



Pitt County Schools
Exceptional Children Department
Cathy Keeter, Director

Erica Stepps

Connie Cheston, Pat Peoples, Rick Wilkerson

August

**Intermediate School Curriculum
Pacing Guide**

ELA	NCSCOS:	NCSCOS Extensions:
Vocabulary/Phonics	Grade 3: 1.01 Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks). 1.02 Apply meanings of common prefixes and suffixes to decode words in text to assist comprehension. 1.03 Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently. 1.04 Increase sight vocabulary, reading vocabulary, and writing vocabulary through: Wide reading. Word study. Listening.	Grade 3: The learner will develop and apply enabling strategies and skills to read and write. Demonstrate sustained attention to text. Increase sight-symbol vocabulary. Connect experience and text. The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed. Interacts with text before/during/after-reading/listening, viewing activities for a variety of purposes.



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	<p>Discussion. Book talks. Book clubs. Seminars. Viewing. Role play. Studying author's craft.</p>	<p>Interacts with a variety of texts.</p> <p>Demonstrate active listening.</p> <p>The learner will make connections through the use of oral language, written language, and media and technology.</p> <p>Connects text to self.</p> <p>Connects text to text.</p> <p>Connects text to world.</p> <p>Examine/ explore visual representations.</p> <p>Explore a variety of information sources.</p> <p>The learner will apply strategies and skills to create oral, written, and visual texts.</p> <p>Share written or oral products in a variety of ways.</p> <p>Write and/or participate in writing behaviors.</p> <p>Compose visual representation.</p> <p>Explore technology as a tool to produce a product.</p>
	<p>1.05 Use word reference materials (e.g., dictionary, glossary) to confirm decoding skills, verify spelling, and extend meanings of words.</p>	
	<p>1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: Increase fluency. Build background knowledge. Extend vocabulary.</p>	
	<p>2.01 Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).</p>	
	<p>2.02 Interact with the text before, during, and after reading, listening, or viewing by: Setting a purpose. Previewing the text. Making predictions. Asking questions. Locating information for specific purposes. Making connections. Using story structure and text organization to comprehend.</p>	
	<p>2.03 Read a variety of texts, including: Fiction (short stories, novels, fantasies, fairy tales,</p>	



