

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

Language Arts Snapshot	Math Snapshot	Science Snapshot	Social Studies Snapshot
<p>Major Concepts:</p> <ul style="list-style-type: none"> Poetry/Biographies <p>Standards</p> <p>EX.SL.3.1 EX.SL.3.1.a EX.SL.3.1.b EX.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</p>	<p>Major Concepts:</p> <ul style="list-style-type: none"> Geometry: Shapes, Coordinate Graphs and Angles <p>Standards</p> <p>EX.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.</p>	<p>Major Concepts:</p> <ul style="list-style-type: none"> Forces and Motion <p>Standards</p> <p>EX.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</p>	<p>Major Concepts</p> <ul style="list-style-type: none"> Economics and Financial Literacy: Landforms <p>Standards</p> <p>EX.3.G.1.3 EX.4.G.1.3 EX.5.G.1.1 EX.5.G.1.2</p>

Language Arts Descriptors	Math Descriptors	Science Descriptors	Social Studies Descriptors
<p>EX.SL.3.1 Participate in communicative exchanges.</p> <p>EX.SL.3.1.a Communicate directly with peers in multi-turn exchanges</p> <p>EX.SL.3.1.b Ask questions of adult or peer communication partners in multi-turn exchanges.</p> <p>EX.SL.3.1.c Clarify own ideas as requested by communication partner</p> <p>EX.SL.3.2 Identify words that describe key ideas or details from written texts read aloud or information presented graphically, orally, visually, or multimodally.</p> <p>EX.SL.3.3 Ask questions of or answer questions posed by adult or peer communication partners.</p> <p>EX.SL.4.1 Participate in communicative exchanges</p>	<p>EX.G.3.1. Recognize the attributes of a rhombus and other quadrilaterals.</p> <p>EX.G.3.2. Partition shapes into equal halves. Express the area of each part as the fraction $\frac{1}{2}$. Demonstrate understanding that this is 1 or 2 parts.</p> <p>EX.G.4.1. Identify angles in each shape.</p> <p>EX.G.4.2. Describe the attributes of two-dimensional shapes (i.e., number sides and angles, straight vs curved lines).</p> <p>EX.G.5.1. plot points in 1st quadrant</p> <p>EX.G.5.2. Classify figures based on angles and parallel sides.</p> <p>EX.G.5.3. Sort figures and describe the common attribute(s).</p>	<p>EX.3.P.1.1 Identify different ways objects move (to include falling to the ground when dropped): straight, up and down, fast and slow</p> <p>EX.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).</p> <p>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.</p> <p>EX.4.P.1.1 Describe the motion of a moving object (away from or closer).</p> <p>EX.4.P.1.2 Define force as a push or a pull.</p> <p>EX.4.P.1.3 Predict how forces can change the speed or direction of moving objects.</p>	<p>EX.3.G.1.3 Identify physical features (mountains, hills, rivers, lakes, roads, etc.).</p> <p>EX.4.G.1.3 Identify physical features (mountains, hills, rivers, lakes, roads, etc.) in community and North Carolina.</p> <p>EX.5.G.1.1 Compare the effects of human activity on the physical environment.</p> <p>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</p>

<p>EX.SL.4.1.a Communicate directly with peers in multi-turn exchange</p> <p>EX.SL.4.1.b Ask and answer questions of adult or peer communication partners in multi-turn exchanges</p> <p>EX.SL.4.1.c Clarify own ideas as requested by communication partner</p> <p>EX.SL.4.1.d Make comments that contribute to the discussion and link to the remarks of others</p> <p>EX.SL.4.2 Identify words or phrases that describe the meaning of written texts read aloud or information presented graphically, orally, visually, or multimodally</p> <p>EX.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).</p> <p>EX.SL.5.1 Participate in communicative exchanges</p>		<p>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).</p> <p>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).</p>	
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<p>EX.SL.5.1.a. Come to discussions prepared to share information</p> <p>EX.SL.5.1.b. Communicate directly with peers in multi-turn exchanges.</p> <p>EX.SL.5.1.c. Ask and answer questions of adult or peer communication partners to clarify and elaborate.</p> <p>EX.SL.5.1.c. Ask and answer questions of adult or peer communication partners to clarify and elaborate.</p> <p>EX.SL.5.2. Identify words that describe the meaning of written texts read aloud or information presented graphically, orally, visually, multimodally.</p> <p>EX.SL.5.3. Identify the points a speaker makes.</p> <p>EX.SL.3.4 Identify a familiar topic, story or experience and one or more facts or details related to it</p>			
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EX.SL.3.5 Select or create an audio recording, images, photographs, or other visual/tactual displays to represent stories or poems

EX.SL.3.6. Combine 3 or more words when appropriate to task and situation in order to clarify communication

EX.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 exchanges

<p>EX.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).</p> <p>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.</p> <p>EX.SL.5.5 Select or create an audio recording, images, photographs or other visual/tactual displays to enhance reports and other communication exchanges.</p> <p>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.)</p>			
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