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| **Standards Division Document 3rd 9 Weeks** **Extensions to the Standard Course of Study K-2****February** |

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| **Language Arts Snapshot**Major Concepts:* Poetry/Biographies

StandardsEX.SL.3.1 EX.SL.3.1.a EX.SL.3.1.bEX.SL.3.1.c EX.SL.3.2 EX.SL.3.3 EX.SL.4.1 EX.sL.4.1.a EX.sL.4.1.b EX.sL.4.1.c EX.sL.4.1.d EX.SL.4.2 EX.SL.4.3 EX.SL.5.1 EX.SL.5.1.a EX.SL.5.1.b EX.SL.5.1.c EX.SL.5.1.d EX.SL.5.2. EX.SL.5.3. EX.SL.3.4 EX.SL.3.5 EX.SL.3.6 EX.SL.4.4 EX.SL.4.5 EX.SL.4.6 EX.SL.5.5 EX.SL.5.6  | **Math Snapshot**Major Concepts:* Geometry: Shapes, Coordinate Graphs and Angles

StandardsEX.G.3.1. EX.G.3.2. EX.G.4.1. EX.G.4.2. EX.G.5.1. EX.G.5.2. EX.G.5.3.  | **Science Snapshot**Major Concepts:* Forces and Motion

StandardsEX.3.P.1.1 EX.3.P.1.2 EX.3.P.1.3 EX.4.P.1.1 EX.4.P.1.2 EX.4.P.1.3 EX.5.P.1.1 EX.5.P.1.2  | **Social Studies Snapshot**Major Concepts* Economics and Financial Literacy: Landforms

StandardsEX.3.G.1.3 EX.4.G.1.3 EX.5.G.1.1 EX.5.G.1.2 |

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| **Language Arts****Descriptors**EX.SL.3.1 Participate in communicative exchanges.EX.SL.3.1.a Communicate directly with peers in multi-turn exchangesEX.SL.3.1.b Ask questions of adult or peer communication partners in multi-turn exchanges.EX.SL.3.1.c Clarify own ideas as requested by communication partnerEX.SL.3.2 Identify words that describe key ideas or details from written texts read aloud or information presented graphically, orally, visually, or multimodally.EX.SL.3.3 Ask questions of or answer questions posed by adult or peer communication partners.EX.SL.4.1 Participate in communicative exchangesEX.sL.4.1.a Communicate directly with peers in multi-turn exchangeEX.SL.4.1.b Ask and answer questions of adult or peer communication partners in multi-turn exchangesEX.SL.4.1.c Clarify own ideas as requested by communication partnerEX.SL.4.1.d Make comments that contribute to the discussion and link to the remarks of othersEX.SL.4.2 Identify words or phrases that describe the meaning of written texts real aloud or information presented graphically, orally, visually, or multimodallyEX.SL.4.3 Identify the points the speaker makes (e.g., after visiting author describes his work, students identifies points including: need quiet place to write, need good ideas).EX.SL.5.1 Participate in communicative exchangesEX.SL.5.1.a. Come to discussions prepared to share informationEX.SL.5.1.b. Communicate directly with peers in multi-turn exchanges.EX.SL.5.1.c. Ask and answer questions of adult or peer communication partners to clarify and elaborate.EX.SL.5.1.c. Ask and answer questions of adult or peer communication partners to clarify and elaborate.EX.SL.5.2. Identify words that describe the meaning of written texts read aloud or information presented graphically, orally, visually, multimodally.EX.SL.5.3. Identify the points a speaker makes.EX.SL.3.4 Identify a familiar topic, story or experience and one or more facts or details related to itEX.SL.3.5 Select or create an audio recording, images, photographs, or other visual/tactual displays to represent stories or poemsEX.SL.3.6. Combine 3 or more words when appropriate to task and situation in order to clarify communicationEX.SL.4.4 Report on a familiar topic, story, or experience, providing 2 or more facts or details related to it (e.g., "What book did we read? What did you learn?")EX.SL.4.5 Select or create an audio recording, images, photographs or other visual/tactual displays to enhance reports and other communication exchangesEX.SL.4.6. Differentiate between communication partners and contexts that call for precise ideas and information (e.g., The student is giving a report on a project) and those that call for efficient or telegraphic communication (e.g., A peer asks, "Did you like it?" and a simple "Yah" is acceptable).EX.SL.5.4 Report on a familiar topic or text or present an opinion, providing 2 or more facts or details related to it.EX.SL.5.5 Select or create an audio recording, images, photographs or other visual/tactual displays to enhance reports and other communication exchanges.EX.SL.5.6. Differentiate between communication partners and contexts that call for precise ideas and information (e.g., The student is giving a report on a project) and those that call for efficient or telegraphic communications (e.g., A peer asks, "Did you like it?" and a simple "Yah" is acceptable.) | **Math****Descriptors**EX.G.3.1. Recognize the attributes of a rhombus and other quadrilaterals.EX.G.3.2. Partition shapes into equal halves. Express the area of each part as the fraction ½. Demonstrate understanding that this is 1 or 2 parts.EX.G.4.1. Identify angles in each shape.EX.G.4.2. Describe the attributes of two-dimensional shapes (i.e., number sides and angles, straight vs curved lines).EX.G.5.1. plot points in 1st quadrantEX.G.5.2. Classify figures based on angles and parallel sides.EX.G.5.3. Sort figures and describe the common attribute(s). | **Science****Descriptors**EX.3.P.1.1 Identify different ways objects move (to include falling to the ground when dropped): straight, up and down, fast and slowEX.3.P.1.2 Describe the effect of a push or a pull on the motion of an object (e.g. how far, direction, magnitude).EX.3.P.1.3 Compare objects (e.g., ramps and barriers) that may change the direction or speed of things that are already in motion.EX.4.P.1.1 Describe the motion of a moving object (away from or closer).EX.4.P.1.2 Define force as a push or a pull.EX.4.P.1.3 Predict how forces can change the speed or direction of moving objects.EX.5.P.1.1 Describe factors that would make it easier or harder to push or pull an object (wheels, round, flat, heavy, light).EX.5.P.1.2 Compare changes in motion (speeding up, slowing down) under certain conditions (e.g., steeper ramp, more weight, more or less force). | **Social Studies****Descriptors**EX.3.G.1.3 Identify physical features (mountains, hills, rivers, lakes, roads, etc.).EX.4.G.1.3 Identify physical features (mountains, hills, rivers, lakes, roads, etc.) in community and North Carolina.EX.5.G.1.1 Compare the effects of human activity on the physical environment.EX.5.G.1.2 Explain when and why people make decisions about transitions based on where they are and where they may be going |