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	<p>fables). Nonfiction (biographies, letters, articles, procedures and instructions, charts, maps). Poetry (proverbs, riddles, limericks, simple poems). Drama (skits, plays).</p> <p>2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: Author's purpose. Plot. Conflict. Sequence. Resolution. Lesson and/or message. Main idea and supporting details. Cause and effect. Fact and opinion. Point of view (author and character). Author's use of figurative language (e.g., simile, metaphor, imagery).</p> <p>2.05 Draw conclusions, make generalizations, and gather support by referencing the text.</p> <p>2.06 Summarize main idea(s) from written or spoken texts using succinct language.</p> <p>2.07 Explain choice of reading materials congruent with purposes (e.g., solving problems, making decisions).</p> <p>2.08 Listen actively by: Facing the speaker. Making eye contact. Asking questions to clarify the message. Asking questions to gain additional information and ideas.</p>	<p>The learner will apply grammar and language conventions to communicate effectively.</p> <p>Use conventions strategies to create a product.</p> <p>Explore a variety of spelling strategies.</p> <p>Produce two thoughts in a logical sequence.</p>
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| | <p>3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: Considering the differences among genres. Relating plot, setting, and characters to own experiences and ideas. Considering main character's point of view. Participating in creative interpretations. Making inferences and drawing conclusions about characters and events. Reflecting on learning, gaining new insights, and identifying areas for further study.</p> <p>3.02 Identify and discuss similarities and differences in events, characters, concepts and ideas within and across selections and support them by referencing the text.</p> <p>3.03 Use text and own experiences to verify facts, concepts, and ideas.</p> <p>3.04 Make informed judgments about television productions.</p> <p>3.05 Analyze, compare and contrast printed and visual information (e.g., graphs, charts, maps).</p> | |
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	<p>3.06 Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).</p> <p>4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression.</p> <p>4.02 Use oral and written language to: Present information in a sequenced, logical manner. Discuss. Sustain conversation on a topic. Share information and ideas. Recount or narrate. Answer open-ended questions. Report information on a topic. Explain own learning.</p> <p>4.03 Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations).</p> <p>4.04 Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing).</p> <p>4.05 Identify (with assistance) the purpose, the audience, and the appropriate form for the oral or written task.</p>	
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	<p>4.06 Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.</p> <p>4.07 Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions).</p> <p>4.08 Focus reflection and revision (with assistance) on target elements by: Clarifying ideas. Adding descriptive words and phrases. Sequencing events and ideas. Combining short, related sentences. Strengthening word choice.</p> <p>4.09 Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions and instructions).</p> <p>4.10 Explore technology as a tool to create a written product.</p> <p>5.01 Use correct capitalization (e.g., geographical place names, holidays, special events, titles) and punctuation (e.g., commas in greetings, dates, city and state; underlining book titles;</p>	
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	<p>periods after initials and abbreviated titles; apostrophes in contractions).</p> <p>5.02 Use correct subject/verb agreement.</p> <p>5.03 Demonstrate understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking.</p> <p>5.04 Compose two or more paragraphs with: Topic sentences. Supporting details. Appropriate, logical sequence. Sufficient elaboration.</p> <p>5.05 Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings).</p> <p>5.06 Proofread own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls).</p> <p>5.07 Edit (with assistance) to use conventions of written language and format.</p> <p>5.08 Create readable documents with legible handwriting (manuscript and cursive).</p>	
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	<p>Grade 4:</p> <p>1.01 Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic).</p> <p>1.02 Infer word meanings from taught roots, prefixes, and suffixes to decode words in text to assist comprehension.</p> <p>1.03 Identify key words and discover their meanings and relationships through a variety of strategies.</p> <p>1.04 Increase reading and writing vocabulary through: Wide reading. Word study. Knowledge of homophones, synonyms, antonyms, homonyms. Knowledge of multiple meanings of words. Writing process elements. Writing as a tool for learning. Seminars. Book clubs. Discussions. Examining the author's craft.</p> <p>1.05 Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words.</p>	<p>Grade 4:</p> <p>The learner will develop and apply enabling strategies and skills to read and write.</p> <p>Use word-identification strategies.</p> <p>Increase sight-symbol vocabulary.</p> <p>Choose text for exploration.</p> <p>The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.</p> <p>Interacts with text before/during/after-reading/listening, viewing activities for a variety of purposes.</p> <p>Interacts with a variety of texts.</p> <p>Demonstrate active listening skills.</p> <p>The learner will make connections through the use of oral language, written language, and media and technology.</p>
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	<p>1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: Increase fluency. Build background knowledge. Expand vocabulary.</p> <p>2.01 Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, question).</p> <p>2.02 Interact with the text before, during, and after reading, listening, and viewing by: Setting a purpose using prior knowledge and text information. Making predictions. Formulating questions. Locating relevant information. Making connections with previous experiences, information, and ideas.</p> <p>2.03 Read a variety of texts, including: Fiction (legends, novels, folklore, science fiction). Nonfiction (autobiographies, informational books, diaries, journals). Poetry (concrete, haiku). Drama (skits, plays).</p> <p>2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: Plot. Theme. Main</p>	<p>Connects text to text.</p> <p>Connects text to world.</p> <p>Examine and use visual representations.</p> <p>Explore a variety of information sources.</p> <p>The learner will apply strategies and skills to create oral, written, and visual texts.</p> <p>Share written or oral products in a variety of ways.</p> <p>Participate in pre-writing activities.</p> <p>Write and/or participate in writing behaviors.</p> <p>Share self-selected texts.</p> <p>Use technology as a tool in preparing a product.</p> <p>The learner will apply grammar and language conventions to communicate effectively.</p> <p>Produce multiple thoughts in a logical sequence.</p> <p>Explore spelling resources.</p> <p>Use conventions strategies to create a product.</p>
