Big Ideas | Selected Readings of Complex Texts
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ENDURING<br>Learning can give you power, take you places and help you reach your goals. Learning can change the world.<br>ESSENTIAL QUESTION: How can knowledge open doors?<br>FOCUS INFORMATIONAL TEXT(S):<br>A Smart Cookie (short fiction)<br>Curtis Aikens and the American Dream (biography)<br>Think You Don’t Need an Education? (brochure)<br>Go For It! (opinion essay)<br>Superman and Me (essay)<br>It’s Our Story, Too (memoir)<br>The Fast and the Fuel-Efficient (news feature)<br>The Hybrid (cartoon)<br>Teens Open Doors (article)<br>The Sky Is Not the Limit<br>REQUIRED CLOSE READING SELECTION

Interdisciplinary Connections: Workplace Workshop: Jobs in the restaurant industry – Write a business memo

Performance Assessment:<br>Summative:<br>- Quarter 4 Unit Assessment<br>- Expository writing assignment: (Writing Project, Edge B, Unit 4) Write a research report about the origin of an everyday invention.<br>- Formal presentation of report (“Publish and Present”, Edge Unit 4)<br>Formative:<br>- Required Close Reading selection<br>- Edge reading strategies and activities and cluster tests (optional)<br>- Routine writing (power writing, dictations, journals, Writers’ Workshop, etc.)
- Routine listening/speaking (dictations, Cornell note taking from lectures, read alouds, role plays, cloze listening, interviews, presentations)
- Routine grammar activities (SEI Super Strategies)

Targeted Standards, in addition to the constant standards

Reading – Informational Focus<br>V-R-4: Analyze text for expression, enjoyment, and response to other related content areas.<br>LI-5 Generate clarifying questions.
LI-9: locating sequential/chronological order signal words in text. (e.g., first, next, finally, today, now, meanwhile, not long ago)
LI-8 Summarize the main idea (explicit or implicit) and supporting details in text.
LI-11: identifying signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)
LI-15 Describing the characteristics of the major and minor characters in a fictional text.
LI-18 Relate illustrations to fictional text.
LI-22 Carry out to completion a set of written multiple-step directions/instructions.
LI-26 Explain the purpose of print (font) features on a page in nonfiction text.
LI-29 Interpret information within functional documents.
LI-32: distinguishing fact from opinion in persuasive text by providing supporting evidence.

Writing – Research Focus<br>V-W-3: Students use the steps of the writing process as a writing piece moves toward completion.<br>LI-10 Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.
LI-16 Apply appropriate tools and strategies (e.g., peer review, checklists, rubrics) to edit the draft.

V-W-4: Integrate elements of effective writing to develop engaging and focused text.<br>LI-8 Use a variety of paragraph strategies. (e.g., topical, chronological, cause and effect)
LI-14 Use a variation in sentence beginnings, lengths, and patterns (including phrases and/or clauses).
LI-15 Use a variety of sentence structures (i.e., simple, compound, complex) for sentence fluency.

V-W-5: Demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.<br>LI-1 Summarize information from 2-3 resources in a report (e.g., internet, reference materials, newspapers).
LI-2 Locate and evaluate informational sources about a topic.
LI-3 Organize notes on a given topic from a variety of sources.
LI-4 Summarize information, from 2-3 sources, in a written report with an introduction, supporting information, examples, and a conclusion.
LI-5 Paraphrase information and cite the source.
LI-6 Include a works cited, bibliography, or reference page.
LI-7 Produce and present a report using technology. (e.g., Power Point, interactive whiteboard, etc.)
LI-15 Use noun, adverbial and/or prepositional phrases in sentences.
LI-18 Use time-management strategies, when appropriate, to produce a final draft within a specified period of time.

Listening and Speaking – V-LS-2: Express orally his or her own thinking and ideas.<br>LI-8: delivering a prepared presentation that includes the main idea, detailed information and explanations, and a valid conclusion.
LI-9 Deliver a speech using simple, compound, and complex sentences.

