

Big Ideas: Patterns	Essential Vocabulary
ELA – Writing Standards: Research	ELA: publish, revise, research, write, fact, opinion, detail
Math – Measurement: Units of Measurement	Math: length, measure, weight, units pounds, ounce, estimate, compare, more, less, same, inch, foot
Science – Ecosystems: Plants and Animals	Science: ecosystem, plants, adapt, protect, root, stem, leaves, flower, soil, air, water, light
Social Studies – Economics and Financial Literacy: Jobs	Social Studies: supply, demand, economy, producers, consumers, jobs, labor, cost, choice, bank, saving, spending
Learning Targets What do students need to be able to know / do?	Assessment and Data
Students will demonstrate the understanding of patterns across the curriculum.	

ELA Common Core	Math Common Core	Science Essential Standards	Social Studies Essential Standards
<u>Write about self-selected topics:</u> 3.2. Write* to convey information clearly. a. Select a topic and illustrations or visual/ tactile supports related it. b. List words related to the topic.	<u>Solve problems involving measurement:</u> 3.3. Compare two objects using direct comparison of length. 3.4. Solve problems using appropriate vocabulary to describe differences in length	<u>Understand characteristics of plants:</u> EX.3.L.2.1 Identify the structures (leaf, flower, roots and stem) of a plant and their functions. EX.3.L.2.2 Compare basic needs of plants (e.g. air, water, light, soil, food, space) to humans.	<u>Understand basic economic concepts:</u> EX.3.E.1.2 Communicate how supply and demand affects the choices an individual can make. EX.3.E.1.3 Identify where money can be kept safely. EX.3.E.1.4 Understand the value

<p><u>Revise and publish own writing:</u></p> <p>3.4. With guidance and support from adults produce writing* in which the organization is appropriate to the task and purpose.</p> <p>3.5. With guidance and support from adults, add more and clarify writing* to strengthen and develop it.</p> <p>3.6. With guidance and support from adults, use technology to produce and publish writing*.</p> <p>4.4. With guidance and support from adults produce writing* in which the organization is appropriate to the task and purpose.</p> <p>4.5. With guidance and support from adults, add more and clarify writing* to strengthen and develop it.</p> <p>4.6. With guidance and support from adults, use technology to produce and publish writing*.</p> <p><u>Write for multiple purposes:</u></p> <p>4.1. Write* an opinion of a familiar topic or text, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Select a topic or book to write about and state an opinion. List reasons that support the 	<p>(e.g. more, less, same)</p> <p>3.5. Use standard customary unit to measure length (inch).</p> <p><u>Solve problems involving measurement:</u></p> <p>4.2. Compare two objects using direct comparison of mass.</p> <p>4.3. Solve problems using appropriate vocabulary to describe differences in weight (e.g. more, less, same).</p> <p>4.4. Use customary unit to measure weight (ounces and pounds).</p> <p><u>Solve measurement problems:</u></p> <p>5.2. Compare the weight and length of an object using two different units.</p> <p>5.3. Estimate which standard unit will need more or less units to measure same item.</p> <p>5.4. Solve problems using appropriate vocabulary to describe differences in length and weight (e.g. more, less, same).</p>	<p>EX.3.L.2.3 Compare soil components (sand/clay) and their capacity to retain water.</p> <p><u>Understand how animals survive in changing environments:</u></p> <p>EX.4.L.1.2 Describe how plants adapt to their environments (e.g. plants grow towards the sun, leaves fall in the winter).</p> <p>EX.4.L.1.3 Identify ways that plants and animals protect themselves.</p> <p><u>Understand how animals survive in changing environments:</u></p> <p>EX.4.L.1.1 Describe how animals adapt to their environment (e.g. bears hibernate in the winter, birds fly south for the winter, lizards change color).</p> <p>EX.4.L.1.3 Identify ways that plants and animals protect themselves.</p> <p>EX.4.L.1.4 Understand why adaptations and changes in behavior are essential for survival.</p> <p><u>Understand how plants and animals interact with their environment:</u></p> <p>EX.5.L.2.2 Identify animals and plants found in common ecosystems (e.g. ocean, forest, lake, desert, arctic).</p>	<p>of saving money to help make later purchases.</p> <p><u>Understand North Carolina economy:</u></p> <p>EX.4.E.1.1 Identify the producers of products in the community and North Carolina.</p> <p>EX.4.E.1.2 Communicate the roles and impact producers and consumers have on the North Carolina economy.</p> <p><u>Understand money and personal choices:</u></p> <p>EX.4.E.2.1 Understand how the amount of money a person has affects personal choices.</p> <p>EX.5.E.2.1 Apply decision making skills on spending and saving.</p> <p><u>People who live/work together affect one another:</u></p> <p>EX.5.E.1.2 Describe personal responsibility and the effect on division of labor.</p> <p>EX.5.E.1.3 Understand consequences of contributing or not contributing to the division of labor.</p>
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<p>opinion.</p> <p>c. List facts or details to support opinion.</p> <p>4.2. Write to convey information clearly.</p> <p>a. Select a topic and illustrations or visual/ tactile supports related it.</p> <p>b. List words related to the topic.</p> <p>c. List facts or details related to the topic.</p> <p>4.7. Gather information about a topic from two or more sources.</p> <p>4.8. Identify information relevant to a personal experiences or a topic and then sort the information into provided categories (e.g., Identify information about weights (ounces and pounds) and measures (inches and feet), and put it into appropriate weights and measures categories).</p> <p>4.9. Write* in response to text being read or heard.</p> <p>a. Apply grade 4 Extended Reading standards to literature (e.g., Describe an illustration in a story).</p> <p>b. Apply grade 4 Extended Reading standards to informational text (e.g., Compare two texts on the same topic).</p> <p>5.2. Write* to convey information and ideas clearly.</p>		<p>EX.5.L.2.3 Classify parts of different ecosystems as living and non-living.</p> <p>EX.5.L.2.3 Classify parts of different ecosystems as living and non-living.</p> <p><u>Understand how plants and animals interact with their environment:</u></p> <p>EX.5.L.2.3 Classify parts of different ecosystems as living and non-living.</p>	
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- a. State a topic and select illustrations or visual/tactile supports related to it.
- b. Provide information related to the topic using 2-3 word combinations and domain specific vocabulary.
- c. Provide facts or details related to the topic using 2-3 word combinations.

Revise and publish own writing:

4.4. and 5.4 With guidance and support from adults produce writing* in which the organization is appropriate to the task and purpose.

4.5 and 5.5 With guidance and support from adults, add more and clarify writing* to strengthen and develop it.

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

Acquire knowledge:

4.7. Gather information about a topic from two or more sources.

4.8. Identify information relevant to a personal experiences or a topic and then sort the information into provided categories (e.g., Identify information about weights (ounces and pounds) and

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<p>measures (inches and feet), and put it into appropriate weights and measures categories).</p> <p>4.9. Write* in response to text being read or heard.</p> <p>a. Apply grade 4 Extended Reading standards to literature (e.g., Describe an illustration in a story).</p> <p>b. Apply grade 4 Extended Reading standards to informational text (e.g., Compare two texts on the same topic).</p> <p>5.9. Write* in response to text being read or heard and topics being researched.</p> <p>a. Apply <i>grade 5 Extended Reading standards</i> to literature (e.g., Identify the problem).</p> <p>b. Apply <i>grade 5 Extended Reading standards</i> to literary nonfiction (e.g., Determine the topic and key details).</p>			
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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.

Research Process:

3.RP.1, 4.RP.1, 5.RP.1 Apply a research process as part of collaborative research.