

Inside D (Green)

Unit 1: “Imagine the Possibilities” (2-4 weeks)

Reading and Language Book

Guiding Question: How Powerful Is a Good Idea?

Focus on Genre: Organization of Ideas: Problem and Solution

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

Language and Grammar:

◆ Functions

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

◆ Grammar

- Kinds of Sentences
- Nouns
- Complete Sentences

Reading Strategy: Plan Your Reading: Preview, Predict, Set a Purpose

Writing Book

Writing Project 1: Paragraph Structure: Ways to Organize

Writing Project 2: Use the Writing Process

Leveled Library Extended Reading Choices (see pp. T1C)			
TITLE	<i>Amelia Earhardt: Free in the Skies</i>	<i>Rosa Parks</i>	<i>A Library for Juana</i>
GENRE	Graphic Nonfiction Biography	Nonfiction Biography	Historical Fiction
READING LEVEL	Lexile 700L	Lexile NL	Lexile 490L
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. T1d 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.

Imagine the Possibilities: How Powerful Is a Good Idea? <i>(To launch unit theme, read aloud "Shadow Show" on p. R3 at end of book for "Critical Viewing" activity)</i>			
➔Critical Viewing: View the Sculpture & Listen to an Explanation <i>RB p. 0</i> ➔Discuss Imagination: Read the Unit Title <i>RB p.1</i>		<input checked="" type="checkbox"/> Make a Mind Map <i>PB p. 1</i>	
Focus on Genre		Focus on Vocabulary	
➔Organization of Ideas: By Problem and Solution	<input checked="" type="checkbox"/> Learn "How the Strategy Works," "Practice Together," and then "Try It!" <i>TB pp. 2-3</i>	➔Use Word Parts	<input checked="" type="checkbox"/> Learn "How the Strategy Works," "Practice Together," and then "Try It!" <i>TB pp. 4-5</i>
	<input checked="" type="checkbox"/> <i>Now practice on your own!</i> <i>PB p. 2</i>		<input checked="" type="checkbox"/> <i>Now practice on your own!</i> <i>PB p. 3</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>Hitching a Ride</i>	
Build Background <i>Guided Instruction Required</i>	<ul style="list-style-type: none"> ✓Connect: Survey ✓Meet Greg Marshall: Watch "Critttercam: An Idea Is Born" video, www.insideNG (Teaching Resources/Digital Resources/Level D/Unit1) ✓Critical Viewing Guide PB p.4 	
Language & Grammar	<ul style="list-style-type: none"> ✓Listen to and/or read the questions and answers RB p. 7 ✓Use Different Kinds of Sentences: "Practice Together," and then "Try It!" RB p. 8 ✓Ask a Friend (ask and answer questions with partner or family member to complete exercise) RB p. 9 	
Prepare to Read <i>Teach/Model</i>	<ul style="list-style-type: none"> ✓Learn Key Vocabulary RB p.10 ✓Key Vocabulary PB pp. 5-6 	<ul style="list-style-type: none"> ✓Reading Strategy: Plan Your Reading RB p.11
Write	<u>Begin Writing Project 1</u> <ul style="list-style-type: none"> ✓Model Study: "Sentences and Paragraphs" WB pp. 2W-3W ✓"Analyze a Paragraph" WW p. 1 ✓Writing Strategy: "Organize Your Paragraphs" WB pp. 4W-5W ✓"State a Topic Sentence" WW p. 2 	
Read	<i>Hitching a Ride</i> RB pp.12-24	
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. 25 	Written Work <ul style="list-style-type: none"> ✓Vocabulary Review (Written Review) RB p. 25 ✓Write About the Guiding Question RB p. 25 ✓Selection Review PB p. 7
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: Problem and Solution RB p. 26 ✓Vocabulary Study: Use Compound Words RB p. 27 ✓Research/Speaking: Study an Endangered Species RB p. 27 	Written Work <ul style="list-style-type: none"> ✓"Literary Analysis" PB p. 8 ✓"Vocabulary Study" PB p. 9

