

Inside C (Blue)

Unit 2: “Natural Forces” (2-4 weeks)

Reading and Language Book

Guiding Question: How do people deal with the forces of nature?

Focus on Genre: Narrative Writing

Focus on Vocabulary: Word Parts: Compound Words, Base Words, Suffixes

Language and Grammar:

◆ Functions

- Engage in a Conversation
- Ask and Answer
- Give Advice

◆ Grammar

- Subject Pronouns
- Pronoun Usage
- Helping Verbs

Reading Strategy: Make Connections

Writing Book

Project 6: Narrative in a Friendly Letter

Project 7: Personal Narrative

Leveled Library Extended Reading Choices (see pp. T61e-T61f)

TITLE	<i>Hercules</i>	<i>Tornado</i>	<i>Bearstone</i>
GENRE	Graphic Classic	Fiction	Contemporary Fiction
READING LEVEL	Lexile 540L	Lexile 500L	Lexile 780L

Go to www.INSIDE.com. 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. T123f for oral prompts to solicit analysis and discussion of library choices.)

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.

Natural Forces: How do people deal with the forces of nature? <i>(To launch unit theme, read aloud "After the Earthquake in Peru" on p. R4 at end of book for "Critical Viewing" activity)</i>			
➔ <i>Critical Viewing: View the Photo & Listen to an Article RB p. 124</i> ➔ <i>Discuss Natural Forces: Read the Unit Title RB p. 125</i>		✓ <i>Make a Mind Map PB p. 55</i>	
Focus on Genre		Focus on Vocabulary	
➔ <i>Narrative Writing: Fiction and Nonfiction</i>	✓ <i>Learn "How It Works," "Practice Together," and then "Try It!" RB pp. 126-127</i>	➔ <i>Use Word Parts</i>	✓ <i>Learn "How the Strategy Works," "Practice Together," and then "Try It!" RB pp. 128-129</i>
	✓ <i>Now practice on your own! PB p. 56</i>		<i>Now practice on your own! PB p. 57</i>

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>Volcano!</i>	
Build Background <i>Guided Instruction Required</i>	✓View Volcanoes: Watch "Volcanoes" video, www.INSIDE.NG (Teaching Resources/Digital Resources/Level C/Unit3) ✓Critical Viewing Guide PB p. 58 ✓Connect: Classification Chart	
Language & Grammar	✓Listen to the conversation and look at the picture RB p. 131 ✓Use Subject Pronouns: "Practice Together," and then "Try It!" RB p. 132 ✓Think about and take notes about a vacation (engage in a conversation with a partner or family member) RB p. 133	
Prepare to Read <i>Teach/Model</i>	✓Learn Key Vocabulary RB p. 134 ✓Key Vocabulary PB pp. 59-60	✓Reading Strategy: Make Connections RB p. 135
Write	<u>Begin Writing Project 6</u> ✓Model Study: "Friendly Letter" WB pp. 96W-97W ✓"Friendly Letter" WW p. 51 ✓Writing Application: "Write a Friendly Letter" WB pp. 98W-99W ✓"Prewrite" WW p. 52-53	
Read	<i>Volcano!</i> RB pp. 136-144	
Connect Reading and Writing <i>Small Groups Recommended for Oral Exercises</i>	Oral Exercises ✓Critical Thinking, Reading Fluency, Reading Strategy and Vocabulary Review (Oral Review) RB p. 145	Written Work ✓Vocabulary Review (Written Review) RB p. 145 ✓Write About the Guiding Question RB p. 145 ✓Selection Review PB p. 61
Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i>	Oral Exercises ✓Literary Analysis: Analyze Text Structure: Cause and Effect RB p. 146 ✓Vocabulary Study: Use Word Parts RB p. 147 ✓Research/Media: Research a volcano using online "Web Links" under Student Resources for p. 147; report findings to group RB p. 147	Written Work ✓"Literary Analysis" PB p. 62 ✓"Vocabulary Study" PB p. 63

	<i>Volcano!</i>	
Write	Continue Writing Project 6 ✓Writing Application: Draft WB pp. 100W-101W ✓“Draft a Friendly Letter” WW p. 54	
Reread the Selection	<i>Volcano!</i> RB pp. 136-144	
Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 6 and 9, TE 134</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i>	Oral Exercises ✓Research/Speaking: Research Plate Tectonics RB p. 148 ✓Writing and Grammar: Write About an Interesting Place: Study the Models RB p. 149 ✓2nd Vocabulary Practice RB p.134 ✓2nd Fluency Practice (Focus on Phrasing) RB pp. 566 & 574	Written Work ✓ <i>Write on Your Own, RB p. 149</i> ✓ <i>Academic Vocabulary Review, PB p. 64</i>
Write	Finish Writing Project 6 ✓Writing Application: “Revise” WB pp. 102W-103W ✓“Revise a Friendly Letter” WW p. 55 ✓Writing Application: “Edit and Proofread” WB pp. 104W-107W ✓“Edit and Proofread” WW pp. 56-58	
Assessment <i>See T149a for Review and Reteaching suggestions for students needing additional support.</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i> <i>Print Fluency Practice & Assessment pages from www.INSIDE.ORG Teaching Resources</i>	Selection 1 Test (review missed answers before beginning Selection 2) Fluency Assessment (RB p. 574)	

