Milestones C

Texas Lesson Planner
with TEKS/ELPS and ELAR Standards Correlations

Heinle, a part of Cengage Learning
http://elt.heinle.com
Day 1
Student Book pages 2-3

- **Pre-Assess** 15 MIN. Ask students questions to assess their understanding of the unit’s theme, vocabulary terms, and grammar topics.  
  ELPS: 1.A.1

- **Explore the Theme** (p. 3) 10 MIN. Have students brainstorm responses to the questions.  
  ELPS: 1.E.3

- **Theme Activity** (p. 3) 5 MIN. Work on the activity together as a class and discuss how it relates to the theme.  
  ELPS: 3.E.1, 3.G.1, 3.I.2

- **Chapter Focus Question** (p. 4) 20 MIN. Ask students to think about possible answers to the question.  
  ELPS: 4.D.1, 4.J.1

- **Objectives** (p. 4) 5 MIN. Present the chapter objectives.  
  ELPS: 8.2B

Day 2
Student Book pages 4-6

- **Review** 5 MIN. Write on the Board: Do you speak the same language at home and in school?  
  ELPS: 4.F.10

- **About the Reading** (p. 4) 5 MIN. Preview Making Connections.  
  ELPS: 4.F.5

- **Build Background** (p. 5) 10 MIN. Provide background information about migrant workers in the 1930s.  
  ELPS: 1.A.1, 3.E.1

- **Use Prior Knowledge** (p. 5) 15 MIN. Activate prior knowledge by having students talk about what they like to read.  
  ELPS: 4.F.3

- **Vocabulary from the Reading** (p. 6) 20 MIN. Introduce words that appear in Making Connections.  
  ELPS: 5.B.2

- **Homework** Assign Workbook page 29.  
  ELPS: 8.2A

Day 3
Student Book pages 7-8

- **Review** 10 MIN. Check homework. Review the vocabulary.  
  ELPS: 1.E.3, 4.F.3, 5.B.2

- **Academic Vocabulary** (p. 7) 10 MIN. Introduce vocabulary for the Reading Strategy.  
  ELPS: 8.2A

- **Reading Strategy** (p. 7) 15 MIN. Introduce the strategy of relating your own experiences to a reading.  
  ELPS: 4.J.1

- **Text Genre** (p. 8) 15 MIN. Discuss with students the characteristics of an autobiographical short story.  
  ELPS: 4.D.1

- **Meet the Author** (p. 8) 5 MIN. Share background information about the author.  
  ELPS: 4.F.5

- **Homework** Assign Workbook page 30.  
  ELPS: 4.J.1
Day 4
Student Book pages 8-17

- **Review** 10 MIN. Check homework. Review the reading strategy.
- **Reading Focus Questions** (p. 8) 10 MIN. Have students preview the reading and predict the answers to the questions.
- **Reading Selection** (pp. 9-17) 35 MIN. Have students begin reading the selection. Encourage them to use the Reading Strategy and to answer the Reading Check questions as they read. Refer them back to Vocabulary from the Reading section when they encounter Key Vocabulary words.
- **Homework** Assign Workbook page 31.

Day 5
Student Book pages 9-18

- **Review** 10 MIN. Check homework. Review the text genre.
- **Reading Selection** (pp. 9-17) 30 MIN. Review what students read the previous day. Then have them continue reading the selection. Remind them to use the Reading Strategy and to answer the Reading Check questions. Discuss how the images relate to the reading.
- **Apply the Reading Strategy** (p. 18) 15 MIN. Have students refer back to the reading in order to relate their own experiences to Making Connections.
- **Homework** Assign Workbook page 32.

Day 6
Student Book pages 18-19

- **Review** 10 MIN. Check homework. Review the reading.
- **Academic Vocabulary** (p. 18) 10 MIN. Introduce vocabulary for the Reading Comprehension Questions.
- **Reading Comprehension Questions** (p. 19) 20 MIN. Have students answer the questions individually or with a partner.
- **Literary Element** (p. 19) 15 MIN. Present First-Person Narrative. Have students identify examples in the reading.
- **Homework** Assign Workbook page 33.

