

<b>Big Ideas: Structure</b>	<b>Essential Vocabulary</b>
<b>ELA</b> – Reading Standards for Literature: Fables and Folktales	<b>ELA:</b> fable, folktale, recall, feeling, beginning, middle, end, narrator, compare, contrast, character <b>Math:</b> data, bar graph, picture graph, axis, line plot, graph <b>Science:</b> body, heart, lungs, stomach, brain, muscles, eat, breathe, move, sleep, healthy, unhealthy, food, water, rest <b>Social Studies:</b> rights, responsibilities, communicate, common good, feelings
<b>Math</b> – Measurement and Data: Graphs and Data Analysis	
<b>Science</b> – Structures and Functions of Living Organisms: Human Body and Nutrition	
<b>Social Studies</b> – Civics and Government: North Carolina/US Constitution	
<b>Learning Targets</b> <b>What do students need to be able to know / do?</b>	<b>Assessment and Data</b>
Students will demonstrate the understanding of structure across the curriculum.	

<b>ELA</b> <b>Common Core</b>	<b>Math</b> <b>Common Core</b>	<b>Science</b> <b>Essential Standards</b>	<b>Social Studies</b> <b>Essential Standards</b>
<u><b>Understanding key events and details:</b></u> <b>3.1.</b> Answer questions to demonstrate recall of details from text. <b>3.2.</b> Listen to stories, including fables and folktales from diverse cultures, and identify key events.	<u><b>Represent and interpret data:</b></u> <b>3.6.</b> Organize and represent data using a line plot. <b>3.7.</b> Title and label axis of graph. <b>3.8.</b> Answer questions posed about the collected data. <b>4.4.</b> Organize and represent	<u><b>Understanding functions of the human body:</b></u> <b>EX.3.L.1.1</b> Identify basic functions of the human body (e.g. eating, breathing, moving, sleeping).	<u><b>Contribute to the group:</b></u> <b>EX.3.C&amp;G.2.3</b> Exemplify how students can contribute to the well-being of the classroom. <b>EX.3.C&amp;G.2.4</b> In a group, communicate to clarify own thinking on a topic..

3.3. Identify the feeling of characters in a story.

**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.

3.6. Identify whether or not a story has a narrator.

**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 details and big ideas:**

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

data using bar graphs.

4.5. Title and label axis of graph.

4.6. Answer questions posed about the collected data.

5.5. Collect, organize and display data on a picture, line plot or bar graph.

5.6. Interpret graphs (more, less, same).

**Understand how structures and systems of the body perform essential life functions:**

EX.5.L.1.1 Identify internal structures of the human body (e.g. heart, lungs, bones, stomach, muscles) and their functions.

EX.5.L.1.2 Understand how the functions of internal and external structures (e.g. eyes, nose, ears, mouth) of the human body are essential for life.

**Understanding functions of the human body:**

EX.3.L.1.2 Identify basic needs of the human body (e.g. food, water, rest, protection).

EX.3.L.1.3 Understand how the functions and basic needs of the human body are essential for life.

**Understand the needs of living things:**

EX.4.L.1.1. Identify healthy and unhealthy food choices for humans.

EX.4.L.1.2 Understand the effects of healthy and unhealthy food choices on the body.

**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.

**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).

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

**Integrate words and illustrations:**

**4.7.** Use text and illustrations to understand a story.

**a.** Match text with appropriate illustrations from a story.

**b.** Identify details that exist in the illustrations that do not appear in the text of a story.

**c.** Identify details that exist in the text that do not appear in the illustrations.

**4.9.** Compare characters or events, in stories, myths, and traditional literature from different cultures.

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

**5.6.** Identify words that describe the narrator or speaker in a story.

<p><b><u>Integrate words, visual elements and ideas:</u></b></p> <p><b>5.7.</b> Identify visual or multimedia elements that contribute to the meaning of a text.</p> <p><b>5.9.</b> Compare and contrast two books on the same topic or theme.</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.