

Inside D (Green)

Unit 6: “To The Rescue” (2-4 weeks)

Reading and Language Book

Guiding Question: How do we come to the aid of one another?

Focus on Genre: Author’s Purpose and Word Choice

Focus on Vocabulary: Word Origins: Mythology, Roots, Borrowed Words

Language and Grammar:

◆ Functions

- Summarize
- Clarify and Verify
- Tell an Original Story

◆ Grammar

- Subject and Predicate Nouns
- Possessives
- Subject and Object Pronouns

Reading Strategy: Make Connections

Writing Book

Project 10: Summary Paragraph

Project 11: Friendly Letter

Project 12: Business Letter

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

TITLE	<i>Mysteries of Sherlock Holmes</i>	<i>The Jacket</i>	<i>Cesar Chavez</i>
GENRE	Adapted Classic	Contemporary Fiction	Graphic Biography
READING LEVEL	Lexile 370L	Lexile 640L	Lexile 590L

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. T413f 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">To the Rescue: How do we come to the aid of one another? (To launch unit theme, read aloud "Fire Rescue" on p. R4 at end of book for "Critical Viewing" activity)</p>			
<p>➔ <i>Critical Viewing: View the artwork & listen to a memoir RB p. 414</i></p> <p>➔ <i>Discuss the Struggle for Freedom: Read the Unit Title RB p. 415</i></p>		<p>✓ <i>Make a Mind Map PB p. 136</i></p>	
<p align="center">Focus on Genre</p>		<p align="center">Focus on Vocabulary</p>	
<p>➔ <i>Author's Purpose and Word Choice</i></p>	<p>✓ <i>Learn "How It Works," "Practice Together," and then "Try It!" RB pp. 416-417</i></p>	<p>➔ <i>Use Word Origins</i></p>	<p>✓ <i>Learn "How the Strategy Works," "Practice Together," and then "Try It!" RB pp. 418-419</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>Dogs at Work</i>	
Build Background <i>Guided Instruction Required</i>	✓Connect: KWL Chart p. 420 ✓See Dogs at Work: Watch "Rescue and Guide Dogs" video, www.insideNG.com (Teaching Resources/Digital Resources/Level D/Unit6) ✓Critical Viewing Guide PB p. 139	
Language & Grammar	✓Summarize RB p. 355 ✓Use Nouns in the Subject and Predicate: "Practice Together," and then "Try It!" RB p. 422 ✓Explore Information: Summarize the interview with a musher (p. 421) RB p. 423	
	✓Learn Key Vocabulary RB p. 424 ✓Key Vocabulary PB pp. 140-141	✓Reading Strategy: Make Text-to-Self Connections RB p. 425
Write	Begin Writing Project 10 ✓Model Study: "Summary Paragraph" WB pp. 270W-271W ✓"Analyze a Summary Paragraph" WW p. 149 ✓Writing Application: "Summary Paragraph Prewrite" WB pp. 272W-273W ✓"Plan Summary Paragraph" WW p. 150	
Read	<i>Dogs at Work</i> RB pp. 426-434	
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. 435	Written Work ✓Vocabulary Review (Written Review) RB p. 435 ✓Write About the Guiding Question RB p. 435 ✓Selection Review PB p. 142
Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i>	Oral Exercises ✓Literary Analysis: Analyze Author's Purpose and Tone RB p. 436 ✓Vocabulary Study: Use Words and phrases RB p. 437 ✓Literary Analysis: Analyze Poetry RB p. 437	Written Work ✓"Literary Analysis" PB p. 143 ✓"Vocabulary Study" PB p. 144

