

Big Ideas: Sequencing	Essential Vocabulary
ELA – Reading Standards for Literature: Poetry/Biographies	Terms will be identified during the 2012-2013 school year
Math – Geometry: Shapes	
Science – Forces and Motion	
Social Studies – Economics and Financial Literacy: Natural Resources	
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.	

ELA Common Core	Math Common Core	Science Essential Standards	Social Studies Essential Standards
<u>Understanding key events and details:</u> 3.1. Answer questions to demonstrate recall of details from text. 3.3. Identify the feeling of characters in a story. <u>Understand text:</u> 3.10. Demonstrate understanding of text while actively engaging in group reading of stories, dramas,	<u>Graph Points:</u> 5.1. plot points in 1 st quadrant	<u>Understand the factors that affect motion:</u> EX.3.P.1.1 Identify different ways objects move (to include falling to the ground when dropped): <input type="checkbox"/> Straight <input type="checkbox"/> Up and Down <input type="checkbox"/> Fast and slow EX.3.P.1.2 Describe the effect of a push or a pull on the motion of an object (e.g. how far, direction,	<u>Understand basic economic concepts:</u> EX.3.E.1.1 Identify community landmarks to secure goods and services. EX.3.E.1.2 Communicate how supply and demand affects the choices an individual can make. <u>Understand North Carolina</u>

and poetry for a clearly stated purpose (e.g., *Read or listen to identify how the characters are feeling*).

4.10. Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for a clearly stated purpose (e.g., *Read or listen to a story to identify the narrator. Read or listen to a story to compare the main characters.*).

5.10. Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for clearly stated purposes (e.g., *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.*).

Understand details and big ideas:

4.1. Identify details or examples in a text that explain what the text says explicitly.

4.2. Identify appropriate titles of a story, drama or poem.

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

magnitude).

EX.3.P.1.3 Compare objects (e.g., ramps and barriers) that may change the direction or speed of things that are already in motion.

Understand how force affects the motion of an object:

EX.4.P.1.1 Describe the motion of a moving object (away from or closer).

EX.4.P.1.2 Define force as a push or a pull.

EX.4.P.1.3 Predict how forces can change the speed or direction of moving objects.

Understand how force changes motion:

EX.5.P.1.1 Describe factors that would make it easier or harder to push or pull an object (wheels, round, flat, heavy, light).

EX.5.P.1.2 Compare changes in motion (speeding up, slowing down) under certain conditions (e.g., steeper ramp, more weight, more or less force).

Economy:

EX.4.E.1.2 Communicate the roles and impact producers and consumers have on the North Carolina economy.

People who live/work together affect one another:

EX.5.E.1.1 Understand that more than one person can contribute to a good or service.

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).

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

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Resources & Materials

Resources will be identified during the 2012-2013 school year
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