

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

Language Arts Snapshot	Math Snapshot	Science Snapshot	Social Studies Snapshot
<p>Major Concepts:</p> <ul style="list-style-type: none"> • Writing Standards: Personal Narrative <p>Standards</p> <p>EX.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.</p>	<p>Major Concepts:</p> <ul style="list-style-type: none"> • Numbers and operations: Fractions <p>Standards</p> <p>EX.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</p>	<p>Major Concepts:</p> <ul style="list-style-type: none"> • Properties of Matter <p>Standards</p> <p>EX.4.P.2.2 EX.5.P.2.2</p>	<p>Major Concepts</p> <ul style="list-style-type: none"> • Economics and Financial Literacy: Natural Resources <p>Standards</p> <p>EX.3.E.1.1 EX.3.E.1.2 EX.4.E.1.2 EX.5.E.1.1</p>

Language Arts Descriptors	Math Descriptors	Science Descriptors	Social Studies Descriptors
<p>EX.W.3.1. Write* an opinion of a familiar topic or text, supporting a point of view with reasons.</p> <p>EX.W.3.1.a. Select a topic or book to write about and state an opinion.</p> <p>EX.W.3.1.b. List reasons to support the opinion.</p> <p>EX.W.3.2. Write* to convey information clearly.</p> <p>EX.W.3.2.a. Select a topic and illustrations or visual/ tactile supports related it</p> <p>EX.W.3.2.b. List words related to the topic</p> <p>EX.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.).</p>	<p>EX.NF.3.1. Identify whole and half using concrete models (use continuous and discrete items).</p> <p>EX.NF.3.2. Use symbolic representation for each equal part.</p> <p>EX.NF.4.1. Identify whole, half, and fourth using concrete models (use continuous and discrete items).</p> <p>EX.NF.4.2. Use symbolic representation for each fractional part.</p> <p>EX.NF.4.3. Use a number line to identify the half between each number.</p> <p>EX.NF.5.1. Identify whole, half, fourth and third using concrete models (use continuous and discrete items).</p> <p>EX.NF.5.2. Use symbolic representation for each fractional part.</p>	<p>EX.4.P.2.2 Compare physical properties of solid materials (weight, texture, hardness, flexibility, and strength)</p> <p>EX.5.P.2.2 Compare physical and chemical changes of matter</p>	<p>EX.3.E.1.1 Identify community landmarks to secure goods and services.</p> <p>EX.3.E.1.2 Communicate how supply and demand affects the choices an individual can make.</p> <p>EX.4.E.1.2 Communicate the roles and impact producers and consumers have on the North Carolina economy.</p> <p>EX.5.E.1.1 Understand that more than one person can contribute to a good or service</p>

<p>EX.W.4.1. Write* an opinion of a familiar topic or text, supporting a point of view with reasons and information.</p> <p>EX.W.4.1.a. Select a topic or book to write about and state an opinion.</p> <p>EX.W.4.1.b. List reasons that support the opinion.</p> <p>EX.W.4.1.c. List facts or details to support opinion.</p> <p>EX.W.4.2. Write* to convey information clearly.</p> <p>EX.W.4.2.a. Select a topic and illustrations or visual/ tactile supports related it.</p> <p>EX.W.4.2.b. List words related to the topic.</p> <p>EX.W.4.2.c. List facts or details related to the topic.</p>	<p>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.</p> <p>EX.NF.5.4. Add fractions with like denominators to make a whole (halves, thirds, fourths).</p>		
--	--	--	--

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 combinations

EX.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 it

EX.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 it

<p>EX.W.3.6 With guidance and support from adults, use technology to produce and publish writing*.</p> <p>EX.W.4.4. With guidance and support from adults produce writing* in which the organization is appropriate to the task and purpose.</p> <p>EX.W.4.5. With guidance and support from adults, add more and clarify writing* to strengthen and develop it.</p> <p>EX.W.4.6. With guidance and support from adults, use technology to produce and publish writing*.</p> <p>EX.W.5.4 With guidance and support from adults produce writing* in which the organization is appropriate to the task and purpose</p> <p>EX.W.5.5 With guidance and support from adults, add more and clarify writing* to strengthen and develop it.</p>			
---	--	--	--

EX.W.5.6 With guidance and support from adults, use technology to produce and publish writing*			
--	--	--	--