Language – Grammar<br>V-L-1 Identify and apply conventions of standard English in his or her communications. Possessive words, reflexive words, prepositions, object pronouns, indefinite pronouns
(N): LI-6, 7 Use singular and plural possessive nouns.
(V): LI-2 Differentiate between past, present, and future by responding.
(ADJ): LI-2 Use possessive adjectives.
(PH): LI-5 Use a prepositional phrase in a complete sentence.
(PREP): LI-1, 2, 3: Use prepositions of location, direction and time.
(PREP):LI-4 Use prepositions of action and movement (including compound prepositions).
(PREP):LI-5 Use prepositions of opposition with instructional support.
(PREP):LI-7 Use prepositions of cause and effect, exception and contrast.
(PREP):LI-8 Select prepositions + gerunds to complete a given sentence.
(PRO):LI-1 Use personal subjective pronouns.
(PRO):LI-3 State when to use the adjective form of the personal possessive pronoun versus the objective form (e.g., my versus mine).
(PRO):LI-6 Use interrogative pronouns.
(PRO):LI-7 Use reflexive and intensive pronouns.
(PRO):LI-8 State when to use indefinite pronouns; use indefinite pronouns.
(Q):LI-15 - 22 Produce interrogative sentences beginning with "what" "where" "who" and "whom" "when" "why" "how" "which" "whose" 
(Q):LI-23 Produce interrogative sentences with "to be" + "there" + subject + prepositional phrase.
(SC):LI-9 Produce sentences with a subject, verb, and prepositional phrase (S-V-P) with subject-verb agreement.
(SC):LI-10 Produce sentences with a subject, verb, object, and prepositional phrase (S-V-O-P) with subject-verb agreement.
(SC):LI-16 Produce sentences using reflexive pronouns.
V-L-2: Acquire English language vocabulary and use it in relevant contexts.
LI-11 - 12 Apply knowledge of homonyms and homographs in context.

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<th>Constant Standards – taught throughout the year</th>
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<tr>
<td>LI-4 Apply knowledge of basic syllabication rules when decoding unfamiliar words in content area text.</td>
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<td>LI-5 Read grade-level text aloud with 90% comprehension.</td>
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<td>LI-6 Read grade-level text silently with 90% comprehension.</td>
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<td>LI-7 Summarize connections to text while reading. (e.g., text-to-text, text-to-self, and text-to-world)</td>
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<td>LI-14 Draw conclusions from information implied or inferred in a literary selection.</td>
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<td>LI-21 Apply understanding of content area vocabulary within math, science, and social studies texts.</td>
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<td>LI-23 Locate information in print and electronic reference sources for a specific reason.</td>
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<td>LI-30 Determine information that is relevant, irrelevant, or missing in functional text. (e.g., legend, illustrations, diagram, sequence)</td>
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<td>LI-31 Compare and contrast two items within an expository text.</td>
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<td>LI-3 Write an expository essay that includes an introduction with a thesis, body paragraphs with supporting details, and a conclusion.</td>
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<td>LI-3 Use capitalization at the beginning of sentences, proper nouns, the pronoun &quot;I&quot;, proper adjectives, titles, and abbreviations.</td>
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<td>LI-13 Use verb tenses (simple, progressive, and perfect) in a variety of writing applications.</td>
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<td>LI-14 Use subject-verb agreement in sentences in a variety of writing applications.</td>
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<td>LI-16 Produce sentences with a subject, verb, and prepositional phrase (S-V-P) with subject-verb agreement.</td>
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<td>LI-17 Present writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</td>
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<td>LI-18 Use time-management strategies, when appropriate, to produce a final draft within a specified period of time.</td>
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<td>LI-19 Identify and apply conventions of standard English in his or her communications.</td>
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<td>LI-20 Use prepositions of action and movement (including compound prepositions).</td>
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<td>LI-21 Integrate elements of effective writing to develop engaging and focused text.</td>
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<td>LI-22 Read and classify words in conceptual categories and provide rationale for classification.</td>
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<td>LI-23 Explain the meaning of grade-specific academic vocabulary and symbols with support.</td>
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<td>LI-14: Use semantic clues (e.g., sentence and paragraph context, the organizational pattern of text) to derive meaning of words in context.</td>
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<td>LI-15: Determine the meaning of words through the use of multiple strategies in adapted grade-level text.</td>
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<td>LI-16: Use reference materials, print and/or electronic, to identify meaning, spelling, pronunciation, and usage of words.</td>
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