

Inside D (Green)

Unit 7: “More Than a Game” (2-4 weeks)

Reading and Language Book

Guiding Question: How do people bond over sports?

Focus on Genre: Organization of Ideas: Chronological Order

Focus on Vocabulary: Context Clues: Multiple-Meaning Words, Jargon

Language and Grammar:

◆ Functions

- Express Opinions
- Justify
- Elaborate

◆ Grammar

- Complete Sentences
- Compound Sentences
- Complex Sentences

Reading Strategy: Make Inferences

Writing Book

Project 13: Paragraph in Chronological Order

Project 14: Biography

Leveled Library Extended Reading Choices (see pp. T485e-T485f)

TITLE	<i>Keeper</i>	<i>A Strong Right Arm</i>	<i>from First Crossing</i>
GENRE	Contemporary Fiction	Nonfiction Biography	Fiction Short Stories
READING LEVEL	Lexile 780L	Lexile 860L	Lexile 820L

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. T419f 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.

More Than a Game: How do people bond over sports? <i>(To launch unit theme, read aloud "Strange Court" on p. R5 at end of book for "Critical Viewing" activity)</i>			
<p>➔ <i>Critical Viewing: View the photo & listen to a story about basketball RB p. 486</i></p> <p>➔ <i>Discuss sports: Read the Unit Title RB p. 487</i></p>		<p>✓ <i>Make a Mind Map PB p. 163</i></p>	
Focus on Genre		Focus on Vocabulary	
<p>➔ <i>Organization of Ideas:</i></p> <ul style="list-style-type: none"> ▶ <i>In Narrative Nonfiction</i> ▶ <i>By Chronological Order</i> 	<p>✓ <i>Learn "How It Works," "Practice Together," and then "Try It!" RB pp. 488-489</i></p>	<p>➔ <i>Use Context Clues</i></p> <ul style="list-style-type: none"> ▶ <i>for Multiple-Meaning Words</i> 	<p>✓ <i>Learn "How the Strategy Works," "Practice Together," and then "Try It!" RB pp. 490-491</i></p>
	<p><i>Now practice on your own!</i> <i>PB p. 164</i></p>		<p><i>Now practice on your own!</i> <i>PB p. 165</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>Play Ball!</i>	
Build Background <i>Guided Instruction Required</i>	✓Connect: KWL Chart ✓Learn about baseball: View the video "Baseball Around the World", www.INSIDE.NG (Teaching Resources/Digital Resources/Level D/Unit7) ✓Critical Viewing Guide PB p. 166	
Language & Grammar	✓Express Opinions: Listen to the Announcers RB p. 493 ✓Use Complete Sentences: "Practice Together," and then "Try It!" RB p. 494 ✓Explore Views: Express your opinion about the most popular sport with students your age RB p. 495	
	✓Learn Key Vocabulary RB p. 496 ✓Key Vocabulary PB pp. 167-168	✓Reading Strategy: Make Inferences RB p. 497
Write	<u>Begin Writing Project 10</u> ✓Model Study: "Summary Paragraph" WB pp. 246W-247W ✓"Summary Paragraph" WW p. 137 ✓Writing Application: "Summary Paragraph Prewrite" WB pp. 248W-249W ✓"Plan Summary Paragraph" WW p. 138	
Read	<i>Play Ball!</i> RB pp. 498-512	
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. 513	Written Work ✓Vocabulary Review (Written Review) RB p. 513 ✓Write About the Guiding Question RB p. 513 ✓Selection Review PB p. 169
Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i>	Oral Exercises ✓Literary Analysis: Analyze Text Structure: Chronological Order RB p. 514 ✓Vocabulary Study: Use Multiple-Meaning Words Across Content Areas RB p. 515 ✓Literary Analysis: Analyze Language RB p. 515	Written Work ✓"Literary Analysis" PB p. 170 ✓"Vocabulary Study" PB p. 171

