

# Inside C (Blue)

## Unit 1: “Finding Your Own Place” (2-4 weeks)

### Reading and Language Book

**Guiding Question:** What defines home?

**Focus on Genre:** Organization of Ideas: Comparison and Contrast

**Focus on Vocabulary:** Context Clues: Multiple-Meaning Words

**Language and Grammar:**

◆ Functions

- Express Ideas and Feelings
- Ask and Answer Questions
- Give Commands

◆ Grammar

- Statements
- Questions
- Commands

**Reading Strategy:** Plan Your Reading

### Writing Book

**Project 1:** Paragraph Structure: Topic and Details

**Project 2:** Paragraph Structure: Compare and Contrast

**Project 3:** Paragraph Structure: Main Idea and Details

Leveled Library Extended Reading Choices (see pp. T1C)			
TITLE	<i>Domitila</i>	<i>Novio Boy</i>	<i>Pearl Harbor Is Burning</i>
GENRE	Classic Tale	Contemporary Play	Historical Fiction
READING LEVEL	Lexile 700L	Lexile NL	Lexile 490L
<p>Go to <a href="http://www.insideNG.com">www.insideNG.com</a>. Under Learning Resources, find “Student Journals” to use with each library book. See also “INSIDE libraries” under Teaching Resources for supplemental information and answers/guidelines to the Student Journals and TE p. T1d for oral prompts to solicit analysis and discussion of library choices.)</p>			

**Two Week Pacing** (suggested average minutes per day of instruction/practice in curriculum = 165)

Week One

Students select extended reading book from Leveled Library. Students and Teacher plan reading schedule and activities (i.e., Student Journal) and begin reading.

Unit Launch

Selection 1

Start Selection 2

Week Two

Finish Selection 2

Selection 3

Compare Across Texts

Unit Wrap

Unit Test

**Four Week Pacing** (suggested average minutes per day of instruction/practice in curriculum = 85)

Week One

Students select extended reading book from Leveled Library. Students and Teacher plan reading schedule and activities (i.e., Student Journal) and begin reading.

Unit Launch

Week Two

Selection 1

Start Selection 2

Week Three

Finish Selection 2

Start Selection 3

Week Four

Finish Selection 3

Compare Across Texts

Unit Wrap

Unit Test

**UNIT LAUNCH** (Guided Instruction Required)

*RB =Reading Book PB=Practice Book*

**Circle or highlight the check mark by each learning task when you have completed it.**

<b>Finding Your Own Place: What defines home?</b> <i>(To launch unit theme, read aloud "A New Home" on p. R3 at end of book for "Critical Viewing" activity)</i>			
<p>➔ <i>Critical Viewing: View the Painting &amp; Listen to an Explanation RB p. 0</i></p> <p>➔ <i>Discuss One's Own Place: Read the Unit Title RB p. 1</i></p>		<p>✓ <i>Make a Mind Map PB p. 1</i></p>	
<b>Focus on Genre</b>		<b>Focus on Vocabulary</b>	
<p>➔ <i>Organization of Ideas: Comparison and Contrast</i></p>	<p>✓ <i>Learn "How the Strategy Works," "Practice Together," and then "Try It!" TB pp. 2-3</i></p>	<p>➔ <i>Use Context Clues for Multiple-Meaning Words</i></p>	<p>✓ <i>Learn "How the Strategy Works," "Practice Together," and then "Try It!" TB pp. 4-5</i></p>
	<p>✓ <i>Now practice on your own! PB p. 2</i></p>		<p>✓ <i>Now practice on your own! PB p. 3</i></p>

## SELECTION 1

RB=Reading Book PB=Practice Book WB=Writing Book WW=Writer's Workout

Circle or highlight the check mark by each learning task when you have completed it.

