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| **Standards Division Document 2ND 9 Weeks**  **Extensions to the Standard Course of Study 3-5**  **January** |

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| **Language Arts Snapshot**  Major Concepts:   * Plays and Dramas   Standards  EX.RL.3.1 EX.RL.3.2 EX.RL.3.3  EX.RL.4.1 EX.RL.4.2 EX.RL.4.3  EX.RL.5.1 EX.RL.5.2 EX.RL.5.3  EX.RL.3.4 EX.RL.3.5 EX.RL.3.6  EX.RL.4.4 EX.RL.4.5 EX.RL.4.6  EX.RL.5.4 EX.RL.5.5 EX.RL.5.6  EX.RL.3.7. EX.RL.3.9 EX.RL.4.7  EX.RL.4.7.a EX.RL.4.7.b EX.RL.4.7.c EX.RL.4.9 EX.RL.5.7  EX.RL.5.9. EX.RL.3.10 EX.RL.4.10 EX.RL.5.10 | **Math Snapshot**  Major Concepts:   * Operations and Algebraic Thinking: Multiplication and Division   Standards  EX.OA.3.1 EX.OA.3.2 EX.OA.4.1 EX.OA.4.2 EX.OA.5.1 EX.OA.3.3 EX.OA.3.4 EX.OA.4.3 EX.OA.4.4 EX.OA.4.5 EX.OA.5.2 EX.OA.5.3 EX.OA.5.4 EX.OA.4.6 EX.OA.4.7 EX.NBT.5.6 EX.NBT.5.7 EX.NBT.5.8 | **Science Snapshot**  Major Concepts:   * Properties of Matter   Standards  EX.3.P.2.1 EX.3.P.2.2 EX.3.P.2.3 EX.3.P.2.4 EX.4.P.2.1 EX.4.P.2.2 EX.5.P.2.1 EX.5.P.2.2 EX.5.P.2.3 | **Social Studies Snapshot**  Major Concepts   * Geography and Environment: Map Skills   Standards  EX.3.G.1.1 EX.3.G.1.2 EX.3.G.1.4  EX.4.G.1.1 EX.4.G.1.5 EX.5.G.1.4 |

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| **Language Arts**  **Descriptors**  EX.RL.3.1. Answer questions to demonstrate recall of details from text.  EX.RL.3.2. Listen to stories, including fables and folktales from diverse cultures, and identify key events.  EX.RL.3.3. Identify the feeling of characters in a story.  EX.RL.4.1. Identify details or examples in a text that explain what the text says explicitly.  EX.RL.4.2. Identify appropriate titles of a story, drama or poem.  EX.RL.4.3. Identify words that describe characters, settings or events in a story or drama.  EX.RL.5.1. Select quotes that explain what the text says explicitly  EX.RL.5.2. Identify the problem in a story, drama, or poem.  EX.RL.5.3 Compare two or more characters or events in a story or drama, using specific details in the text (e.g., both characters are boys)  EX.RL.3.4. Identify key words that complete literal sentences in a text (e.g., Jack climbed up the \_\_\_\_\_\_\_. <tree, beanstalk, ladder> ).  EX.RL.3.5. Identify the beginning, middle and end of a story with a linear sequence  EX.RL.3.6. Identify whether or not a story has a narrator.  EX.RL.4.4. Identify meaningful words, phrases or features in a text that are similar to those used in another text (e.g., characters in two separate texts are described in the same way; or the rhyme and rhythm of two texts are similar).  EX.RL.4.5. Identify texts as poems, drama, and prose.  EX.RL.4.6. Identify the narrator of a text.  EX.RL.5.4. Determine the literal meaning of words and phrases as they are used in a text.  EX.RL.5.5. Demonstrate understanding of an author’s use of structure by continuing a story or poem using the same structure (e.g., Then the big bad wolf went to the house that the pig made of steel and said, “I’ll huff and I’ll puff.”)  EX.RL.5.6. Identify words that describe the narrator or speaker in a story.  EX.RL.3.7. Identify words that describe story characters as depicted in images or illustrations from the text  EX.RL.3.9. Identify ways that two stories with similar characters are the same (e.g., both stories take place at a school).  EX.RL.4.7. Use text and illustrations to understand a story.  EX.RL.4.7.a. Match text with appropriate illustrations from a story.  EX.RL.4.7.b. Identify details that exist in the illustrations that do not appear in the text of a story  EX.RL.4.7.c. Identify details that exist in the text that do not appear in the illustrations.  EX.RL.4.9. Compare characters or events, in stories, myths, and traditional literature from different cultures.  EX.RL.5.7. Identify visual or multimedia elements that contribute to the meaning of a text.  