### Big Ideas

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

**ESSENTIAL QUESTIONS:**  
- How do authors use fiction to describe traditions and culture?  
- How do authors describe environments in fiction and non-fiction?  

### Selected Readings of Complex Texts

**FOCUS LITERARY TEXT(S):**  
- Sadako and the Thousand Paper Cranes (excerpt), (close reading selection)  
- Coyote  
- Thanksgiving  
- Here is the Southwestern Desert  

**INFORMATIONAL TEXT(S):**  
- Turkish Delight  
- Subway Architect  

**Heinle Reading Library:**  
- The Legend of Sleepy Hollow  
- Sadako and the Thousand Paper Cranes-Eleanor Coerr  
- Latino Poetry – Globe Feron  
- Native American Games and Stories-James & Joseph Bruchac  
- Fiesta Femenina: Celebrating Women in Mexican Folklore-Mary-Jean Gerson  
- China: The Culture-Bobbie Kalman  
- Homeless Bird-Gloria Whelan  

**SUGGESTED EXTENDED TEXT(S):**  
- Rip Van Winkle  
- Seedfolks-Paul Fleischman  
- Lostman’s River – Cynthia C. DeFelice  
- John Muir: Young Naturalist-Montrew Dunham & Al Florentino  
- How Cities Work: Open your Eyes to the Wonders of the Urban Environment-Preston Gralla  
- Environments of the Western Hemisphere-John Gold  

### Performance Assessment:

**Summative:**  
- Narrative writing assignment (from Close Reading assignment)  
- 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.  
- Narrative writing assignment: (Writer’s Workshop, Visions A, Unit 1) 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?  
- Listening/Speaking Workshop (Visions A 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, chorals, echo and partner reading, 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-2: Identify and manipulate the sounds of the English language and decode words  
  - IV-R-4: Analyze text for expression, enjoyment, and response to other related content areas.

**Writing**  
- Narrative  
  - IV-W-1: Express his or her thinking and ideas in a variety of writing genres.

**Science**  
- Learn about Food Chains, Types of Climates  

**Social Studies**  
- Read a Map  

**Arts**  
- Design a Turkish Rug, a Mural  

**Interdisciplinary Connections:**  
- Math – Analyze a Bar Graph, Learn Geometric Shapes and Vocabulary  
- Science – Learn about Food Chains, Types of Climates  
- Social Studies – Read a Map  
- Arts – Design a Turkish Rug, a Mural
**Listening and Speaking**

**IV-LS-1:** Listen actively to the ideas of others in order to acquire new knowledge.
B-4: retelling the main ideas and key points/details of presentations.

**IV-LS-2:** Express orally his or her own thinking and ideas.
B-9: preparing and presenting personal narratives supported by details and using complete sentences.
B-10: preparing and presenting a report using functional text using complete sentences.

**Language – Grammar IV-L-1:** Identify and apply conventions of standard English in his or her communications.

- Present continuous tense, subjects and verbs, subject pronouns, “to be” with complements, possessive nouns
- Present progressive tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement.
- Choosing a simple present tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement.
- Choosing a simple present tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement.

**Language – Vocabulary IV-L-2:** The student will acquire English language vocabulary and use it in relevant contexts.
B-7: determining the meaning of Anglo-Saxon base/root words and affixes to understand content area vocabulary.
B-13: applying knowledge of words in context to determine meaning of grade-level content words.

