

Inside E (Red)

Unit 5: “Our Precious World” (2-4 weeks)

Reading and Language Book

Guiding Question: What makes the environment so valuable?

Focus on Genre: Nonfiction Text Features

Focus on Vocabulary: Context Clues

- Multiple-Meaning Words
- Jargon

Language and Grammar:

- ◆ Functions
 - Describe
 - Make Comparisons
 - Elaborate
- ◆ Grammar
 - Adjectives

Reading Strategy: Visualize

Writing Book

Project 8: Poem in Free Verse

Project 9: Business Letter

Project 10: Friendly Letter

Leveled Library Extended Reading Choices (see pp. T320c-T320d)

TITLE	<i>The Summer of the Swans</i>	<i>...And the Earth Did Not Devour Him</i>	<i>Left Behind</i>
GENRE	Contemporary Fiction	Classic Novel	Legend
READING LEVEL	Lexile 830L	Lexile 690L	Lexile 1030L

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. T320d 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.

Our Precious World: What makes the environment so valuable? <i>(To launch unit theme, read aloud “Ecotourism, One Possible Answer” on p. R3 at end of book for “Critical Viewing” activity)</i>			
<p>➔ <i>Critical Viewing: View the art & listen to an opinion essay RB p. 320</i></p> <p>➔ <i>Discuss Our Precious World: Read the Unit Title RB p. 321</i></p>		<p>✓ <i>Make a Mind Map PB p. 109</i></p>	
Focus on Genre		Focus on Vocabulary	
<p>➔ <i>Text Features in Nonfiction:</i></p> <ul style="list-style-type: none"> ▶ <i>Features That Organize</i> ▶ <i>Features That Show Information</i> 	<p>✓ <i>Learn “How It Works,” “Practice Together,” and then “Try It!” RB pp. 322-325</i></p>	<p>➔ <i>Use Context Clues: Multiple-Meaning Words</i></p>	<p>✓ <i>Learn “How the Strategy Works,” “Practice Together,” and then “Try It!” RB pp. 326-327</i></p>
	<p>✓ <i>Now practice on your own! PB p. 110</i></p>		<p>✓ <i>Now practice on your own! PB p. 111</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>A Natural Balance</i>	
Build Background <i>Guided Instruction Required</i>	<ul style="list-style-type: none"> ✓ See How Humans Affect the Environment: View "Endangered Species" video , www.INSIDE.NG (Teaching Resources/Digital Resources/Level E/Unit5) ✓ Critical Viewing Guide PB p. 112 ✓ Connect: Habitat Drawing RB p. 328 		
Language & Grammar	<ul style="list-style-type: none"> ✓ Describe Animals and Things RB p. 329 ✓ Use Adjectives That Describe: "Practice Together," and then "Try It!" RB p. 330 ✓ Describe an Endangered Animal: Describe Animals RB p. 331 		
	<ul style="list-style-type: none"> ✓ Learn Key Vocabulary RB p. 332 ✓ Key Vocabulary PB pp. 113-114 	<ul style="list-style-type: none"> ✓ Reading Strategy: Visualize RB p. 333 	
Write	<p><i>Begin Writing Project 8</i></p> <ul style="list-style-type: none"> ✓ Model Study: "Poem in Free Verse" WB pp. 226W-227W ✓ "Analyze a Poem" WW p. 119 ✓ Write a Poem in Free Verse: Read WRITING PROMPT WB p. 228W ✓ Writing Application: "Prewrite" WB pp. 228W-229W ✓ "Plan a Poem" WW p. 120 		
Read	<i>A Natural Balance</i> RB pp. 334-344		
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. 345 	<p>Written Work</p> <ul style="list-style-type: none"> ✓ Vocabulary Review (Written Review) RB p. 345 ✓ Write About the Guiding Question RB p. 345 ✓ Selection Review PB p. 115 	
Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i>	<p>Oral Exercises</p> <ul style="list-style-type: none"> ✓ Literary Analysis: Use Text Features: Diagrams RB p. 346 ✓ Vocabulary Study: Use Context Clues: Multiple-Meaning Words RB p. 347 ✓ Literary Analysis: Analyze Imagery in Poetry RB p. 347 	<p>Written Work</p> <ul style="list-style-type: none"> ✓ "Literary Analysis" PB p. 116 ✓ "Vocabulary Study" PB p. 117 	

