

Inside D (Green)

Unit 2 “Play to Your Strengths ” (2-4 weeks)

Reading and Language Book

Guiding Question: How can people use their talents wisely?

Focus on Genre: Elements of Fiction: Plot Setting Character

Focus on Vocabulary: Use Word Categories, Use Synonyms and Antonyms

Language and Grammar:

◆ Functions

- Engage in Conversation
- Retell a Story
- Ask For and Give Information

◆ Grammar

- Use Pronouns as Subjects
- Use forms of the verb *Be*
- Use Subjects and Verbs

Reading Strategy: Monitor Your Reading: Set a Purpose and Predict

Writing Book

Writing Project 3: Write as an Eyewitness

Writing Project 4: Write as a Storyteller

| Section 1.01 Leveled Library Extended Reading Choices (see pp. T85e) | | | |
|---|---------------------------|--------------|---|
| TITLE | <i>Any Small Goodness</i> | <i>Elena</i> | <i>Who’s Got Game? The Lion or the Mouse?</i> |
| GENRE | Contemporary Fiction | Fiction | Classic Graphic Novel |
| READING LEVEL | Lexile 600L | Lexile 760L | Lexile 660L |
| <p>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. 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.

| | | | |
|---|--|--|--|
| <p>Section 1.02 Play to Your Strengths: How Can People Use Their Talents Wisely? <i>Section 1.03 (To launch unit theme, read aloud “Acting on Your Talents” on p. 4 at end of book for “Critical Viewing” activity)</i></p> | | | |
| <p>➔ <i>Critical Viewing: View the Picture & Listen to an Explanation RB p. 4</i> <i>Section 1.08</i> ➔ <i>Discuss Playing to Your Strengths: Read the Unit Title RB p. 87</i></p> | | <p>✓ <i>Make a Mind Map PB p. 28</i></p> | |
| <p>Section 1.09 Focus on Genre</p> | | <p>Section 1.10 Focus on Vocabulary</p> | |
| <p>➔ <i>Elements of Fiction: Plot, Characters and Setting</i></p> | <p>✓ <i>Learn “Plot, Character, Setting: How it Works,” then “Practice Together,” and finally “Try It!” TB pp. 88-91</i></p> | <p>➔ <i>Relate Words: Synonyms</i></p> | <p>✓ <i>Learn “How to use the Strategy ,” “Practice Together,” and then “Try It!” TB pp. 92-93</i></p> |
| | <p>✓ <i>Now practice on your own! PB p. 29</i></p> | | <p>✓ <i>Now practice on your own! PB p. 30</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.

| Section 1.11 | Section 1.12 Challenge | |
|--|---|---|
| Section 1.13 Build Background <i>Section 1.14 Guided Instruction Required</i> | ✓Connect: Anticipation Guide ✓Meet Gary Soto: Watch "Gary Soto" video, www.INSIDE.ORG (Teaching Resources/Digital Resources/Level D/Unit1) ✓Critical Viewing Guide PB p.31 | |
| Section 1.16 Language & Grammar | ✓Listen to the conversation and role play RB p. 95 ✓Use Pronouns as Subjects: "Practice Together," and then "Try It!" RB p. 96 ✓Engage in Conversation (Make a list of things you like to do and engage in a conversation about them) RB p. 97 | |
| Prepare to Read <i>Teach/Model</i> | ✓Learn Key Vocabulary RB p.98 ✓Key Vocabulary PB pp. 32-33 | ✓Reading Strategy: Monitor Your Reading RB p.99 |
| Write | <u>Begin Writing Project 3</u> ✓Model Study: Personal Narrative WB pp. 68W-69W ✓"Analyze a Personal Narrative" WW p. 31-32 ✓Write a Personal Narrative (Writing Prompt) WB p. 70W ✓Prewrite WB pp. 70W-71W ✓"Plan a Personal Narrative" WW pp. 33-34 | |
| Read | <i>Challenge</i> RB pp.100-118 | |
| 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. 119 | Written Work ✓Vocabulary Review (Written Review) RB p. 119 ✓Write About the Guiding Question RB p. 119 ✓Selection Review PB p. 34 |
| Write | <u>Continue Writing Project 3</u> ✓Draft WB pp. 72W-73W ✓"Draft a Personal Narrative" WW pp. 35-36 | |

| Section 1.11 | Section 1.12 Challenge | |
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| Reread the Selection | <i>Challenge</i> RB pp.100-118 | |
| Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 2 and 9, TE98</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i> | Oral Exercises ✓ Research/Speaking: Give an Informative Presentation RB p.122 ✓ Writing and Grammar: Write About a Friend RB p. 123 ✓ Vocabulary Practice RB p. 98 ✓ 2nd Fluency Practice (Focus on Intonation) RB p. 651 | Written Work ✓ <i>Write on Your Own, RB p. 123</i> ✓ <i>Academic Vocabulary Review, PB p. 37</i> |
| Write | Finish Writing Project 3 ✓ Revise WB pp. 74W-75W ✓ "Revise a Personal Narrative" WW p. 37 ✓ Edit and Proofread WB p. 76W ✓ Grammar Workout, Spelling Workout and Mechanics Workout WB p. 77W-79W ✓ "Edit and Proofread" WW pp. 38-40 | |
| Assessment <i>See T123a 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 1 Test (review missed answers before beginning Selection 2) Fluency Assessment (RB p. 651) | |

