

Big Ideas: Sequencing	Essential Vocabulary
<b>ELA</b> – Reading Standards for Literature: Poetry/Biographies	<b>ELA:</b> recall, detail, text, narrator, beginning, middle, end, character, compare, contrast
<b>Math</b> – Geometry: Shapes, Coordinate Graphs and Angles	<b>Math:</b> Plot, half, whole, quadrilateral, angles, fraction, equal parts, parallel, sides, lines
<b>Science</b> – Forces and Motion	<b>Science:</b> motion, push, pull, straight, up, down, fast, slow, direction, speed, heavy, light, round, flat
<b>Social Studies</b> – Economics and Financial Literacy: Landforms	<b>Social Studies:</b> land, water, mountain, hill, plain, ocean, river, lake, North Carolina, environment, community
Learning Targets What do students need to be able to know / do?	Assessment and Data
Students will demonstrate the understanding of sequencing across the curriculum.	

<b>ELA Common Core</b>	<b>Math Common Core</b>	<b>Science Essential Standards</b>	<b>Social Studies Essential Standards</b>
<u>Understanding key events and details:</u> <b>3.1.</b> Answer questions to demonstrate recall of details from text. <b>3.3.</b> Identify the feeling of characters in a story.	<u>Reason with shapes and their attributes:</u> <b>3.1.</b> Recognize the attributes of a rhombus and other quadrilaterals. <b>3.2.</b> Partition shapes into equal halves. Express the area of each part as the fraction $\frac{1}{2}$ .	<u>Understand the factors that affect motion:</u> <b>EX.3.P.1.1</b> Identify different ways objects move (to include falling to the ground when dropped): <input type="checkbox"/> Straight <input type="checkbox"/> Up and Down	<u>Understanding patterns of geography:</u> <b>EX.3.G.1.3</b> Identify physical features (mountains, hills, rivers, lakes, roads, etc.).

<p><b><u>Understand text:</u></b></p> <p><b>3.10.</b> Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for a clearly stated purpose (e.g., <i>Read or listen to identify how the characters are feeling</i>).</p> <p><b>4.10.</b> Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for a clearly stated purpose (e.g., <i>Read or listen to a story to identify the narrator. Read or listen to a story to compare the main characters.</i>).</p> <p><b>5.10.</b> Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for clearly stated purposes (e.g., <i>Read/listen to the text to compare it with the text we read yesterday. Read/listen to the text to identify words that describe the narrator.</i>).</p> <p><b><u>Understand details and big ideas:</u></b></p> <p><b>4.1.</b> Identify details or examples in a text that explain what the text says explicitly.</p> <p><b>4.2.</b> Identify appropriate titles of a story, drama or poem.</p>	<p>Demonstrate understanding that this is 1 or 2 parts.</p> <p><b><u>Identify lines, angles, and properties of shapes:</u></b></p> <p><b>4.1.</b> Identify angles in each shape.</p> <p><b>4.2.</b> Describe the attributes of two-dimensional shapes (i.e., number sides and angles, straight vs curved lines).</p> <p><b><u>Classify two-dimensional figures:</u></b></p> <p><b>5.2.</b> Classify figures based on angles and parallel sides.</p> <p><b>5.3.</b> Sort figures and describe the common attribute(s).</p> <p><b><u>Graph Points:</u></b></p> <p><b>5.1.</b> plot points in 1<sup>st</sup> quadrant</p>	<p><input type="checkbox"/> Fast and slow</p> <p><b>EX.3.P.1.2</b> Describe the effect of a push or a pull on the motion of an object (e.g. how far, direction, magnitude).</p> <p><b>EX.3.P.1.3</b> Compare objects (e.g., ramps and barriers) that may change the direction or speed of things that are already in motion.</p> <p><b><u>Understand how force affects the motion of an object:</u></b></p> <p><b>EX.4.P.1.1</b> Describe the motion of a moving object (away from or closer).</p> <p><b>EX.4.P.1.2</b> Define force as a push or a pull.</p> <p><b>EX.4.P.1.3</b> Predict how forces can change the speed or direction of moving objects.</p> <p><b><u>Understand how force changes motion:</u></b></p> <p><b>EX.5.P.1.1</b> Describe factors that would make it easier or harder to push or pull an object (wheels, round, flat, heavy, light).</p> <p><b>EX.5.P.1.2</b> Compare changes in motion (speeding up, slowing down) under certain conditions (e.g., steeper ramp, more weight, more or less force).</p>	<p><b><u>Understand a community is a part of North Carolina:</u></b></p> <p><b>EX.4.G.1.3</b> Identify physical features (mountains, hills, rivers, lakes, roads, etc.) in community and North Carolina.</p> <p><b><u>Understand human activities effect the environment:</u></b></p> <p><b>EX.5.G.1.1</b> Compare the effects of human activity on the physical environment.</p>
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## Revised Curriculum Guide 2013

**Use structures and features to support understanding:**

**4.4.** Identify meaningful words, phrases or features in a text that are similar to those used in another text (e.g., characters in two separate texts are described in the same way; or the rhyme and rhythm of two texts are similar).

**4.5.** Identify texts as poems, drama, and prose.

**4.6.** Identify the narrator of a text.

**Use structure to support understanding:**

**3.4.** Identify key words that complete literal sentences in a text (e.g., Jack climbed up the \_\_\_\_\_. <*tree, beanstalk, ladder*>).

**3.5.** Identify the beginning, middle and end of a story with a linear sequence.

**Use details to understand text:**

**5.1.** Select quotes that explain what the text says explicitly.

**5.3.** Compare two or more characters or events in a story or drama, using specific details in the text (e.g., both characters are boys).

## Revised Curriculum Guide 2013

**Use text and illustration to support understanding:**

- 3.7.** Identify words that describe story characters as depicted in images or illustrations from the text.
- 3.9.** Identify ways that two stories with similar characters are the same (e.g., both stories take place at a school).

**Understand author's use of structure and word choice:**

- 5.4.** Determine the literal meaning of words and phrases as they are used in a text.
- 5.5.** Demonstrate understanding of an author's use of structure by continuing a story or poem using the same structure (e.g., *Then the big bad wolf went to the house that the pig made of steel and said, "I'll huff and I'll puff."*)
- 5.6.** Identify words that describe the narrator or speaker in a story.

**Integrate words, visual elements and ideas:**

- 5.7.** Identify visual or multimedia elements that contribute to the meaning of a text.
- 5.9.** Compare and contrast two books on the same topic or theme

**UDL Suggestions**

See Google Docs: UDL Suggestions 2013-2014

**Resources & Materials**

See Google Docs: Curriculum Resources

**ITES (Information Technology Essential Standard)****Informational Text:**

**3.IN.1, 4.IN.1, 5.IN.1** Apply strategies that are appropriate when reading for enjoyment and for information.

**Technology as a tool:**

**3.TT.1, 4.TT.1, 5.TT.1** Use technology tools and skills to reinforce classroom concepts and activities

**Safety and Ethical Issues:**

**3.SE.1, 4.SE.1, 5.SE.1** Understand issues related to the safe, ethical, and responsible use of information and technology resources

**Sources of information:**

**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.