

# Inside E (Red)

## Unit 3: “Making a Difference” (2-4 weeks)

### Reading and Language Book

**Guiding Question:** How can one individual make a difference?

**Focus on Genre:** Organization of Ideas: Chronological Order, Problem and Solution

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

**Language and Grammar:**

◆ Functions

- Ask for and Give Information
- Describe an Event
- Summarize

◆ Grammar

- Present and Past Tense; Verb Forms: *Be*

**Reading Strategy:** Ask Questions

### Writing Book

**Project 5:** Problem-and-Solution Paragraph

**Project 6:** Problem-and-Solution Essay

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

TITLE	<i>The House of Dies Drear</i>	<i>Finding Miracles</i>	<i>Bronx Masquerade</i>
GENRE	Classic Novel	Contemporary Fiction	Contemporary Fiction
READING LEVEL	Lexile 670L	Lexile 720L	Lexile 670L

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. T165f 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>A New Chapter: What links our past to our future?</b>                      (To launch unit theme, read aloud “No More Bullying!” on p. R5 at end of book for “Critical Viewing” activity)</p>			
<p>➔ <i>Critical Viewing: View the Artwork &amp; Listen to a Conversation RB p. 172</i></p> <p>➔ <i>Discuss “Making a Difference”: Read the Unit Title RB p. 167</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>                      - <i>By Chronological Order</i>                      - <i>By Problem and Solution</i></p>	<p>✓ <i>Learn “How It Works,” “Practice Together,” and then “Try It!” RB pp. 168-169</i></p>	<p>➔ <i>Use Word Parts</i></p>	<p>✓ <i>Learn “How the Strategy Works,” “Practice Together,” and then “Try It!” RB pp. 170-171</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 Civil Rights Movement</i>		
<b>Build Background</b> <i>Guided Instruction Required</i>	<ul style="list-style-type: none"> <li>✓Discover Civil Rights: Watch "Civil Rights Movement" video, <a href="http://www.INSIDE.ENG">www.INSIDE.ENG</a> (Teaching Resources/Digital Resources/Level E/Unit3)</li> <li>✓Critical Viewing Guide PB p. 58</li> <li>✓Connect to Literature: Group Discussion RB p. 172</li> </ul>	
<b>Language &amp; Grammar</b>	<ul style="list-style-type: none"> <li>✓Look at the photograph and listen to questions and answers RB p. 173</li> <li>✓Use Present and Past Tense Verbs: "Practice Together," and then "Try It!" RB p. 174</li> <li>✓Complete a Question-Answer Chart about the photograph (Ask questions and give answers with another group or family member) RB p. 181</li> </ul>	
<b>Prepare to Read</b> <i>Teach/Model</i>	<ul style="list-style-type: none"> <li>✓Learn Key Vocabulary RB p. 176</li> <li>✓Key Vocabulary PB pp. 59-60</li> </ul>	<ul style="list-style-type: none"> <li>✓Reading Strategy: How to Self-Question RB p. 177</li> </ul>
<b>Write</b>	<u>Begin Writing Project 5</u> <ul style="list-style-type: none"> <li>✓Model Study: "Problem-and-Solution Paragraph" WB pp. 108W-109W</li> <li>✓"Analyze a Problem-and-Solution Paragraph" WW p. 59</li> <li>✓Writing Application: "Write a Problem-and-Solution Paragraph: Prewrite" WB pp. 110W-113W</li> <li>✓"Plan a Problem-and-Solution Paragraph" WW p. 60-61</li> </ul>	
<b>Read</b>	<i>The Civil Rights Movement</i> RB pp. 178-194	
<b>Connect Reading and Writing</b> <i>Small Groups Recommended for Oral Exercises</i>	<b>Oral Exercises</b> <ul style="list-style-type: none"> <li>✓Critical Thinking, Reading Fluency, Reading Strategy and Vocabulary Review (Oral Review) RB p. 195</li> </ul>	<b>Written Work</b> <ul style="list-style-type: none"> <li>✓Vocabulary Review (Written Review) RB p. 195</li> <li>✓Write About the Guiding Question RB p. 195</li> <li>✓Selection Review PB p. 61</li> </ul>
<b>Connect Across the Curriculum</b> <i>Small Groups Recommended for Oral Exercises</i>	<b>Oral Exercises</b> <ul style="list-style-type: none"> <li>✓Literary Analysis: Analyze Text Structure: Chronological Order RB p. 196</li> <li>✓Literary Analysis: Evaluate Informational Text RB p. 197</li> <li>✓Vocabulary Study: Use Prefixes RB p. 198</li> </ul>	<b>Written Work</b> <ul style="list-style-type: none"> <li>✓"Literary Analysis" PB p. 62</li> <li>✓"Vocabulary Study" PB p. 63</li> </ul>

