

Inside C (Blue)

Unit 5: “The Drive to Discover” (2-4 weeks)

Reading and Language Book

Guiding Question: How do discoveries change us and the world?

Focus on Genre: Organization of Ideas: Sequence, Main Idea and Details

Focus on Vocabulary: Word Parts: Prefixes, Suffixes

Language and Grammar:

◆ Functions

- Ask for and Give Information
- Engage in Discussion
- Define and Explain

◆ Grammar

- Present and Past Tense Verbs

Reading Strategy: Ask Questions

Writing Book

Project 9: Information Report

Leveled Library Extended Reading Choices (see pp. T274c-T274d)			
TITLE	<i>Dr. Jekyll and Mr. Hyde</i>	<i>Can You Feel the Thunder?</i>	<i>Breaking Through</i>
GENRE	Adapted Classic	Contemporary Fiction	Autobiography
READING LEVEL	Lexile 280L	Lexile 560L	Lexile 750L
Go to www.INSIDE NG.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. T274d 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.

<p align="center">The Drive to Discover: How do discoveries change us and the world? (To launch unit theme, read aloud “Deep Inside Lechuguilla Cave” on p. R3 at end of book for “Critical Viewing” activity)</p>			
<p>➔ <i>Critical Viewing: View the photo & listen to a description from the point of view of an explorer RB p. 274</i></p> <p>➔ <i>Discuss the Drive to Discover: Read the Unit Title RB p. 275</i></p>		<p>✓ <i>Make a Mind Map PB p. 109</i></p>	
Focus on Genre		Focus on Vocabulary	
<p>➔ <i>Organization of Ideas:</i></p> <ul style="list-style-type: none"> ▶ <i>In Sequence</i> ▶ <i>By Main Ideas and Details</i> 	<p>✓ <i>Learn “How It Works,” “Practice Together,” and then “Try It!” RB pp. 276-277</i></p>	<p>➔ <i>Use Word Parts</i></p>	<p>✓ <i>Learn “How the Strategy Works,” “Practice Together,” and then “Try It!” RB pp. 278-279</i></p>
	<p>✓ <i>Now practice on your own! PB p. 110</i></p>		<p><i>Now practice on your own! PB p. 111</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 to assign it or when you have completed it.

	<i>Return to Titanic</i>	
Build Background <i>Guided Instruction Required</i>	✓ See discoveries in action: Watch "Discovering Titanic" video, www.INSIDE.NG (Teaching Resources/Digital Resources/Level C/Unit5) ✓ Critical Viewing Guide PB p. 112 ✓ Connect: Team Brainstorm	
Language & Grammar	✓ Listen to the chant and the interview, then role play the interview RB p. 281 ✓ Use Present and Past Tense Verbs: "Practice Together," and then "Try It!" RB p. 282 ✓ Explore the Ocean: complete a question chart and then take turns asking and answering them RB p. 283	
	✓ Learn Key Vocabulary RB p. 284 ✓ Key Vocabulary PB pp. 113-114	✓ Reading Strategy: Ask questions RB p. 285
Write	<u>Begin Writing Project 9</u> ✓ Model Study: "Information Report" WB pp. 180W-183W ✓ "Information Report" WW pp. 103-104 ✓ Writing Trait: "Focus and Unity" WB pp. 184W-187W ✓ "Evaluate for Focus and Unity" WW pp. 105-106	
Read	<i>Return to Titanic</i> RB pp. 286-294	
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. 295	Written Work ✓ Vocabulary Review (Written Review) RB p. 295 ✓ Write About the Guiding Question RB p. 295 ✓ Selection Review PB p. 115
Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i>	Oral Exercises ✓ Literary Analysis: Text Structure: Sequence RB p. 296 ✓ Vocabulary Study: Use Word Parts RB p. 297 ✓ Media/Speaking: View the Wreck of the Titanic (See "Web Links" under Learning Resources for p. 297); discuss your findings with a partner RB p. 297	Written Work ✓ "Literary Analysis" PB p. 116 ✓ "Vocabulary Study" PB p. 117

	<i>Return to Titanic</i>	
Write	Continue Writing Project 9 ✓Writing Trait: “Raise the Score” WB pp. 188W-191W ✓“Raise the Score” WW pp. 107-108	
Reread the Selection	<i>Return to Titanic</i> RB pp. 286-294	
Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 4 and 9, TE 284</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i>	Oral Exercises ✓Listening/Speaking: Conduct a Career Interview RB p. 298 ✓Writing and Grammar: Write About the Past: Study the Models RB p. 299 ✓2nd Vocabulary Practice RB p. 208 ✓2nd Fluency Practice (Focus on Intonation) RB pp. 565 & 580	Written Work ✓ <i>Write on Your Own</i> , RB p. 299 ✓ <i>Academic Vocabulary Review</i> , PB p. 118
Write	Continue Writing Project 9 ✓Research Strategy: “Plan Your Research” WB pp. 192W-195W ✓“Plan Your Research” WW pp. 109-110	
Assessment <i>See T299a 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. 580)	

