### Big Ideas	|	Selected Readings of Complex Texts
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**ENDURING UNDERSTANDING:**
Our traditions and customs in home and community say a lot about our culture. & **LITERARY TEXT(S):** *Visions Introductory*, Units 4-6  
- *A House of My Own* (personal narrative), by Sandra Cisneros  
- *How to Eat a Poem* (poem), by Eve Merriam

**INFORMATIONAL TEXT(S):** *Visions Introductory*, Units 4-6  
- *Perimeter and Area* (excerpt from a math textbook)  
- *East City Community News*  
- *Resources in the United States* (excerpt from a social studies textbook)  
- *The Food Guide Pyramid* (expository text and diagram)  
- *The Brookdale Community News* (required close reading assignment)

Functional school-based texts (schedules, calendars, maps, signs, posters, forms, charts)

**COMPLEMENTARY TEXTS:**  
**Grammar:** *Visions Intro: Grammar Practice*  
**Writing:** *Composition Practice 1 & 2*  
**SUGGESTED EXTENDED TEXT(S):**  
- Heinle Reading Library, Mini-Book Collection  
- Saturday Afternoon  
- Friends at Lunch  
- The Community:  
  - Swimmie by Leo Lionni  
  - Through My Eyes by Ruby Bridges  
  - Come Back Salmon: How a Group of  
  - Dedicated Kids Adopted Pigeon Creek and  
  - Brought It Back to Life by Molly Cone  
- Food:  
  - Bread, Bread, Bread by Ann Morris  
  - Pie in the Sky by Lois Ehlert  
  - A Very Hungry Caterpillar by Eric Carle  

**INTERDISCIPLINARY CONNECTIONS:**  
**Math:** How to write a math problem.  
**Science:** Investigate the function of each of the parts of fruits mentioned in the poem on page 267.  
**Science:** Consult science books to learn more about minerals, vitamins, carbohydrates, proteins and fats.  
**Social Studies:** Ask and answer questions about pictures of homes of the past.

**PERFORMANCE ASSESSMENT:**  
Summative:  
- Visions quarterly assessment AND oral interview  
- Functional writing assignment (Unit 4) - Write a math word problem  
- Expository writing assignment (Unit 6) Write a composition about your diet.

Formative:  
- *Visions Intro_Unit 4-6 Chapter Quizzes*  
- Required close reading assignment  
- Routine writing (Ordering words to write complete sentences, dictations, filling out forms)  
- Routine listening/speaking (dictations, read alouds, cloze listening, Super Strategies)

**TARGETED STANDARDS, IN ADDITION TO THE CONSTANT STANDARDS**

**Reading – Informational and Literary**  
**IV-R-1:** The student will demonstrate understanding of print concepts of the English language.  
**E-3:** identifying organizational features of a book/resource/dictionary

**IV-R-4:** Analyze text for expression, enjoyment, information and understanding  
**E-3:** making predictions based on cover, title, illustrations and text.  
**E-4:** answering yes/no questions about text in complete sentences.  
**E-12:** identifying the author’s main purpose (e.g., to inform, to persuade, to entertain).  
**E-15:** identifying major characters within a fictional text.  
**E-17:** describing the setting from a fictional text  
**E-19:** identifying the plot (sequence of events) in a fictional text  
**E-20:** relating illustrations to fictional text.  
**E-24:** selecting external text (e.g., illustrations, photographs, charts, timelines, maps, diagrams, graphs, tables) within nonfiction text for a purpose.  
**E-32:** identifying rhyme and repetition in poetry.

**Writing – Functional, Expository**  
**IV-W-1:** Express his or her thinking and ideas in a variety of writing genres.  
**E-1:** writing phrases and/or sentences about real or imagined events, observations or memories.

**IV-W-4:** Integrate elements of effective writing to develop engaging and focused text.  
**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  
**B-1:** summarizing events using topic sentences, main ideas, relevant facts, details, and concluding statements.  
**B-4:** paraphrasing information from at least one source.
**Listening and Speaking**  Talk about homes, Ask and answer questions, Identify places in the community, Talk about transportation, Give directions and advice, Talk about food, Talk about likes and dislikes, Make polite requests.

**Language – Grammar**  Possessive pronouns, Yes/no questions, Short answer questions, Present progressive (continuous) tense, Imperatives, Count and noncount nouns, Modsals would and should, There is /there are, A/an (indefinite articles), Prepositions of place, Adjectives to describe

**IV-L-1 identify and apply conventions of standard English in his or her communications.**

(N):E-2: classifying common nouns as singular or plural, with definite and indefinite articles.