	<i>Growing Together</i>	
<b>Build Background</b> <i>Guided Instruction Required</i>	✓Meet the Author: Watch "Meet Carmen Agra Deedy" video, <a href="http://www.INSIDE.ING">www.INSIDE.ING</a> (Teaching Resources/Digital Resources/Level C/Unit1) ✓Critical Viewing Guide PB p.4 ✓Connect: Quickwrite	
<b>Language &amp; Grammar</b>	✓Listen to and/or read the song and the poem RB p. 7 ✓Use Statements with Am, Is and Are: "Practice Together," and then "Try It!" RB p. 8 ✓Make a Self-Portrait (exchange portraits with partner or family member to complete exercise) RB p. 9	
<b>Prepare to Read</b> <i>Teach/Model</i>	✓Learn Key Vocabulary RB p.10 ✓Key Vocabulary PB pp. 5-6	✓Reading Strategy: Plan Your Reading RB p.11
<b>Write</b>	<u>Begin Writing Project 1</u> ✓Model Study: "Sentences and Paragraphs" WB pp. 2W-3W ✓"Analyze a Paragraph" WW p. 1 ✓Writing Strategy: "State a Topic Sentence" WB pp. 4W-5W ✓"State a Topic Sentence" WW p. 2	
<b>Read</b>	<i>Growing Together</i> RB pp.12-18	
<b>Connect Reading and Writing</b> <i>Small Groups Recommended for Oral Exercises</i>	<b>Oral Exercises</b> ✓Critical Thinking, Reading Fluency, Reading Strategy and Vocabulary Review (Oral Review) RB p.19	<b>Written Work</b> ✓Vocabulary Review (Written Review) RB p. 19 ✓Write About the Guiding Question RB p. 19 ✓Selection Review PB p. 7
<b>Connect Across the Curriculum</b> <i>Small Groups Recommended for Oral Exercises</i>	<b>Oral Exercises</b> ✓Literary Analysis: Analyze Narrator's Point of View RB p. 20 ✓Vocabulary Study: Use Context Clues RB p. 21 ✓Literary Analysis: Analyze Text Structure: Compare and Contrast RB p. 21	<b>Written Work</b> ✓"Literary Analysis" PB p. 8 ✓"Vocabulary Study" PB p. 9
<b>Write</b>	<u>Continue Writing Project 1</u> ✓Writing Application: "Write a Paragraph" WB pp. 6W-7W ✓"Plan and Write a Paragraph" WW p. 3-4	

	<i>Growing Together</i>	
<b>Reread the Selection</b>	<i>Growing Together RB pp. 12-18</i>	
<b>Connect Across the Curriculum continued</b> <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 4 and 9, TE10</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i>	<b>Oral Exercises</b> ✓Literary Analysis: Analyze Poetry RB p.22 ✓Writing and Grammar: Write About Someone You Know RB p. 23 ✓Vocabulary Practice RB p.10 ✓2nd Fluency Practice (Focus on Intonation) RB pp. 565 & 568	<b>Written Work</b> ✓ <i>Write on Your Own, RB p. 23</i> ✓ <i>Academic Vocabulary Review, PB p. 10</i>
<b>Write</b>	Finish Writing Project 1 ✓Writing Application: “Revise” WB pp. 8W-9W ✓“Revise a Paragraph” WW p. 5 ✓Writing Application: “Edit and Proofread” WB pp. 10W- 11W ✓“Edit and Proofread” WW p.6	
<b>Assessment</b> <i>See T23a for Review and Reteaching</i> <i>Suggestions for students needing additional support</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i> <i>Print Fluency Practice &amp; Assessment pages from <a href="http://www.INSIDE.NG.COM">www.INSIDE.NG.COM</a> Teaching Resources</i>	Selection 1 Test (review missed answers before beginning Selection 2) Fluency Assessment (RB p. 568)	

## SELECTION 2

RB=Reading Book PB=Practice Book WB=Writing Book WW=Writer's Workout

Circle or highlight the check mark by each learning task when you have completed it.

