

Inside C (Blue)

Unit 6: “Struggle for Freedom” (2-4 weeks)

Reading and Language Book

Guiding Question: How far will people go for the sake of freedom?

Focus on Genre: Organization of Ideas: Cause and Effect

Focus on Vocabulary: Context Clues: Definitions, Restatements, Synonym and Antonym Clues, Example Clues

Language and Grammar:

◆ Functions

- Summarize
- Make Comparisons
- Express Opinions

◆ Grammar

- Subject and Predicate Nouns
- Subject and Object Pronouns
- Possessive Nouns

Reading Strategy: Determine Importance

Writing Book

Project 10: Summary

Project 11: Cause-and-Effect

Leveled Library Extended Reading Choices (see pp. T274c-T274d)

TITLE	<i>The Time Machine</i>	<i>Letters from Rifka</i>	<i>Franklin D. Roosevelt</i>
GENRE	Adapted Classic	Historical Fiction	Nonfiction Biography
READING LEVEL	Lexile 290L	Lexile 660L	Lexile 660L

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. T347f 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.

Struggle for Freedom: How far will people go for the sake of freedom? <i>(To launch unit theme, read aloud “How Is It Where You Live” on p. R4 at end of book for “Critical Viewing” activity)</i>			
<p>➔ <i>Critical Viewing: View the artwork & listen to an email dialogue RB p. 348</i></p> <p>➔ <i>Discuss the Struggle for Freedom: Read the Unit Title RB p. 349</i></p>		<p>✓ <i>Make a Mind Map PB p. 136</i></p>	
Focus on Genre		Focus on Vocabulary	
<p>➔ <i>Organization of Ideas:</i></p> <ul style="list-style-type: none"> ▶ <i>Cause and Effect</i> 	<p>✓ <i>Learn “How It Works,” “Practice Together,” and then “Try It!” RB pp. 350-351</i></p>	<p>➔ <i>Use Context Clues for Unfamiliar Words</i></p>	<p>✓ <i>Learn “How the Strategy Works,” “Practice Together,” and then “Try It!” RB pp. 352-353</i></p>
	<p><i>Now practice on your own!</i> <i>PB p. 137</i></p>		<p><i>Now practice on your own!</i> <i>PB p. 138</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>Escaping to Freedom</i>	
Build Background <i>Guided Instruction Required</i>	✓Learn about slavery: Watch "The Underground Railroad" video, www.INSIDE.NG (Teaching Resources/Digital Resources/Level C/Unit6) ✓Critical Viewing Guide PB p. 139 ✓Connect: Discussion	
Language & Grammar	✓Summarize: Listen to the formal presentation, then to a summary of the presentation RB p. 355 ✓Use Nouns in the Subject and Predicate: "Practice Together," and then "Try It!" RB p. 356 ✓Tell About a Topic: Summarize what you now know about the Underground Railroad RB p. 357	
	✓Learn Key Vocabulary RB p. 358 ✓Key Vocabulary PB pp. 140-141	✓Reading Strategy: Determine Importance (by summarizing) RB p. 359
Write	<u>Begin Writing Project 10</u> ✓Model Study: "Summary Paragraph" WB pp. 246W-247W ✓"Summary Paragraph" WW p. 137 ✓Writing Application: "Summary Paragraph Prewrite" WB pp. 248W-249W ✓"Plan Summary Paragraph" WW p. 138	
Read	<i>Escaping to Freedom</i> RB pp. 360-368	
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. 369	Written Work ✓Vocabulary Review (Written Review) RB p. 369 ✓Write About the Guiding Question RB p. 369 ✓Selection Review PB p. 142
Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i>	Oral Exercises ✓Literary Analysis: Text Structure: Cause and Effect RB p. 370 ✓Vocabulary Study: Use Context Clues RB p. 371 ✓Research/Writing: Research a topic related to the Underground Railroad (See "Web Links" under Learning Resources for p. 371); write a short report on your topic and list your sources RB p. 371	Written Work ✓"Literary Analysis" PB p. 143 ✓"Vocabulary Study" PB p. 144

