

**Edge C / Unit 5: MOMENT OF TRUTH**  
**Cluster 1 (Week 1)**  
**Teaching Guide**

<b>Time</b>	<b>Pages</b> RB=Reading Book PB=Practice Book	<b>Activities</b>
45 min.		<p>TAKE UNIT A TEST</p> <p>Read over research papers while students are testing. Determine if any additional feedback for revision (using the “Organization” Rubric) and/or editing advice is needed. If possible, return drafts to select students for a second round of revision/editing at the end of the test.</p>
20 min.	438-441 RB	<p>HOW TO READ (Short Stories)</p> <p>Introduce genre</p> <p>Focus on Demo Text: “The Letter”</p> <p>Connect reading to your life</p> <ul style="list-style-type: none"> <li>• Imagine another likely scene from Lia’s life; make a list of possible events.</li> <li>• Understand “key incidents” in our lives</li> </ul> <p>Your job as a reader</p> <ul style="list-style-type: none"> <li>• Recognize <b>flashbacks</b></li> </ul> <p>Unpack the thinking process</p> <ul style="list-style-type: none"> <li>• Plot Structure <ul style="list-style-type: none"> <li>○ Exposition</li> <li>○ Conflict</li> <li>○ Rising Action (complications)</li> <li>○ Climax</li> <li>○ Falling Action</li> <li>○ Resolution</li> </ul> </li> <li>• Plot Devices <ul style="list-style-type: none"> <li>○ Abrupt change in setting, characters or situation signals a flashback</li> </ul> </li> </ul> <p>Try an Experiment</p> <ul style="list-style-type: none"> <li>• Create a story from the past for one of the other characters in the story: Lia’s mom, dad, Justin or Ms. Saxson. Have the story show what influences the character to be generous to Lia.</li> </ul>
5 min.		Donut Break!

Time	Pages RB=Reading Book PB=Practice Book	Activities
5 min.	442 RB	<b>PREPARE TO READ</b> Back to the Essential Question <ul style="list-style-type: none"> <li>• Cluster Focus: <i>Find out how people’s values differ.</i></li> <li>• Make a Connection (Anticipation Guide)</li> </ul>
15 min.	442 RB  160-61 PB	<b>PREPARE TO READ, cont’d</b> Learn Key Vocabulary <ul style="list-style-type: none"> <li>• Pronounce</li> <li>• Use Rating Scale to rate knowledge (first step in PB)</li> <li>• Explain</li> <li>• Practice the Words (if time)</li> <li>• Assign pp. 160-61 in PB for homework</li> </ul>
15 min.	443 RB  162-63 PB	<b>BEFORE READING</b> Teach strategies <ul style="list-style-type: none"> <li>• Plot Structure               <ul style="list-style-type: none"> <li>○ Look Into the Text</li> <li>○ Do p. 162 PB</li> </ul> </li> <li>• Make Connections               <ul style="list-style-type: none"> <li>○ How to Make Connections</li> <li>○ Do p. 163 PB</li> </ul> </li> </ul>
25 min.	444-56 RB	<b>READ</b> Build Background <ul style="list-style-type: none"> <li>• Read about The Writer and His Experiences               <ul style="list-style-type: none"> <li>○ Historical Background</li> <li>○ Connect with Author’s Life</li> </ul> </li> </ul> Read “Say It with Flowers” <ul style="list-style-type: none"> <li>• Reading Support</li> <li>• Chunking the Text</li> <li>• Monitor Comprehension</li> <li>• Discuss “ANALYZE Say It with Flowers” Questions</li> </ul>
5 min.	456 RB	<b>BEFORE READING</b> Teach strategies <ul style="list-style-type: none"> <li>• Figurative Language: Metaphor and Extended Metaphor               <ul style="list-style-type: none"> <li>○ Look Into the Text</li> </ul> </li> <li>• Make Connections               <ul style="list-style-type: none"> <li>○ How to Make Connections</li> </ul> </li> </ul>