### Big Ideas

#### ENDURING UNDERSTANDING:
Fiction entertains readers but also provides them with knowledge about the real world.

#### ESSENTIAL QUESTION:
How do authors describe challenges and changes in life through fiction?

### Selected Readings of Complex Texts

#### FOCUS LITERARY TEXT(S):
- The Scholarship Jacket *(required close reading selection)* [support link](#)
- The Race / The Camel Dances
- Hatchet (excerpt)
- Yang the Youngest
- Elizabeth’s Diary [support link](#)

#### INFORMATIONAL TEXT(S):
- Antarctic Adventure [support link](#)
- Why Do Leaves Change color in the Fall? [support link](#)

#### SUGGESTED EXTENDED TEXT(S):
- Heinle Reading Library: *Treasure Island*
- Challenges:
  - *Hatchet* - Gary Paulsen
  - *Yang the Youngest and his Terrible Ear* - Lensey Namioka
  - *That Was Then, This Is Now* - S.E. Hinton
  - *Quilted Landscape: Conversations with Young*
  - *Immigrants* - Yale Strom
  - *The Cay* - Theodore Taylor
  - *Raptor* - Paul Zindel
  - *Selkirk’s Island* - Diana Souhami

<table>
<thead>
<tr>
<th>Interdisciplinary Connections</th>
<th>Science - Classify Animals, Learn About Combustion, Nutrition, Trees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Social Studies - Learn About Bodies of Land and Water, Learn the Meanings of “Culture,” Understand State Flag</td>
</tr>
</tbody>
</table>

### Performance Assessment:

#### Summative:
- Visions quarterly assessment
- Response to Literature (from required close reading) In “The Scholarship Jacket” you read about someone working for something she wanted. Write a 3-paragraph narrative about working for something you wanted. Include at least two references to “The Scholarship Jacket” to compare or contrast your experience with Martha’s experience in the story.
- Narrative writing assignment: A narration tells a story. Write about someone you admire who has faced a challenge. Write his or her story. You are writing because you think that the story is inspiring and you want to share it with other people.
- Listening & Speaking Workshop (Visions B, Unit 1) Present and respond to a speech

#### Formative:
- Visions reading strategies and activities
- Required close reading activity
- Routine writing (power writing, dictations, journals, etc.)
- Routine listening/speaking (dictations, read alouds, role plays, cloze listening, interviews, presentations)
- Routine grammar activities (SEI Super Strategies)

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

#### Reading – Literary Focus

**IV-R-4:** Analyze text for expression, enjoyment, and response to other related content areas.
- LI-3: predicting text content using prior knowledge and text features. *(e.g. illustrations, titles, topic sentences, keywords)*
- B-3: predicting what might happen next in a reading selection
- LI-16: comparing and contrasting two characters within a fictional text.

#### Listening and Speaking – IV-LS-2: The student will demonstrate understanding of oral communications by:
- LI-1: producing multi-syllabic words including those with common affixes with accurate pronunciation and stress.
- LI-9: delivering a speech using simple, compound, and complex sentences.

#### Language – Grammar – IV-L-1:B- Identify and apply conventions of standard English in his or her communications.
- Past tense, Complex sentences, Modal auxiliary verbs
  - (V): LI-6: producing declarative, negative, and interrogative sentences using simple present tense verbs with subject-verb agreement.
  - (V): LI-10: using the simple past tense irregular verbs: *to be, to have, to do, to go* to produce declarative, negative, and interrogative sentences
  - (V): LI-11: producing declarative, negative, and interrogative simple sentences using irregular simple past tense verbs.
  - (V): LI-12: producing declarative, negative, and interrogative simple sentences using the simple future tense (will).
  - (V): LI-18: producing sentences using modal verbs *(will, can, could, may, might, must, should, would)* and negative modal *(cannot, should not)*.
- (ADJ): LI-1: producing a series of adjectives in the correct order *(e.g., quantity/size/shape/color)*.
- (ADJ): LI-7: using comparative and superlative adjectives; listing irregular comparative and superlative *(e.g., bad, worse, worst)* adjectives.
Constant Standards – taught throughout the year