<i>Kids Like Me: Voices of the Immigrant Experience</i>		
<b>Build Background</b> <i>Guided Instruction Required</i>	<ul style="list-style-type: none"> <li>✓Listen to Teens: Watch "Immigrating to America" video, <a href="http://www.INSIDE.NG">www.INSIDE.NG</a> (Teaching Resources/Digital Resources/Level C/Unit1)</li> <li>✓Critical Viewing Guide PB p. 11</li> <li>✓Connect: Anticipation Guide</li> </ul>	
<b>Language &amp; Grammar</b>	<ul style="list-style-type: none"> <li>✓Listen to and/or read the questions and answers RB p. 25</li> <li>✓Use Questions and Statements: "Practice Together," and then "Try It!" RB p. 26</li> <li>✓Ask About Photos (trade photos with partner or family member to complete exercise) RB p. 27</li> </ul>	
<b>Prepare to Read</b> <i>Teach/Model</i>	<ul style="list-style-type: none"> <li>✓Learn Key Vocabulary RB p.28</li> <li>✓Key Vocabulary PB pp. 12-13</li> </ul>	<ul style="list-style-type: none"> <li>✓Reading Strategy: Plan Your Reading RB p. 29</li> </ul>
<b>Write</b>	<b>Begin Writing Project 2</b> <ul style="list-style-type: none"> <li>✓Model Study: "Comparison-Contrast Paragraphs" WB pp. 12W-13W</li> <li>✓"Analyze a Comparison-Contrast Paragraph" WW p. 7</li> <li>✓Writing Strategy: "Signal Your Ideas" WB pp. 14W-15W</li> <li>✓"Signal Your Ideas" WW p. 8</li> </ul>	
<b>Read</b>	<i>Kids Like Me: Voices of the Immigrant Experience</i> RB pp. 30-36	
<b>Connect Reading and Writing</b> <i>Small Groups Recommended for Oral Exercises</i>	<b>Oral Exercises</b> <ul style="list-style-type: none"> <li>✓Critical Thinking, Reading Fluency, Reading Strategy and Vocabulary Review (Oral Review) RB p.37</li> </ul>	<b>Written Work</b> <ul style="list-style-type: none"> <li>✓Vocabulary Review (Written Review) RB p. 37</li> <li>✓Write About the Guiding Question RB p. 37</li> <li>✓Selection Review PB p. 14</li> </ul>
<b>Connect Across the Curriculum</b> <i>Small Groups Recommended for Oral Exercises</i>	<b>Oral Exercises</b> <ul style="list-style-type: none"> <li>✓Literary Analysis: Analyze Text Structure: Compare and Contrast RB p. 38</li> <li>✓Vocabulary Study: Use Context Clues RB p. 39</li> <li>✓Listening/Speaking: Use Cultural Expressions RB p. 39</li> </ul>	<b>Written Work</b> <ul style="list-style-type: none"> <li>✓"Literary Analysis" PB p. 15</li> <li>✓"Vocabulary Study" PB p. 16</li> </ul>

<i>Kids Like Me: Voices of the Immigrant Experience</i>	
<b>Write</b>	<p><u>Continue Writing Project 2</u>            ✓Writing Application: "Write a Comparison-Contrast Paragraph" WB pp. 16W-17W            ✓"Plan and Write a Comparison-Contrast Paragraph" WW p. 9-10</p>
<b>Reread the Selection</b>	<i>Growing Together RB pp. 11-18</i>
<b>Connect Across the Curriculum continued</b> <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 3 and 9, TE28</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i>	<p><b>Oral Exercises</b>            ✓Research/Speaking: Research Population Change RB p.22 go to <a href="http://www.insideNG.com">www.insideNG.com</a> (Learning Resources/Level C/Unit1/p.40)            ✓Writing and Grammar: Write a Message RB p. 41            ✓2nd Vocabulary Practice RB p.28            ✓2nd Fluency Practice (Focus on Expression) RB pp. 567 &amp; 569</p> <p><b>Written Work</b>            ✓ <i>Write on Your Own, RB p. 41</i>            ✓ <i>Academic Vocabulary Review, PB p. 17</i></p>
<b>Write</b>	<p><u>Finish Writing Project 2</u>            ✓Writing Application: "Revise" WB pp. 18W-19W            ✓"Revise a Comparison-Contrast Paragraph" WW p. 11            ✓Writing Application: "Edit and Proofread" WB pp. 20W- 21W            ✓"Edit and Proofread" WW p.12</p>
<b>Assessment</b> <i>See T41a for Review and Reteaching</i> <i>Suggestions for students needing additional support</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i> <i>Print Fluency Practice &amp; Assessment pages from <a href="http://www.insideNG.com">www.insideNG.com</a> Teaching Resources</i>	<p>Selection 2 Test (review missed answers before beginning Selection 3)            Fluency Assessment (RB p. 569)</p>

### SELECTION 3

RB=Reading Book PB=Practice Book WB=Writing Book WW=Writer's Workout

Circle or highlight the check mark by each learning task when you have completed it.

