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<th>Big Ideas</th>
<th>Selected Readings of Texts</th>
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<td>ENDURING UNDERSTANDING: Fiction entertains readers but also provides them with knowledge about the real world.</td>
<td>From Visions A Unit 1 – Unit 2, Chapter 3</td>
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<td>FOCUS LITERARY TEXT(S): Sadako and the Thousand Paper Cranes (required close reading selection) support link support link</td>
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<td>Coyote support link</td>
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<td>SUGGESTED EXTENDED TEXT(S): Heine Reading Library: Rip Van Winkle</td>
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<td>Traditions &amp; Cultures: Sadako and the Thousand Paper Cranes- Eleanor Coerr</td>
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<td>Environment: Seedfolds-Paul Fleischman</td>
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<td>Lostman’s River – Cynthia C. DeFelice</td>
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<td>John Muir: Young Naturalist-Montrew Dunham &amp; Al Florentino</td>
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<td>How Cities Work: Open your Eyes to the Wonders of the Urban Environment-Preston Gralla</td>
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<td>Environments of the Western Hemisphere-John C. Gold</td>
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<td>Interdisciplinary Connections: Social Studies – Read a Map</td>
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<td>Math – Analyze a Bar Graph, Learn Geometric Shapes and Vocabulary</td>
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<td>Science – Learn about Food Chains, Types of Climates</td>
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<td>Arts – Design a Turkish Rug, a Mural</td>
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**Performance Assessment:**

Summative:
- Visions quarterly assessment
- Narrative writing assignment - A personal narrative tells a story about something you did. Tell about a trip you took. Where did you go? What happened? How did you feel about the trip? What made it interesting?
- In “Sadako and the Thousand Paper Cranes” you read about a tradition that has a special meaning in the Japanese culture. Describe another tradition that has a special meaning in the Japanese culture. You may use a story you know, or invent one. Use at least two details from “Sadako and the Thousand Paper Cranes” to compare the tradition you are describing to the tradition of the paper cranes.
- Listening and Speaking Workshop (Visions Unit 1) - Present and respond to a narrative

Formative:
- Required close reading assignment
- Visions chapter quizzes
- Routine writing (power writing, dictations, journals, etc)
- Routine listening/speaking (dictations, read alouds, role plays, cloze listening, interviews, Zero Prep (Pollard, Hess)
- Routine grammar activities (SEI Super Strategies)

**Targeted Standards, in addition to the constant standards**

**Reading – Literary Focus**: V-R-4: Demonstrate knowledge of reading comprehension
- E-7: making connections to text while reading. (e.g., text-to-text and text-to-self)
- E-9: locating sequential/chronological order signal words in text. (e.g., first, next, finally, today, now)
- E-12: identifying author’s main purpose (i.e., to inform, to persuade, to entertain)
- E-13: identifying two events that are related in a literary selection.
- B-14: drawing conclusions from information implied or inferred in a literary text.
- E-17: identifying the plot (sequence of events) of a fictional text.

**Writing – Narrative Focus**: V-W-2: Identify and apply conventions of standard English in his or her written communications.
- E-19: using exclamatory sentences in a variety of writing applications.
- V-W-3: Use the steps of the writing process as a writing piece moves toward completion.
- E-5: using a prewriting plan to develop the main idea(s) with supporting details.
- B-13: identifying punctuation, spelling, and grammar errors in the draft, with instructional support.
- E-15: applying proofreading marks in indicate errors in capitalization and end punctuation.
- E-16: applying appropriate tools and strategies to edit the draft.

**V-W-4: Integrate elements of effective writing to develop engaging and focused text.**
- E-1: including an identifiable main idea.
- E-2: providing reasons (primary supports) and examples (secondary supports) to support main idea.
- E-12: using provided vocabulary that conveys the intended message.

**V-W-5: Demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.**
- E-4: summarizing information in a written report which includes a topic sentence and three supporting sentences.
- B-5: paraphrasing information and citing the source.
## Language - Grammar
- definite and indefinite articles, possessive nouns, simple present tense regular and irregular verbs, present continuous tense, subjects and predicate agreement, subject and object pronouns, “to be” with complements, possessive nouns

