

Inside D (Green)

Unit 3: “A New Chapter” (2-4 weeks)

Reading and Language Book

Guiding Question: What links our past to our future?

Focus on Genre: Organization of Ideas: Cause and Effect, Chronological Order

Focus on Vocabulary: Word Parts: Prefixes, Suffixes, Roots

Language and Grammar:

◆ Functions

- Describe People, Places and Things
- Make Comparisons
- Describe an Event or Experience

◆ Grammar

- Adjectives and Adverbs

Reading Strategy: Visualize

Writing Book

Project 5: Cause and Effect Paragraph

Project 6: Cause and Effect Essay

Leveled Library Extended Reading Choices (see pp. T171e-T171f)

TITLE	<i>Necessary Roughness</i>	<i>The Star Fisher</i>	<i>El Guero</i>
GENRE	Contemporary Fiction	Historical Fiction	Historical Fiction
READING LEVEL	Lexile 750L	Lexile 850L	Lexile 860L

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. T171f 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.

A New Chapter: What links our past to our future? <i>(To launch unit theme, read aloud “An Open Door” on p. R5 at end of book for “Critical Viewing” activity)</i>			
<p>➡ <i>Critical Viewing: View the Painting & Listen to a Short Story RB p. 172</i></p> <p>➡ <i>Discuss “New Chapters”: Read the Unit Title RB p. 173</i></p>		<p>✓ <i>Make a Mind Map PB p. 55</i></p>	
Focus on Genre		Focus on Vocabulary	
<p>➡ <i>Organization of Ideas:</i></p> <ul style="list-style-type: none"> - <i>By Cause and Effect</i> - <i>By Chronological Order</i> 	<p>✓ <i>Learn “How It Works,” “Practice Together,” and then “Try It!” RB pp. 174-175</i></p>	<p>➡ <i>Use Word Parts</i></p>	<p>✓ <i>Learn “How the Strategy Works,” “Practice Together,” and then “Try It!” RB pp. 176-177</i></p>
	<p>✓ <i>Now practice on your own! PB p. 56</i></p>		<p><i>Now practice on your own! PB p. 57</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.

	<i>The Lotus Seed</i>	
Build Background <i>Guided Instruction Required</i>	✓Learn About Vietnam's Past: Watch "Vietnam: A Special Place" video, www.INSIDE.NG (Teaching Resources/Digital Resources/Level D/Unit3) ✓Critical Viewing Guide PB p. 58 ✓Connect to Literature: Quickwrite	
Language & Grammar	✓Listen to the letter and look at the photograph RB p. 179 ✓Use Adjectives that describe: "Practice Together," and then "Try It!" RB p. 180 ✓Think of a symbol that represents you. Make a chart of adjectives that describe your symbol. Describe and explain your symbol with a partner or family member. RB p. 181	
Prepare to Read <i>Teach/Model</i>	✓Learn Key Vocabulary RB p. 182 ✓Key Vocabulary PB pp. 59-60	✓Reading Strategy: Visualize RB p. 183
Write	<u>Begin Writing Project 5</u> ✓Model Study: "Cause-and-Effect Paragraph" WB pp. 108W-109W ✓"Build a Cause-and-Effect Paragraph" WW p. 61 ✓Writing Application: "Write about Causes and Effects" WB pp. 110W-111W ✓"Plan a Cause-and-Effect Paragraph" WW p. 62-63	
Read	<i>The Lotus Seed</i> RB pp. 184-194	
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. 195	Written Work ✓Vocabulary Review (Written Review) RB p. 195 ✓Write About the Guiding Question RB p. 195 ✓Selection Review PB p. 61
Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i>	Oral Exercises ✓Literary Analysis: Analyze Text Structure: Chronological Order RB p. 196 ✓Vocabulary Study: Use Prefixes RB p. 197 ✓Literary Analysis: Analyze Point of View RB p. 197	Written Work ✓"Literary Analysis" PB p. 62 ✓"Vocabulary Study" PB p. 63

