

# Inside D (Green)

## Unit 5: “Close Encounters” (2-4 weeks)

### Reading and Language Book

**Guiding Question:** What happens when cultures cross paths?

**Focus on Genre:** Text Features in Fiction and Nonfiction

**Focus on Vocabulary:** Figurative Language: Simile, Metaphor, Personification, Idioms

**Language and Grammar:**

◆ Functions

- Make Comparisons
- Summarize

◆ Grammar

- Present and Past Tense

**Reading Strategy:** Ask Questions

### Writing Book

**Project 8:** Description

**Project 9:** Literary Response

### Leveled Library Extended Reading Choices (see pp. T334c-T334d)

Leveled Library Extended Reading Choices (see pp. T334c-T334d)			
TITLE	<i>The Trojan Horse</i>	<i>Monster</i>	<i>The Color of My Words</i>
GENRE	Graphic Classic	Contemporary Fiction	Contemporary Fiction
READING LEVEL	Lexile 550L	Lexile 680L	Lexile 840L

Go to [www.INSIDE NG.com](http://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. T334d 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"><b>Close Encounters: What happens when cultures cross paths?</b>                      (To launch unit theme, read aloud "Letter to Maria" on p. R3 at end of book for "Critical Viewing" activity)</p>			
<p>➔ <i>Critical Viewing: View the art &amp; listen to a letter from the point of view of a person moving to America RB p. 334</i></p> <p>➔ <i>Discuss Close Encounters: Read the Unit Title RB p. 335</i></p>		<p>✓ Make a Mind Map PB p. 109</p>	
Focus on Genre		Focus on Vocabulary	
<p>➔ <i>Text Features in Fiction and Nonfiction:</i></p> <ul style="list-style-type: none"> <li>▶ <i>Headings, Subheadings, Bold Type and Italics</i></li> <li>▶ <i>Charts, Graphs, Sidebars, and Maps</i></li> <li>▶ <i>Photographs and Illustrations</i></li> </ul>	<p>✓ Learn "How It Works," "Practice Together," and then "Try It!" RB pp. 336-339</p>	<p>➔ <i>Go Beyond the Literal Meaning</i></p>	<p>✓ Learn "How the Strategy Works," "Practice Together," and then "Try It!" RB pp. 340-341</p>
	<p>✓ <i>Now practice on your own!</i> PB p. 110</p>		<p><i>Now practice on your own!</i> PB p. 111</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>Encounter</i>	
<b>Build Background</b> <i>Guided Instruction Required</i>	✓Meet the Taino People: View “The Taino People” Images , <a href="http://www.INSIDE.NG">www.INSIDE.NG</a> (Teaching Resources/Digital Resources/Level D/Unit5) ✓Critical Viewing Guide PB p. 112 ✓Connect: Quickwrite	
<b>Language &amp; Grammar</b>	✓Make Comparisons RB p. 343 ✓Use Verbs in the Present Tense: “Practice Together,” and then “Try It!” RB p. 344 ✓Explore Likenesses and Differences: Make Comparisons RB p. 345	
	✓Learn Key Vocabulary RB p. 346 ✓Key Vocabulary PB pp. 113-114	✓Reading Strategy: Ask questions RB p. 347
<b>Write</b>	<b>Begin Writing Project 8</b> ✓Model Study: “Description” WB pp. 228W-229W ✓“Analyze a Description” WW p. 121 ✓Write a Description: Read WRITING PROMPT WB p. 230W ✓Writing Application: “Prewrite” WB pp. 230W-231W ✓“Plan a Description” WW p. 122	
<b>Read</b>	<i>Encounter</i> RB pp. 348-358	
<b>Connect Reading and Writing</b> <i>Small Groups Recommended for Oral Exercises</i>	<b>Oral Exercises</b> ✓Critical Thinking, Reading Fluency, Reading Strategy and Vocabulary Review (Oral Review) RB p. 359	<b>Written Work</b> ✓Vocabulary Review (Written Review) RB p. 359 ✓Write About the Guiding Question RB p. 359 ✓Selection Review PB p. 115
<b>Connect Across the Curriculum</b> <i>Small Groups Recommended for Oral Exercises</i>	<b>Oral Exercises</b> ✓Literary Analysis: Analyze Figurative Language: Simile and Metaphor RB p. 360 ✓Vocabulary Study: Analyze Personification RB p. 361 ✓Research/Viewing: View Taino Artifacts (See “Web Links” under Learning Resources for p. 361); take notes and discuss your findings with a partner or the group RB p. 297	<b>Written Work</b> ✓“Literary Analysis” PB p. 116 ✓“Vocabulary Study” PB p. 117