	<i>A Natural Balance</i>	
Write	Continue Writing Project 8 ✓Writing Application: “Draft” WB pp. 230W-231W ✓“Draft a Poem” WW p. 121	
Reread the Selection	<i>A Natural Balance</i> RB pp. 334-344	
Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 7 and 9, TE 332</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i>	Oral Exercises ✓Listening/Speaking: Give an Oral Presentation on Endangered Species RB p. 348 ✓Writing and Grammar: Write About an Animal (Study the Models and Revise It) RB p. 349 ✓2nd Vocabulary Practice RB p. 332 ✓2nd Fluency Practice (Focus on Intonation) RB pp. 631 & 646	Written Work ✓ <i>Write on Your Own, RB p. 349</i> ✓ <i>Academic Vocabulary Review, PB p. 118</i>
Write	Finish Writing Project 8 ✓Writing Application: “Revise” WB pp. 232W-233W ✓“Revise a Poem” WW p. 122 ✓Writing Application: “Edit and Proofread” WB pp. 234W-237W ✓“Edit and Proofread” WW pp. 123-125	
Assessment <i>See T349a 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 1 Test (review missed answers before beginning Selection 2) Fluency Assessment (RB p. 646)	

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>Siberian Survivors</i>	
Build Background <i>Guided Instruction Required</i>	<ul style="list-style-type: none"> ✓ See Efforts to Save Our Environment: View video "Saving Our Environment", www.INSIDE.NG (Teaching Resources/Digital Resources/Level E/Unit5) ✓ Critical Viewing Guide PB p. 119 ✓ Connect: Quickwrite RB p. 350 		
Language & Grammar	<ul style="list-style-type: none"> ✓ Make Comparisons RB p. 351 ✓ Use Adjectives That Compare: "Practice Together," and then "Try It!" RB p. 352 ✓ Tell How Animals Are Alike and Different: Make Comparisons RB p. 353 		
Prepare to Read <i>Teach/Model</i>	<ul style="list-style-type: none"> ✓ Learn Key Vocabulary RB p. 354 ✓ Key Vocabulary PB pp. 120-121 		<ul style="list-style-type: none"> ✓ Reading Strategy: Visualize RB p. 355
Write	<p><u>Begin Writing Project 9</u></p> <ul style="list-style-type: none"> ✓ Model Study: "Business Letter" WB pp. 238W-239W ✓ "Analyze a Business Letter" WW pp. 126 ✓ Write a Poem in Free Verse: Read WRITING PROMPT WB p. 240W ✓ Writing Application: "Prewrite" WB pp. 240W-241W ✓ "Plan a Business Letter" WW pp. 127-128 ✓ Writing Application: "Draft" WB pp. 242W-243W ✓ "Draft a Business Letter" WW p. 129 		
Read	<p><i>Siberian Survivors</i> RB pp. 356-364</p>		
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. 365 		<p>Written Work</p> <ul style="list-style-type: none"> ✓ Vocabulary Review (Written Review) RB p. 365 ✓ Write About the Guiding Question RB p. 365 ✓ Selection Review PB p. 122

<i>Siberian Survivors</i>	
<p>Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i></p>	<p>Oral Exercises ✓Literary Analysis: Text Structure: Use Text Features to Make Comparisons RB p. 366 ✓Vocabulary Study: Use Context Clues: Multiple-Meaning Words Across Content Areas RB p. 367 ✓Research/Speaking: Give an Informative Report about Tigers (See “Web Links” under Learning Resources for p. 367) RB p. 367</p> <p>Written Work ✓“Literary Analysis” PB p. 123 ✓“Vocabulary Study” PB p. 124</p>
<p>Write</p>	<p><u>Continue Writing Project 9</u> ✓Writing Strategy: “Revise” WB pp. 244W-245W ✓“Revise a Business Letter” WW pp. 130</p>
<p>Reread the Selection</p>	<p><i>Siberian Survivors</i> RB pp. 356-354</p>
<p>Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 3 and 9, p. T354</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i></p>	<p>Oral Exercises ✓Listening/Speaking: Listen to a Report RB p. 368 ✓Writing and Grammar: Write to Compare Tigers (Study the Models and Add Sentences) RB p. 369 ✓2nd Vocabulary Practice RB p. 354 ✓2nd Fluency Practice (Focus on Intonation) RB pp. 632 & 647</p> <p>Written Work ✓ <i>Write on Your Own, RB p. 369</i> ✓ <i>Academic Vocabulary Review, PB p. 125</i></p>
<p>Write</p>	<p><u>Finish Writing Project 9</u> ✓Writing Strategy: “Edit and Proofread” WB pp. 246W-249W ✓“Edit and Proofread” WW pp. 131-133</p>
<p>Assessment <i>See T369a 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.OutsideNG.com Teaching Resources.</i></p>	<p>Selection 2 Test (review missed answers before beginning Selection 3) Fluency Assessment (RB p. 647)</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>Mireya Mayor: Explorer/Correspondent</i>
Build Background <i>Guided Instruction Required</i>	✓ See an Explorer in Action: View “Mireya Mayor: Mouse Lemurs and Diversity” video, www.INSIDE.NG (Teaching Resources/Digital Library/Level E/Unit5) ✓ Critical Viewing Guide PB p. 126 ✓ Connect: Team Brainstorm RB p. 370	
Language & Grammar	✓ Elaborate RB p. 371 ✓ Use Adverbs: “Practice Together,” and then “Try It!” RB p. 372 ✓ Share an Experience: Elaborate RB p. 373	
Prepare to Read <i>Teach/Model</i>	✓ Learn Key Vocabulary RB p. 374 ✓ Key Vocabulary PB pp. 127-128	✓ Reading Strategy: Visualize RB p. 375
Write	Begin Writing Project 10 ✓ Model Study: “Friendly Letter” ✓ “Analyze a Friendly Letter” WW p. 134 ✓ Write a Friendly Letter: Read WRITING PROMPT ✓ Writing Application: “Prewrite” WB pp. 252W-253W ✓ “Plan a Friendly Letter” WW pp. 135-136 ✓ Writing Application: “Draft” WB pp. 254W-255W ✓ “Draft a Friendly Letter” WW p. 137	
Read	<i>Mireya Mayor: Explorer/Correspondent</i> RB pp. 376-382	
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. 383	Written Work ✓ Vocabulary Review (Written Review) RB p. 383 ✓ Write About the Guiding Question RB p. 383 ✓ Selection Review PB p. 129