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	<p>idea and supporting details. Author's choice of words. Mood. Author's use of figurative language.</p> <p>2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.</p> <p>2.06 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.</p> <p>2.07 Determine usefulness of information and ideas consistent with purpose.</p> <p>2.08 Verify the meaning or accuracy of the author's statement(s) by referencing the text or other resources.</p> <p>2.09 Listen actively by: Asking questions. Paraphrasing what was said. Interpreting speaker's verbal and non-verbal messages. Interpreting speaker's purposes and/or intent.</p> <p>3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: Analyzing the impact of authors' word choice and context.</p>	<p>Attends to conventional grammar.</p>
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	<p>Examining the reasons for characters' actions. Identifying and examining characters' motives. Considering a situation or problem from different characters' points of view. Analyzing differences among genres. Making inferences and drawing conclusions about characters, events and themes.</p> <p>3.02 Analyze characters, events, and plots within and between selections and cite supporting evidence.</p> <p>3.03 Consider the ways language and visuals bring characters to life, enhance plot development, and produce a response.</p> <p>3.04 Make informed judgments about television and film/video productions.</p> <p>3.05 Analyze and integrate information from one or more sources to expand understanding of text including graphs, charts, and/or maps.</p> <p>3.06 Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).</p>	
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	<p>4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression demonstrating an awareness of volume and pace.</p> <p>4.02 Use oral and written language to: Present information and ideas in a clear, concise manner. Discuss. Interview. Solve problems. Make decisions.</p> <p>4.03 Make oral and written presentations using visual aids with an awareness of purpose and audience.</p> <p>4.04 Share self-selected texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations).</p> <p>4.05 Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).</p> <p>4.06 Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.</p> <p>4.07 Compose fiction, nonfiction, poetry, and</p>	
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	<p>drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions).</p> <p>4.08 Focus revision on a specific element such as: Word choice. Sequence of events and ideas. Transitional words. Sentence patterns.</p> <p>4.09 Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint).</p> <p>4.10 Use technology as a tool to gather, organize, and present information.</p> <p>5.01 Use correct capitalization (e.g., names of languages, nationalities, musical compositions) and punctuation (e.g., commas in a series, commas in direct address, commas and quotation marks in dialogue, apostrophes in possessives).</p> <p>5.02 Demonstrate understanding in speaking and writing by appropriate usage of: Pronouns. Subject/verb agreement. Verb tense consistency. Subject consistency.</p>	
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	<p>5.03 Elaborate information and ideas in writing and speaking by using: Simple and compound sentences. Regular and irregular verbs. Adverbs. Prepositions. Coordinating conjunctions.</p> <p>5.04 Compose multiple paragraphs with: Topic sentences. Specific, relevant details. Logical progression and movement of ideas. Coherence. Elaboration. Concluding statement related to the topic.</p> <p>5.05 Use visual (orthography) and meaning-based strategies as primary sources for correct spelling.</p> <p>5.06 Proofread and correct most misspellings independently with reference to resources (e.g., dictionaries, thesauri, glossaries, computer spell-checks, and other classroom sources).</p> <p>5.07 Use established criteria to edit for language conventions and format.</p> <p>5.08 Demonstrate evidence of language cohesion by: Logical sequence of fiction and nonfiction retells. Time order sequence of events.</p>	
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	<p>Sustaining conversations on a topic.</p> <p>5.09 Create readable documents through legible handwriting (cursive) and/or word processing.</p> <p>Grade 5:</p> <p>1.01 Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, context clues, and etymologies (word origins) to assist comprehension.</p> <p>1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.</p> <p>1.03 Increase reading and writing vocabulary through: Wide reading. Word study. Word reference materials. Content area study. Writing process elements. Writing as a tool. Debate. Discussions. Seminars. Examining the author's craft.</p> <p>1.04 Use word reference materials (e.g., glossary, dictionary, thesaurus, online reference tools) to identify and comprehend unknown words.</p>	<p>Grade 5:</p> <p>The learner will develop and apply enabling strategies and skills to read and write.</p> <p>Expand and refine vocabulary.</p> <p>Choose text for exploration.</p> <p>Demonstrate awareness of key words in text.</p> <p>The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.</p> <p>Interacts with text before/during/after-reading/listening, viewing activities for a variety of purposes.</p> <p>Interacts with a variety of texts.</p> <p>Demonstrate active listening skills.</p>