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>Fleeing Katrina</i>
Build Background <i>Guided Instruction Required</i>	✓ Explore Hurricanes: View video "Hurricanes", www.INSIDE.ENGAGE.com (Teaching Resources/Digital Resources/Level C/Unit3) ✓Critical Viewing Guide PB p. 65 ✓Connect: Collaboration RB p. 150	
Language & Grammar	✓Listen to the conversation. Act out the dialogue with a partner RB p. 151 ✓Use Correct Pronouns: "Practice Together," and then "Try It!" RB p. 152 ✓Ask and answer questions about powerful forces of nature RB p. 153	
Prepare to Read <i>Teach/Model</i>	✓Learn Key Vocabulary RB p. 154 ✓Key Vocabulary PB pp. 66-67	✓Reading Strategy: How to Make Connections RB p. 155
Write	<u>Begin Writing Project 7</u> ✓Model Study: "Personal Narrative" WB pp. 108W-109W ✓"Personal Narrative" WW pp. 59-60 ✓Writing Trait: "Organization" WB pp. 110W-113W ✓"Organization" WW pp. 61-62	
Read	<i>Fleeing Katrina</i> RB pp. 156-166	
Connect Reading and Writing <i>Small Groups Recommended for Oral Exercises</i>	Oral Exercises ✓Critical Thinking, Reading Fluency, Reading Strategy and Vocabulary Review (Oral Review) RB p. 167	Written Work ✓Vocabulary Review (Written Review) RB p. 167 ✓Write About the Guiding Question RB p. 167 ✓Selection Review PB p. 68
Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i>	Oral Exercises ✓Literary Analysis: Analyze Facts and Opinions RB p. 168 ✓Vocabulary Study: Use Word Parts RB p. 169 ✓Research/Speaking: Retell a Personal Narrative using online "Web Links" under Student Resources for p. 169 RB p. 169	Written Work ✓"Literary Analysis" PB p. 69 ✓"Vocabulary Study" PB p. 70

	<i>Fleeing Katrina</i>	
Write	Continue Writing Project 7 ✓Writing Raise the Score: "Raise the Score" WB pp. 114W-115W ✓"Raise the Score" WW p. 63-64	
Reread the Selection	<i>Fleeing Katrina</i> RB pp. 156-166	
Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 3 and 9, TE154</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i>	Oral Exercises ✓Media/Speaking: Compare Media Accounts (use internet search engine; link from InsideNG.com is dead) RB p. 170 ✓Writing and Grammar: Write About a Natural Disaster (Study the Models and Revise It) RB p. 171 ✓2nd Vocabulary Practice RB p. 154 ✓2nd Fluency Practice (Focus on Expression) RB pp. 567 & 575	Written Work ✓ <i>Write on Your Own</i> , RB p. 171 ✓ <i>Academic Vocabulary Review</i> , PB p. 71
Write	Continue Writing Project 7 ✓Writing Strategy: "Use Transitions" WB pp. 118W-121W ✓"Use Transitions" WW p. 65 ✓Writing Strategy: "More on Transitions" WB pp. 122W-123W ✓"More on Transitions" WW p. 66	
Assessment <i>See T171a for Review and Reteaching suggestions for students needing additional support.</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment.</i> <i>Print Fluency Practice & Assessment pages from www.OutsideNG.com Teaching Resources.</i>	Selection 2 Test (review missed answers before beginning Selection 3) Fluency Assessment (RB p. 575)	

