

Inside E (Red)

Unit 6: “Conflict and Resolution” (2-4 weeks)

Reading and Language Book

Guiding Question: How can people overcome conflict?

Focus on Genre: Author’s Purpose and Word Choice

Focus on Vocabulary: Figurative Language: Simile, Metaphor, Personification, Idioms, Shades of Meaning

Language and Grammar:

◆ Functions

- Express Opinions
- Engage in Discussion
- Justify

◆ Grammar

- Complete Sentences
- Compound Sentences
- Complex Sentences

Reading Strategy: Make Inferences

Writing Book

Project 11: Character Sketch

Project 12: Literary Response

Leveled Library Extended Reading Choices (see pp. T389e-T389f)

TITLE	<i>I Will Plant You a Lilac Tree</i>	<i>The Other Side of the Sky</i>	<i>Navajo Code Talkers</i>
GENRE	Autobiography	Memoir	Expository Nonfiction
READING LEVEL	Lexile 730L	Lexile 850L	Lexile 1020L

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. T389f 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.

Conflict and Resolution: How can people overcome conflict? <i>(To launch unit theme, read aloud “Franklin, Edison Resolve School Fair Conflict” on p. R4 at end of book for “Critical Viewing” activity)</i>			
<p>➔ <i>Critical Viewing: View the picture & listen to a newspaper article about a conflict between two schools RB p. 390</i></p> <p>➔ <i>Discuss Conflict and Resolution: Read the Unit Title RB p. 391</i></p>		<p>✓ <i>Make a Mind Map PB p. 136</i></p>	
Focus on Genre		Focus on Vocabulary	
<p>➔ <i>Author’s Purpose and Word Choice</i></p>	<p>✓ <i>Learn “How It Works,” “Practice Together,” and then “Try It!” RB pp. 392-393</i></p>	<p>➔ <i>Go Beyond the Literal Meaning</i></p>	<p>✓ <i>Learn “How the Strategy Works,” “Practice Together,” and then “Try It!” RB pp. 394-395</i></p>
	<p><i>Now practice on your own! PB p. 137</i></p>		<p><i>Now practice on your own! 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>Nadia the Willful</i>	
Build Background <i>Guided Instruction Required</i>	<ul style="list-style-type: none"> ✓Connect: Anticipation Guide p. 396 ✓Bedouin Culture: View "Bedouin Culture" images, www.insideNG.com (Teaching Resources/Digital Resources/Level E/Unit6) ✓Critical Viewing Guide PB p. 139 		
Language & Grammar	<ul style="list-style-type: none"> ✓Express Opinions: Listen to the Song RB p. 397 ✓Use Complete Sentences: "Practice Together," and then "Try It!" RB p. 398 ✓What Do You Think: Express Opinions about Rico's problem RB p. 399 		
	<ul style="list-style-type: none"> ✓Learn Key Vocabulary RB p. 400 ✓Key Vocabulary PB pp. 140-141 	<ul style="list-style-type: none"> ✓Reading Strategy: Make Inferences RB p. 401 	
Write	<p><u>Begin Writing Project 11</u></p> <ul style="list-style-type: none"> ✓Model Study: "Character Sketch" WB pp. 262W-263W ✓"Analyze a Character Sketch" WW p. 142 ✓Writing Application: "Character Sketch Prewrite" WB pp. 264W-265W ✓"Plan a Character Sketch" WW pp. 143-144 		
Read	<p><i>Nadia the Willful</i> RB pp. 403-412 <i>"Quilt"</i> p. 413 & <i>"Chief Koruinka's Song"</i> p. 414</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. 415 	<p>Written Work</p> <ul style="list-style-type: none"> ✓Vocabulary Review (Written Review) RB p. 415 ✓Write About the Guiding Question RB p. 415 ✓Selection Review PB p. 142 	
Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i>	<p>Oral Exercises</p> <ul style="list-style-type: none"> ✓Literary Analysis: Evaluate Literature: Imagery RB p. 416 ✓Vocabulary Study: Simile, Metaphor, and Personification RB p. 417 ✓Literary Analysis: Evaluate Characters RB p. 417 	<p>Written Work</p> <ul style="list-style-type: none"> ✓"Literary Analysis" PB p. 143 ✓"Vocabulary Study" PB p. 144 	