<table>
<thead>
<tr>
<th>Constant Standards – taught throughout the year</th>
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<tbody>
<tr>
<td><strong>IV-R-2:</strong> Identify and manipulate the sounds of the English language and decode words</td>
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<tr>
<td>B-10: reading words with appropriate pronunciation.</td>
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<td>B-11: applying knowledge of affixes to base words in context.</td>
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<td><strong>IV-R-3:</strong> Read with fluency and accuracy.</td>
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<tr>
<td>B-1: reading aloud passages from unfamiliar text, observing phrasing, punctuation and expression.</td>
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<td><strong>IV-R-4:</strong> Analyze text for expression, enjoyment, and response to other related content areas.</td>
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<tr>
<td>B-4: answering who, what, where, when, why, which and how questions about text.</td>
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<td>B-7: connecting information and events in text to life experiences and to related text and sources (text-to-self, text-to-text).</td>
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<td>B-8: summarizing the main idea and supporting details from text.</td>
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<td>B-12: identifying the author’s main purpose.</td>
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<td>B-14: drawing conclusions from information implied or inferred in a literary selection.</td>
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<td>B-19: identifying the main problem or conflict of a plot in a fictional text.</td>
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<td>B-21: applying understanding of content area vocabulary within math, science and social studies texts.</td>
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<td>B-23: locating information in print and electronic reference sources for a specific purpose.</td>
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<td><strong>IV-W-1:</strong> Express his or her thinking and ideas in a variety of writing genres.</td>
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<td>B-4: writing a paragraph based on research using topic sentences, main ideas, relevant facts, details, and concluding statements.</td>
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<td>B-9: writing a summary that identifies the main idea, characters, and setting of varied texts.</td>
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<td><strong>IV-W-2:</strong> Identify and apply conventions of standard English in his or her communications.</td>
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<tr>
<td>B-1: legibly and independently writing upper and lower case cursive letters and words (signature) with proper spacing.</td>
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<td>B-2: using common spelling.</td>
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<td>B-3: writing words and sentences using appropriate capitalization.</td>
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<td>B-4: writing sentences using appropriate punctuation.</td>
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<td>B-5: using various subjects in sentences in a variety of writing applications.</td>
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<td>B-6: using verb tenses in a variety of writing applications.</td>
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<td><strong>IV-W-3:</strong> Use the steps of the writing process as a writing piece moves toward completion.</td>
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<tr>
<td>B-1: generating, recording, and organizing ideas for pre-writing.</td>
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<td>B-5: identifying and correcting basic punctuation errors in the draft.</td>
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<td>B-6: presenting writing in a format appropriate to audience and purpose.</td>
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<td><strong>IV-W-4:</strong> Integrate elements of effective writing to develop engaging and focused text.</td>
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<td>B-1: writing text that incorporates details.</td>
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<td>B-2: writing a paragraph, focused on a topic, that includes details, clear sequencing, and transitional words and phrases to connect ideas.</td>
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<td>B-3: writing a paragraph using selected words that convey intended meaning.</td>
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<td><strong>IV-W-5:</strong> Demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.</td>
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<td>B-4: paraphrasing information from at least one source.</td>
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<td><strong>IV-LS-1:</strong> Listen actively to the ideas of others in order to acquire new knowledge.</td>
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<td>B-7: responding to social conversations by rephrasing/repeating information, asking questions, and expressing one's thoughts.</td>
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<td>B-8: responding to questions and statements in an academic discussion using key vocabulary in complete sentences.</td>
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<td>B-9: determining main ideas and supporting details from content area presentations and discussions.</td>
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<td>B-10: identifying the tone and/or attitudinal nuances of an oral presentation by using simple sentences, phrases, key words and gestures.</td>
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<td><strong>IV-LS-2:</strong> Express orally his or her own thinking and ideas.</td>
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<td>B-3: expressing personal needs and emotions in complete sentences.</td>
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<td>B-4: participating in social conversations with familiar and unfamiliar people using complete sentences.</td>
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<td>B-5: sharing a personal experience/story supported by details and examples in complete sentences.</td>
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<td>B-8: providing an appropriate response to given formal and informal situations.</td>
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<tr>
<td><strong>IV-L-1:</strong> Identify and apply conventions of standard English in his or her communications. (taught in order of complexity)</td>
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<tr>
<td><strong>IV-L-2:</strong> Acquire English language vocabulary and use it in relevant contexts.</td>
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<td>B-12: determining the appropriate definition of a multiple-meaning word in context.</td>
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<td>B-13: applying knowledge of words in context to determine meaning of grade-level content words.</td>
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