<i>Play Ball!</i>	
Write	<p><u>Continue Writing Project 10</u> ✓Writing Application: “Draft” WB pp. 250W-251W ✓“Draft a Summary Paragraph” WW p. 139</p>
Reread the Selection	<i>Play Ball!</i> RB pp. 498-512
<p>Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 6 and 9, TE 496</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i></p>	<p>Oral Exercises ✓Literary Analysis: Evaluate Informational Text RB p. 516 ✓Writing and Grammar: Write Complete Sentences: Study the Models & Add Sentences RB p. 517 ✓2nd Vocabulary Practice RB p. 496 ✓2nd Fluency Practice (Focus on Phrasing) RB pp. 646 & 666</p>
	<p>Written Work ✓ <i>Write on Your Own, RB p. 517</i> ✓ <i>Academic Vocabulary Review, PB p. 172</i></p>
Write	<p><u>Finish Writing Project 10</u> ✓Writing Application: “Revise” WB pp. 252W-253W ✓“Revise a Summary Paragraph” WW p. 140 ✓Writing Application: “Edit and proofread” WB pp. 254W-257W ✓“Edit and Proofread” WW pp. 141-143</p>
<p>Assessment <i>See T517a 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 1 Test (review missed answers before beginning Selection 2) Fluency Assessment (RB p. 666)</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>Roberto Clemente: Pride of the Pittsburgh Pirates</i>	
Build Background <i>Guided Instruction Required</i>	<ul style="list-style-type: none"> ✓Meet Athletes Who Made History: View video "Breaking Barriers in Sports" at InsideNG (Teaching Resources/Level D/Unit7/Digital Resources) ✓Critical Viewing Guide PB p. 173 ✓Connect: Quickwrite RB p. 518 		
Language & Grammar	<ul style="list-style-type: none"> ✓Justify RB p. 519 ✓Use Compound Sentences: "Practice Together," and then "Try It!" RB p. 520 ✓Explore Reasons: Justify & Use Compound Sentences RB p. 521 		
Prepare to Read <i>Teach/Model</i>	<ul style="list-style-type: none"> ✓Learn Key Vocabulary RB p. 522 ✓Key Vocabulary PB pp. 174-175 	<ul style="list-style-type: none"> ✓Reading Strategy: Make Inferences RB p. 523 	
Write	<p><u>Begin Writing Project 11</u></p> <ul style="list-style-type: none"> ✓Model Study: "Cause-and-Effect Essay" WB pp. 258W-259W ✓"Cause-and-Effect Essay" WW pp. 144-145 ✓Writing Strategy: "Use Graphic Organizers" WB pp. 260W-261W ✓"Use Graphic Organizers" WW pp. 146-147 		
Read	<i>Roberto Clemente: Pride of the Pittsburgh Pirates</i> RB pp. 524-532		
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. 533 	<p>Written Work</p> <ul style="list-style-type: none"> ✓Vocabulary Review (Written Review) RB p. 533 ✓Write About the Guiding Question RB p. 533 ✓Selection Review PB p. 176 	
Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i>	<p>Oral Exercises</p> <ul style="list-style-type: none"> ✓Literary Analysis: Make and Support Inferences RB p. 534 ✓Vocabulary Study: Interpret Baseball Jargon RB p. 535 ✓Literary Analysis: Analyze Text Structure: Chronological Order RB p. 535 	<p>Written Work</p> <ul style="list-style-type: none"> ✓"Literary Analysis" PB p. 177 ✓"Vocabulary Study" PB p. 178 	

<i>Roberto Clemente: Pride of the Pittsburgh Pirates</i>			
Write	<p><u>Continue Writing Project 11</u> ✓Writing Strategy: “How to Write a Good Introduction” WB pp. 262W-263W ✓“How to Write a Good Introduction” WW p. 148</p>		
Reread the Selection	<i>Roberto Clemente: Pride of the Pittsburgh Pirates</i> RB pp. 524-532		
Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 2 and 9, p. T522</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Oral Exercises ✓Listening/Speaking: Deliver an Informative Presentation (learn about baseball history; start search from Learning Resources/Unit 7/Web Links p. 536) RB p. 536 ✓Writing and Grammar: Combine Your Ideas (Study the Models and Add Sentences) RB p. 537 ✓2nd Vocabulary Practice RB p. 522 ✓2nd Fluency Practice (Focus on Intonation) RB pp. 645 & 667 </td> <td style="width: 50%; vertical-align: top;"> Written Work ✓ <i>Write on Your Own</i>, RB p. 537 ✓ <i>Academic Vocabulary Review</i>, PB p. 179 </td> </tr> </table>	Oral Exercises ✓Listening/Speaking: Deliver an Informative Presentation (learn about baseball history; start search from Learning Resources/Unit 7/Web Links p. 536) RB p. 536 ✓Writing and Grammar: Combine Your Ideas (Study the Models and Add Sentences) RB p. 537 ✓2nd Vocabulary Practice RB p. 522 ✓2nd Fluency Practice (Focus on Intonation) RB pp. 645 & 667	Written Work ✓ <i>Write on Your Own</i> , RB p. 537 ✓ <i>Academic Vocabulary Review</i> , PB p. 179
Oral Exercises ✓Listening/Speaking: Deliver an Informative Presentation (learn about baseball history; start search from Learning Resources/Unit 7/Web Links p. 536) RB p. 536 ✓Writing and Grammar: Combine Your Ideas (Study the Models and Add Sentences) RB p. 537 ✓2nd Vocabulary Practice RB p. 522 ✓2nd Fluency Practice (Focus on Intonation) RB pp. 645 & 667	Written Work ✓ <i>Write on Your Own</i> , RB p. 537 ✓ <i>Academic Vocabulary Review</i> , PB p. 179		
Write	<p><u>Continue Writing Project 11</u> ✓Writing Strategy: “How to Link Causes and Effects” WB pp. 266W-267W ✓“How to Link Causes and Effects” WW p. 149 ✓Writing Strategy: “How to Finish Strong” WB pp. 268W-269W ✓“How to Finish Strong” WW p. 150</p>		
Assessment <i>See T537a 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>Selection 2 Test (review missed answers before beginning Selection 3) Fluency Assessment (RB p. 667)</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>Not-So-Starry Nights</i>		
Build Background <i>Guided Instruction Required</i>	<ul style="list-style-type: none"> ✓ Connect: Anticipation Guide p. 468 ✓ Learn About Night Lights: View video, www.insideNG (Teaching Resources/Digital Library/Level C/ Unit7) ✓ Critical Viewing Guide PB p. 180 	
Language & Grammar	<ul style="list-style-type: none"> ✓ Persuade RB p. 469 ✓ Use Participles: "Practice Together," and then "Try It!" RB p. 470 ✓ Give a Speech to Persuade RB p. 471 	
Prepare to Read <i>Teach/Model</i>	<ul style="list-style-type: none"> ✓ Learn Key Vocabulary RB p. 472 ✓ Key Vocabulary PB pp. 181-182 	<ul style="list-style-type: none"> ✓ Reading Strategy: Make Inferences RB p. 473
Write	<p><u>Continue Writing Project 11</u></p> <ul style="list-style-type: none"> ✓ Write a Cause-and-Effect Essay: Read WRITING PROMPT ✓ Writing Application: "Prewrite" WB pp. 270W-271W ✓ "Plan a Cause-and-Effect Essay" WW pp. 151-152 ✓ Writing Application: "Draft" WB pp. 272W-273W ✓ "Draft a Cause-and-Effect Essay" WW pp. 153-154 	
Read	<i>Not-So-Starry Nights</i> RB pp. 474-484	
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. 485 	Written Work <ul style="list-style-type: none"> ✓ Vocabulary Review (Written Review) RB p. 485 ✓ Write About the Guiding Question RB p. 485 ✓ Selection Review PB p. 183
Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i>	Oral Exercises <ul style="list-style-type: none"> ✓ Literary Analysis: Analyze Persuasive Techniques RB p. 486 ✓ Vocabulary Study: Use Context Clues RB p.487 ✓ Research/Media: Find out about an environmental issue and evaluate it for facts and opinions RB p. 487 	Written Work <ul style="list-style-type: none"> ✓ "Literary Analysis" PB p. 184 ✓ "Vocabulary Study" PB p. 185