	<i>Familiar Places</i>	
<b>Build Background</b> <i>Guided Instruction Required</i>	✓ See How Places Change: Watch "Ethnic Communities" video, <a href="http://www.INSIDE.NG">www.INSIDE.NG</a> (Teaching Resources/Digital Resources/Level C/Unit1) ✓ Critical Viewing Guide PB p. 18 ✓ Connect: TV Commercial	
<b>Language &amp; Grammar</b>	✓ Listen to and/or read the rap RB p. 43 ✓ Use Statements and Commands: "Practice Together," and then "Try It!" RB p. 44 ✓ Act Out a Market Scene (work with a partner or family member to complete exercise) RB p.45	
<b>Prepare to Read</b> <i>Teach/Model</i>	✓ Learn Key Vocabulary RB p. 46 ✓ Key Vocabulary PB pp. 19-20	✓ Reading Strategy: Plan Your Reading RB p. 47
<b>Write</b>	<b>Begin Writing Project 3</b> ✓ Model Study: "A Well-Organized Paragraph" WB pp. 22W-23W ✓ "Analyze a Well-Organized Paragraph" WW p. 13 ✓ Writing Strategy: "Connect Main Ideas and Details" WB pp. 24W-25W ✓ "Signal Your Ideas" WW p. 14	
<b>Read</b>	<i>Familiar Places</i> RB pp. 48-54	
<b>Connect Reading and Writing</b> <i>Small Groups Recommended for Oral Exercises</i>	<b>Oral Exercises</b> ✓ Critical Thinking, Reading Fluency, Reading Strategy and Vocabulary Review (Oral Review) RB p. 55 ✓	<b>Written Work</b> ✓ Vocabulary Review (Written Review) RB p. 55 ✓ Write About the Guiding Question RB p. 55 ✓ Selection Review PB p. 21
<b>Connect Across the Curriculum</b> <i>Small Groups Recommended for Oral Exercises</i>	<b>Oral Exercises</b> ✓ Literary Analysis: Analyze Text Structure: Main Idea RB p. 56 ✓ Vocabulary Study: Use Context Clues RB p. 57 ✓ Writing/Speaking: Give Directions RB p. 57	<b>Written Work</b> ✓ "Literary Analysis" PB p. 22 ✓ "Vocabulary Study" PB p. 23



	<i>Familiar Places</i>	
<b>Write</b>	Continue Writing Project 3 ✓Writing Application: "Write a Paragraph" WB pp. 26W-27W ✓"Plan and Write a Paragraph" WW p. 15-16	
<b>Reread the Selection</b>	<i>Familiar Places</i> RB pp. 48-54	
<b>Connect Across the Curriculum continued</b> <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 8 and 9, TE46</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i>	<b>Oral Exercises</b> ✓Research/Speaking: Tell About Traditions RB p.58 go to <a href="http://www.INSIDENGLAND.com">www.INSIDENGLAND.com</a> (Learning Resources/Level C/Unit1/p.58) ✓Writing and Grammar: Write About a Special Event RB p. 59 ✓2nd Vocabulary Practice RB p. 46 ✓2nd Fluency Practice (Focus on Phrasing) RB pp. 566 & 570	<b>Written Work</b> ✓ <i>Write on Your Own, RB p. 59</i> ✓ <i>Academic Vocabulary Review, PB p. 24</i>
<b>Write</b>	Finish Writing Project 3 ✓Writing Application: "Revise" WB pp. 28W-29W ✓"Revise a Paragraph" WW p. 17 ✓Writing Application: "Edit and Proofread" WB pp. 30W- 31W ✓"Edit and Proofread" WW p.18	
<b>Assessment</b> <i>See T41a for Review and Reteaching</i> <i>Suggestions for students needing additional support</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i> <i>Print Fluency Practice &amp; Assessment pages from <a href="http://www.INSIDENGLAND.com">www.INSIDENGLAND.com</a> Teaching Resources</i>	Selection 3 Test (review missed answers before taking Unit 1 Test for Progress Monitoring) Fluency Assessment (RB p. 570)	

*UNIT WRAP-UP*

RB=Reading Book PB=Practice Book

<p align="center"><b>Compare Across Texts RB p. 60</b> <i>Guided Instruction Required</i></p>	<p align="center"><b>Finding Your Own Place: Unit 1 Wrap Up RB p. 61</b> <i>Guided Instruction Required</i></p>
<p>➔ <b>Compare People</b></p>	<p>➔ <b>Reflect on Your Reading</b></p>
<p>✓First, learn “How It Works” ✓Then “Practice Together” ✓Last, “Try It!”</p>	<p>✓Make a drawing to talk about “Focus on Genre: Organization of Ideas” in Unit 1 ✓Explain what you’ve learned about “Reading Strategy: Plan Your Reading”</p>
	<p>➔ <b>Explore the Guiding Question</b></p>
	<p>✓Choose one of the ways listed to explore the question, “What defines home?”</p>
	<p>➔ <b>Book Talk</b> <i>(Use page T1d to enhance student discussion)</i></p> <p>✓Talk about the Unit Library book you chose. ✓What did it teach you about the meaning of home? ✓Explain its organizational pattern. ✓What did you like about the book? Would you recommend it to another student?</p>
<p align="center"><b>Vocabulary Review</b></p>	
<p align="center">Unit 1: Academic and Key Vocabulary Review PB pp. 25-27</p>	
<p><b>Unit 1 Progress Monitoring Test</b> 70% or better earns credit for Unit 1 (students may re-take test until they pass)</p>	