Day 7
Student Book pages 20-21

- **Review** 5 MIN. Check homework. Review the literary element.
- **About the Reading** (p. 20) 5 MIN. Preview Words Around the World.
- **Build Background** (p. 20) 10 MIN. Provide background information about loanwords.
- **Vocabulary from the Reading** (p. 20) 15 MIN. Introduce words that appear in Words Around the World.
- **Reading Strategy** (p. 21) 10 MIN. Introduce the strategy of relating your own experiences to a reading.
- **Text Genre** (p. 21) 5 MIN. Discuss with students the characteristics of a magazine article.
- **Meet the Author** (p. 21) 5 MIN. Share background information about the author.
- **Homework** Assign Workbook pages 34-36

Day 8
Student Book pages 21-27

- **Review** 10 MIN. Check homework. Review the vocabulary, reading strategy, and text genre.
- **Reading Focus Questions** (p. 21) 5 MIN. Have students preview the reading and predict the answers to the questions.
- **Reading Selection** (pp. 22-26) 25 MIN. Have students read the selection. Encourage them to use the Reading Strategy and to answer the Reading Check questions as they read. Refer them back to Vocabulary from the Reading section when they encounter Key Vocabulary words.

- **Reading Comprehension Questions** (p. 27) 15 MIN. Have students answer the questions individually or with a partner.

- **Homework** Assign Workbook page 37.

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### Day 9

**Student Book pages 27-28**

- **Review** 10 MIN. Check homework. Review the reading.
- **Spelling** (Workbook p. 38) 5 MIN. Present words with the same sounds but different spellings. Have students complete the activities.
- **Writing Conventions** (Workbook p. 39) 5 MIN. Present how to use quotation marks to refer to a word. Have students complete the activities.
- **Connect Readings 1 and 2** (p. 27) 15 MIN. Encourage students to think about how the readings in this chapter are similar and different.
- **Listening and Speaking** (p. 28) 15 MIN. Have students work together to discuss the readings. Present the Phrases for Conversation and encourage students to use them in the activity.
- **Reading Fluency** (p. 28) 5 MIN. Help students build their reading fluency by guiding them in reading to scan.
- **Homework** Assign Workbook pages 38-39.

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### Day 10

**Student Book pages 29-33**

- **Review** 10 MIN. Check homework. Review the spelling rule and writing convention.
- **Vocabulary Development** (p. 29) 10 MIN. Present Greek and Latin root words. Have students complete the activities.
- **Grammar** (pp. 30-31) 25 MIN. Present subject-verb agreement in the simple present tense. Have students complete the activities.
- **Writing Assignment** (pp. 32-33) 10 MIN. Read the prompt about writing a personal narrative. Have students read the student model aloud or silently. Then guide them through steps 1 and 2 to write their own personal narratives.
- **Homework** Assign Workbook pages 40-42 and Grammar Expansion (Workbook 43-44).

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### Day 11

**Student Book pages 32-35**

- **Review** 10 MIN. Check homework. Review the writing assignment.
- **Writing Assignment** (pp. 32-33) 20 MIN. Review students’ work from the previous day. Guide them through the steps to finish the assignment. Have them use the Writing Checklist to edit their writing.
- **Writing Support** (p. 33) 5 MIN. Introduce the capitalization of proper nouns and adjectives. Have students look for proper nouns and adjectives in their own writing.
- **Progress Check** (p. 28) 10 MIN. Have students answer the skills assessment questions found in the Progress Check. Refer them to the pages to review if necessary.
- **Assessment Practice** (p. 29) 10 MIN. The Assessment Practice prepares students for taking chapter quizzes. Administer the practice individually or as a class.
- **Homework** Assign Workbook pages 45-48. Have students study for the Chapter Quiz.