<i>Dogs at Work</i>	
Write	<p><u>Continue Writing Project 10</u> ✓Writing Application: “Draft” WB pp. 274W-275W ✓“Draft a Summary Paragraph” WW p. 151</p>
Reread the Selection	<i>Dogs at Work</i> RB pp. 426-434
<p>Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 2 and 9, TE 424</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i></p>	<p>Oral Exercises ✓Media/Writing: Apply for Volunteer Work (Read and discuss together) RB p. 438 ✓Writing and Grammar: Write About People, Places, and Things RB p. 439 ✓2nd Vocabulary Practice RB p. 424 ✓2nd Fluency Practice (Focus on Intonation) RB pp. 645 & 663</p> <p>Written Work ✓ <i>Write on Your Own, RB p. 439</i> ✓ <i>Academic Vocabulary Review, PB p. 145</i></p>
Write	<p><u>Finish Writing Project 10</u> ✓Writing Application: “Revise” WB pp. 276W-277W ✓“Revise a Summary Paragraph” WW p. 152 ✓Writing Application: “Edit and proofread” WB pp. 278W-281W ✓“Edit and Proofread” WW pp. 153-155</p>
<p>Assessment <i>See T439a 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. 663)</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>Angels in the Snow</i>		
Build Background <i>Guided Instruction Required</i>	<ul style="list-style-type: none"> ✓Connect: T Chart RB p. 440 ✓See Rescue in Action: View images "Rescues in Action", www.INSIDE.NG (Teaching Resources/Digital Resources/Level D/Unit6) ✓Critical Viewing Guide PB p. 146 	
Language & Grammar	<ul style="list-style-type: none"> ✓Clarify and Verify RB p. 441 ✓Use Prepositions: "Practice Together," and then "Try It!" RB p. 442 ✓Explore Details: Clarify and Verify RB p. 443 	
Prepare to Read <i>Teach/Model</i>	<ul style="list-style-type: none"> ✓Learn Key Vocabulary RB p. 444 ✓Key Vocabulary PB pp. 147-148 	<ul style="list-style-type: none"> ✓Reading Strategy: Make Text-to-World RB p. 445
Write	Begin Writing Project 11 <ul style="list-style-type: none"> ✓Model Study: "Friendly Letter" WB pp. 282W-283W ✓"Analyze a Friendly Letter" WW p. 156 ✓Writing Application: Friendly Letter "Prewrite" WB pp. 286W-287W ✓"Plan a Friendly Letter" WW pp. 156-157 	
Read	<i>Angels in the Snow</i> RB pp. 446-452	
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. 453 	Written Work <ul style="list-style-type: none"> ✓Vocabulary Review (Written Review) RB p. 453 ✓Write About the Guiding Question RB p. 453 ✓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 Author's Perspective RB p. 454 ✓Vocabulary Study: Use Greek, Latin, and Anglo-Saxon Roots RB p. 455 ✓Media/Viewing: Analyze Media RB p. 455 	Written Work <ul style="list-style-type: none"> ✓"Literary Analysis" PB p. 150 ✓"Vocabulary Study" PB p. 151