<i>Hitching a Ride</i>		
Write	<p><u>Continue Writing Project 1</u></p> <ul style="list-style-type: none"> ✓Model Study: “Problem-and-Solution Paragraph” WB pp. 6W-7W ✓Model Study: “Chronological-Order Paragraph” WB pp. 8W-9W ✓“Analyze a Problem-and-Solution Paragraph” WW p. 3 ✓“Analyze a Chronological-Order Paragraph” WW p. 4 	
Reread the Selection	<i>Hitching a Ride</i> RB pp. 12-24	
<p>Connect Across the Curriculum continued</p> <p><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></p>	<p>Oral Exercises</p> <ul style="list-style-type: none"> ✓Listening/Speaking: Describe an Environment RB p.28 ✓Writing and Grammar: Write About New Ideas RB p. 28 ✓Vocabulary Practice RB p. 10 ✓2nd Fluency Practice (Focus on Intonation) RB pp. 645 & 648 	<p>Written Work</p> <ul style="list-style-type: none"> ✓ <i>Write on Your Own</i>, RB p. 29 ✓ <i>Academic Vocabulary Review</i>, PB p. 10
Write	<p><u>Finish Writing Project 1</u></p> <ul style="list-style-type: none"> ✓Model Study: “Spatial-Order Paragraph” WB pp. 10W-11W ✓“Analyze a Spatial-Order Paragraph” WW p. 5 ✓Model Study: “Compare-and-Contrast Paragraph” WB pp. 12W-13W ✓“Analyze a Compare-and-Contrast Paragraph” WW p. 6 ✓Writing Application: “Write a Paragraph” WB pp. 14W-15W ✓“Write a Paragraph” WW p.7-8 	
<p>Assessment</p> <p><i>See T29a 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 & Assessment pages from www.INSIDE-NG.COM Teaching Resources</i></p>	<p>Selection 1 Test (review missed answers before beginning Selection 2)</p> <p>Fluency Assessment (RB p. 568)</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>LAFFF</i>	
Build Background <i>Guided Instruction Required</i>	<ul style="list-style-type: none"> ✓See Inventions Through Time: Quickwrite ✓Connect: Quickwrite ✓Watch "Stories of Time Travel" video, www.INSIDE.NG (Teaching Resources/Digital Resources/Level D/Unit1) ✓Critical Viewing Guide PB p. 11 	
Language & Grammar	<ul style="list-style-type: none"> ✓Listen to and/or read the song RB p. 31 ✓Use Nouns: "Practice Together," and then "Try It!" RB p. 32 ✓Take a Trip in Time (trade ideas and feelings with a partner or family member to complete exercise) RB p. 33 	
Prepare to Read <i>Teach/Model</i>	<ul style="list-style-type: none"> ✓Learn Key Vocabulary RB p. 34 ✓Key Vocabulary PB pp. 12-13 	<ul style="list-style-type: none"> ✓Reading Strategy: Plan Your Reading RB p. 35
Write	Begin Writing Project 2 <ul style="list-style-type: none"> ✓Writing Strategy: "The Writing Process" WB pp. 18W-19W ✓Writing Strategy: "Prewrite: Collect Ideas" WB pp. 20W-23W ✓"Collect Ideas" WW pp. 9-11 	
Read	<i>LAFFF</i> RB pp. 36-54	
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. 55 	Written Work <ul style="list-style-type: none"> ✓Vocabulary Review (Written Review) RB p. 55 ✓Write About the Guiding Question RB p. 55 ✓Selection Review PB p. 14
Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i>	Oral Exercises <ul style="list-style-type: none"> ✓Literary Analysis: Analyze Character's Motive RB p. 56 ✓Literary Analysis: Analyze the Main Problem in Plot RB p. 57 ✓Vocabulary Study: Use Prefixes RB p. 57 	Written Work <ul style="list-style-type: none"> ✓"Literary Analysis" PB p. 15 ✓"Vocabulary Study" PB p. 16