<i>The Lotus Seed</i>			
Write	<p><u>Continue Writing Project 5</u> ✓Writing Application: Draft WB pp. 112W-113W ✓“Draft a Cause-and-Effect Paragraph” WW p. 64</p>		
Reread the Selection	<p><i>The Lotus Seed</i> RB pp. 184-194</p>		
<p>Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises Use Vocabulary Routines 4 and 9, TE 182 See Assessment Handbook T16-T18 re: Fluency Assessment</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Oral Exercises ✓Listening/Speaking: Present a Family Heirloom RB p. 199 ✓Writing and Grammar: Write About People, Places and Things: Study the Models/Add Sentences RB p. 199 ✓2nd Vocabulary Practice RB p.182 ✓2nd Fluency Practice (Focus on Intonation) RB pp. 645 & 654</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Written Work ✓ <i>Write on Your Own, RB p. 199</i> ✓ <i>Academic Vocabulary Review, PB p. 64</i></p> </td> </tr> </table>	<p>Oral Exercises ✓Listening/Speaking: Present a Family Heirloom RB p. 199 ✓Writing and Grammar: Write About People, Places and Things: Study the Models/Add Sentences RB p. 199 ✓2nd Vocabulary Practice RB p.182 ✓2nd Fluency Practice (Focus on Intonation) RB pp. 645 & 654</p>	<p>Written Work ✓ <i>Write on Your Own, RB p. 199</i> ✓ <i>Academic Vocabulary Review, PB p. 64</i></p>
<p>Oral Exercises ✓Listening/Speaking: Present a Family Heirloom RB p. 199 ✓Writing and Grammar: Write About People, Places and Things: Study the Models/Add Sentences RB p. 199 ✓2nd Vocabulary Practice RB p.182 ✓2nd Fluency Practice (Focus on Intonation) RB pp. 645 & 654</p>	<p>Written Work ✓ <i>Write on Your Own, RB p. 199</i> ✓ <i>Academic Vocabulary Review, PB p. 64</i></p>		
Write	<p><u>Finish Writing Project 5</u> ✓Writing Application: “Revise” WB pp. 114W-115W ✓“Revise a Cause-and-Effect Paragraph” WW p. 65 ✓Writing Application: “Edit and Proofread” WB pp. 116W-119W ✓“Edit and Proofread” WW pp. 66-68</p>		
<p>Assessment <i>See T199a 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</i></p>	<p>Selection 1 Test (review missed answers before beginning Selection 2) Fluency Assessment (RB p. 654)</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>Immigrants Today</i>	
Build Background <i>Guided Instruction Required</i>	✓ See the Immigrants' Journey: View video "U.S. Immigration: Past and Present", www.INSIDE.NG.com (Teaching Resources/Digital Resources/Level D/Unit3) ✓Critical Viewing Guide PB p. 65 ✓Make Your Mark: Design, sketch and share a neighborhood RB p. 200	
Language & Grammar	✓Study the photographs and listen to the comparisons RB p. 201 ✓Use Adjectives That Compare: "Practice Together," and then "Try It!" RB p. 202 ✓Make comparisons form two pictures RB p. 203	
Prepare to Read <i>Teach/Model</i>	✓Learn Key Vocabulary RB p. 204 ✓Key Vocabulary PB pp. 66-67	✓Reading Strategy: How to Form Mental Images RB p. 205
Write	<u>Begin Writing Project 6</u> ✓Model Study: "Cause-and-Effect Essay" WB pp. 120W-121W ✓"Analyze a Cause-and-Effect Essay" WW pp. 69-70 ✓Writing Trait: "Focus and Unity" WB pp. 122W-125W ✓"Evaluate for Focus and Unity" WW pp. 71-72 ✓Writing Trait: "Raise the Score" WB pp. 126W-129W ✓"Raise the Score" WW pp. 73-74	
Read	<i>Immigrants Today</i> RB pp. 206-218	
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. 219	Written Work ✓Vocabulary Review (Written Review) RB p. 219 ✓Write About the Guiding Question RB p. 219 ✓Selection Review PB p. 68
Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i>	Oral Exercises ✓Literary Analysis: Analyze Text Structure: Cause and Effect RB p. 220 ✓Vocabulary Study: Use Prefixes and Suffixes RB p. 221 ✓Research/Speaking: Make an Immigrant Graph. Go to www.INSIDE.NG.com (Learning Resources/Level C/Unit3/Web Links/p.221) RB p. 221	Written Work ✓"Literary Analysis" PB p. 69 ✓"Vocabulary Study" PB p. 70

	<i>Immigrants Today</i>	
Write	Continue Writing Project 6 ✓Writing Strategy: “State a Central Idea” WB pp. 130W-133 ✓“State a Central Idea” WW p. 75-76	
Reread the Selection	<i>Immigrants Today</i> RB pp. 206-218	
Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 6 and 9, TE204</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i>	Oral Exercises ✓Listening/Speaking: Report on Resources for Immigrants RB p. 222 ✓Writing and Grammar: Write to Compare (Study the Models and Add Sentences) RB p. 223 ✓2nd Vocabulary Practice RB p. 204 ✓2nd Fluency Practice (Focus on Phrasing) RB pp. 646 & 655	Written Work ✓ <i>Write on Your Own</i> , RB p. 223 ✓ <i>Academic Vocabulary Review</i> , PB p. 71
Write	Continue Writing Project 6 ✓Writing Strategy: “Focused on the Central Idea” WB pp. 134W-135W ✓“Stay Focused on the Central Idea” WW p. 77	
Assessment <i>See T223a 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 2 Test (review missed answers before beginning Selection 3) Fluency Assessment (RB p. 655)	