<i>Nadia the Willful</i>			
Write	<p><u>Continue Writing Project 11</u> ✓Writing Application: “Draft” WB pp. 266W-267W ✓“Draft a Character Sketch” WW p. 145</p>		
Reread the Selection	<p><i>Nadia the Willful</i> RB pp. 403-412 “Quilt” p. 413 & “Chief Koruinka’s Song” p. 414</p>		
<p>Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 4 and 6, TE 400</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: 60%; vertical-align: top;"> <p>Oral Exercises ✓Literary Analysis: Interpret Metaphor RB p. 418 ✓Writing and Grammar: Write About Conflicts RB p. 419 ✓2nd Vocabulary Practice RB p. 400 ✓2nd Fluency Practice (Focus on Phrasing) RB pp. 632 & 649</p> </td> <td style="width: 40%; vertical-align: top;"> <p>Written Work ✓ <i>Write on Your Own, RB p. 419</i> ✓ <i>Academic Vocabulary Review, PB p. 145</i></p> </td> </tr> </table>	<p>Oral Exercises ✓Literary Analysis: Interpret Metaphor RB p. 418 ✓Writing and Grammar: Write About Conflicts RB p. 419 ✓2nd Vocabulary Practice RB p. 400 ✓2nd Fluency Practice (Focus on Phrasing) RB pp. 632 & 649</p>	<p>Written Work ✓ <i>Write on Your Own, RB p. 419</i> ✓ <i>Academic Vocabulary Review, PB p. 145</i></p>
<p>Oral Exercises ✓Literary Analysis: Interpret Metaphor RB p. 418 ✓Writing and Grammar: Write About Conflicts RB p. 419 ✓2nd Vocabulary Practice RB p. 400 ✓2nd Fluency Practice (Focus on Phrasing) RB pp. 632 & 649</p>	<p>Written Work ✓ <i>Write on Your Own, RB p. 419</i> ✓ <i>Academic Vocabulary Review, PB p. 145</i></p>		
Write	<p><u>Finish Writing Project 11</u> ✓Writing Application: “Revise” WB pp. 268W-269W ✓“Revise a Character Sketch” WW p. 146 ✓Writing Application: “Edit and proofread” WB pp. 270W-273W ✓“Edit and Proofread” WW pp. 147-149</p>		
<p>Assessment <i>See T419a 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. 649)</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>Passage to Freedom: The Sugihara Story</i>		
Build Background <i>Guided Instruction Required</i>	✓Overcoming Conflict: View "Chiune Sugihara: Making a Difference" video, www.OutsideNG (Teaching Resources/Digital Resources/Level E/Unit6) ✓Critical Viewing Guide PB p. 146 ✓Connect: Brainstorm RB p. 420	
Language & Grammar	✓Engage in Discussion RB p. 421 ✓Use Compound Sentences: "Practice Together," and then "Try It!" RB p. 422 ✓Share Your Ideas About Heroes: Engage in Discussion RB p. 423	
Prepare to Read <i>Teach/Model</i>	✓Learn Key Vocabulary RB p. 424 ✓Key Vocabulary PB pp. 147-148	✓Reading Strategy: Make Inferences RB p. 425
Write	<u>Begin Writing Project 12</u> ✓Model Study: "Literary Response" WB pp. 274W-275W ✓"Analyze a Literary Response" WW pp. 150-151 ✓Writing Trait: Development of Ideas" WB pp. 276W-279W ✓"Evaluate for Development of Ideas" WW pp. 152-153 ✓Writing Trait: "Raise the Score" WB pp. 280-283 ✓"Raise the Score" WW pp. 154-155	
Read	<i>Passage to Freedom: The Sugihara Story</i> RB pp. 426-440	
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. 441	Written Work ✓Vocabulary Review (Written Review) RB p. 441 ✓Write About the Guiding Question RB p. 441 ✓Selection Review PB p. 149
Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i>	Oral Exercises ✓Literary Analysis: Evaluate Historical Fiction RB p. 442 ✓Vocabulary Study: Idioms RB p. 443 ✓Research/Writing: Report on Lithuania RB p. 443	Written Work ✓"Literary Analysis" PB p. 150 ✓"Vocabulary Study" PB p. 151