### V-L-1 Identify and apply conventions of standard English in his or her communications.
- (N):E-2: classifying common nouns as singular or plural, with definite and indefinite articles.
- (N):E-6: defining possessive nouns; repeating phrases with singular possessive nouns.
- (V):E-5: conjugating simple present tense irregular verbs (i.e., to be, to have, to do, and to go) with instructional support.
- (V):E-6: selecting simple present tense regular verbs (e.g., jump, jumps) with instructional support.
- (V):E-7: defining the present participle; selecting the appropriate form of “to be” with the present participle (am walking, is walking)
- (PRO):E-1: defining pronouns; and selecting singular and plural personal subjective pronouns to complete a given sentence.
- (PRO):E-2: listing and selecting singular and plural personal objective pronouns to complete a given sentence.
- (SC):E-1: selecting a subject to complete a given sentence. (e.g., singular, plural, or compound subject)
- (SC):E-2: identifying the predicate of a given sentence.
- (SC):E-3: producing sentences with subject, linking verb, and predicate adjective complement (S-V-C)

### Language - Vocabulary
(All are included in “Constant Standards”)

### Constant standards – taught throughout the year

#### V-R-2: Identify and manipulate the sounds of the English language and decode words.
- E-6: decoding regularly spelled multi-syllabic words and compound words.
- E-7: reading a newly created word when a specific grapheme is changed, added, or removed in the initial, medial, or final position.
- E-10: reading base words and inflectional endings and identifying their functions.
- E-11: applying knowledge of affixes to base words in context.
- E-12: reading high frequency words.

#### V-R-3: Read with fluency and accuracy.
- E-1: reading short passages aloud fluently with 90% comprehension.

#### V-R-4: Analyze text for expression, enjoyment, and response to other related content areas.
- E-4: answering literal questions about text in complete sentences.
- E-6: retelling a story or event by sequencing event with a beginning, middle and end using transition words with instructional support.
- E-8: identifying the main idea and supporting details in text.
- E-21: identifying content area vocabulary within math, science and social studies text.
- E-29: interpreting information within functional documents.
- E-31: comparing and contrasting two items within an expository text.

#### V-W-1: Express his or her thinking and ideas in a variety of writing genres.
- E-1: writing sentences based on real or imagined events.
- E-3: writing sentences based on facts or experience.
- E-7: writing a 2-3 sentence response that states a position/claim and supports the argument.

#### V-W-2: Identify and apply conventions of standard English in his or her communications.
- E-2: spelling words correctly.
- E-3: using capitalization at the beginning of sentences proper nouns, the pronoun “I,” and proper adjectives.
- E-4: using end punctuation.
- E-5: using commas to punctuate items in a series and dates, with support.
- E-12: using various subjects in sentences in a variety of writing applications.
- E-13: using verb tenses (i.e., simple present, simple past, simple future, present progressive) in a variety of writing applications.
- E-16: using simple declarative sentences in a variety of writing applications, with instructional support.
- E-17: using sentences in the positive and negative construction forms, in a variety of writing applications with instructional support.
- E-18: using interrogative sentences in a variety of writing applications, with instructional support.

#### V-W-3: Use the steps of the writing process as a writing piece moves toward completion.
- E-1: generating and organizing ideas before writing and maintain a record of ideas.
- B-17: presenting writing in a format appropriate to audience and purpose, with instructional support.

#### V-W-4: Analyze text for expression, enjoyment, and response to other related content areas.
- E-1: including an identifiable main idea.
- E-2: providing reasons (primary supports) and examples (secondary supports) to support main idea.
- E-6: using details to support the main idea with instructional support.
- E-12: using provided vocabulary that conveys the intended message.

#### V-LS-1: Listen actively to the ideas of others in order to acquire new knowledge.
- E-6: responding to social conversations by rephrasing/ repeating information and asking questions.
- E-7: responding in complete sentences to questions and statements in academic discussions by sharing one’s views.
- E-9: asking questions to clarify ideas and concepts.

#### V-LS-2: Express orally his or her own thinking and ideas.
- E-3: expressing likes, dislikes, needs, wants and abilities using complete sentences.
- E-4: participating in social conversations with familiar and unfamiliar people.
- E-6: sharing a personal experience/story using complete sentences.
- E-11: determining the appropriate response to given formal and informal situations.

#### V-L-1: Identify and apply conventions of standard English. (taught in order of complexity)
- E-4: identifying grade-specific academic vocabulary and symbols.
- E-7: identifying the meaning of common prefixes and suffixes added to base/root words.
- E-9: determining the meaning of synonyms and antonyms to complete word pairs.
- E-12: identifying the meaning of words through the use of multiple strategies.
- E-16: using reference materials, print and/or electronic, to identify meanings of words, with instructional support.