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>Brothers in Hope: The Story of the Lost Boys of Sudan</i>	
Build Background <i>Guided Instruction Required</i>	<ul style="list-style-type: none"> ✓Learn About World Events: View "Video: The Lost Boys of Sudan" , www.INSIDE.ORG (Teaching Resources/Digital Library/Level D/Unit3) ✓Critical Viewing Guide PB p. 72 ✓Connect: Anticipation Guide RB p. 224 		
Language & Grammar	<ul style="list-style-type: none"> ✓Look at the picture and listen to the song RB p. 225 ✓Use Adverbs: "Practice Together," and then "Try It!" RB p. 226 ✓Share an Adventure: Describe an event or an experience to a partner or family member RB p. 227 		
Prepare to Read <i>Teach/Model</i>	<ul style="list-style-type: none"> ✓Learn Key Vocabulary RB p. 228 ✓Key Vocabulary PB pp. 73-74 	<ul style="list-style-type: none"> ✓Reading Strategy: How to Identify Emotional Responses RB p. 229 	
Write	<p><u>Continue Writing Project 6</u></p> <ul style="list-style-type: none"> ✓Writing Application: "Write a Cause-and-Effect Essay" WB pp. 136W-137W ✓"Plan a Cause-and-Effect Essay" WW pp. 78-79 		
Read	<i>Brothers in Hope</i> RB pp. 230-250		
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. 251 	<p>Written Work</p> <ul style="list-style-type: none"> ✓Vocabulary Review (Written Review) RB p. 251 ✓Write About the Guiding Question RB p. 251 ✓Selection Review PB p. 75 	

<i>Brothers in Hope: The Story of the Lost Boys of Sudan</i>		
<p>Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i></p>	<p>Oral Exercises ✓Literary Analysis: Analyze Point of View RB p. 252 ✓Vocabulary Study: Use Word Parts: Roots RB p. 253 ✓Listening/Speaking: Role-Play a Conversation (between Garang and a longtime US resident) RB p. 253</p>	<p>Written Work ✓“Literary Analysis” PB p. 76 ✓“Vocabulary Study” PB p. 77</p>
<p>Write</p>	<p><u>Continue Writing Project 6</u> ✓Writing Application: “Draft” WB pp. 138W-139W ✓“Draft a Cause-and-Effect Essay” WW pp. 80-81 ✓Writing Application: “Revise” WB 140W-143W ✓“Revise a Cause-and-Effect Essay” WW pp. 82-83</p>	
<p>Reread the Selection</p>	<p><i>Brothers in Hope</i> RB pp. 230-250</p>	
<p>Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 4 and 9, TE228</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i></p>	<p>Oral Exercises ✓Research/Writing: Write Biographical Fiction. Research a Real-Life Lost Boy (use internet search engine; link from InsideNG.com is dead); organize information; write RB p. 254 ✓Writing and Grammar: Write About an Event (Study the Models and Add Sentences) RB p. 255 ✓2nd Vocabulary Practice RB p. 228 ✓2nd Fluency Practice (Focus on Expression) RB pp. 647 & 656</p>	<p>Written Work ✓ <i>Write on Your Own</i>, RB p. 255 ✓ <i>Academic Vocabulary Review</i>, PB p. 78</p>
<p>Write</p>	<p><u>Finish Writing Project 6</u> ✓Writing Application: “Edit and Proofread” WB pp. 144W-147W ✓“Edit and Proofread” WW p. 84-86 ✓Now, edit and proofread your Cause-and-Effect Essay (WW pp. 64) ✓Writing Strategy: “Publish, Share and Reflect” WB pp. 148W-149W ✓“Publish, Share and Reflect” WW pp. 87-88</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. 656)

UNIT WRAP-UP

RB=Reading Book PB=Practice Book

<p align="center">Compare Across Texts RB p. 256 <i>Guided Instruction Required</i></p>	<p align="center">A New Chapter: Unit 3 Wrap Up RB p. 257 <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>✓“Focus on Genre: Organization of Ideas” Draw a diagram or other graphic that shows the organization of one of the unit selections. ✓Explain what you’ve learned about “Reading Strategy: Visualize”</p>
	<p>➔ Explore the Guiding Question</p>
	<p>✓Choose one of the ways listed to explore the question, “What links our past to our future?”</p>
	<p>➔ Book Talk <i>(Refer to page T171f to enhance student discussion)</i></p>
	<p>✓Talk about the Unit Library book you chose. ✓What did it teach you about new chapters in our lives? ✓Write a journal entry about an experience that of one of the characters in “Brothers in Hope” or “Refugees Find New Lives” had after arriving in the United States. Share. ✓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>	