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>Earthquake</i>	
Build Background <i>Guided Instruction Required</i>	✓Connect: Anticipation Guide ✓Discuss the Great Quake: View "Images: the Great Quake of 1906" , www.INSIDE.NG (Teaching Resources/Digital Library/Level C/Unit3) ✓Critical Viewing Guide PB p. 72	
Language & Grammar	✓Listen to the rap and chime in RB p. 173 ✓Use Helping Verbs: "Practice Together," and then "Try It!" RB p. 174 ✓Give Advice: Brainstorm with a group then complete an idea chart; give advice for different situations to partner or family member to complete exercise RB p. 175	
Prepare to Read <i>Teach/Model</i>	✓Learn Key Vocabulary RB p. 176 ✓Key Vocabulary PB pp. 73-74	✓Reading Strategy: How to Make Connections RB p. 177
Write	Continue Writing Project 7 ✓Writing Application: "Write a Personal Narrative" WB pp. 124W-127W ✓"Plan a Personal Narrative" WW pp. 67-68 ✓Writing Application: "Draft" WB pp. 128W-129W ✓"Draft a Personal Narrative" WW pp. 69-70	
Read	<i>Earthquake</i> RB pp. 178-188	
Connect Reading and Writing <i>Small Groups Recommended for Oral Exercises</i>	Oral Exercises ✓Critical Thinking, Reading Fluency, Reading Strategy and Vocabulary Review (Oral Review) RB p. 189	Written Work ✓Vocabulary Review (Written Review) RB p. 189 ✓Write About the Guiding Question RB p. 189 ✓Selection Review PB p. 75

<i>Earthquake</i>	
<p>Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i></p>	<p>Oral Exercises ✓Literary Analysis: Analyze Setting and Character RB p. 190 ✓Vocabulary Study: Use Word Parts RB p. 191 ✓Research/Writing: Research Floods and write a safety article RB p. 191 go to www.INSIDE.NG.COM (Learning Resources/Level C/Unit3/Web Links/p. 191)</p> <p>Written Work ✓“Literary Analysis” PB p. 76 ✓“Vocabulary Study” PB p. 77</p>
<p>Write</p>	<p><u>Continue Writing Project 7</u> ✓Writing Application: “Revise” WB 130W-131W ✓“Revise a Personal Narrative” WW p. 71</p>
<p>Reread the Selection</p>	<p><i>Earthquake</i> RB pp. 178-188</p>
<p>Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 6 and 9, TE176</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i></p>	<p>Oral Exercises ✓Research/Speaking: Find a non-fiction book to research earthquakes. Use the glossary to define terms RB p.192 ✓Writing and Grammar: Write Advice (Study the Models and Add Sentences) RB p. 193 ✓2nd Vocabulary Practice RB p. 176 ✓2nd Fluency Practice (Focus on Intonation) RB pp. 565 & 576</p> <p>Written Work ✓ <i>Write on Your Own</i>, RB p. 193 ✓ <i>Academic Vocabulary Review</i>, PB p. 78</p>
<p>Write</p>	<p><u>Finish Writing Project 7</u> ✓Writing Application: “Edit and Proofread” WB pp. 132W-135W ✓“Edit and Proofread” WW p. 72-74 ✓Now, edit and proofread your personal narrative (WW pp. 69-70) ✓Writing Strategy: “Publish, Share and Reflect” WB pp. 136W-137W ✓“Publish, Share and Reflect” WW pp. 75-76</p>

Assessment

See T193a-T193b for Review and Reteaching suggestions for students needing additional support.

See Assessment Handbook T16-T18 re: Fluency Assessment.

Print Fluency Practice & Assessment pages from www.INSIDE.NG.COM Teaching Resources

Selection 3 Test (review missed answers before taking Unit 1 Test for Progress Monitoring)
Fluency Assessment (RB p. 576)

UNIT WRAP-UP

RB=Reading Book PB=Practice Book

<p align="center">Compare Across Texts RB p. 194 <i>Guided Instruction Required</i></p>	<p align="center">Finding Your Own Place: Unit 2 Wrap Up RB p. 195 <i>Guided Instruction Required</i></p>
<p>➔ Compare How Information is Presented</p>	<p>➔ Reflect on Your Reading</p>
<p>✓First, learn “How It Works” ✓Then “Practice Together” ✓Last, “Try It!”</p>	<p>✓Make a web to review “Focus on Genre: Narrative Writing” ✓Explain what you’ve learned about “Reading Strategy: Make Connections”</p>
	<p>➔ Explore the Guiding Question</p>
	<p>✓Choose one of the ways listed to explore the question, “How do people deal with the forces of nature?”</p>
	<p>➔ Book Talk <i>(Refer to page T123f to enhance student discussion)</i></p> <p>✓Talk about the Unit Library book you chose. ✓What did it teach you about natural forces? ✓What did you discover about how people plan for, deal with and recover from the forces of nature? ✓What did you like about the book? Would you recommend it to another student?</p>
<p align="center">Vocabulary Review</p>	
<p align="center">Unit 3: Academic and Key Vocabulary Review PB pp. 79-81</p>	
<p>Unit 3 Progress Monitoring Test 70% or better earns credit for Unit 3 (students may re-take test until they pass)</p>	