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	<p>1.05 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: Increase fluency. Build background knowledge. Expand and refine vocabulary.</p> <p>2.01 Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).</p> <p>2.02 Interact with the text before, during, and after reading, listening, and viewing by: Making predictions. Formulating questions. Supporting answers from textual information, previous experience, and/or other sources. Drawing on personal, literary, and cultural understandings. Seeking additional information. Making connections with previous experiences, information, and ideas.</p> <p>2.03 Read a variety of texts, such as: Fiction (tall tales, myths). Nonfiction (books of true experience, newspaper and magazine articles, schedules). Poetry (narrative, lyric, and cinquains). Drama (plays and skits).</p>	<p>Determine text for specific purpose.</p> <p>The learner will make connections through the use of oral language, written language, and media and technology.</p> <p>Connects text to text.</p> <p>Connects text to world.</p> <p>Examine and determine purpose of a variety of media.</p> <p>Uses a variety of information sources.</p> <p>The learner will apply strategies and skills to create oral, written, and visual texts.</p> <p>Demonstrate self-determination skills through a product.</p> <p>Participate in pre and post-writing activities.</p> <p>Write and/or participate in writing behaviors.</p> <p>Use technology to produce a product.</p> <p>The learner will apply grammar and language</p>
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	<p>2.04 Identify elements of fiction and nonfiction and support by referencing the text to determine the: Plot development. Author's choice of words. Effectiveness of figurative language (e.g., personification, flashback). Tone.</p> <p>2.05 Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s).</p> <p>2.06 Analyze choice of reading materials congruent with purposes (e.g., reading for information, reading to extend content area learning, reading for pleasure, entertainment).</p> <p>2.07 Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text(s), and graphics.</p> <p>2.08 Explain and evaluate relationships that are: Causal. Hierarchical. Temporal. Problem-solution.</p> <p>2.09 Listen actively and critically by: Asking questions. Delving deeper into the topic. Elaborating on the information and ideas presented. Evaluating information and ideas.</p>	<p>conventions to communicate effectively.</p> <p>Attends to conventional grammar.</p> <p>Explore/use spelling resources.</p> <p>Use conventions strategies to create a product.</p> <p>Explore communication style.</p>
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	<p>Making inferences and drawing conclusions. Making judgments.</p> <p>2.10 Identify strategies used by a speaker or writer to inform, entertain, or influence an audience.</p> <p>3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: Analyzing word choice and content. Examining reasons for a character's actions, taking into account the situation and basic motivation of the character. Creating and presenting a product that effectively demonstrates a personal response to a selection or experience. Examining alternative perspectives. Evaluating the differences among genres. Examining relationships among characters. Making and evaluating inferences and conclusions about characters, events, and themes.</p> <p>3.02 Make connections within and between texts by recognizing similarities and differences based on a common lesson, theme, or message.</p> <p>3.03 Justify evaluation of characters and events</p>	
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	<p>from different selections by citing supporting evidence in the text(s).</p> <p>3.04 Make informed judgments about television, radio, video/film productions, other electronic mediums and/or print formats.</p> <p>3.05 Integrate main idea and supporting details from multiple sources to expand understanding of texts.</p> <p>3.06 Conduct research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).</p> <p>3.07 Make informed judgments about: Bias. Propaganda. Stereotyping. Media techniques.</p> <p>4.01 Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.</p> <p>4.02 Use oral and written language to: Formulate hypotheses. Evaluate information and ideas. Present and support arguments. Influence</p>	
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	<p>the thinking of others.</p> <p>4.03 Make oral and written presentations to inform or persuade selecting vocabulary for impact.</p> <p>4.04 Select a self-evaluated composition for publication and justify rationale for selection.</p> <p>4.05 Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.</p> <p>4.06 Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.</p> <p>4.07 Compose a variety of fiction, nonfiction, poetry, and drama using selfselected topic and format (e.g., poetry, research reports, news articles, letters to the editor, business letters).</p> <p>4.08 Focus revision on target elements by: Improving word choice. Rearranging text for</p>	
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	<p>clarity. Creating simple and/or complex sentences for clarity or impact. Developing a lead, characters, or mood.</p> <p>4.09 Produce work that follows the conventions of particular genres (e.g., essay, feature story, business letter).</p> <p>4.10 Use technology as a tool to enhance and/or publish a product.</p> <p>5.01 Consistently use correct capitalization (e.g., names of magazines, newspapers, organizations) and punctuation (e.g., colon to introduce a list, commas in apposition, commas used in compound sentences).</p> <p>5.02 Demonstrate understanding in speaking and writing by using: Troublesome verbs. Nominative, objective, and possessive pronouns.</p> <p>5.03 Elaborate information and ideas in speaking and writing by using: Prepositional phrases. Transitions. Coordinating and/or subordinating conjunctions.</p> <p>5.04 Determine the impact of word choice on written and spoken language.</p>	
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| | <ul style="list-style-type: none">5.05 Spell most commonly used words accurately using a multi-strategy approach to the learning of new spellings.5.06 Proofread for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.5.07 Edit final product for grammar, language conventions, and format.5.08 Create readable documents through legible handwriting (cursive) and word processing. | |
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Math	NCSCOS:	NCSCOS Extensions:
Numbers	<p>Grade 3:</p> <p>1.01 Develop number sense for whole numbers through 9,999. a) Connect model, number word and number using a variety of representations. b) Build understanding of place value (ones through thousands). c) Compare and order.</p> <p>Grade 4:</p> <p>1.01 Develop number sense for rational numbers 0.01 through 99,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (hundredths through ten thousands). c) Compare and order rational numbers. d) Make estimates of rational numbers in appropriate situations.</p> <p>Grade 5:</p>	<p>Grade 3:</p> <p>Develop number sense for whole numbers (from the set 0-999).</p> <p>Represent numbers in different forms.</p> <p>Grade 4:</p> <p>Develop number sense with rational numbers.</p> <p>Represent numbers in different forms.</p> <p>Grade 5:</p>