	<i>Encounter</i>	
<b>Write</b>	<p><u>Continue Writing Project 8</u>            ✓Writing Application: “Draft” WB pp. 232W-233W            ✓“Draft a Description” WW p. 123</p>	
<b>Reread the Selection</b>	<i>Encounter</i> RB pp. 348-358	
<p><b>Connect Across the Curriculum continued</b>  <i>Small Groups Recommended for Oral Exercises</i>  <i>Use Vocabulary Routines 4 and 9, TE 346</i>  <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i></p>	<p><b>Oral Exercises</b>            ✓Listening/Speaking: Give an Oral Response to Literature RB p. 362            ✓Writing and Grammar: Write About the Past: Study the Models and Add Sentences RB p. 363            ✓2nd Vocabulary Practice RB p. 346            ✓2nd Fluency Practice (Focus on Expression) RB pp. 647 &amp; 660</p>	<p><b>Written Work</b>            ✓ <i>Write on Your Own, RB p. 363</i>            ✓ <i>Academic Vocabulary Review, PB p. 118</i></p>
<b>Write</b>	<p><u>Finish Writing Project 8</u>            ✓Writing Application: “Revise” WB pp. 234W-235W            ✓“Revise a Description” WW p. 124            ✓Writing Application: “Edit and Proofread” WB pp. 236W-239W            ✓“Edit and Proofread” WW pp. 125-127</p>	
<p><b>Assessment</b>  <i>See T363a 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 &amp; Assessment pages from <a href="http://www.INSIDE.NG.COM">www.INSIDE.NG.COM</a> Teaching Resources</i></p>	<p>Selection 1 Test (review missed answers before beginning Selection 2)            Fluency Assessment (RB p. 660)</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>Culture Clash</i>	
<b>Build Background</b> <i>Guided Instruction Required</i>	✓Connect: Anticipation Guide RB p. 300 ✓See Aztec Ruins: View video "The Enduring Aztec Culture", <a href="http://www.INSIDE.ENGAGE.com">www.INSIDE.ENGAGE.com</a> (Teaching Resources/Digital Resources/Level D/Unit5) ✓Critical Viewing Guide PB p. 119	
<b>Language &amp; Grammar</b>	✓Make Comparisons RB p. 365 ✓Use Verbs in the Past Tense: "Practice Together," and then "Try It!" RB p. 366 ✓Explore Changes Over Time: Make Comparisons RB p. 367	
<b>Prepare to Read</b> <i>Teach/Model</i>	✓Learn Key Vocabulary RB p. 368 ✓Key Vocabulary PB pp. 120-121	✓Reading Strategy: Ask Questions RB p. 369
<b>Write</b>	Begin Writing Project 9 ✓Model Study: "Literary Response" WB pp. 240W-241W ✓"Analyze a Literary Response" WW pp. 128-129 ✓Writing Trait: "Development of Ideas" WB pp. 242W-245W ✓"Evaluate for Development of Ideas" WW pp. 130-131 ✓Writing Trait: "Raise the Score" WB pp. 246W-249W ✓"Raise the Score" WW pp. 132-133	
<b>Read</b>	<i>Culture Clash</i> RB pp. 370-380	
<b>Connect Reading and Writing</b> <i>Small Groups Recommended for Oral Exercises</i>	<b>Oral Exercises</b> ✓Critical Thinking, Reading Fluency, Reading Strategy and Vocabulary Review (Oral Review) RB p. 381	<b>Written Work</b> ✓Vocabulary Review (Written Review) RB p. 381 ✓Write About the Guiding Question RB p. 381 ✓Selection Review PB p. 122
<b>Connect Across the Curriculum</b> <i>Small Groups Recommended for Oral Exercises</i>	<b>Oral Exercises</b> ✓Literary Analysis: Use Text Features RB p. 382 ✓Vocabulary Study: Understand Idioms RB p. 383 ✓Research/Speaking: Learn About Smallpox (See "Web Links" under Learning Resources for p. 383) RB p. 383	<b>Written Work</b> ✓"Literary Analysis" PB p. 123 ✓"Vocabulary Study" PB p. 124