EX.RL.5.9. Compare and contrast two books on the same topic or theme  EX.RL.3.10. Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for a clearly stated purpose (e.g., Read or listen to identify how the characters are feeling).  EX.RL.4.10. Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for a clearly stated purpose (e.g., Read or listen to a story to identify the narrator. Read or listen to a story to compare the main characters.).  EX.RL.5.10. Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for clearly stated purposes (e.g., Read/listen to the text to compare it with the text we read yesterday. Read/listen to the text to identify words that describe the narrator.) | **Math**  **Descriptors**  EX.OA.3.1. Compose and decompose numbers on both sides of the equal sign to show equality.  EX.OA.3.2. Solve addition and subtraction problems when result is unknown (i.e. 8 + 2 = 6 – 3 =).  EX.OA.4.1. Solve addition and subtraction problems when change is unknown (i.e. 8 + \_\_ = 10, 6 – \_\_ = 3)  EX.OA.4.2. Use part-part-whole problem, to combine two parts into one whole when whole is unknown.  EX.OA.5.1. Write and solve a number problem based on a real -word situation.  EX.OA.3.3. Build models that represent repeated addition. (i.e., 2 groups of 4 is the same quantity as 4 + 4)  EX.OA.3.4. Share equally collections of up to 30 items between 2 to 4people to solve real life story problems.  EX.OA.4.3. Illustrate multiplication and division by making equal sized groups using models.  EX.OA.4.4. Understand that even numbers are sets that can be shared equally between 2 people and odd sets cannot  EX.OA.4.5. Use the symbolic representation of multiplication and division to write a number sentence.  EX.OA.5.2. Use repeating shape and numerical patterns to identify the unit, correct errors, and extend the pattern.  EX.OA.5.3. Understand the concept of counting by 2’s and 5’s.  EX.OA.5.4. Understand counting by 10’s on and off the decade (0- 100).  EX.OA.4.6. Use repeating shape patterns to make predictions and extend simple repeating patterns.  EX.OA.4.7. Understand the concept of counting by 2’s.  EX.NBT.5.6. Illustrate the concept of multiplication by using equal shares to make 1-5 equal groups.  EX.NBT.5.7. Illustrate the concept of division by making 1-5 equal sized groups and count number of groups.  EX.NBT.5.8 Illustrate "left over" using objects and representations (remainder). | **Science**  **Descriptors**  EX.3.P.2.1 Identify liquids and how they take the shape of their container  EX.3.P.2.2 Compare properties of water to other objects (e.g. objects that can sink, float or stay suspended in water)  EX.3.P.2.3 Identify processes (e.g. heating, cooling, cutting, smashing) that result in a physical change  EX.3.P.2.4 Compare the effect of temperature change on matter (e.g. melting ice or ice cream, boiling water, or freezing water)  EX.4.P.2.1 Identify different types of solid materials (wood, rock, plastic, rubber, glass, metal)  EX.4.P.2.2 Compare physical properties of solid materials (weight, texture, hardness, flexibility, and strength)  EX.5.P.2.1 Identify processes (e.g. burning or cooking) that result in a chemical change in matter  EX.5.P.2.2 Compare physical and chemical changes of matter  EX.5.P.2.3 Classify changes in matter as physical (reversible) or chemical (irreversible). | **Social Studies**  **Descriptors**  EX.3.G.1.1 Identify community landmarks (e.g., grocery, stores, restaurants, parks, fire station).  EX.3.G.1.2 Describe the function of the community landmarks.  EX.3.G.1.4 Locate places within the school environment (pictorial/symbol representation)  EX.4.G.1.1 Understand locations have specific addresses that include name of town/city and state.  EX.4.G.1.5 Use maps to locate places in the classroom.  EX.5.G.1.4 Use maps to move to various locations within the school. |