	<i>Escaping to Freedom</i>	
Write	<p><u>Continue Writing Project 10</u> ✓Writing Application: “Draft” WB pp. 250W-251W ✓“Draft a Summary Paragraph” WW p. 139</p>	
Reread the Selection	<i>Escaping to Freedom</i> RB pp. 360-368	
<p>Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 2 and 6, TE 358</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i></p>	<p>Oral Exercises ✓Listening/Speaking: Dramatize a Song RB p. 372 ✓Writing and Grammar: Write About Freedom: Study the Models & Revise It RB p. 373 ✓2nd Vocabulary Practice RB p. 358 ✓2nd Fluency Practice (Focus on Intonation) RB pp. 565 & 583</p>	<p>Written Work ✓ <i>Write on Your Own, RB p. 373</i> ✓ <i>Academic Vocabulary Review, PB p. 145</i></p>
Write	<p><u>Finish Writing Project 10</u> ✓Writing Application: “Revise” WB pp. 252W-253W ✓“Revise a Summary Paragraph” WW p. 140 ✓Writing Application: “Edit and proofread” WB pp. 254W-257W ✓“Edit and Proofread” WW pp. 141-143</p>	
<p>Assessment <i>See T373a 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></p>	<p>Selection 1 Test (review missed answers before beginning Selection 2) Fluency Assessment (RB p. 583)</p>	

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>Brave Butterflies</i>		
Build Background <i>Guided Instruction Required</i>	<ul style="list-style-type: none"> ✓Tour an Island Country: View video "Two Sides of the Dominican Republic", www.INSIDE.NG (Teaching Resources/Digital Resources/Level C/Unit6) ✓Critical Viewing Guide PB p. 146 ✓Connect: T Chart RB p. 374 	
Language & Grammar	<ul style="list-style-type: none"> ✓Make Comparisons RB p. 375 ✓Use Pronouns in the Subject and Predicate: "Practice Together," and then "Try It!" RB p. 376 ✓Compare Homes RB p. 377 	
Prepare to Read <i>Teach/Model</i>	<ul style="list-style-type: none"> ✓Learn Key Vocabulary RB p. 378 ✓Key Vocabulary PB pp. 147-148 	<ul style="list-style-type: none"> ✓Reading Strategy: Determine Importance by identifying main ideas and details RB p. 379
Write	<p><u>Begin Writing Project 11</u></p> <ul style="list-style-type: none"> ✓Model Study: "Cause-and-Effect Essay" WB pp. 258W-259W ✓"Cause-and-Effect Essay" WW pp. 144-145 ✓Writing Strategy: "Use Graphic Organizers" WB pp. 260W-261W ✓"Use Graphic Organizers" WW pp. 146-147 	
Read	<i>Brave Butterflies</i> RB pp. 380-390	
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. 391 	Written Work <ul style="list-style-type: none"> ✓Vocabulary Review (Written Review) RB p. 391 ✓Write About the Guiding Question RB p. 391 ✓Selection Review PB p. 149
Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i>	Oral Exercises <ul style="list-style-type: none"> ✓Literary Analysis: Analyze Text Structure: Sequence RB p. 392 ✓Vocabulary Study: Use Context Clues RB p. 393 ✓Research/Speaking: Research Freedom Seekers (See "Web Links" under Learning Resources for p. 393) RB p. 393 	Written Work <ul style="list-style-type: none"> ✓"Literary Analysis" PB p. 150 ✓"Vocabulary Study" PB p. 151

	<i>Brave Butterflies</i>	
Write	Continue Writing Project 11 ✓Writing Strategy: "How to Write a Good Introduction" WB pp. 262W-263W ✓"How to Write a Good Introduction" WW p. 148	
Reread the Selection	<i>Brave Butterflies</i> RB pp. 380-390	
Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 4 and 9, p. T378</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i>	Oral Exercises ✓Literary Analysis: Analyze the Topic RB p. 394 ✓Writing and Grammar: Write About a New Home (Study the Models and Add Sentences) RB p. 395 ✓2nd Vocabulary Practice RB p. 378 ✓2nd Fluency Practice (Focus on Expression) RB pp. 567 & 584	Written Work ✓ <i>Write on Your Own, RB p. 395</i> ✓ <i>Academic Vocabulary Review, PB p. 152</i>
Write	Continue Writing Project 11 ✓Writing Strategy: "How to Link Causes and Effects" WB pp. 266W-267W ✓"How to Link Causes and Effects" WW p. 149 ✓Writing Strategy: "How to Finish Strong" WB pp. 268W-269W ✓"How to Finish Strong" WW p. 150	
Assessment <i>See T395a 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. 584)	