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>The Forgotten Treasure</i>	
Build Background <i>Guided Instruction Required</i>	✓Connect: Anticipation Guide RB p. 300 ✓Meet a Griot: View video "The Art of Storytelling", www.INSIDE.ORG (Teaching Resources/Digital Resources/Level C/Unit5) ✓Critical Viewing Guide PB p. 119	
Language & Grammar	✓Engage in Discussion: listen to the chant and chime in, and then listen to a discussion RB p. 301 ✓Use Verb Tense: <i>Be</i> and <i>Have</i> : "Practice Together," and then "Try It!" RB p. 302 ✓Discuss Stories RB p. 303	
Prepare to Read <i>Teach/Model</i>	✓Learn Key Vocabulary RB p. 304 ✓Key Vocabulary PB pp. 120-121	✓Reading Strategy: Ask Questions RB p. 305
Write	<u>Continue Writing Project 9</u> ✓Research Strategy: "Locate Sources of Information" WB pp. 196W-199W ✓"Locate Sources" WW pp. 111-112 ✓Research Strategy: "Evaluate Sources" WB pp. 200W-201W ✓"Evaluate Sources" WW pp. 113-114 ✓Research Strategy: "Locate Relevant Information" WB pp. 202W-203W ✓"Locate Relevant Information" WW pp. 115-116 ✓Research Strategy: "How to Take Notes" WB pp. 204W-207W ✓"How to Take Notes" WW pp. 117-120	
Read	<i>The Forgotten Treasure</i> RB pp. 306-316	
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. 317	Written Work ✓Vocabulary Review (Written Review) RB p. 317 ✓Write About the Guiding Question RB p. 317 ✓Selection Review PB p. 122
Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i>	Oral Exercises ✓Literary Analysis: Analyze Text Structure: Sequence RB p. 318 ✓Vocabulary Study: Use Word Parts RB p. 318 ✓Research/Speaking: Discover Tools of the Past (See "Web Links" under Learning Resources for p. 319) RB p. 319	Written Work ✓"Literary Analysis" PB p. 123 ✓"Vocabulary Study" PB p. 124

	<i>The Forgotten Treasure</i>	
Write	Continue Writing Project 9 ✓Research Strategy: “How to Decide on a Central Idea” WB pp. 208W-209W ✓“How to Decide on a Central Idea” WW pp. 121-122	
Reread the Selection	<i>The Forgotten Treasure</i> RB pp. 306-316	
Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 6 and 9, p. T304</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i>	Oral Exercises ✓Literary Analysis: Analyze Theme RB p. 320 ✓Writing and Grammar: Write About the Past (Study the Models and Revise It) RB p. 321 ✓2nd Vocabulary Practice RB p. 304 ✓2nd Fluency Practice (Focus on Expression) RB pp. 567 & 581	Written Work ✓ <i>Write on Your Own</i> , RB p. 321 ✓ <i>Academic Vocabulary Review</i> , PB p. 125
Write	Continue Writing Project 9 ✓Research Strategy: “How to Make an Outline” WB pp. 210W-211W ✓“How to Make an Outline” WW pp. 123-124	
Assessment <i>See T321a 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.NG.COM Teaching Resources.</i>	Selection 2 Test (review missed answers before beginning Selection 3) Fluency Assessment (RB p. 581)	

