

**Standards Division Document 1st 9 Weeks
Extensions to the Standard Course of Study 3-5
August/September**

Language Arts Snapshot	Math Snapshot	Science Snapshot	Social Studies Snapshot
<p>Major Concepts:</p> <ul style="list-style-type: none"> • Comprehension Strategies 	<p>Major Concepts:</p> <ul style="list-style-type: none"> • Number and Operations in Base Ten: Number Line (More and Less) 	<p>Major Concepts:</p> <ul style="list-style-type: none"> • Weather 	<p>Major Concepts</p> <ul style="list-style-type: none"> • Civics and Government: Citizenship
<p>Standards</p> <p>EX.RI.3.1 EX.RI.3.2 EX.RI.3.3 EX.RI.4.1 EX.RI.4.2 EX.RI.4.3 EX.RI.5.1 EX.RI.5.2 EX.RI.5.3 EX.RI.3.6 EX.RI.3.7 EX.RI.3.8 EX.RI.4.6 EX.RI.4.7 EX.RI.4.8 EX.RI.3.9 EX.RI.4.9 EX.RI.5.9 EX.RI.3.10 EX.RI.4.10 EX.RI.5.10</p>	<p>Standards</p> <p>EX.NBT.3.3 EX.NBT.3.4 EX.NBT.3.5 EX.NBT.3.6 EX.NBT.4.2 EX.NBT.5.1 EX.NBT.5.2</p>	<p>Standards</p> <p>EX.3.E.1.1 EX.3.E.1.2 EX.4.E.1.1 EX.4.E.1.2 EX.4.E.1.3 EX.5.E.1.1 EX.5.E.1.2</p>	<p>Standards</p> <p>EX.3.C&G.2.1 EX.3.C&G.2.2 EX.4.C&G.2.1 EX.4.C&G.2.2 EX.4C&G.2.4 EX.5.C&G.2.1 EX.5.C&G.2.2 EX.5.C&G.2.3 EX.5.C&G.2.4</p>

Language Arts Descriptors	Math Descriptors	Science Descriptors	Social Studies Descriptors
<p>EX.RI.3.1. Answer questions to demonstrate recall of information from text</p> <p>EX.RI.3.2 Listen to a text to identify key details</p> <p>EX.RI.3.3 Identify first and last steps in a set of directions or a series of events in a written recount of the past.</p> <p>EX.RI.4.1. Determine details or examples in a text that help explain what the text says explicitly.</p> <p>EX.RI.4.2. Identify appropriate titles for a text.</p> <p>EX.RI.4.3. Sequence the steps in a set of directions or the series of events in a written recount of a past event.</p> <p>EX.RI.5.1. Select quotes that explain what the text says explicitly</p>	<p>EX.NBT.3.3. Use part-part-whole relationships (including 2 or more parts), to compose and decompose numbers (0-30).</p> <p>EX.NBT.3.4. Compare numbers (0-30) in relationship to benchmark numbers 5 and 10.</p> <p>EX.NBT.3.5. Compare sets of objects (0-30) by their relative magnitude (e.g., more, less, equal, one more, one less, bigger, smaller).</p> <p>EX.NBT.3.6. Use estimation to determine if a set of objects is “more than 10,” “less than 10,” or “about the same as 10.”</p> <p>EX.NBT.4.2. Use a number line or hundreds chart to compare numbers greater than, less than or equal to.</p> <p>EX.NBT.5.1. Understand the sequential order of the counting numbers (0-100) and their relative magnitudes.</p>	<p>EX.3.E.1.1 Identify common characteristics of the 4 seasons (winter, spring, summer, and fall).</p> <p>EX.3.E.1.2 Compare the changes which occur during each season (e.g. temperature changes, leaves falling, snow, wind blowing, flowers blooming).</p> <p>EX.4.E.1.1 Use a thermometer to record temperature changes, during the day, from day to day, and season to season.</p> <p>EX.4.E.1.2 Measure precipitation and note amounts (none, some, and much) from day to day.</p> <p>EX.4.E.1.3 Understand that moving air is wind and it affects the weather and our environment.</p> <p>EX.5.E.1.1 Describe different types of weather (e.g. rain showers, thunderstorms, hail, tornadoes, hurricanes, blizzards).</p>	<p>EX.3.C&G.2.1 Apply different rules for different locations throughout the school.</p> <p>EX.3.C&G.2.2 Apply knowledge of different rules for different staff members throughout the school.</p> <p>EX.4.C&G.2.1 Identify basic rights of an individual.</p> <p>EX.4.C&G.2.2 Apply knowledge of basic responsibilities of individuals in a group (e.g., clean up after self, participating in conversations, respecting others space).</p> <p>EX.4.C&G.2.4 Actively engage in communicative exchanges by making comments that contribute to the discussion and link to the remarks of others.</p> <p>EX.5.C&G.2.1 Analyze the rights and responsibilities of individuals in a group.</p>

