<table>
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<tr>
<th>Big Ideas</th>
<th>Selected Readings of Complex Texts</th>
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<tr>
<td><strong>ENDURING UNDERSTANDING:</strong></td>
<td><strong>LITERARY TEXT(S):</strong></td>
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<td>Informational text presents factual information about real people, places, and events, although the author may shape the information according to purpose and viewpoint.</td>
<td><em>Why the Rooster Crows at Sunrise</em> (a fable)&lt;br&gt;<em>Gonzalo</em> (an excerpt from a novel)&lt;br&gt;<em>We Shall Overcome</em> (a traditional song) support link song&lt;br&gt;<em>The Peach Boy</em> (a play)</td>
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<td><strong>ESSENTIAL QUESTIONS:</strong></td>
<td><strong>FOCUS INFORMATIONAL TEXT(S):</strong></td>
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<td>How can you recognize a poem, a fable, an interview, a fiction story and an informational article and how is each one different?</td>
<td><em>Rain Forest Creatures</em> (an excerpt)&lt;br&gt;<em>Zlata’s Diary</em> (an excerpt) support link photos support lesson&lt;br&gt;<em>Talking in the New Land</em> (an excerpt)&lt;br&gt;<em>Plain Talk About Handling Stress</em> (required close reading selection) support link video</td>
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<td><strong>SUGGESTED EXTENDED TEXT(S):</strong></td>
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<td>Heine Reading Library: <em>Aesop’s Fables</em> Dr. Jekyll and Mr. Hyde</td>
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**Interdisciplinary Connections:**<br>Social Studies – Learn about the points of the compass<br>Math – Read pie charts<br>Science – Learn about conservation; Learn about plants; Classify fruits and vegetables<br>Arts – Learn about types of songs

**Performance Assessment:**
**Summative:**
- Visions quarterly assessment
- Functional writing assignment: (Project, Visions A Unit 3) Make a poster of a special environment. Include headings, tables of contents, and graphic features to organize your information.
- Literary response (Writer’s Workshop, Visions A Unit 3) A review of literature tells about the strengths and weaknesses of a reading. Choose a selection from this unit and write a review of it. Include examples from the selection to support your opinion.
- Listening/Speaking Workshop (Visions A, Unit 3) Present and respond to a short report telling why you liked a selection you read.

**Formative:**
- Close Reading assignment
- Visions chapter quizzes
- 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** – Informational Focus

**IV-R-4:** Analyze text for expression, enjoyment, and response to other related content areas.
B-6: retelling a literary selection by sequencing events using transition words.
B-11: locating signal words in text that indicate cause and effect
B-13: identifying the cause and effect relationship between two related events in a literary selection.
B-17: describing the various settings within a fictional text.

**Writing** – functional and literary response

**IV-W-1:** Express his or her thinking and ideas in a variety of writing genres.
B-8: writing a persuasive paragraph using facts, ideas and concepts to influence the reader.

**IV-W-2:** Identify and apply conventions of standard English in his or her communications.
B-7: using subject-verb agreement in sentences

**IV-W-4:** Integrate elements of effective writing to develop engaging and focused text.
B-4: writing a paragraph using expressive and descriptive words that convey the intended meaning.
B-5: writing simple and compound sentences that flow together and sound natural.

**IV-W-5:** Demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.
B-1: summarizing events using topic sentences, main ideas, relevant facts, details, and concluding statements.
B-3: listing resources using a consistent format.
B-5: producing group reports including understanding the purpose of the project, and assigning research tasks.

**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-6: making predictions about academic content using complete sentences.
B-9: preparing and presenting personal narratives supported by details and using complete sentences.

