

Big Ideas: Systems	Essential Vocabulary
ELA –Reading Standards for Informational Text: <i>Comprehension Strategies</i>	ELA: who, what , when where, how first, next, last, read, listen, look, character, title, sequence Math: same, more, less set, bigger, smaller, least, greater, equal, total Science: spring, summer, winter, fall, precipitation, wind, thermometer, hurricane, thunderstorm, tornado, temperature, hail, blizzard Social Studies: rules, responsibility, manners, rights, community
Math – Number and Operations in Base Ten: <i>Number Line (More and Less)</i>	
Science – Earth Systems, Structures and Processes: <i>Weather Tools and Systems</i>	
Social Studies – Civics and Government: <i>Citizenship</i>	
Learning Targets What do students need to be able to know / do?	Assessment and Data
Students will demonstrate the understanding of systems across the curriculum.	

ELA Common Core	Math Common Core	Science Essential Standards	Social Studies Essential Standards
<u>Understanding details and events:</u> 3.1. Answer questions to demonstrate recall of details from text. 3.2. Listen to stories, including fables and folktales from diverse cultures, and identify key events.	<u>Understand place value:</u> 3.3. Use part-part-whole relationships (including 2 or more parts), to compose and decompose numbers (0-30). 3.4. Compare numbers (0-30) in relationship to benchmark numbers 5 and 10. 3.5. Compare sets of objects	<u>Understand how characteristics of the Earth change:</u> EX.3.E.1.1 Identify common characteristics of the 4 seasons (winter, spring, summer, and fall). EX.3.E.1.2 Compare the changes which occur during each season (e.g. temperature changes, leaves falling, snow, wind blowing,	<u>Contribute to the group:</u> EX.3.C&G.2.1 Apply different rules for different locations throughout the school. EX.3.C&G.2.2 Apply knowledge of different rules for different staff members throughout the school.

3.3. Identify the feeling of characters in a story.

Use features of text to increase understanding:

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*>).

3.5. Identify key words in a text that relate to a topic.

Connect Ideas:

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).

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).

Understand text:

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*).

4.10. Demonstrate understanding

(0-30) by their relative magnitude (e.g., more, less, equal, one more, one less, bigger, smaller).

3.6. Use estimation to determine if a set of objects is “more than 10,” “less than 10,” or “about the same as 10.”

Place value understanding whole numbers

4.2. Use a number line or hundreds chart to compare numbers greater than, less than or equal to.

Understand the place value system:

5.1. Understand the sequential order of the counting numbers (0-100) and their relative magnitudes.

5.2. Illustrate whole numbers in groups of one’s and ten’s by composing and decomposing.

flowers blooming).

Understand the causes of day and night:

EX.4.E.1.1 Use a thermometer to record temperature changes, during the day, from day to day, and season to season.

EX.4.E.1.2 Measure precipitation and note amounts (none, some, and much) from day to day.

EX.4.E.1.3 Understand that moving air is wind and it affects the weather and our environment.

Understand weather conditions and patterns:

EX.5.E.1.1 Describe different types of weather (e.g. rain showers, thunderstorms, hail, tornadoes, hurricanes, blizzards).

EX.5.E.1.2 Identify reasons for staying inside during severe weather (e.g. thunderstorms, hail, tornadoes, hurricanes).

Understand rights and responsibilities:

EX.4.C&G.2.1 Identify basic rights of an individual.

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).

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.

EX.5.C&G.2.1 Analyze the rights and responsibilities of individuals in a group.

EX.5.C&G.2.2 Explain why rights and responsibilities within the school environment support the concept of the "common good".

EX.5.C&G.2.3 Identify the feelings of others in a group about a topic.

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.

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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.*).

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.*)

Use details to support understanding:

- 4.1.** Determine details or examples in a text that help explain what the text says explicitly.
- 4.2.** Identify appropriate titles for a text.
- 4.3.** Sequence the steps in a set of directions or the series of events in a written recount of a past event.
- 5.1.** Select quotes that explain what the text says explicitly.
- 5.2.** Determine the topic of a text

and identify key details that relate to it.

Use text structure to increase understanding:

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.).

4.5. Determine whether a text is about a topic or an event.

Acquire additional knowledge:

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

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

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.*)

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*

<p><i>and which support the point that adaptations change over time.).</i></p> <p><u>Use text structure to support understanding:</u></p> <p>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, <lightning>, and strong winds.).</p>			
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UDL Suggestions

<p>See Google Docs: UDL Suggestions 2013-2014</p>

Resources & Materials

<p>See Google Docs: Curriculum Resources</p>

ITES (Information Technology Essential Standard)

<p><u>Informational Text:</u> 3.IN.1, 4.IN.1, 5.IN.1 Apply strategies that are appropriate when reading for enjoyment and for information.</p> <p><u>Technology as a tool:</u> 3.TT.1, 4.TT.1, 5.TT.1 Use technology tools and skills to reinforce classroom concepts and activities</p> <p><u>Safety and Ethical Issues:</u> 3.SE.1, 4.SE.1, 5.SE.1 Understand issues related to the safe, ethical, and responsible use of information and technology resources</p> <p><u>Sources of information:</u> 3.SI.1 Categorize sources of information for specific purposes. 4.SI.1, 5.SI.1 Apply criteria to determine appropriate information resources for specific topics and purposes.</p>



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Exceptional Children 3-5
August/September