(N):B-4: distinguishing between count and non-count nouns, with definite and indefinite articles as appropriate.

(N):E-6: defining possessive nouns; repeating phrases with singular possessive nouns.

(V):E-7: defining the present participle; selecting the appropriate form of “to be” used with the present participle (e.g., am walking, is walking)

(V):B-18: using modal auxiliary verbs (e.g., will, can, could) in a sentence with subject-verb agreement and with instructional support.

(ADJ):E-3: selecting sensory/personality adjectives to complete a given sentence.

(PREP):B-2: using prepositions of direction with instructional support.

(Q):E-2: producing Yes/No questions in the simple present tense.

SC):E-20: producing imperative sentences. (e.g. Open the door. Close the book.)

**Language – Vocabulary**

**IV-L-2: Acquire English language vocabulary and use it in relevant contexts.**

E-1: reading and classifying common words into conceptual categories.

E-3: recognizing and identifying the meaning of high frequency words with instructional support.

E-6: recognizing contractions and the words that comprise contractions.

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**Constant standards – taught throughout the year**

**IV-R-2: Identify and manipulate the sounds of the English language and decode words.**

E-6: decoding regularly spelled multi-syllabic words and compound words.

E-7: reading a newly created word when a specific grapheme is changed, added, or removed in the initial, medial, or final position.

E-12: reading high frequency words.

E-14: applying knowledge of word order (syntax) to confirm decoding of text.

**IV-R-3: Read with fluency and accuracy.**

E-1: reading aloud passages from familiar text, observing phrasing, punctuation and expression.

**IV-R-4: Analyze text for expression, enjoyment, and response to other related content areas.**

E-6: retelling a story or event by sequencing event using transition words with instructional support.

E-8: identifying the main idea and two-to-three details.

E-11: identifying content area vocabulary within math, science and social studies text.

E-22: following simple one-to-two step written instructions.

E-28: identifying functional documents (e.g., maps, graphs, tables, graphic organizers) in math, science and social studies.

E-29: comparing and contrasting two items within an expository text.

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

E-1: writing phrases and/or sentences about real or imagined events, observations or memories.

E-3: taking notes using a teacher selected and teacher created graphic organizer or cloze notes.

E-4: writing phrases and/or sentences based on research using topic sentences, main ideas, relevant facts, details, and concluding statements.

**IV-W-2: Identify and apply conventions of standard English in his or her communications.**

E-3: writing words and simple sentences using appropriate capitalization with instructional support.

E-4: writing simple sentences using appropriate punctuation with instructional support.

E-5: using various subjects in sentences in a variety of writing applications with instructional support.

E-6: using verb tenses (i.e., simple present, simple past, simple future, present progressive) in a variety of writing applications.

E-9: using simple declarative sentences in a variety of writing applications, with instructional support.

E-11: using interrogative sentences in a variety of writing applications, with instructional support.

**IV-W-3: Use the steps of the writing process as a writing piece moves toward completion.**

E-1: generating and organizing ideas during pre-writing activities with instructional support.

E-6: presenting writing in a simple text format (e.g., simple sentences, two to three word phrases).

**IV-W-4: Integrate elements of effective writing to develop engaging and focused text.**

E-1: writing stand-alone text that expresses a clear general message.

E-2: writing simple sentences to support a main idea.

E-4: selecting appropriate words to create simple sentences to support a main idea.

E-5: writing simple sentences.

**IV-LS-1: Listen actively to the ideas of others in order to acquire new knowledge.**

E-7: responding to social conversations by rephrasing/ repeating information and asking questions.

E-8: responding to academic content ideas and concepts by using key words in complete sentences.

**IV-LS-2: Express orally his or her own thinking and ideas.**

E-3: expressing likes, dislikes, needs, wants and abilities using complete sentences.

E-4: introducing others and expressing basic social conventions, such as greetings, farewells and courtesies, using complete sentences.

E-5: sharing a personal experience/story using complete sentences.

E-8: determining the appropriate response to given formal and informal situations.

**IV-L-1: Identify and apply conventions of standard English.**  Progressively more complex usage of all parts of speech

**IV-L-2: Acquire English language vocabulary and use it in relevant contexts.**

E-4: identifying grade-specific academic vocabulary including key words, symbols, or operations.

E-7: identifying the meaning of common affixes added to base/root words.

E-9: identifying common synonyms and antonyms.

E-12: determining the appropriate definition of a multiple-meaning word in context, with visual support.

E-13: determining the meaning of words using word parts and context cues.

E-14: using reference materials, print and/or electronic, to identify meanings of words, with instructional support.