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>Seeking Freedom</i>
Build Background <i>Guided Instruction Required</i>	<ul style="list-style-type: none"> ✓Connect: Anticipation Guide p. 396 ✓Talk About Rights: View "Fight for What's Right" images, www.INSIDE.NG (Teaching Resources/Digital Library/Level C/Unit5) ✓Critical Viewing Guide PB p. 153 	
Language & Grammar	<ul style="list-style-type: none"> ✓Express Opinions RB p. 397 ✓Use Possessive Nouns: "Practice Together," and then "Try It!" RB p. 398 ✓Discuss Ideas About Freedom: Express Opinions RB p. 399 	
Prepare to Read <i>Teach/Model</i>	<ul style="list-style-type: none"> ✓Learn Key Vocabulary RB p. 400 ✓Key Vocabulary PB pp. 154-155 	<ul style="list-style-type: none"> ✓Reading Strategy: Determine Importance RB p. 401
Write	<p><u>Continue Writing Project 11</u></p> <ul style="list-style-type: none"> ✓Write a Cause-and-Effect Essay: Read WRITING PROMPT ✓Writing Application: "Prewrite" WB pp. 270W-271W ✓"Plan a Cause-and-Effect Essay" WW pp. 151-152 ✓Writing Application: "Draft" WB pp. 272W-273W ✓"Draft a Cause-and-Effect Essay" WW pp. 153-154 	
Read	<p><i>Seeking Freedom</i> RB pp. 402-412</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. 413 	Written Work <ul style="list-style-type: none"> ✓Vocabulary Review (Written Review) RB p. 413 ✓Write About the Guiding Question RB p. 413 ✓Selection Review PB p. 156

<i>Seeking Freedom</i>	
<p>Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i></p>	<p>Oral Exercises ✓Literary Analysis: Analyze Text Structure: Cause and Effect RB p. 414 ✓Vocabulary Study: Use Context Clues RB p.415 ✓Research/Writing: Research Constitutional Rights (See “Web Links” under Learning Resources for p. 415) RB p. 415</p> <p>Written Work ✓“Literary Analysis” PB p. 157 ✓“Vocabulary Study” PB p. 158</p>
<p>Write</p>	<p><u>Continue Writing Project 11</u> ✓Writing Application: “Revise” WB pp. 274W-275W ✓“Revise a Cause-and-Effect Essay” WW pp. 155</p>
<p>Reread the Selection</p>	<p><i>Seeking Freedom</i> RB pp. 402-412</p>
<p>Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 6 and 9, TE400</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i></p>	<p>Oral Exercises ✓Literary Analysis: Distinguish Facts and Opinions RB p. 416 ✓Writing and Grammar: Write About Human Rights (Study the Models and Revise It) RB p. 417 ✓2nd Vocabulary Practice RB p. 400 ✓2nd Fluency Practice (Focus on Phrasing) RB pp. 566 & 585</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 11</u> ✓Writing Application: “Edit and Proofread” WB pp. 276W-279W ✓“Edit and Proofread” WW pp. 156-158 ✓Now, edit and proofread <i>your</i> essay ✓Writing Strategy: “Publish, Share and Reflect” WB pp. 280W-281W ✓“Publish, Share and Reflect” WW pp. 159-160</p>
<p>Assessment <i>See T417a-T417b 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></p>	<p>Selection 3 Test (review missed answers before taking Unit 1 Test for Progress Monitoring) Fluency Assessment (RB p. 585)</p>

UNIT WRAP-UP

RB=Reading Book PB=Practice Book

<p align="center">Compare Across Texts RB p. 418 <i>Guided Instruction Required</i></p>	<p align="center">Struggle for Freedom: Unit 6 Wrap Up RB p. 419 <i>Guided Instruction Required</i></p>
<p>➔ Compare Writing on the Same Topic</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,” make a Cause-and-Effect Chain that shows how one of the selections in the unit is organized. Explain how you will use “Reading Strategy: Determine Importance” in the future.</p>
	<p>➔ Explore the Guiding Question</p>
	<p>✓Choose one of the ways listed to explore the question, “How far will people go for the sake of freedom?”</p>
	<p>➔ Book Talk (<i>Refer to page T347f to enhance student discussion</i>)</p>
<p align="center">Vocabulary Review</p>	
<p align="center">Unit 6: Academic and Key Vocabulary Review PB pp. 159-162</p>	
<p>Unit 6 Progress Monitoring Test 70% or better earns credit for Unit 6 (students may re-take test until they pass)</p>	