<i>The Civil Rights Movement</i>		
<b>Write</b>	<p><u>Continue Writing Project 5</u></p> <ul style="list-style-type: none"> <li>✓Writing Application: Draft WB pp. 114W-115W</li> <li>✓“Draft a Problem-and-Solution Paragraph” WW p. 62</li> </ul>	
<b>Reread the Selection</b>	<i>The Civil Rights Movement</i> RB pp. 178-194	
<p><b>Connect Across the Curriculum continued</b></p> <p><i>Small Groups Recommended for Oral Exercises</i>  <i>Use Vocabulary Routines 7 and 8, TE 176</i>  <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i></p>	<p><b>Oral Exercises</b></p> <ul style="list-style-type: none"> <li>✓Literary Analysis: Analyze Tone RB p. 198</li> <li>✓Writing and Grammar: Write About a Past Event: Study the Models/Add Sentences RB p. 199</li> <li>✓2nd Vocabulary Practice RB p.176</li> <li>✓2nd Fluency Practice (Focus on Phrasing) RB pp. 632 &amp; 640</li> </ul>	<p><b>Written Work</b></p> <ul style="list-style-type: none"> <li>✓ <i>Write on Your Own, RB p. 199</i></li> <li>✓ <i>Academic Vocabulary Review, PB p. 64</i></li> </ul>
<b>Write</b>	<p><u>Finish Writing Project 5</u></p> <ul style="list-style-type: none"> <li>✓Writing Application: “Revise” WB pp. 116W-117W</li> <li>✓“Revise a Problem-and-Solution Paragraph” WW p. 63</li> <li>✓Writing Application: “Edit and Proofread” WB pp. 118W-121W</li> <li>✓“Edit and Proofread” WW pp. 64-66</li> </ul>	
<p><b>Assessment</b></p> <p><i>See T199a 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.ORG">www.INSIDE.ORG</a> Teaching Resources</i></p>	<p>Selection 1 Test (review missed answers before beginning Selection 2)</p> <p>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>Martin's Big Words</i>	
<b>Build Background</b> <i>Guided Instruction Required</i>	✓Hear Powerful Words: View video "Dr. Martin Luther King, Jr.", <a href="http://www.INSIDE.ING">www.INSIDE.ING</a> (Teaching Resources/Digital Resources/Level E/Unit3) ✓Critical Viewing Guide PB p. 65 ✓Connect: Quickwrite RB p. 200	
<b>Language &amp; Grammar</b>	✓Look at the photograph and listen to the song RB p. 201 ✓Use Forms of <i>Be</i> : "Practice Together," and then "Try It!" RB p. 202 ✓Describe an event from history or the past to a partner or family member RB p. 203	
<b>Prepare to Read</b> <i>Teach/Model</i>	✓Learn Key Vocabulary RB p. 204 ✓Key Vocabulary PB pp. 66-67	✓Reading Strategy: How to Question the Author RB p. 205
<b>Write</b>	<u>Begin Writing Project 6</u> ✓Model Study: "Problem-and-Solution Essay" WB pp. 122W-123W ✓"Analyze a Problem-and-Solution Essay" WW pp. 67-68 ✓Writing Trait: "Focus and Unity" WB pp. 124W-127W ✓"Evaluate for Focus and Unity" WW pp. 69-70	
<b>Read</b>	<i>Martin's Big Words</i> RB pp. 206-214	
<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. 215	<b>Written Work</b> ✓Vocabulary Review (Written Review) RB p. 215 ✓Write About the Guiding Question RB p. 215 ✓Selection Review PB p. 68
<b>Connect Across the Curriculum</b> <i>Small Groups Recommended for Oral Exercises</i>	<b>Oral Exercises</b> ✓Literary Analysis: Evaluate a Biography RB p. 216 ✓Vocabulary Study: Use Word Parts: Suffixes RB p. 217 ✓Media/Viewing: Make a Collage RB p. 217	<b>Written Work</b> ✓"Literary Analysis" PB p. 69 ✓"Vocabulary Study" PB p. 70

	<i>Martin's Big Words</i>	
<b>Write</b>	Continue Writing Project 6 ✓Writing Trait: "Raise the Score" WB pp. 128W-131W ✓"Raise the Score" WW pp. 71-72	
<b>Reread the Selection</b>	<i>Martin's Big Words</i> RB pp. 206-214	
<b>Connect Across the Curriculum continued</b> <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 9 and 3, TE204</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i>	<b>Oral Exercises</b> ✓Viewing/Speaking: Express Your Views RB p. 218 ✓Writing and Grammar: Write About the Past (Study the Models and Add Sentences) RB p. 219 ✓2nd Vocabulary Practice RB p. 204 ✓2nd Fluency Practice (Focus on Expression) RB pp. 633 & 641	<b>Written Work</b> ✓ <i>Write on Your Own</i> , RB p. 219 ✓ <i>Academic Vocabulary Review</i> , PB p. 71
<b>Write</b>	Continue Writing Project 6 ✓Writing Strategy: "State a Central Idea" WB pp. 132W-133W ✓"State a Central Idea" WW p. 73-74 ✓Writing Strategy: "Stay in Control from Start to Finish" WB pp. 134W-135W ✓"Stay Focused on the Central Idea" WW p. 75-76	
<b>Assessment</b> <i>See T219a 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. 641)	