<i>LAFFF</i>	
Write	<p><u>Continue Writing Project 2</u> ✓Writing Strategy: "Prewrite: Choose Your Topic" WB p. 24W ✓"Choose Your Topic" WW p. 12 ✓Writing Strategy: "Prewrite: Choose Your Audience" WB p. 25W ✓"Choose Your Audience" WW p. 13 ✓Writing Strategy: "Prewrite: Choose Your Purpose" WB pp. 26W-29W ✓"Choose Your Purpose" WW p. 14</p>
Reread the Selection	<i>LAFFF RB pp. 36-54</i>
<p>Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i></p> <p><i>Use Vocabulary Routines 6 and 9, TE34</i></p> <p><i>See Assessment Handbook T16-T18 re: Fluency Assessment</i></p>	<p>Oral Exercises ✓Research/Speaking: View an Online Science Project RB p. 58 go to www.INSIDENg.com (Learning Resources/Level D/Unit1/p.58) ✓Writing and Grammar: Write About Time Travel RB p. 59 ✓2nd Vocabulary Practice RB p. 34 ✓2nd Fluency Practice (Focus on Expression) RB pp. 647 & 649</p> <p>Written Work ✓ <i>Write on Your Own, RB p. 59</i> ✓ <i>Academic Vocabulary Review, PB p. 17</i></p>
Write	<p><u>Continue Writing Project 2</u> ✓Writing Strategy: "Prewrite: Organize Your Ideas" WB pp. 30W-31W ✓"Organize Your Ideas" WW pp. 15-16 ✓Writing Strategy: "Draft" WB pp. 32W- 41W ✓"Draft Your Paragraphs" WW pp. 17-18</p>
<p>Assessment <i>See T59a 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 & Assessment pages from www.INSIDENg.com Teaching Resources</i></p>	<p>Selection 2 Test (review missed answers before beginning Selection 3) Fluency Assessment (RB p. 649)</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>Kids Are Inventors, Too</i>	
Build Background <i>Guided Instruction Required</i>	<ul style="list-style-type: none"> ✓ See Where Great Ideas Come From: Watch "Images: Great Ideas" video, www.INSIDE.NG (Teaching Resources/Digital Resources/Level D/Unit1) ✓ Critical Viewing Guide PB p. 18 ✓ Connect: Think-Pair-Share 		
Language & Grammar	<ul style="list-style-type: none"> ✓ Listen to and/or read the student's words RB p. 61 ✓ Use Complete Sentences: "Practice Together," and then "Try It!" RB p. 62 ✓ Tell About an Invention (work with a partner or family member to complete exercise) RB p.63 		
Prepare to Read <i>Teach/Model</i>	<ul style="list-style-type: none"> ✓ Learn Key Vocabulary RB p. 64 ✓ Key Vocabulary PB pp. 19-20 	<ul style="list-style-type: none"> ✓ Reading Strategy: Plan Your Reading RB p. 65 	
Write	<p><u>Continue Writing Project 2</u></p> <ul style="list-style-type: none"> ✓ Writing Strategy: "Revise: Gather Ideas" WB pp. 42W-45W ✓ "Get Ready to Revise" WW p. 19 		
Read	<i>Kids Are Inventors, Too</i> RB pp. 66-78		
Connect Reading and Writing <i>Small Groups Recommended for Oral Exercises</i>	<p>Oral Exercises</p> <ul style="list-style-type: none"> ✓ Critical Thinking, Reading Fluency, Reading Strategy and Vocabulary Review (Oral Review) RB p. 79 	<p>Written Work</p> <ul style="list-style-type: none"> ✓ Vocabulary Review (Written Review) RB p. 79 ✓ Write About the Guiding Question RB p. 79 ✓ Selection Review PB p. 21 	
Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i>	<p>Oral Exercises</p> <ul style="list-style-type: none"> ✓ Literary Analysis: Analyze Kinds of Nonfiction RB p. 80 ✓ Vocabulary Study: Use Suffixes RB p. 81 	<p>Written Work</p> <ul style="list-style-type: none"> ✓ "Literary Analysis" PB p. 22 ✓ "Vocabulary Study" PB p. 23 	
		<i>Kids Like Me: Voices of the Immigrant Experience</i>	

<p>Write</p>	<p><u>Continue Writing Project 2</u> ✓Writing Strategy: "Revision in Action" WB pp. 46W-49W ✓Revise your own draft of a two-paragraph essay WW pp.17-18 ✓Writing Strategy: "Edit and Proofread" Wb pp. 50W-57W ✓"Edit and Proofread" WW pp. 22-25</p>	
<p>Reread the Selection</p>	<p><i>Kids Are Inventors, Too</i> RB pp. 66-78</p>	
<p>Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 3 and 9, TE64</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i></p>	<p>Oral Exercises ✓Listening/Speaking: Conduct an Interview RB p. 82 ✓Writing and Grammar: Write Using Effective Sentences RB p. 83 ✓2nd Vocabulary Practice RB p. 64 ✓2nd Fluency Practice (Focus on Phrasing) RB pp. 646 & 650</p>	<p>Written Work ✓ <i>Write on Your Own, RB p. 83</i> ✓ <i>Academic Vocabulary Review, PB p. 24</i></p>
<p>Write</p>	<p><u>Finish Writing Project</u> ✓Writing Strategy: Editing and Proofreading in Action WB pp. 58W-61W ✓Edit and proofread your own two-paragraph essay WW pp. 17-18 ✓"Editing and Proofreading in Action" WW p. 26-28 ✓Writing Strategy: Publish, Share and Reflect WB pp. 62W-65W ✓"Publish, Share and Reflect" WW pp.29-30</p>	
<p>Assessment <i>See T83a 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 & 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. 650)</p>	

UNIT WRAP-UP

RB=Reading Book PB=Practice Book

<p align="center">Compare Across Texts RB p. 84 <i>Guided Instruction Required</i></p>	<p align="center">Imagine the Possibilities: Unit 1 Wrap Up RB p. 85 <i>Guided Instruction Required</i></p>
<p>➔ Compare Fiction vs. Nonfiction</p>	<p>➔ Reflect on Your Reading</p>
<p>✓First, learn “How It Works” ✓Then “Practice Together” ✓Last, “Try It!”</p>	<p>✓“Focus on Genre: Organization of Ideas” in Unit 1. Draw a Problem-and-Solution Chart to show how a selection from the unit is organized. ✓Explain what you’ve learned about “Reading Strategy: Plan Your Reading”</p>
	<p>➔ Explore the Guiding Question</p>
	<p>✓Choose one of the ways listed to explore the question, “How powerful is a good idea?”</p>
	<p>➔ Book Talk <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 good ideas that solve problems? ✓Explain its organizational pattern. ✓What did you like about the book? Would you recommend it to another student?</p>
<p>Vocabulary Review</p>	
<p>Unit 1: Academic and Key Vocabulary Review PB pp. 25-27</p>	
<p>Unit 1 Progress Monitoring Test 70% or better earns credit for Unit 1 (students may re-take test until they pass)</p>	