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>Mysteries of the Ancient Past</i>	
Build Background <i>Guided Instruction Required</i>	<ul style="list-style-type: none"> ✓Discuss the Ancient Past: View "Ancient Past" images, www.INSIDE.ENG (Teaching Resources/Digital Library/Level C/Unit5) ✓Critical Viewing Guide PB p. 126 ✓Connect: KWL Chart 		
Language & Grammar	<ul style="list-style-type: none"> ✓Define and Explain: study the photo and listen to the explanation RB p. 323 ✓Use Past Tense Verbs: "Practice Together," and then "Try It!" RB p. 324 ✓Describe a Favorite Topic: Tell a partner or family member about a topic that you know well; define the difficult words RB p. 325 		
Prepare to Read <i>Teach/Model</i>	<ul style="list-style-type: none"> ✓Learn Key Vocabulary RB p. 326 ✓Key Vocabulary PB pp. 127-128 		<ul style="list-style-type: none"> ✓Reading Strategy: Ask Questions RB p. 327
Write	<p><u>Continue Writing Project 9</u></p> <ul style="list-style-type: none"> ✓Write an Information Report: Read WRITING PROMPT ✓Writing Application: "Prewrite and Draft" WB pp. 212W-215W ✓"Draft Your Information Report" WW pp. 125-127 ✓Writing Application: "Cite Your Sources" WB pp. 216W-217W ✓"Make Source Cards" WW p. 128 ✓"Create a Bibliography" WW p. 129 		
Read	<p><i>Mysteries of the Ancient Past</i> RB pp. 328-340</p>		
Connect Reading and Writing <i>Small Groups Recommended for Oral Exercises</i>	Oral Exercises <ul style="list-style-type: none"> ✓Critical Thinking, Reading Fluency, Reading Strategy and Vocabulary Review (Oral Review) RB p. 341 		Written Work <ul style="list-style-type: none"> ✓Vocabulary Review (Written Review) RB p. 341 ✓Write About the Guiding Question RB p. 341 ✓Selection Review PB p. 129

<i>Mysteries of the Ancient Past</i>	
<p>Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i></p>	<p>Oral Exercises ✓Literary Analysis: Analyze Text Structure: Main Ideas and Details RB p. 343 ✓Vocabulary Study: Use Word Parts RB p. 343 ✓Research/Speaking: Research Pyramids; take a virtual tour inside a pyramid! (See “Web Links” under Learning Resources for p. 343) RB p. 319</p> <p>Written Work ✓“Literary Analysis” PB p. 130 ✓“Vocabulary Study” PB p. 131</p>
<p>Write</p>	<p><u>Continue Writing Project 9</u> ✓Writing Application: “Revise” WB pp. 218W-219W ✓“Revise an Information Report” WW pp. 130-131</p>
<p>Reread the Selection</p>	<p><i>Mysteries of the Ancient Past</i> RB pp. 328-340</p>
<p>Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 5 and 9, TE326</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i></p>	<p>Oral Exercises ✓Listening/Speaking: Explore Egyptian Art (See “Web Links” under Learning Resources for p. 344) RB p. 344 ✓Writing and Grammar: Write About the Past and Present (Study the Models) RB p. 345 ✓2nd Vocabulary Practice RB p. 326 ✓2nd Fluency Practice (Focus on Phrasing) RB pp. 566 & 582</p> <p>Written Work ✓ <i>Write on Your Own</i>, RB p. 345 ✓ <i>Academic Vocabulary</i>, PB p. 132</p>
<p>Write</p>	<p><u>Finish Writing Project 9</u> ✓Writing Application: “Edit and Proofread” WB pp. 220W-223W ✓“Edit and Proofread” WW pp. 132-134 ✓Now, edit and proofread <i>your</i> report ✓Writing Strategy: “Publish, Share and Reflect” WB pp. 224W-225W ✓“Publish, Share and Reflect” WW pp. 135-136 ADDITIONAL RESEARCH RESOURCES: WB pp. 227W-244W (use as needed)</p>
<p>Assessment <i>See T345a-T345b 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></p>	<p>Selection 3 Test (review missed answers before taking Unit 1 Test for Progress Monitoring) Fluency Assessment (RB p. 582)</p>

UNIT WRAP-UP

RB=Reading Book PB=Practice Book

<p>Compare Across Texts RB p. 346 <i>Guided Instruction Required</i></p>	<p>The Drive to Discover: Unit 4 Wrap Up RB p. 347 <i>Guided Instruction Required</i></p>
<p>➔ Compare Important Ideas</p>	<p>➔ Reflect on Your Reading</p>
<p>✓First, learn “How It Works” ✓Then “Practice Together” ✓Last, “Try It!”</p>	<p>✓To review “Focus on Genre: Organization of Ideas,” draw a diagram or graphic that shows the organization of one of the selections and then explain the organization to a partner or the group. ✓Explain how you will use “Reading Strategy: Visualize” in the future.</p>
	<p>➔ Explore the Guiding Question</p>
	<p>✓Choose one of the ways listed to explore the question, “How do discoveries change us and the world?”</p>
	<p>➔ Book Talk <i>(Refer to page T274d to enhance student discussion)</i></p> <p>✓Talk about the Unit Library book you chose. ✓Name three questions you asked yourself while reading. ✓What did your book teach you about discoveries? ✓What did you like about the book? Would you recommend it to another student?</p>
<p>Vocabulary Review</p>	
<p>Unit 5: Academic and Key Vocabulary Review PB pp. 133-134</p>	
<p>Unit 5 Progress Monitoring Test 70% or better earns credit for Unit 5 (students may re-take test until they pass)</p>	