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	<p>1.01 Develop number sense for rational numbers 0.001 through 999,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (thousandths through hundred thousands). c) Compare and order rational numbers. d) Make estimates of rational numbers in appropriate situations.</p>	<p>Develop number sense for rational numbers.</p> <p>Represent numbers in different forms.</p>
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Science	NCSCOS:	NCSCOS Extensions:
Weather and Climate	<p>Grade 3:</p> <p>Nature of Science</p> <ul style="list-style-type: none">• Science as a human endeavor.• Science as inquiry.• The nature of scientific inquiry. <p>Science as Inquiry</p> <ul style="list-style-type: none">• Abilities necessary to do scientific inquiry.• Abilities necessary to understand, to use, and to apply the unifying concepts and processes of science including:• Evidence, explanation, measurement.• Ordering, organizing.• Changes (time, rate, scale, patterns, trends, cycles).• Systems.<ul style="list-style-type: none">○ boundaries○ components.	<p>Grade 3:</p> <p>Unifying Concepts</p> <ul style="list-style-type: none">• Systems, Order and Organization.• Evidence, Models, and Explanation.• Constancy, Change, and Measurement.• Evolution and Equilibrium.• Form and Function.



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	<ul style="list-style-type: none">○ resources.○ flow.○ feedback.• Form, function, equilibrium.• Models. <p>Science and Technology</p> <ul style="list-style-type: none">• Ability to use and create technological designs.• Understanding about technology and design.• Ability to distinguish between natural and human made objects. <p>Science in Personal and Social Perspectives</p> <ul style="list-style-type: none">• Impacts of science and technology on their daily lives.• The relationship of science to personal health and welfare.• Characteristics of and changes in populations.• Applications of science and technology to local challenges. <p>Grade 4:</p>	<p>Grade 4:</p>
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	<p>Unifying Concepts</p> <ul style="list-style-type: none">• Systems, Order and Organization.• Evidence, Models, and Explanation.• Constancy, Change, and Measurement.• Evolution and Equilibrium.• Form and Function. <p>Nature of Science</p> <ul style="list-style-type: none">• Science as a human endeavor.• Science as inquiry.• The nature of scientific inquiry. <p>Science as Inquiry</p> <ul style="list-style-type: none">• Abilities necessary to do scientific inquiry.• Abilities necessary to understand, to use, and to apply the unifying concepts and processes of science including:• Evidence, explanation, measurement.• Ordering, organizing.• Changes (time, rate, scale, patterns, trends, cycles).	<p>Unifying Concepts</p> <ul style="list-style-type: none">• Systems, Order and Organization.• Evidence, Models, and Explanation.• Constancy, Change, and Measurement.• Evolution and Equilibrium.• Form and Function.
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August