<i>Angels in the Snow</i>			
Write	<p><u>Continue Writing Project 11</u> ✓Writing Application: “Draft” WB pp. 288W-289W ✓“Draft a Friendly Letter” WW p. 159</p>		
Reread the Selection	<i>Angels in the Snow RB pp. 446-452</i>		
<p>Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 5 and 6, p. T444</i> <i>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 ✓Media/Speaking: Identify the Purpose of Media RB p. 456 ✓Writing and Grammar: Write to Add Important Details (Study the Models and Add Sentences) RB p. 457 ✓2nd Vocabulary Practice RB p. 444 ✓2nd Fluency Practice (Focus on Phrasing) RB pp. 646 & 664</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Written Work ✓ <i>Write on Your Own, RB p. 395</i> ✓ <i>Academic Vocabulary Review, PB p. 152</i></p> </td> </tr> </table>	<p>Oral Exercises ✓Media/Speaking: Identify the Purpose of Media RB p. 456 ✓Writing and Grammar: Write to Add Important Details (Study the Models and Add Sentences) RB p. 457 ✓2nd Vocabulary Practice RB p. 444 ✓2nd Fluency Practice (Focus on Phrasing) RB pp. 646 & 664</p>	<p>Written Work ✓ <i>Write on Your Own, RB p. 395</i> ✓ <i>Academic Vocabulary Review, PB p. 152</i></p>
<p>Oral Exercises ✓Media/Speaking: Identify the Purpose of Media RB p. 456 ✓Writing and Grammar: Write to Add Important Details (Study the Models and Add Sentences) RB p. 457 ✓2nd Vocabulary Practice RB p. 444 ✓2nd Fluency Practice (Focus on Phrasing) RB pp. 646 & 664</p>	<p>Written Work ✓ <i>Write on Your Own, RB p. 395</i> ✓ <i>Academic Vocabulary Review, PB p. 152</i></p>		
Write	<p><u>Continue Writing Project 11</u> ✓Writing Application: “Revise” WB pp. 290W-291W ✓“Revise a Friendly Letter” WW p. 160 ✓Writing Application: “Edit and Proofread” WB pp. 292W-295W ✓“Edit and Proofread” WW p. 150</p>		
<p>Assessment <i>See T457a 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 2 Test (review missed answers before beginning Selection 3) Fluency Assessment (RB p. 664)</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>Zlateh the Goat</i>	
Build Background <i>Guided Instruction Required</i>	✓Learn How People Relied on Animals: View "How People Rely on Animals" images, www.insideNG.com (Teaching Resources/Digital Library/Level D/Unit5) ✓Critical Viewing Guide PB p. 153 ✓Connect: Quickwrite p. 458	
Language & Grammar	✓Tell an Original Story: Listen to the song and the story RB p. 459 ✓Use Pronouns in the Subject and Predicate: "Practice Together," and then "Try It!" RB p. 460 ✓Explore Storytelling: Tell an Original Story RB p. 461	
Prepare to Read <i>Teach/Model</i>	✓Learn Key Vocabulary RB p. 462 ✓Key Vocabulary PB pp. 154-155	✓Reading Strategy: Make Text-to-Text Connections RB p. 463
Write	Begin Writing Project 12 ✓Model Study: "Business Letter" WB pp. 296W-297W ✓"Analyze a Business Letter" WW p. 164 ✓Write a Business Letter: Read WRITING PROMPT ✓Writing Application: "Prewrite" WB pp. 298W-299W ✓"Plan a Business Letter" WW p. 165	
Read	<i>Zlateh the Goat</i> RB pp. 464-472 & <i>The Story of Mzee and Owen</i> RB pp. 473-478	
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. 479	Written Work ✓Vocabulary Review (Written Review) RB p. 479 ✓Write About the Guiding Question RB p. 479 ✓Selection Review PB p. 156

<i>Zlateh the Goat</i>	
<p>Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i></p>	<p>Oral Exercises ✓Literary Analysis: Analyze Plot and Theme RB p. 480 ✓Vocabulary Study: Borrowed Words RB p. 481 ✓Literary Analysis: Analyze Proverbs RB p. 481</p> <p>Written Work ✓“Literary Analysis” PB p. 157 ✓“Vocabulary Study” PB p. 158</p>
<p>Write</p>	<p><u>Continue Writing Project 12</u> ✓Writing Application: “Draft” WB pp. 300W-301W ✓“Draft a Business Letter” WW p. 166</p>
<p>Reread the Selection</p>	<p><i>Zlateh the Goat</i> RB pp. 464-472 & <i>The Story of Mzee and Owen</i> RB pp. 473-478</p>
<p>Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 7 and 9, TE462</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i></p>	<p>Oral Exercises ✓Listening/Speaking: Respond to Literature RB p. 482 ✓Writing and Grammar: Write an Original Story (Study the Models and Add Sentences) RB p. 483 ✓2nd Vocabulary Practice RB p. 462 ✓2nd Fluency Practice (Focus on Expression) RB pp. 647 & 665</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: “Revise” WB pp. 302W-303W ✓“Revise a Business Letter” WW pp. 167 ✓Writing Application: “Edit and Proofread” WB pp. 304W-307W ✓“Edit and Proofread” WW pp. 168-170 ✓Now, edit and proofread <i>your</i> essay</p>
<p>Assessment <i>See T483a-T483b 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. 665)</p>

UNIT WRAP-UP

RB=Reading Book PB=Practice Book

<p align="center">Compare Across Texts RB p. 484 <i>Guided Instruction Required</i></p>	<p align="center">To the Rescue: Unit 6 Wrap Up RB p. 485 <i>Guided Instruction Required</i></p>
<p>➔ Compare Characters and Setting</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: Author’s Purpose and Word Choice,” draw a diagram or graphic that shows the author’s purpose and word choice for one selection in this unit. 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 do we come to the aid of one another?”</p>
	<p>➔ Book Talk <i>(Refer to page T413f to enhance student discussion)</i></p> <p>✓Talk about the Unit Library book you chose. ✓Tell about the author’s purpose and at least one connection that you made while reading. ✓What did your book teach you about how people try to help one another? ✓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 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>	