**Language – Grammar IV-L-1:** Identify and apply conventions of standard English in his or her communications. Personal objective pronouns, comparative and superlative, simple future tense, modal verbs, compound sentences
(V): B-12: choosing a simple future tense verb (will) to complete declarative, negative, and interrogative sentences
(V): B-18: using modal auxiliary verbs (e.g., will, can, could) in a sentence with subject-verb agreement and with instructional support.
(PRO): B-2: stating when to use personal objective versus personal subjective pronouns; using personal objective pronouns.
(ADJ): B-7: using comparative and superlative (e.g., -er and -est, more/most/ less/least) adjectives with support.
(SC): B-14: producing compound sentences. (i.e., independent clause + conjunction + independent clause).

**Language – Vocabulary IV-L-2:** The student will acquire English language vocabulary and use it in relevant contexts.
B-9: explaining the relationship between common synonyms and/or antonyms.

### Constant Standards – taught throughout the year

**IV-R-2:** Identify and manipulate the sounds of the English language and decode words
B-10: reading words with appropriate pronunciation.
B-11: applying knowledge of affixes to base words in context.

**IV-R-3:** Read with fluency and accuracy.
B-1: reading aloud passages from unfamiliar text, observing phrasing, punctuation and expression.

**IV-R-4:** Analyze text for expression, enjoyment, and response to other related content areas.
B-4: answering who, what, where, when, why, which and how questions about text.
B-7: connecting information and events in text to life experiences and to related text and sources (text-to-self, text-to-text).
B-8: summarizing the main idea and supporting details from text.
B-12: identifying the author’s main purpose
B-14: drawing conclusions from information implied or inferred in a literary selection.
B-19: identifying the main problem or conflict of a plot in a fictional text.
B-21: applying understanding of content area vocabulary within math, science and social studies texts.
B-23: locating information in print and electronic reference sources for a specific purpose.

**IV-W-1:** Express his or her thinking and ideas in a variety of writing genres.
B-4: writing a paragraph based on research using topic sentences, main ideas, relevant facts, details, and concluding statements.
B-9: writing a summary that identifies the main idea, characters, and setting of varied texts.

**IV-W-2:** Identify and apply conventions of standard English in his or her communications.
B-1: legibly and independently writing upper and lower case cursive letters and words (signature) with proper spacing
B-2: using common spelling.
B-3: using words and sentences using appropriate capitalization
B-4: using sentences using appropriate punctuation
B-5: using various subjects in sentences in a variety of writing applications.
B-6: using verb tenses in a variety of writing applications.

**IV-W-3:** Use the steps of the writing process as a writing piece moves toward completion.
B-1: generating, recording, and organizing ideas for pre-writing.
B-5: identifying and correcting basic punctuation errors in the draft.
B-6: presenting writing in a format appropriate to audience and purpose.

**IV-W-4:** Integrate elements of effective writing to develop engaging and focused text.
B-1: writing text that incorporates details.
B-2: writing a paragraph, focused on a topic, that includes details, clear sequencing, and transitional words and phrases to connect ideas.
B-3: writing a paragraph using selected words that convey intended meaning.

**IV-W-5:** Demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.
B-4: paraphrasing information from at least one source.

**IV-LS-1:** Listen actively to the ideas of others in order to acquire new knowledge.
B-7: responding to social conversations by rephrasing/repeating information, asking questions, and expressing one’s thoughts.
B-8: responding to questions and statements in an academic discussion by using key vocabulary in complete sentences.
B-9: determining main ideas and supporting details from content area presentations and discussions.
B-10: identifying the tone and/or attitudinal nuances of an oral presentation by using simple sentences, phrases, key words and gestures.

**IV-LS-2:** Express orally his or her own thinking and ideas.
B-3: expressing personal needs and emotions in complete sentences.
B-4: participating in social conversations with familiar and unfamiliar people using complete sentences.
B-5: sharing a personal experience/story supported by details and examples in complete sentences.
B-8: providing an appropriate response to given formal and informal situations.

**IV-L-1:B** Identify and apply conventions of standard English in his or her communications. (taught in order of complexity)

**IV-L-2:** Acquire English language vocabulary and use it in relevant contexts.
B-12: determining the appropriate definition of a multiple-meaning word in context.
B-13: applying knowledge of words in context to determine meaning of grade-level content words.