	<ul style="list-style-type: none">• Systems.<ul style="list-style-type: none">○ boundaries○ components.○ resources.○ flow.○ feedback.• Form, function, equilibrium.• Models. <p>Science and Technology</p> <ul style="list-style-type: none">• Ability to use and create technological designs.• Understanding about technology and design.• Ability to distinguish between natural and human made objects. <p>Science in Personal and Social Perspectives</p> <ul style="list-style-type: none">• Impacts of science and technology on their daily lives.• The relationship of science to personal health and welfare.• Characteristics of and changes in populations.• Applications of science and technology to local challenges.	
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Grade 5:

3.01 Investigate the water cycle including the processes of: Evaporation, Condensation, Precipitation, Run-off.

3.02 Discuss and determine how the following are affected by predictable patterns of weather: Temperature, Wind direction and speed, Precipitation, Cloud cover, Air pressure.

3.03 Describe and analyze the formation of various types of clouds and discuss their relation to weather systems.

3.04 Explain how global atmospheric movement patterns affect local weather.

3.05 Compile and use weather data to establish a climate record and reveal any trends.

3.06 Discuss and determine the influence of geography on weather and climate: Mountains, Sea breezes, Water bodies.

Grade 5:

Observe, communicate and investigate patterns of weather over time (climate).



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Social Studies	NCSCOS:	NCSCOS Skills:
People and Communities	Grade 3: 1.01 Identify and demonstrate characteristics of responsible citizenship and explain how citizen participation can impact changes within a community. 1.02 Recognize diverse local, state, and national leaders, past and present, who demonstrate responsible citizenship. 1.03 Identify and explain the importance of civic responsibility, including but not limited to, obeying laws and voting. 1.04 Explain the need for leaders in communities and describe their roles and responsibilities. 1.05 Suggest responsible courses of action in given situations and assess the consequences of irresponsible behavior. 1.06 Identify selected personalities associated with major holidays and cultural celebrations.	Grade 3: The learner will characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments. The learner will analyze the multiple roles that individuals perform in families, workplaces, and communities. The learner will examine how individuals can initiate change in families, neighborhoods, and communities. The learner will explain geographic concepts and the relationship between people and geography in real life situations. The learner will apply basic economic principles to the study of communities. The learner will recognize how technology is used at home, school, and in the community.



