<table>
<thead>
<tr>
<th>Big Ideas</th>
<th>Selected Readings of Complex Texts</th>
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<tbody>
<tr>
<td><strong>ENDURING UNDERSTANDING:</strong> Fiction entertains readers but also provides them with knowledge about the real world.</td>
<td><strong>From Visions A- Unit 1- Unit 2, Chapter 3</strong></td>
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<td><strong>ESSENTIAL QUESTIONS:</strong> How do authors use fiction to describe traditions and culture? How do authors describe environments in fiction and non-fiction?</td>
<td><strong>FOCUS LITERARY TEXT(S):</strong></td>
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<td></td>
<td>• Sadako and the Thousand Paper Cranes (excerpt), (close reading selection) support link support link</td>
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<td>• Coyote</td>
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<td>• Thanksgiving support link</td>
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<td>• Here is the Southwestern Desert</td>
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<td><strong>INFORMATIONAL TEXT(S):</strong></td>
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<td>• Turkish Delight support link support link</td>
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<td>• Subway Architect support link support link</td>
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<td><strong>SUGGESTED EXTENDED TEXT(S):</strong></td>
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<td></td>
<td><strong>Heinie Reading Library: The Legend of Sleepy Hollow</strong> Rip Van Winkle</td>
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<td><strong>Traditions &amp; Cultures:</strong></td>
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<td></td>
<td>• Sadako and the Thousand Paper Cranes-Eleanor Coerr</td>
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<td>• Latino Poetry – Glove Feron</td>
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<td>• Native American Games and Stories-James and Joseph Bruchac</td>
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<td>• Fiesta Femenina: -Mary-Joan Gerson</td>
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<td>• China: The Culture-Bobbie Kalman</td>
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<td>• Homeless Bird-Gloria Whelan</td>
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<td><strong>Environment:</strong></td>
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<td>• Seedfils-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><strong>Interdisciplinary Connections: Social Studies</strong></td>
<td><strong>Science</strong> – Learn about Food Chains, Types of Climates</td>
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<tr>
<td>Math – Analyze a Bar Graph, Learn Geometric Vocabulary</td>
<td><strong>Arts</strong> – 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. 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/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 pays, cloze listening, interviews, Zero Prep (Pollard, Hess)
- Routine grammar activities (SEI Super Strategies)

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

**Reading – Literary Focus**
- IV-R-2: Demonstrate knowledge of decoding by:
  - B-4: producing rhyming words and creating new words when a specific sound is changed, added or removed.
- IV-R-4: Demonstrate knowledge of reading comprehension by:
  - B-9: locating sequential/chronological order signal words (e.g., first, next, finally, today, now) in text.
  - B-13: identifying the cause and effect relationship between two related events in a literary selection.
  - B-20: relating illustrations to fictional text.

**Writing – Narrative**
- 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-3: taking notes using a teacher selected and student created graphic organizer or cloze notes.
- IV-W-2: Identify and apply conventions of standard English in his or her communications.
- B-11: using interrogative sentences in a variety of writing applications.
- B-12: using exclamatory sentences in a variety of writing applications.
- B-13: using imperative sentences in a variety of writing applications.
- IV-W-3: Use the steps of the writing process as a writing piece moves toward completion.
- B-2: determining the purpose (e.g., to entertain, to inform, to explain) of a writing piece with instructional support.
- B-3: using a pre-writing plan (e.g., graphic organizer, KWL chart, log) to develop a draft with main ideas.
- B-4: identifying and applying tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify meaning.
- 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.
- 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.

Speaking and Listening –

IV-L-S-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-L-S-2: Express orally his or her own thinking and ideas.
B-9: preparing and presenting personal narratives supported by details and using complete sentences.

Language – Grammar - Definite and indefinite articles, Possessive nouns, Simple present tense verbs, Present continuous tense, Subjects and predicate agreement, Subject and object pronouns, Possessive nouns

IV-L-1: Identify and apply conventions of standard English in his or her communications.
(N):B-1: defining and classifying singular common and proper nouns with definite and indefinite articles as appropriate.
(N):B-6: producing a response using a singular possessive noun. (e.g., It is Mary’s book.)
(V):B-1: defining and classifying physical action, mental action, and state of being (to be) as verbs.
(V):B-5: choosing the correct simple present tense of the irregular verbs to complete declarative, negative, and interrogative sentences.
(V):B-6: choosing a simple present tense verb to complete declarative, negative, and interrogative sentences.
(V):B-7: choosing a present progressive tense verb to complete declarative, negative, and interrogative sentences.
(PRO):B-2: stating when to use personal objective versus personal subjective pronouns; using personal objective pronouns.
(SC):B-1: identifying the subject (e.g., singular, plural, compound, collective nouns) in a sentence.
(SC):B-2: identifying the predicate in all sentence construction patterns.
(SC):B-5: producing sentences with a subject, verb and object (S-V-O) with subject-verb agreement.

Language – Vocabulary – all addressed in “Constant Standards”

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-L-S-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-L-S-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.