### 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>Speaking Up</i>	
<b>Build Background</b> <i>Guided Instruction Required</i>	✓See Leadership in Action: View "Images: Leadership in Action," <a href="http://www.INSIDE.NG">www.INSIDE.NG</a> (Teaching Resources/Digital Library/Level E/Unit3) ✓Critical Viewing Guide PB p. 72 ✓Connect: Discussion RB p. 220	
<b>Language &amp; Grammar</b>	✓Look at the photograph and listen to a candidate's campaign speech RB p. 221 ✓Use Verbs in the Past Tense: "Practice Together," and then "Try It!" RB p. 222 ✓Share how you have made a difference (Listen to a partner and summarize his/her experience; then trade) RB p. 223	
<b>Prepare to Read</b> <i>Teach/Model</i>	✓Learn Key Vocabulary RB p. 224 ✓Key Vocabulary PB pp. 73-74	✓Reading Strategy: How to Find Answers RB p. 225
<b>Write</b>	<u>Continue Writing Project 6</u> ✓Writing Application: "Write a Problem-and-Solution Essay" WB pp. 136W-137W ✓"Plan a Problem-and-Solution Essay" WW pp. 77-78 ✓Writing Application: "Draft" WB pp. 138W-139W ✓"Draft a Problem-and-Solution Essay" WW pp. 79-80	
<b>Read</b>	<i>Speaking Up</i> RB pp. 226-234	
<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. 235	<b>Written Work</b> ✓Vocabulary Review (Written Review) RB p. 235 ✓Write About the Guiding Question RB p. 235 ✓Selection Review PB p. 75



<i>Speaking Up</i>	
<p><b>Connect Across the Curriculum</b> <i>Small Groups Recommended for Oral Exercises</i></p>	<p><b>Oral Exercises</b>            ✓Literary Analysis: Analyze Text Structure: Problem and Solution RB p. 236            ✓Vocabulary Study: Use Word Parts RB p. 237            ✓Viewing/Speaking: Distinguish Fact from Opinion (go to <a href="http://www.insideNG.com">www.insideNG.com</a> Learning Resources/Level E/Unit3/Web Links/p.237) RB p. 237</p> <p><b>Written Work</b>            ✓“Literary Analysis” PB p. 76            ✓“Vocabulary Study” PB p. 77</p>
<p><b>Write</b></p>	<p><u>Continue Writing Project 6</u>            ✓Writing Application: “Revise” WB 140W-141W            ✓“Revise a Problem-and-Solution Essay” WW p. 81</p>
<p><b>Reread the Selection</b></p>	<p><i>Speaking Up</i> RB pp. 226-234</p>
<p><b>Connect Across the Curriculum continued</b> <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 2 and 4, TE224</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i></p>	<p><b>Oral Exercises</b>            ✓Listening/Speaking: Deliver a Problem-Solution Presentation; identify, organize, practice and present RB p. 238            ✓Writing and Grammar: Write Consistently About the Past (Study the Models and Add Sentences) RB p. 239            ✓2nd Vocabulary Practice RB p. 224            ✓2nd Fluency Practice (Focus on Intonation) RB pp. 631 &amp; 642</p> <p><b>Written Work</b>            ✓ <i>Write on Your Own</i>, RB p. 239            ✓ <i>Academic Vocabulary Review</i>, PB p. 78</p>
<p><b>Write</b></p>	<p><u>Finish Writing Project 6</u>            ✓Writing Application: “Edit and Proofread” WB pp. 142W-145W            ✓“Edit and Proofread” WW p. 82-84            ✓Now, edit and proofread your Cause-and-Effect Essay (WW pp. 64)            ✓Writing Strategy: “Publish, Share and Reflect” WB pp. 146W-147W            ✓“Publish, Share and Reflect” WW pp. 85-86</p>

**Assessment**

*See T239a-T239b 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](http://www.INSIDE.NG.COM) Teaching Resources*

Selection 3 Test (review missed answers before taking Unit 1 Test for Progress Monitoring)  
Fluency Assessment (RB p. 642)

*UNIT WRAP-UP*

*RB=Reading Book PB=Practice Book*

<p align="center"><b>Compare Across Texts RB p. 240</b> <i>Guided Instruction Required</i></p>	<p align="center"><b>Making a Difference: Unit 3 Wrap Up RB p. 241</b> <i>Guided Instruction Required</i></p>
<p>➔ <b>Compare Authors' Styles</b></p>	<p>➔ <b>Reflect on Your Reading</b></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>➔ <b>Explore the Guiding Question</b></p>
	<p>✓Choose one of the ways listed to explore the question, "How can one individual make a difference?"</p>
	<p>➔ <b>Book Talk</b> <i>(Refer to page T165f to enhance student discussion)</i></p> <p>✓Discuss ways an individual can make a difference. ✓Talk about the Unit Library book you chose. Explain what you learned about individuals making a difference ✓What did you like about the book? Would you recommend it to another student? ✓Role-play a situation in which someone can choose to make a difference.</p>
<p align="center"><b>Vocabulary Review</b></p>	
<p align="center">Unit 3: Academic and Key Vocabulary Review PB pp. 79-81</p>	
<p><b>Unit 3 Progress Monitoring Test</b> 70% or better earns credit for Unit 3 (students may re-take test until they pass)</p>	