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| **Standards Division Document 3rd 9 Weeks** **Extensions to the Standard Course of Study 3-5****March** |

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| **Language Arts Snapshot**Major Concepts:* Writing Standards: Personal Narrative

StandardsEX.W.3.1 EX.W.3.1.a EX.W.3.1.b EX.W.3.2. EX.W.3.2.a. EX.W.3.2.b EX.W.3.3. EX.W.4.1 EX.W.4.1.a EX.W.4.1.b EX.W.4.1.c EX.W.4.2. EX.W.4.2.a EX.W.4.2.b EX.W.4.2.c EX.W.4.3. EX.W.5.1. EX.W.5.1.a EX.W.5.1.b EX.W.5.1.c EX.W.5.2.EX.W.5.2.a. EX.W.5.2.b EX.W.5.2.c EX.W.5.3. EX.W.5.3.a EX.W.5.3.b EX.W.5.3.c EX.W.3.4. EX.W.3.5. EX.W.3.6. EX.W.4.4. EX.W.4.5. EX.W.4.6. EX.W.5.4 EX.W.5.5. EX.W.5.6.  | **Math Snapshot**Major Concepts:* Numbers and operations: Fractions

StandardsEX.NF.3.1 EX.NF.3.2 EX.NF.4.1 EX.NF.4.2 EX.NF.4.3 EX.NF.5.1 EX.NF.5.2 EX.NF.5.3 EX.NF.5.4  | **Science Snapshot**Major Concepts:* Properties of Matter

StandardsEX.4.P.2.2 EX.5.P.2.2  | **Social Studies Snapshot**Major Concepts* Economics and Financial Literacy: Natural Resources

StandardsEX.3.E.1.1 EX.3.E.1.2 EX.4.E.1.2 EX.5.E.1.1 |

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| **Language Arts****Descriptors**EX.W.3.1. Write\* an opinion of a familiar topic or text, supporting a point of view with reasons.EX.W.3.1.a. Select a topic or book to write about and state an opinion.EX.W.3.1.b. List reasons to support the opinion.EX.W.3.2. Write\* to convey information clearly.EX.W.3.2.a. Select a topic and illustrations or visual/ tactile supports related it EX.W.3.2.b. List words related to the topicEX.W.3.3. Select an event or personal experience and use drawing, dictating, or writing\* to compose a narrative with at least two events in sequence (e.g., Went to the store. Ate Cookies.).EX.W.4.1. Write\* an opinion of a familiar topic or text, supporting a point of view with reasons and information.EX.W.4.1.a. Select a topic or book to write about and state an opinion.EX.W.4.1.b. List reasons that support the opinion.EX.W.4.1.c. List facts or details to support opinion.EX.W.4.2. Write\* to convey information clearly.EX.W.4.2.a. Select a topic and illustrations or visual/ tactile supports related it.EX.W.4.2.b. List words related to the topic.EX.W.4.2.c. List facts or details related to the topic.EX.W.4.3. Select an event or personal experience and use drawing, dictating, or writing\* to compose a narrative with 3 or more events in sequence (e.g., I woke up. I went to school. I had fun.).EX.W.5.1. Write\* opinion pieces on topics or texts, supporting a point of view with reasons and information.EX.W.5.1.a. State a topic or book to write about and state an opinion about it.EX.W.5.1.b. Provide reasons that support the opinion using 2-3 word combinations.EX.W.5.1.c. Provide facts or details to support opinion using 2-3 word combinationsEX.W.5.2. Write\* to convey information and ideas clearly.EX.W.5.2.a. State a topic and select illustrations or visual/tactile supports related to itEX.W.5.2.b. Provide information related to the topic using 2 -3 word combinations and domain specific vocabulary.EX.W.5.2.c. Provide facts or details related to the topic using 2 -3 word combinations.EX.W.5.3. Write\* a narrative about a real or imagined event or experience.EX.W.5.3.a. Describe the event or experience using 2 -3 word combinations.EX.W.5.3.b. Describe 3 or more events in sequence.EX.W.5.3.c. Provide a sense of closure.EX.W.3.4. With guidance and support from adults produce writing\* in which the organization is appropriate to the task and purpose.EX.W.3.5. With guidance and support from adults, add more and clarify writing\* to strengthen and develop itEX.W.3.6 With guidance and support from adults, use technology to produce and publish writing\*.EX.W.4.4. With guidance and support from adults produce writing\* in which the organization is appropriate to the task and purpose.EX.W.4.5. With guidance and support from adults, add more and clarify writing\* to strengthen and develop it.EX.W.4.6. With guidance and support from adults, use technology to produce and publish writing\*.EX.W.5.4 With guidance and support from adults produce writing\* in which the organization is appropriate to the task and purposeEX.W.5.5 With guidance and support from adults, add more and clarify writing\* to strengthen and develop it. EX.W.5.6 With guidance and support from adults, use technology to produce and publish writing\* | **Math****Descriptors**EX.NF.3.1. Identify whole and half using concrete models (use continuous and discrete items).EX.NF.3.2. Use symbolic representation for each equal part.EX.NF.4.1. Identify whole, half, and fourth using concrete models (use continuous and discrete items).EX.NF.4.2. Use symbolic representation for each fractional part.EX.NF.4.3. Use a number line to identify the half between each number.EX.NF.5.1. Identify whole, half, fourth and third using concrete models (use continuous and discrete items).EX.NF.5.2. Use symbolic representation for each fractional part.EX.NF.5.3. Understand a set must be divided into equal parts of the whole and when reassembled recreates the whole using a model.EX.NF.5.4. Add fractions with like denominators to make a whole (halves, thirds, fourths). | **Science****Descriptors**EX.4.P.2.2 Compare physical properties of solid materials (weight, texture, hardness, flexibility, and strength)EX.5.P.2.2 Compare physical and chemical changes of matter | **Social Studies****Descriptors**EX.3.E.1.1 Identify community landmarks to secure goods and services.EX.3.E.1.2 Communicate how supply and demand affects the choices an individual can make.EX.4.E.1.2 Communicate the roles and impact producers and consumers have on the North Carolina economy.EX.5.E.1.1 Understand that more than one person can contribute to a good or service |