### TUSD CURRICULUM MAP

**MS ELD Level II – Basic (Visions A)**

**Quarter 4**

**Unifying Concept: Explorations and Connections**

<table>
<thead>
<tr>
<th>Big Ideas</th>
<th>Selected Readings of Complex Texts</th>
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| **ENDURING UNDERSTANDING:** The theme of connections explores relationships between people, things, or places. | **LITERARY TEXT(S):** *Esperanza Rising* (excerpt) *(required close reading selection)* [video](#) [support link](#)  
*Honus and Me* (excerpt from a novel) [support link](#)  
**INFORMATIONAL TEXT(S):** *Using the Scientific Method* (excerpt)  
*The Solar System* (excerpt)  
*The Boy King* (excerpt from a biography) [support link](#)  
*It Could Still Be a Robot* (excerpt)  
*High-Tech Helping Hands* (excerpt from an article) |

#### SUGGESTED EXTENDED TEXT(S):  
Heinle Reading Library:  
| Explorations:  
*How to Think Like a Scientist* - Stephen Kramer  
*Can you Hear a Shout in Space?* – Dennis Brindell Fradin  
*Esperanza Rising* - Pam Muñoz Ryan  
*Honus and Me* – Dan Gutman  
*Do You Remember the Color Blue?* – Sally H. Alexander  
*History of Automobiles* – David Corbett  
*How to Build a Robot* – Clive Glifford  
*Phineas Gage* – John Fleischman  
*Tutankhamen’s Gift* – Robert Sabuda |

**Interdisciplinary Connections:**  
Social Studies – Learn about land forms, identify symbols  
Math – Use multiplication  
Science – Learn about sleep, compare planet orbits, read an FAQ web page

**Performance Assessment:**  
Summative:  
- Visions quarterly assessment  
- Narrative writing assignment (from Close Reading assignment). Write about a time you or someone you know changed because of something that happened. Make connections between your story and “Esperanza Rising”. Use past tense verbs to tell your story.  
- Persuasive writing assignment (From Reading to Writing, Visions A Unit 6, Chap.4) Write a three-paragraph persuasive essay. Explain why people should or should not use robots. Take a stand and be convincing, using ideas from “Listen, Speak, Interact.” Use at least one detail from the reading selections *It Could Still Be a Robot* or *High-Tech Helping Hands*.  
- Listen, Speak, Interact (Visions A Unit 6, Chap. 4) Talk about advantages and disadvantages of using robots. Summarize group’s ideas and present them to the class.  
Formative:  
- Required Close Reading assignment  
- Visions chapter quizzes  
- Routine writing (power writing, dictations, journals, etc.)  
- Routine listening/speaking (dictations, read alouds, choral, 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-4:** Analyze text for expression, enjoyment, and response to other related content areas.  
B-1: distinguishing between fiction and nonfiction.  
B-6: retelling a literary selection by sequencing events using transition words.  
B-9: locating sequential/chronological order signal words (e.g., first, next, finally, today, now) in text.  
B-10: locating signal words in text that indicate comparison/contrast (e.g., similarly, on the other hand, however, yet, in spite of).  
B-11: locating signal words in text 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 within a fictional text.  
B-17: describing the various settings within a fictional text.  
B-20: relating illustrations to fictional text.  
LI-30: distinguishing fact from opinion in persuasive text by providing supporting evidence.  
B-31: identifying words used in persuasive text to affect the reader (e.g., stereotypes, testimonial, exaggeration, loaded words).

**Writing – Narrative and Persuasive**  
**IV-W-1:** Express his or her thinking and ideas in a variety of writing genres.  
B-1: writing a narrative paragraph about real or imagined events, using a sequence of sentences including characters and setting.  
B-8: writing a persuasive paragraph using facts, ideas and concepts to influence the reader.

**Listening and Speaking – IV-LS-2:** Express orally his or her own thinking and ideas.  
B-6: making predictions about academic content using complete sentences.  
LI-10: preparing and delivering an expository report on academic content.

**Language – Grammar**  
**IV-L-1:** Identify and apply conventions of standard English in his or her communications. “might,”
superlatives, possessive adjectives, past perfect tense, modals, adverbs of frequency
(N)LI-6: using singular possessive nouns.
(V)B-3: using imperative verbs. (e.g., Open the door. Close the book.)
(V) B-10: choosing simple past tense irregular verbs
(V)B-18: using modal auxiliary verbs (e.g., will, can, could) in a sentence with subject-verb agreement and with instructional support.
(V)B-28: choosing a past perfect tense verb (e.g., “I had walked.” versus “I walked.”) to complete sentences.
(PRO)B-2: stating when to use personal objective versus personal subjective pronouns; using personal objective pronouns.
(ADV)B-2: using possessive adjectives.
(ADJB)B-7: using comparative and superlative (e.g., -er and -est, more/most/less/least) adjectives with support.
(ADV)V-2: using "frequency" adverbs with instructional support.
(SC)B-20: producing imperative sentences.
(PH/CL)B-5: using a prepositional phrase in a complete sentence.

Language – Vocabulary IV-L-2: The student will acquire English language vocabulary and use it in relevant contexts.
B-10: defining common homonyms (e.g., your, you’re, there, their, they’re) in context.
B-14: using reference materials, print and/or electronic, to identify meanings, spelling, pronunciation, and usage of words.
B-15: identifying idioms in text with visual support.

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: writing words and sentences using appropriate capitalization
B-4: writing 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.

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.