<p>EX.RI.5.2. Determine the topic of a text and identify key details that relate to it.</p> <p>EX.RI.5.3 Compare two or more individuals, events, or concepts in a historical, scientific, or technical text (e.g., hurricanes and tornados are both: severe storms, dangerous, related to weather).</p> <p>EX.RI.3.4. Identify key words from the text that complete sentences in a text (e.g., The hill made the object move < faster, slower, straighter>).</p> <p>EX.RI.3.5. Identify key words in a text that relate to a topic.</p> <p>EX.RI.3.6 Identify key points in a text that reflect own point of view (e.g., in a text about the world cup, soccer is describes as the most popular sport in Europe and student identifies it as his/her own favorite sport).</p>	<p>EX.NBT.5.2. Illustrate whole numbers in groups of one's and ten's by composing and decomposing</p>	<p>EX.5.E.1.2 Identify reasons for staying inside during severe weather (e.g. thunderstorms, hail, tornadoes, and hurricanes).</p>	<p>EX.5.C&G.2.2 Explain why rights and responsibilities within the school environment support the concept of the "common good".</p> <p>EX.5.C&G.2.3 Identify the feelings of others in a group about a topic.</p> <p>EX.5.C&G.2.4 Actively engage in communicative exchanges by making comments and asking questions that contribute to the discussion and link to the remarks of others.</p>
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<p>EX.RI.4.4. Complete sentences with academic and domain - specific words or phrases in a text that relate to a grade 4 topic or subject area (e.g., He used a <thermometer> to measure the temperature.).</p> <p>EX.RI.4.5. Determine whether a text is about a topic or an event.</p> <p>EX.RI.4.6. Identify similarities between own experience and a written account of the same experience or event.</p> <p>EX.RI.5.4. Complete sentences with general academic and domain-specific words and phrases that relate to a grade 5 topic or subject area (e.g., Thunderstorms have thunder,<lightening> , and strong winds.).</p> <p>EX.RI.5.5 Determine the chronology, comparison, cause/effect, or problem/solution presented in a text.</p> <p>EX.RI.5.6 Compare and contrast two written accounts of the same experience or event</p>			
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EX.RI.3.7. Use information gained from visual elements and the words in a text (read or heard) to answer factual questions (e.g., who, what, where, when, and how).

EX.RI.3.8. Describe the logical connection between information in a text (e.g., first/then, first/second/third in a sequence, compare big/little, hot/cold).

EX.RI.3.9 Identify similar details in two texts of the same topic

EX.RI.4.7. Answer factual questions about information presented graphically or visually presented in a text.

EX.RI.4.8. Identify evidence (details and examples) that support particular points in a text.

EX.RI.4.9. Compare and contrast two texts on the same topic.

EX.RI.5.7. Locate information or the answer to a question in a text (e.g., Read/listen to the text to find how the animal adapts.)

<p>EX.RI.5.8. Determine which evidence (details and examples) supports which points in a text (e.g., In a text about animal habitats and adaptations, determine which details and examples support the point that habitats are important and which support the point that adaptations change over time.).</p> <p>EX.RI.5.9 Compare and contrast several texts on the same topic</p> <p>3.10. Demonstrate understanding of text while actively engaging in group reading of historical/scientific and technical text for a clearly stated purpose (e.g., Read or listen to put the events in order, Read or listen to determine which is biggest)</p> <p>4.10. Demonstrate understanding of text while actively engaged in group reading of historical, scientific, and technical texts for clearly stated purposes (e.g., Read or listen to a text to find similarities. Read or listen to a text to determine which is most important.).</p>			
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5.10. Demonstrate understanding of text while actively engaged in group reading of historical, scientific, and technical texts for clearly stated purposes (e.g., Read or listen to the text to find out three facts about bears. Read or listen to the text to compare what it says about animals to what we learned about animals yesterday.)

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