<i>Mireya Mayor: Explorer/Correspondent</i>		
<p>Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i></p>	<p>Oral Exercises ✓Literary Analysis: Use Text Features: Graphics RB p. 384 ✓Vocabulary Study: Use Context Clues: Jargon RB p. 385 ✓Listening/Speaking: Conduct Career Interviews RB p. 385</p>	<p>Written Work ✓“Literary Analysis” PB p. 130 ✓“Vocabulary Study” PB p. 131</p>
<p>Write</p>	<p><u>Continue Writing Project 10</u> ✓Writing Application: “Revise” WB pp. 256W-257W ✓“Revise a Friendly Letter” WW p. 138</p>	
<p>Reread the Selection</p>	<p><i>Mireya Mayor: Explorer/Correspondent</i> RB pp. 376-382</p>	
<p>Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 4 and 9, TE374</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i></p>	<p>Oral Exercises ✓Research/Speaking: Learn About Primates RB p. 386 ✓Writing and Grammar: Write About a Discovery (Study the Models and Add Sentences) RB p. 387 ✓2nd Vocabulary Practice RB p. 374 ✓2nd Fluency Practice (Focus on Expression) RB pp. 633 & 648</p>	<p>Written Work ✓ <i>Write on Your Own, RB p. 387</i> ✓ <i>Academic Vocabulary, PB p. 132</i></p>
<p>Write</p>	<p><u>Finish Writing Project 10</u> ✓Writing Application: “Edit and Proofread” WB pp. 258W-261W ✓“Edit and Proofread” WW pp. 139-141</p>	
<p>Assessment <i>See T387a-T387b 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 5 Test for Progress Monitoring) Fluency Assessment (RB p. 648)</p>	

UNIT WRAP-UP

RB=Reading Book PB=Practice Book

Compare Across Texts RB p. 388 <i>Guided Instruction Required</i>	Our Precious World: Unit 5 Wrap Up RB p. 389 <i>Guided Instruction Required</i>
➔ Compare Topics	➔ Reflect on Your Reading
<ul style="list-style-type: none"> ✓First, learn “How It Works” ✓Then “Practice Together” ✓Last, “Try It!” 	<ul style="list-style-type: none"> ✓To review “Focus on Genre: Text Features in Nonfiction,” choose a feature that was helpful to you in one of the selections and discuss it with a partner or the group. ✓Explain how you the “Reading Strategy: Visualize” will help you in the future.
	➔ Explore the Guiding Question
	<ul style="list-style-type: none"> ✓Choose one of the ways listed to explore the question, “What makes the environment so valuable?”
	<ul style="list-style-type: none"> ➔ Book Talk <i>(Refer to page T320d to enhance student discussion)</i> ✓Talk about the Unit Library book you chose. ✓Name any text features it had and one part you were able to visualize while reading. ✓What did your book teach you about the environment? ✓What did you like about the book? Would you recommend it to another student?
Vocabulary Review	
Unit 5: Academic and Key Vocabulary Review PB pp. 133-134	
Unit 5 Progress Monitoring Test 70% or better earns credit for Unit 5 (students may re-take test until they pass)	