### Big Ideas

<table>
<thead>
<tr>
<th>ENDURING UNDERSTANDING:</th>
<th>LITERARY TEXT(S):</th>
<th>Selected Readings of Complex Texts</th>
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<tbody>
<tr>
<td>As we move forward in life, we begin to make financial and career goals.</td>
<td><strong>VISIONS</strong></td>
<td><strong>World Link Intro</strong></td>
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<tr>
<th>INFORMATIONAL TEXT(S):</th>
<th><strong>Visions Introductory, Units 7-8</strong></th>
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<tbody>
<tr>
<td>• The Midas Touch (myth)</td>
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<tr>
<td>• Making a Budget (magazine article) by Shi-May Wei <strong>required close reading assignment</strong></td>
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<tr>
<td>• Gregor Mendel (adapted biography) by L.C. Dunn</td>
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<td>• Irène Curie (adapted biography) by the Nobel Prize Foundation</td>
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<tr>
<td>• Franklin Chang-Diaz (adapted biography) by NASA</td>
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<tr>
<td>• Research on the Internet (excerpt from technical manual)</td>
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Functional school-based texts (schedules, calendars, maps, signs, posters, forms, charts)

### ESSENTIAL QUESTIONS:

Why are my short-term and long-term goals and what will I need to do to reach them?

### SUPPLEMENTARY TEXTS:

<table>
<thead>
<tr>
<th><strong>Grammar:</strong></th>
<th><strong>Visions Intro: Grammar Practice</strong></th>
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<tbody>
<tr>
<td><strong>Writing:</strong></td>
<td><strong>Composition Practice 1 &amp; 2</strong></td>
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<tr>
<th><strong>SUGGESTED EXTENDED TEXT(S):</strong></th>
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<tbody>
<tr>
<td>Heine Reading Library, Mini-Book Collection:</td>
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<tr>
<td>Money:</td>
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<tr>
<td>Anno’s Magic Seeds, by Mitsumasa Anno</td>
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<tr>
<td>Neale S. Godfrey’s Ultimate Kids’ Money Book, by Neale S. Godfrey</td>
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<tr>
<td>Sam and the Lucky Money by Karen Chinn</td>
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### Interdisciplinary Connections:

<table>
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<tr>
<th><strong>Math:</strong></th>
<th>Make a budget, learn about pie charts.</th>
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<tbody>
<tr>
<td><strong>Technical Studies:</strong></td>
<td>Learn about technical manuals</td>
</tr>
<tr>
<td><strong>Science:</strong></td>
<td>Write about a scientific process.</td>
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<tr>
<td><strong>Social Studies:</strong></td>
<td>Read biographies of famous people</td>
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### Performance Assessment:

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<th><strong>Summative:</strong></th>
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<tr>
<td>• Visions quarterly assessment AND oral interview</td>
</tr>
<tr>
<td>• Functional writing assignment (Unit 7) - Write a math word problem</td>
</tr>
<tr>
<td>• Expository writing assignment (Unit 8) - Write a composition about your diet.</td>
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<th><strong>Formative:</strong></th>
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<tr>
<td>• Visions Intro Unit 7-8 Chapter Quizzes</td>
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<tr>
<td>• Required close reading assignment</td>
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<tr>
<td>• Routine writing (Ordering words to write complete sentences, dictations, filling out forms)</td>
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<tr>
<td>• Routine listening/speaking (dictations, read alouds, cloze listening, Super Strategies)</td>
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### Targeted Standards, in addition to the constant standards

#### Reading – Informational Focus

**IV-R-4:** Analyze text for expression, enjoyment, information and understanding

1-2: Identifying forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics.

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-23: Identifying print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodicals, website, and textbooks) needed for a specific purpose.

E-24: Selecting external text (e.g., illustrations, photographs, charts, timelines, maps, diagrams, graphs, tables) within nonfiction text for a purpose.

#### Writing – Narrative, Expository

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

E-5: Writing questions for further inquiry based on observations of scientific investigations, with instructional support.

B-6: Writing a variety of functional text (e.g., instructions, directions) that addresses the audience, stated purpose and context.

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

B-2: Using common spelling of CV (e.g., cat), CCVC (e.g., ship), CVCC (e.g., sink) words, r-controlled words (e.g., cart, burn), diphthongs (e.g., out, oil), digraphs (e.g., phone, meat) and irregular plurals (e.g., children).

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

E-3: Creating a draft from pre-writing activities, with instructional support.

E-4: Reviewing the draft with assistance of peers, checklists, or rubrics, and adding details for clarity.

E-5: Identifying and correcting basic punctuation errors in the draft, with instructional support.

**IV-W-5:** Demonstrate research skills by using a variety of reference materials

E-1: Organizing information using non-linguistic representations, and/or simple words and phrases (e.g., tables and maps).

E-2: Writing questions for further inquiry based on a scientific investigation, with instructional support.

E-3: Listing resources by author and title.

B-4: Paraphrasing information from at least one source.

**Listening and Speaking**

Talk about money and cost, Ask and answer questions, Present a role play, Talk about work and jobs.

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

E-4: Identifying the main idea of presentations.
E-9: retelling important main idea from content area presentations and discussions.

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

E-6: making predictions about academic content using sentence frames.

E-9: preparing and presenting personal narratives using complete sentences, which may include the use of transition words and visual aids.

Language – Grammar

Make comparisons, Future tense with will and with “be + going to”, the modal “can”, object pronouns

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

(V):E-12: selecting simple future tense verbs (e.g., will walk versus walked, talk versus will talk) with instructional support.

(V):B-14: producing declarative, negative, and interrogative sentences using the present participle “going” with the infinitive verb to form the future tense (e.g., I am going to dance) with subject-verb agreement and with instructional support.

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

(PRO):E-2: listing and selecting singular and plural personal objective pronouns to complete a given sentence.

(PRO):E-3: defining possessive pronouns; selecting singular and plural personal possessive pronouns to complete a given sentence.

(ADJ):E-1: defining adjectives and selecting adjectives to complete a given sentence.

(ADJ):B-3: using sensory/personality adjectives.

(ADJ):E-7: listing comparative and superlative adjectives (e.g., -er, -est); selecting a comparative or superlative adjective to complete a given sentence.

Language – Vocabulary

Comparison words, signal words, sensory details, technical words, Latin roots, multiple-meaning words

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

B-3: using sensory/personality adjectives.

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

E-17: interpreting the words that signal description (e.g., such as, as in) and compare and contrast (e.g., either...or).

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-21: 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 clues.

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