-LITERACY.L.2.6</u> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	X		X

*National Governors Association Center for Best Practices & Council of Chief State School Officers (2010). Common Core State Standards for English Language Arts. Washington, DC: Authors.



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THIRD GRADE	Activity 1	Activity 2	Activity 3
READING: FOUNDATIONAL SKILLS			
Fluency: <u>CCSS.ELA-LITERACY.RF.3.4</u> Read with sufficient accuracy and fluency to support comprehension.	X	X	X
WRITING			
Production and Distribution of Writing: <u>CCSS.ELA-LITERACY.W.3.4</u> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.			X

PHYSICAL EDUCATION STANDARDS**			
FIRST GRADE	Activity 1	Activity 2	Activity 3
Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.			
S1.E7 Nonlocomotor (stability) Maintains stillness on different bases of support with different body shapes.		X	
S1.E8 Nonlocomotor (stability) Transfers weight from one body part to another in self-space in dance and gymnastics environments.		X	
Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
S3.E1 Physical activity knowledge Discusses the benefits of being active and exercising and/ or playing.		X	
SECOND GRADE	Activity 1	Activity 2	Activity 3
Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.			
S1.E7 Nonlocomotor (stability) Balances in an inverted position with stillness and supportive base.		X	
S1.E8 Nonlocomotor (stability) Transfers weight from feet to different body parts/bases of support for balance and/or travel.		X	

** SHAPE America — Society of Health and Physical Educators. (2013). Grade-level outcomes for K-12 physical education. Reston, VA: Author.



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Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
S3.E3 Fitness knowledge Uses own body as resistance (e.g., holds body in plank position, animal walks) for developing strength.		X	
THIRD GRADE	Activity 1	Activity 2	Activity 3
Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.			
S1.E7 Nonlocomotor (stability) Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.		X	
Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.			
S2.E4 Movement concepts Employs the concept of alignment in gymnastics and dance.		X	
Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.			
S3.E1. Physical activity knowledge Identifies physical activity as a way to become healthier		X	



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SOCIAL AND EMOTIONAL LEARNING COMPETENCIES***			
	Activity 1	Activity 2	Activity 3
SELF AWARENESS The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.			
- Integrating personal and social identities	X		X
SOCIAL AWARENESS The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.			
- Taking others’ perspectives			X
- Recognizing strengths in others	X		
- Showing concern for the feelings of others			X
- Recognizing situational demands and opportunities			X
RELATIONSHIP SKILLS The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.	X		X
- Practicing teamwork and collaborative problem-solving			X
- Resolving conflicts constructively			X
RESPONSIBLE DECISION-MAKING The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.			
- Demonstrating curiosity and open-mindedness		X	
- Identifying solutions for personal and social problems			X
- Reflecting on one’s role to promote personal, family, and community well-being			X

*** Collaborative for Academic, Social, and Emotional Learning (CASEL) SEL Framework and Core Competencies. © 2020 CASLEL. All rights reserved. Available at <https://casel.org/wp-content/uploads/2020/12/CASEL-SEL-Framework-11.2020.pdf>

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