**IV-R-2: Identify and manipulate the sounds of the English language and decode words.**
- LI-1: reading aloud passages from familiar content area text, observing phrasing, punctuation and expression.
- LI-2: using common spelling of homonyms, inflectional endings prefixes and suffixes
- LI-3: writing sentences and simple paragraphs using appropriate capitalization
- LI-4: writing paragraphs using phrases that convey intended meaning and style.
- LI-5: writing paragraphs using simple and compound sentences that vary in their beginnings, lengths, and patterns to enhance flow.
- LI-6: presenting writing related to a content area in a format appropriate to audience and purpose.
- LI-7: summarizing main ideas and supporting details from text using academic vocabulary.
- LI-8: summarizing the main idea and supporting details from text using academic vocabulary.
- LI-9: identifying specific academic vocabulary and symbols with instructional support.
- LI-10: applying knowledge of inflectional endings to include regular and irregular forms of words in content area text.
- LI-11: applying knowledge of affixes to base words in context.
- LI-12: determining the author's main purpose.
- LI-13: analyz ing the meaning of idioms.
- LI-14: determining the appropriate definition of a multiple-meaning word in context with visual support.
- LI-15: identifying the meaning of affixes to base words in context.

**IV-R-3: Read with fluency and accuracy.**
- LI-1: defining and differentiating coordinating conjunctions used to combine nouns, verbs, adjectives, phrases, or clauses.
- LI-2: participating in formal and informal conversation tasks using complete sentences.
- LI-3: sharing a personal experience/story with descriptive language supported by details and examples in complete sentences.
- LI-4: writing simple reports, based on research, using topic sentences, main ideas, relevant facts, details, and concluding statements.
- LI-5: generating clarifying questions about text.
- LI-6: retelling a literary selection by sequencing events using transition words.
- LI-7: applying knowledge of inflectional endings to include regular and irregular forms of words in content area text.
- LI-8: reading and classifying words into conceptual categories and providing rationale for classification.
- LI-9: preparing and presenting personal narratives supported by details with descriptive language supported by details and examples in complete sentences.
- LI-10: preparing and delivering an exposition report on academic content.
- LI-11: applying knowledge of affixes to base words in context.
- LI-12: determining the meaning of affixes to base words in context.
- LI-13: analyzing grade-level content words in context to determine meaning with instructional support.
- LI-14: using reference materials, print and/or electronic, to identify meanings, spelling, pronunciation, and usage of words.

**Language - Vocabulary**

**IV-L-2: Acquire English language vocabulary and use it in relevant contexts.**
- LI-1: defining and differentiating coordinating conjunctions used to combine nouns, verbs, adjectives, phrases, or clauses.
- LI-2: participating in formal and informal conversation tasks using complete sentences.
- LI-3: sharing a personal experience/story with descriptive language supported by details and examples in complete sentences.
- LI-4: explaining the meaning of grade-specific academic vocabulary and symbols with instructional support.
- LI-5: sharing a personal experience/story with descriptive language supported by details and examples in complete sentences.
- LI-6: presenting writing related to a content area in a format appropriate to audience and purpose.
- LI-7: determining the appropriate definition of a multiple-meaning word in context with visual support.
- LI-8: summarizing the main idea and supporting details from text using academic vocabulary.
- LI-9: identifying specific academic vocabulary and symbols with instructional support.
- LI-10: preparing and delivering an exposition report on academic content.
- LI-11: applying knowledge of affixes to base words in context.
- LI-12: determining the author's main purpose.
- LI-13: analyzing grade-level content words in context to determine meaning with instructional support.
- LI-14: using reference materials, print and/or electronic, to identify meanings, spelling, pronunciation, and usage of words.