<i>Passage to Freedom: The Sugihara Story</i>			
Write	<p><u>Continue Writing Project 12</u> ✓Writing Strategy: “Good Beginnings and Good Endings” WB pp. 284W-287W ✓“Write Good Beginnings and Endings” WW pp. 156-157</p>		
Reread the Selection	<i>Passage to Freedom: The Sugihara Story</i> RB pp. 426-440		
<p>Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 2 and 9, p. T424</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 ✓Writing/Speaking: Deliver and Oral Response to Literature RB p. 444 ✓Writing and Grammar: Write About a Heroic Action (Study the Models and Add Sentences) RB p. 445 ✓2nd Vocabulary Practice RB p. 424 ✓2nd Fluency Practice (Focus on Intonation) RB pp. 631 & 650</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Written Work ✓ <i>Write on Your Own</i>, RB p. 445 ✓ <i>Academic Vocabulary Review</i>, PB p. 152</p> </td> </tr> </table>	<p>Oral Exercises ✓Writing/Speaking: Deliver and Oral Response to Literature RB p. 444 ✓Writing and Grammar: Write About a Heroic Action (Study the Models and Add Sentences) RB p. 445 ✓2nd Vocabulary Practice RB p. 424 ✓2nd Fluency Practice (Focus on Intonation) RB pp. 631 & 650</p>	<p>Written Work ✓ <i>Write on Your Own</i>, RB p. 445 ✓ <i>Academic Vocabulary Review</i>, PB p. 152</p>
<p>Oral Exercises ✓Writing/Speaking: Deliver and Oral Response to Literature RB p. 444 ✓Writing and Grammar: Write About a Heroic Action (Study the Models and Add Sentences) RB p. 445 ✓2nd Vocabulary Practice RB p. 424 ✓2nd Fluency Practice (Focus on Intonation) RB pp. 631 & 650</p>	<p>Written Work ✓ <i>Write on Your Own</i>, RB p. 445 ✓ <i>Academic Vocabulary Review</i>, PB p. 152</p>		
Write	<p><u>Continue Writing Project 12</u> ✓Writing Strategy: “Explain and Support Your Ideas” WB pp. 288W-291W ✓“Explain and Support Your Ideas” WW p. 158-159</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. 650)</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>Zlata's Diary</i>	
Build Background <i>Guided Instruction Required</i>	✓Connect: Word Webs p. 446 ✓The Effects of War: View "Life During War" video, www.INSIDE.NG.COM (Teaching Resources/Digital Library/LevelE /Unit6) ✓Critical Viewing Guide PB p. 153	
Language & Grammar	✓Justify: Listen and think about the reason RB p. 447 ✓Use Complex Sentences: "Practice Together," and then "Try It!" RB p. 448 ✓What's Your Position: Justify RB p. 449	
Prepare to Read <i>Teach/Model</i>	✓Learn Key Vocabulary RB p. 450 ✓Key Vocabulary PB pp. 154-155	✓Reading Strategy: Make Inferences RB p. 451
Write	<u>Continue Writing Project 12</u> ✓Write a Literary Response: Read WRITING PROMPT WB p. 292W ✓Writing Application: "Prewrite" WB pp. 292W-293W ✓"Plan a Literary Response" WW p. 160-161	
Read	<i>Zlata's Diary</i> pp. 452-459 & "Last Night I had the Strangest Dream" p. 460	
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. 461	Written Work ✓Vocabulary Review (Written Review) RB p. 461 ✓Write About the Guiding Question RB p. 461 ✓Selection Review PB p. 156

	<i>Zlata's Diary</i>	
Connect Across the Curriculum <i>Small Groups Recommended for Oral Exercises</i>	Oral Exercises ✓Literary Analysis: Evaluate Literature: Word Choice RB p. 462 ✓Vocabulary Study: Shades of Meaning and Word Choice RB p. 463	Written Work ✓“Literary Analysis” PB p. 157 ✓“Vocabulary Study” PB p. 158
Write	<u>Continue Writing Project 12</u> ✓Writing Application: “Draft” WB pp. 294W-295W ✓“Draft a Literary Response” WW pp. 162-163 ✓Writing Application: “Revise” WB pp. 296W-297W ✓“Revise a Literary Response” WW p. 164	
Reread the Selection	<i>Zlata's Diary</i> pp. 452-459 & “ <i>Last Night I had the Strangest Dream</i> ” p. 460	
Connect Across the Curriculum continued <i>Small Groups Recommended for Oral Exercises</i> <i>Use Vocabulary Routines 9 and 7, TE450</i> <i>See Assessment Handbook T16-T18 re: Fluency Assessment</i>	Oral Exercises ✓Literary Analysis: Analyze Song Lyrics RB p. 464 ✓Writing and Grammar: Write About Your Opinion (Study the Models) RB p. 465 ✓2nd Vocabulary Practice RB p. 450 ✓2nd Fluency Practice (Focus on Expression) RB pp. 633 & 651	Written Work ✓ <i>Write on Your Own</i> , RB p. 465 ✓ <i>Academic Vocabulary</i> , PB p. 132
Write	<u>Finish Writing Project 12</u> ✓Writing Application: “Edit and Proofread” WB pp. 298W-301W ✓“Edit and Proofread” WW pp. 165-167 ✓Now, edit and proofread <i>your</i> essay ✓Writing Application: “Publish, Share, and Reflect” WB pp. 302W-303W ✓“Publish, Share and Reflect” WW pp. 168-169	
Assessment <i>See T465a-T465b 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. 651)	

UNIT WRAP-UP

RB=Reading Book PB=Practice Book

<p align="center">Compare Across Texts RB p. 466 <i>Guided Instruction Required</i></p>	<p align="center">Conflict and Resolution: Unit 6 Wrap Up RB p. 467 <i>Guided Instruction Required</i></p>
<p>➔ Compare Themes</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,” list words and phrases from a selection from this unit that show why the author wrote that selection. Trade lists with a partner and explain. 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, “How can people overcome conflict?”</p>
	<p>➔ Book Talk <i>(Refer to page T389f to enhance student discussion)</i></p> <p>✓Talk about the Unit Library book you chose. ✓Tell about the author’s purpose and some examples of words that support that purpose. ✓What did your book teach you about people in conflict? ✓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>	