	<i>Not-So-Starry Nights</i>	
Write	Continue Writing Project 11 ✓Writing Application: “Revise” WB pp. 274W-275W ✓“Revise a Cause-and-Effect Essay” WW pp. 155	
Reread the Selection	<i>Not-So-Starry Nights</i> RB pp. 474-484	
Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 5 and 7, TE472</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i>	Oral Exercises ✓Listening/Speaking: Deliver a Persuasive Presentation RB p. 488 ✓Writing and Grammar: Write About the Night Sky RB p. 489 ✓2nd Vocabulary Practice RB p. 472 ✓2nd Fluency Practice (Focus on Intonation) RB pp. 565 & 588	Written Work ✓ <i>Write on Your Own</i> , RB p. 489 ✓ <i>Academic Vocabulary</i> , PB p. 186
Write	Finish Writing Project 11 ✓Writing Application: “Edit and Proofread” WB pp. 276W-279W ✓“Edit and Proofread” WW pp. 156-158 ✓Now, edit and proofread <i>your</i> essay ✓Writing Strategy: “Publish, Share and Reflect” WB pp. 280W-281W ✓“Publish, Share and Reflect” WW pp. 159-160	
Assessment <i>See T489a-T489b 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>	Selection 3 Test (review missed answers before taking Unit 1 Test for Progress Monitoring) Fluency Assessment (RB p. 588)	

UNIT WRAP-UP

RB=Reading Book PB=Practice Book

<p align="center">Compare Across Texts RB p. 490 <i>Guided Instruction Required</i></p>	<p align="center">Star Power: Unit 7 Wrap Up RB p. 491 <i>Guided Instruction Required</i></p>
<p>➔ Compare an Author’s Works</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,” choose a selection from this unit and identify the author’s purpose. Then explain how you identified the purpose. Explain how you will use “Reading Strategy: Make Inferences” in the future.</p>
	<p>➔ Explore the Guiding Question</p>
	<p>✓Choose one of the ways listed to explore the question, “Why are both storytellers and scientists drawn to the stars?”</p>
	<p>➔ Book Talk <i>(Refer to page T419f to enhance student discussion)</i></p> <p>✓Talk about the Unit Library book you chose. ✓Explain your author’s purpose and tell at least one inference you made while reading. ✓What did your book teach you about star power? ✓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 7: Academic and Key Vocabulary Review PB pp. 187-189</p>	
<p>Unit 7 Progress Monitoring Test 70% or better earns credit for Unit 7 (students may re-take test until they pass)</p>	