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	<p>2.01 Distinguish and compare economic and social roles of children and adults in the local community to selected communities around the world.</p> <p>2.02 Analyze similarities and differences among families in different times and in different places.</p> <p>2.03 Describe similarities and differences among communities in different times and in different places.</p> <p>3.01 Analyze changes, which have occurred in communities past and present.</p> <p>3.02 Describe how individuals, events, and ideas change over time.</p> <p>3.03 Compare and contrast the family structure and the roles of its members over time.</p> <p>4.01 Distinguish between various types of maps and globes.</p> <p>4.02 Use appropriate source maps to locate communities.</p>	<p>The learner will analyze the role of real and fictional heroes in shaping the culture of communities.</p>
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	<p>4.03 Use geographic terminology to describe and explain variations in the physical environment as communities.</p> <p>4.04 Compare how people in different communities adapt to or modify the physical environment to meet their needs.</p> <p>5.01 Define and identify examples of scarcity.</p> <p>5.02 Explain the impact of scarcity on the production, distribution, and consumption of goods and services.</p> <p>5.03 Apply concepts of specialization and division of labor to the local community.</p> <p>5.04 Compare and contrast the division of labor in local and global communities.</p> <p>5.05 Distinguish and analyze the economic resources within communities.</p> <p>5.06 Recognize and explain reasons for economic interdependence of communities.</p> <p>5.07 Identify historic figures and leaders who have influenced the economies of communities and evaluate the effectiveness of their</p>	
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	<p>contributions.</p> <p>6.01 Describe and assess ways in which technology is used in a community's economy.</p> <p>6.02 Identify and describe contributions made by community leaders in technology.</p> <p>6.03 Identify the impact of technological change on communities around the world.</p> <p>7.01 Identify the deeds of local and global leaders.</p> <p>7.02 Assess the heroic deeds of characters from folktales and legends.</p> <p>7.03 Explore the role of selected fictional characters in creating new communities.</p> <p>Grade 4:</p> <p>1.01 Read for literal meaning.</p> <p>1.02 Summarize to select main ideas.</p> <p>1.03 Draw inferences.</p> <p>1.04 Detect cause and effect.</p>	<p>Grade 4:</p> <p>The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary.</p> <p>The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information</p>
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	<p>1.05 Recognize bias and propaganda.</p> <p>1.06 Recognize and use social studies terms in written and oral reports.</p> <p>1.07 Distinguish fact and fiction.</p> <p>1.08 Use context clues and appropriate sources such as glossaries, texts, and dictionaries to gain meaning.</p> <p>2.01 Use appropriate sources of information.</p> <p>2.02 Explore print and non-print materials.</p> <p>2.03 Utilize different types of technology.</p> <p>2.04 Utilize community-related resources such as field trips, guest speakers, and interviews.</p> <p>2.05 Transfer information from one medium to another such as written to visual and statistical to written.</p> <p>2.06 Create written, oral, musical, visual, and theatrical presentations of social studies information.</p>	<p>using diverse modalities to demonstrate the knowledge acquired.</p> <p>The learner will acquire strategies to analyze, interpret, create, and use resources and materials.</p> <p>The learner will acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary, and controversial world issues.</p> <p>The learner will acquire strategies needed for effective incorporation of computer technology in the learning process.</p>
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	<p>3.01 Use map and globe reading skills.</p> <p>3.02 Interpret graphs and charts.</p> <p>3.03 Detect bias.</p> <p>3.04 Interpret social and political messages of cartoons.</p> <p>3.05 Interpret history through artifacts, arts, and media.</p> <p>4.01 Use hypothetical reasoning processes.</p> <p>4.02 Examine, understand, and evaluate conflicting viewpoints.</p> <p>4.03 Recognize and analyze values upon which judgments are made.</p> <p>4.04 Apply conflict resolutions.</p> <p>4.05 Predict possible outcomes.</p> <p>4.06 Draw conclusions.</p> <p>4.07 Offer solutions.</p> <p>4.08 Develop hypotheses.</p>	
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- 5.01 Use word processing to create, format, and produce classroom assignments/projects.
- 5.02 Create and modify a database for class assignments.
- 5.03 Create, modify, and use spreadsheets to examine real-world problems.
- 5.04 Create nonlinear projects related to the social studies content area via multimedia presentations.

Grade 5:

- 1.09 Read for literal meaning.
- 1.10 Summarize to select main ideas.
- 1.11 Draw inferences.
- 1.12 Detect cause and effect.
- 1.13 Recognize bias and propaganda.
- 1.14 Recognize and use social studies terms in

Grade 5:

The learner will acquire strategies for reading social studies materials and for increasing social studies vocabulary.

The learner will acquire strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired.

The learner will acquire strategies to analyze, interpret, create, and use resources and materials.



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	<p>written and oral reports.</p> <p>1.15 Distinguish fact and fiction.</p> <p>1.16 Use context clues and appropriate sources such as glossaries, texts, and dictionaries to gain meaning.</p> <p>2.01 Use appropriate sources of information.</p> <p>2.02 Explore print and non-print materials.</p> <p>2.03 Utilize different types of technology.</p> <p>2.04 Utilize community-related resources such as field trips, guest speakers, and interviews.</p> <p>2.05 Transfer information from one medium to another such as written to visual and statistical to written.</p> <p>2.06 Create written, oral, musical, visual, and theatrical presentations of social studies information.</p> <p>3.01 Use map and globe reading skills.</p> <p>3.02 Interpret graphs and charts.</p>	<p>The learner will acquire strategies needed for applying decision-making and problem-solving techniques both orally and in writing to historic, contemporary, and controversial world issues.</p> <p>The learner will acquire strategies needed for effective incorporation of computer technology in the learning process.</p>
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