

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

Language Arts Snapshot	Math Snapshot	Science Snapshot	Social Studies Snapshot
<p>Major Concepts:</p> <ul style="list-style-type: none"> • Compare/Contrast <p>standards</p> <p>EX. L.3.4 EX.L.3.4.a EX.L.3.4.b EX.L.3.5 EX.L.3.5.a EX.L.3.5.b EX.L.3.6 EX.L.4.4 EX.L.4.4.a EX.L.4.4.b EX.L.4.5 EX.L.4.5.a EX.L.4.5.b EX.L.4.6 EX.L.5.4 EX.L.5.4.a EX.L.5.4.b EX.L.5.5 EX.L.5.5.a EX.L.5.5.b EX.L.5.5.c EX.L.5.5.d EX.L.5.6</p>	<p>Major Concepts:</p> <ul style="list-style-type: none"> • Numbers and Operations in Base Ten: Addition and Subtraction <p>standards</p> <p>EX.NBT.3.1 EX.NBT.3.2 EX.NBT.3.7 EX.NBT.3.8 EX.NBT.4.1 EX.NBT.4.3 EX.NBT.5.3 EX.NBT.5.4 EX.NBT.5.5</p>	<p>Major Concepts:</p> <ul style="list-style-type: none"> • Physical and Chemical Change <p>standards</p> <p>EX.3.P.2.4 EX.5.P.2.2 EX.5.P.2.3</p>	<p>Major Concepts</p> <ul style="list-style-type: none"> • Civics and Government: Democracy <p>standards</p> <p>EX.3.C&G.2.3 EX.3.C&G.2.4 EX.4.C&G.2.1 EX.4.C&G.2.2 EX.4.C&G.2.4 EX.5.C&G.2.1</p>

Language Arts Descriptors	Math Descriptors	Science Descriptors	Social Studies Descriptors
<p>EX.L.3.4 Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.</p> <p>EX.L.3.4.a Choose from an array of words an appropriate word to complete sentences</p> <p>EX.L.3.4.b Identify the temporal meaning when the most common affixes (-ing, -ed) are added to common verbs (happening now; happened yesterday).</p> <p>EX.L.3.5 Demonstrate understanding of word relationships</p> <p>EX.L.3.5.a Identify real-life connections between words and their use (e.g., label the materials being used in a science experiment; label ingredients used to cook).</p> <p>EX.L.3.5.b Identify words that describe personal emotional states</p>	<p>EX.NBT.3.1. Use a number line (0-30) to determine the number 1 more and 1 less and 2 more and 2 less.</p> <p>EX.NBT.3.2. Illustrate ten and some more with numbers 11-30 using objects (bundles of ten).</p> <p>EX.NBT.3.7. Use language and symbols (subtract, add, equal) to describe addition and subtraction problems.</p> <p>EX.NBT.3.8. Use addition and subtraction symbols in solving problems up to 30.</p> <p>EX.NBT.4.1. Illustrate whole numbers to 50 by composing and decomposing numbers</p> <p>EX.NBT.4.3 Illustrate multiplication and division by making 2 equal groups up to 10.</p> <p>EX.NBT.5.3. Solve addition and subtraction problems when initial is unknown (i.e. $___ + 2 = 10$; $___ - 2 = 8$).</p>	<p>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).</p> <p>EX.5.P.2.2 Compare physical and chemical changes of matter</p> <p>EX.5.P.2.3 Classify changes in matter as physical (reversible) or chemical (irreversible).</p>	<p>EX.3.C&G.2.3 Exemplify how students can contribute to the well-being of the classroom</p> <p>EX.3.C&G.2.4 In a group, communicate to clarify own thinking on a topic.</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.L.3.6. Use words appropriately across contexts including words that signal spatial and temporal relationships (e.g. behind, under, later, soon, next).</p> <p>EX.L.4.4 Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.</p> <p>EX.L.4.4.a Choose from an array of content related words to complete sentence read aloud by adults</p> <p>EX.L.4.4.b. Use frequently occurring root words (e.g., cook) and their inflectional forms (e.g. cooks, cooked, cooking).</p> <p>EX.L.4.5 Demonstrate understanding of word relationships</p> <p>EX.L.4.5.a Use simple, common idioms (e.g., you bet, it's a deal, cool)</p> <p>EX.L.4.5.b Demonstrate understanding of words by identifying other words that are the same and different in meaning</p>	<p>EX.NBT.5.4. Use concrete objects to illustrate the commutative property.</p> <p>EX.NBT.5.5. Solve single and multidigit addition and subtraction equations (no regrouping).</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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EX.L.4.6. Use words appropriately across contexts including words that signal emotions and attention to topic.

EX.L.5.4 Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.

EX.L.5.4.a Choose from an array of content related words to complete sentences read aloud by adults.

EX.L.5.4.b. Use frequently occurring root words (e.g., cook) and their inflectional forms (e.g., cooks, cooked, cooking).

EX.L.5.5 Demonstrate understanding of word relationships

EX.L.5.5.a Use words with multiple meanings accurately (e.g., identify a duck as a type of bird and use the verb to duck)

EX.L.5.5.b. Use simple, common idioms (e.g. you bet, it's a deal, cool).

<p>EX.L.5.5.c. Distinguish shades of meaning of adjectives differing in intensity (e.g., uncomfortable, painful).</p> <p>EX.L.5.5.d. Demonstrate understanding of words by identifying other words with similar meanings (e.g., synonyms).</p> <p>EX.L.5.6. Use words appropriately across contexts including words and phrases that signal continuation (e.g., We used the small ramp and then) and contrast (e.g., He likes it but).</p>			
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