	<i>Culture Clash</i>	
<b>Write</b>	Continue Writing Project 9 ✓Writing Strategy: "Good Beginnings and Endings" WB pp. 250W-253W ✓"Write Good Beginnings" WW pp. 134 ✓"Write Good Endings" WW pp. 135-136	
<b>Reread the Selection</b>	<i>Culture Clash</i> RB pp. 370-380	
<b>Connect Across the Curriculum continued</b> <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 6 and 7, p. T368</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i>	<b>Oral Exercises</b> ✓Research/Writing: Find and Select Sources RB p. 384 ✓Writing and Grammar: Write About Past Events (Study the Models and Add Sentences) RB p. 385 ✓2nd Vocabulary Practice RB p. 368 ✓2nd Fluency Practice (Focus on Intonation) RB pp. 645 & 661	<b>Written Work</b> ✓ <i>Write on Your Own</i> , RB p. 385 ✓ <i>Academic Vocabulary Review</i> , PB p. 125
<b>Write</b>	Continue Writing Project 9 ✓Writing Strategy: "Explain and Support Your Ideas" WB pp. 254W-257W ✓"Explain and Support Your Ideas" WW pp. 137-138	
<b>Assessment</b> <i>See T385a 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 &amp; Assessment pages from <a href="http://www.INSIDE-NG.COM">www.INSIDE-NG.COM</a> Teaching Resources.</i>	Selection 2 Test (review missed answers before beginning Selection 3) Fluency Assessment (RB p. 661)	

### 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>When Cultures Meet</i>	
<b>Build Background</b> <i>Guided Instruction Required</i>	✓Connect: KWL Chart ✓Discover the Past: View "Europe Discovers America" video , <a href="http://www.INSIDE.ORG">www.INSIDE.ORG</a> (Teaching Resources/Digital Library/Level D/Unit5) ✓Critical Viewing Guide PB p. 126	
<b>Language &amp; Grammar</b>	✓Summarize RB p. 387 ✓Use Verbs in the Past Tense: "Practice Together," and then "Try It!" RB p. 388 ✓Explore Different Points of View: Summarize RB p. 389	
<b>Prepare to Read</b> <i>Teach/Model</i>	✓Learn Key Vocabulary RB p. 390 ✓Key Vocabulary PB pp. 127-128	✓Reading Strategy: Ask Questions RB p. 391
<b>Write</b>	<u>Continue Writing Project 9</u> ✓Write a Literary Response: Read WRITING PROMPT ✓Writing Application: "Prewrite" WB pp. 258W-259W ✓"Plan a Literary Response" WW pp. 139-140 ✓Writing Application: "Draft" WB pp. 260W-261W ✓"Draft a Literary Response" WW pp. 141-142	
<b>Read</b>	<i>When Cultures Meet</i> RB pp. 392-406	
<b>Connect Reading and Writing</b> <i>Small Groups Recommended for Oral Exercises</i>	<b>Oral Exercises</b> ✓Critical Thinking, Reading Fluency, Reading Strategy and Vocabulary Review (Oral Review) RB p. 407	<b>Written Work</b> ✓Vocabulary Review (Written Review) RB p. 407 ✓Write About the Guiding Question RB p. 407 ✓Selection Review PB p. 129