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.

| Section 1.17 | Section 1.18 RACHEL THE CLEVER | |
|---|---|--|
| Section 1.19 Build Background <i>Section 1.20 Guided Instruction Required</i> | <ul style="list-style-type: none"> ✓ Meet Clever Characters: Set the Scene ✓ Connect: Quickwrite p. 124 ✓ Watch "Meet Clever Characters" video, www.INSIDE.NG (Teaching Resources/Digital Resources/Level D/Unit2) ✓ Critical Viewing Guide PB p. 38 | |
| Section 1.21 Language & Grammar | <ul style="list-style-type: none"> ✓ Listen to /or read the story RB p. 125 ✓ Use Forms of the verb Be: "Practice Together," and then "Try It!" RB p. 126 ✓ Tell a Group a Story (Make a story and retell your story to classmates or a family member) RB p. 127 | |
| Prepare to Read <i>Teach/Model</i> | <ul style="list-style-type: none"> ✓ Learn Key Vocabulary RB p. 128 ✓ Key Vocabulary PB pp. 39-40 | <ul style="list-style-type: none"> ✓ Reading Strategy: Monitor Your Reading RB p.129 |
| Write <i>Download Writing Rubric: Organization and Academic Language Frames 11W & 12W (Writing Transparencies) to teach writing trait</i> | <u>Begin Writing Project 4</u> <ul style="list-style-type: none"> ✓ Model Study: Story About a Clever Character WB pp. 80W-81W ✓ "Analyze a Short Story" WW pp. 41-42 ✓ Organization WB pp. 82W-85W ✓ "Evaluate for Organization" WW pp. 43-44 | |
| Read | <i>Rachel the Clever</i> RB pp. 130-138 | |
| 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. 139 | Written Work <ul style="list-style-type: none"> ✓ Vocabulary Review (Written Review) RB p. 139 ✓ Write About the Guiding Question RB p. 139 ✓ Selection Review PB p. 42 |
| Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i> | Oral Exercises <ul style="list-style-type: none"> ✓ Literary Analysis: Analyze Character and Plot RB Practice Together and Try It p. 140 ✓ Viewing and Speaking: Illustrate Character Traits RB p. 141 ✓ Vocabulary Study: Use Synonyms RB p. 141 | Written Work <ul style="list-style-type: none"> ✓ "Literary Analysis" PB p. 42 ✓ "Vocabulary Study" PB p. 43 |

| Section 1.17 | Section 1.18 RACHEL THE CLEVER | |
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| Write | <u>Continue Writing Project 4</u> ✓ Raise the Score WB pp. 86W-89W ✓ “Raise the Score” WW pp. 45-46 ✓ How to Make Your Ideas Flow WB pp. 90W-91W ✓ “Use Transitions” WW p. 47 | |
| Reread the Selection | <i>Rachel the Clever RB pp 130-138</i> | |
| Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 4 and 5, TE128</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i> | Oral Exercises ✓ Listening /Speaking: Give a presentation about a situation when you had to use your talents RB p. 142 ✓ Writing and Grammar: Write About A Folk Tale RB p. 143 ✓ 2nd Vocabulary Practice RB p. 128 ✓ 2nd Fluency Practice (Focus on Expression) RB p. 652 | Written Work ✓ <i>Write on Your Own, RB p. 143</i> ✓ <i>Academic Vocabulary Review, PB p. 44</i> |
| Write | <u>Continue Writing Project 4</u> ✓ How to Connect Your Paragraphs WB pp. 92W-93W ✓ “Connect Your Paragraphs” WW p. 48 | |
| Assessment <i>See T143a for Review and Reteaching and 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 2 Test (review missed answers before beginning Selection 3) Fluency Assessment (RB p. 652) | |

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.