	<i>When Cultures Meet</i>	
<b>Connect Across the Curriculum</b> <i>Small Groups Recommended for Oral Exercises</i>	<b>Oral Exercises</b> ✓Literary Analysis: Analyze Text Structure: Comparison and Contrast RB p. 408 ✓Vocabulary Study: Analyze Idioms RB p. 409 ✓Literary Analysis: Analyze Personification RB p. 409	<b>Written Work</b> ✓“Literary Analysis” PB p. 130 ✓“Vocabulary Study” PB p. 131
<b>Write</b>	<u>Continue Writing Project 9</u> ✓Writing Application: “Revise” WB pp. 262W-263W ✓“Revise a Literary Response” WW p. 143	
<b>Reread the Selection</b>	<i>When Cultures Meet</i> RB pp. 392-406	
<b>Connect Across the Curriculum continued</b> <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 6 and 9, TE390</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i>	<b>Oral Exercises</b> ✓Listening/Speaking: Compare Life in Different Eras RB p. 410 ✓Writing and Grammar: Write About Past Events RB p. 411 ✓2nd Vocabulary Practice RB p. 390 ✓2nd Fluency Practice (Focus on Phrasing) RB pp. 646 & 662	<b>Written Work</b> ✓ <i>Write on Your Own</i> , RB p. 345 ✓ <i>Academic Vocabulary</i> , PB p. 132
<b>Write</b>	<u>Finish Writing Project 9</u> ✓Writing Application: “Edit and Proofread” WB pp. 264W-267W ✓“Edit and Proofread” WW pp. 144-146 ✓Now, edit and proofread <i>your</i> Literary Analysis ✓Writing Strategy: “Publish, Share and Reflect” WB pp. 268W-269W ✓“Publish, Share and Reflect” WW pp. 147-148	
<b>Assessment</b> <i>See T411a-T411b 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 &amp; Assessment pages from <a href="http://www.INSIDE.NG.COM">www.INSIDE.NG.COM</a> Teaching Resources</i>	Selection 3 Test (review missed answers before taking Unit 1 Test for Progress Monitoring) Fluency Assessment (RB p. 662)	

*UNIT WRAP-UP*

*RB=Reading Book PB=Practice Book*

<p align="center"><b>Compare Across Texts RB p. 412</b> <i>Guided Instruction Required</i></p>	<p align="center"><b>Close Encounters: Unit 5 Wrap Up RB p. 413</b> <i>Guided Instruction Required</i></p>
<p>➔ <b>Compare and Analyze Literary Technique</b></p>	<p>➔ <b>Reflect on Your Reading</b></p>
<p>✓First, learn “How It Works” ✓Then “Practice Together” ✓Last, “Try It!”</p>	<p>✓To review “Focus on Genre: Text Features in Fiction and Nonfiction,” create a new text feature for a part of one of the selections and then use it to explain that part of the text to a partner or the group. ✓Explain how you will use “Reading Strategy: Ask Questions” in the future.</p>
	<p>➔ <b>Explore the Guiding Question</b></p>
	<p>✓Choose one of the ways listed to explore the question, “What happens when cultures cross paths?”</p>
	<p>➔ <b>Book Talk</b> <i>(Refer to page T334d to enhance student discussion)</i></p> <p>✓Talk about the Unit Library book you chose. ✓Name any text features it had and at least three questions you asked while reading. ✓What did your book teach you about cultures crossing paths? ✓What did you like about the book? Would you recommend it to another student?</p>
<p align="center"><b>Vocabulary Review</b></p>	
<p align="center">Unit 5: Academic and Key Vocabulary Review PB pp. 133-134</p>	
<p><b>Unit 5 Progress Monitoring Test</b> 70% or better earns credit for Unit 5 (students may re-take test until they pass)</p>	