| Section 1.22 | Section 1.23 A Contest of Riddles | |
|--|---|--|
| Section 1.24 Build Background <i>Section 1.25 Guided Instruction Required</i> | <ul style="list-style-type: none"> ✓ Cultural Traditions of the Abron: View images, www.INSIDE.NG (Teaching Resources/Digital Resources/Level D/Unit1) ✓ Critical Viewing Guide PB p. 45 ✓ Connect: Discuss Pros and Cons: Make a pro/con list. | |
| Section 1.26 Language & Grammar | <ul style="list-style-type: none"> ✓ Listen to and/or read the chant RB p. 145 ✓ Use Subjects and Verbs: "Practice Together," and then "Try It!" RB p. 146 ✓ Make a list of Questions and record the answers of a friend or family member. RB p.147 | |
| Prepare to Read <i>Teach/Model</i> | <ul style="list-style-type: none"> ✓ Learn Key Vocabulary RB p. 148 ✓ Key Vocabulary PB pp. 46-47 | <ul style="list-style-type: none"> ✓ Reading Strategy: Monitor Your Reading RB p. 149 |
| Write | <p><u>Continue Writing Project 4</u></p> <ul style="list-style-type: none"> ✓ Write a Story About a Clever Character (Writing Prompt) WB p. 94W ✓ Prewrite WB pp. 94W-95W ✓ "Plan a Story About a Clever Character" WW pp. 49-51 | |
| Read | <p><i>A Contest of Riddles</i> RB pp. 150-162 <i>Atlanta's Race</i> p. 163</p> | |
| 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. 165 | <p>Written Work</p> <ul style="list-style-type: none"> ✓ Vocabulary Review (Written Review) RB p. 165 ✓ Write About the Guiding Question RB p. 165 ✓ Selection Review PB p. 48 |
| 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 Theme RB p. 166 ✓ Vocabulary Study: Use Synonyms and Antonyms RB p. 167 | <p>Written Work</p> <ul style="list-style-type: none"> ✓ "Literary Analysis" PB p. 49 ✓ "Vocabulary Study" PB p. 50 |

| Section 1.22 | Section 1.23 A Contest of Riddles | |
|--|--|---|
| Write | <u>Continue Writing Project 4</u> ✓ Draft WB pp. 98W–99W ✓ “Draft a Story About a Clever Character” WW pp. 52–54 | |
| Reread the Selection | <i>A Contest of Riddles</i> RB pp. 150-162 | |
| Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises Use Vocabulary Routines 73 and 9, TE148. See Assessment Handbook T16-T18 re: Fluency Assessment.</i> | Oral Exercises ✓ Literary Analysis: Analyze Plot and Setting: Work with a Partner activity RB p. 168 ✓ Writing and Grammar: Write about a Play RB p. 169 ✓ 2nd Vocabulary Practice RB p. 148 ✓ 2nd Fluency Practice (Practice Expression) RB pp. 647 and 653 | Written Work ✓ <i>Write on Your Own</i> , RB p. 169 ✓ <i>Academic Vocabulary Review</i> , PB p. 51 |
| Write <i>Download Self-Assessment: Revising</i> | <u>Finish Writing Project 4</u> ✓ Revise WB pp. 100W-101W ✓ “Revise a Story About a Clever Character” WW p. 55 ✓ Complete “Self-Assessment: Revising” ✓ Edit and Proofread WB p. 102 ✓ Grammar Workout, Spelling Workout and Mechanics Workout WB p. 103W-105W ✓ “Edit and Proofread” WW pp. 56-58 ✓ Publish, Share and Reflect WB pp. 106W-107W ✓ “Publish, Share and Reflect” WW pp. 59-60 | |
| Assessment <i>See T169a 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.ORG Teaching Resources.</i> | Selection 3 Test (review missed answers before taking Unit 1 Test for Progress Monitoring) Fluency Assessment (RB p. 653) | |

UNIT WRAP-UP

RB=Reading Book PB=Practice Book

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| <p>Section 1.27 Compare Across Texts RB p. 170 <i>Section 1.28 Guided Instruction Required</i></p> | <p>Section 1.29 Play to Your Strengths: Unit 2 Wrap Up RB p. 171 <i>Section 1.30 Guided Instruction Required</i></p> |
| <p>➔ Compare Patterns in Literature</p> | <p>➔ Reflect on Your Reading</p> |
| <p>✓First, learn “How It Works” ✓Then “Practice Together” ✓Last, “Try It!”</p> | <p>✓“Focus on Genre: Character, Setting and Plot.” Draw a Character-Setting-Plot Chart to summarize the selections. ✓Explain what you’ve learned about “Reading Strategy: Monitor Your Reading.”</p> |
| | <p>➔ Explore the Guiding Question</p> |
| | <p>✓Choose one of the ways listed to explore the question, “How can people use their talents wisely?”</p> |
| | <p>➔ Book Talk <i>(Use page T85f to enhance student discussion)</i></p> <p>✓Talk about the Unit Library book you chose. ✓What did it teach you about how people use their talents wisely? ✓Describe the Character(s), Plot and Setting. ✓What did you like about the book? Would you recommend it to another student?</p> |
| <p>Vocabulary Review</p> | |
| <p>Unit 2: Academic and Key Vocabulary Review PB pp. 52-54</p> | |
| <p>Unit 2 Benchmark Test 70% or better earns credit for Unit 2 (students may re-take test until they pass)</p> | |