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### Day 12

**Assessment Book pages 7-10**

- **Review** 10 MIN. Check homework. Review the writing assignment.
Chapter Quiz (Assessment Book pp. 7-10) 45 MIN. Administer the Unit 1 Chapter 1 Quiz, Assessment Book pages 7-10. ELPS: 4.G.3
Unit 1 Language
Chapter 2

Chapter Materials
Teacher’s Edition Staff Development Handbook pages Txxi-Tliv; English Spanish Cognates/False Cognates pages Tlv-Tlvi Teacher’s Resource Book and Teacher’s Resource CD-ROM Graphic Organizers: Word Web, Two-Column Chart, Vocabulary Log, Wrd Squares, Venn Diagram, KWL Chart, Reading Log; English-Spanish Cognates/False Cognates; Workbook Answer Key; Presentation Tool: Unit 1, Chapter 2; ExamView Assessment: Unit 1, Chapter 2 Quiz; ExamView Assessment Unit 1 Test; Rubrics: Rubric for Speaking Assessment, Rubric for Writing Assessment, Rubric for Writing On Demand
Assessment Book Unit 1, Chapter 2 Quiz; Unit 1 Test MilestonesTracker Unit 1, Chapter 2
Audio Program CD 1, Tracks 4-5
Student Book Unit 1, Chapter 2, pages 36-61; Unit 1 Apply & Extend, pages 62-68; Unit 1 Milestones to Achievement, pages 69-71
Workbook Unit 1, Chapter 2, pages 49-68
Independent Practice CD-ROM Unit 1, Chapter 2
Heinle Reading Library A Tale of Two Cities by Charles Dickens Website http://elt.heinle.com/milestones/
Online Professional Development http://elt.heinle.com/milestonesopd/tx
Milestones C Graphic Reader

Day 13
Student Book pages 36-37

- **Review** 15 MIN. Review Chapter 1.
- **Chapter Focus Question** (p. 36) 5 MIN. Ask students to think about possible answers to the question. ELPS: 4.J.1
- **Objectives** (p. 36) 5 MIN. Present the chapter objectives. ELAR: 8.26B
- **About the Reading** (p. 36) 5 MIN. Preview Mathematically Speaking. ELPS: 4.F.5
- **Build Background** (p. 37) 10 MIN. Provide background information about the language of fractions. ELPS: 4.F.5
- **Use Prior Knowledge** (p. 37) 15 MIN. Activate prior knowledge by having students match signs and symbols. ELPS: 1.A.1
- **Homework** Assign Workbook page 49. ELAR: 8.28

Day 14
Student Book pages 38-40

- **Review** 10 MIN. Check homework. Review the vocabulary. ELPS: 1.E.4, 4.F.3
- **Vocabulary from the Reading** (p. 38) 15 MIN. Introduce words that appear in Mathematically Speaking. ELAR: 8.2B
- **Academic Vocabulary** (p. 39) 10 MIN. Introduce vocabulary for the reading strategy. ELPS: 1.E.4, 4.F.3, 5.B.2
- **Reading Strategy** (p. 39) 10 MIN. Introduce the strategy of recognizing textbook features while reading. ELAR: 8.2B
- **Text Genre** (p. 40) 10 MIN. Discuss with students the characteristics of Textbook. ELPS: 4.D.1
- **Homework** Assign Workbook page 50. ELAR: 8.10A, 8.12B

Day 15
Student Book pages 40-45

- **Review** 10 MIN. Check homework. Review the reading strategy and text genre. ELPS: 4.G.3
- **Reading Focus Questions** (p. 40) 10 MIN. Have students preview the reading and predict the answers to the questions. ELAR: 8.9
- **Reading Selection** (pp. 41-45) 35 MIN. Have students begin reading the selection. Encourage them to use the Reading Strategy and to answer the Reading Check questions as they read. Refer them back to Vocabulary from the Reading section when they encounter Key Vocabulary words. ELPS: 4.F.6
- **Homework** Assign Workbook page 51. ELAR: 8.1

ELPS: 5.B.2
Day 16
Student Book pages 41-46
- **Review** 10 MIN. Read the Reading Focus Questions again.
- **Reading Selection** (pp. 41-45) 30 MIN. Review what students read the previous day. Then have them continue reading the selection. Remind them to use the Reading Strategy and to answer the Reading Check questions. Discuss how the images relate to the reading.
- **Apply the Reading Strategy** (p. 46) 15 MIN. Have students refer back to the reading in order to recognize textbook features in Mathematically Speaking.
- **Homework** Assign Workbook page 52.

Day 17
Student Book pages 46-47
- **Review** 10 MIN. Check homework. Review the reading.
- **Academic Vocabulary** (p. 46) 10 MIN. Introduce vocabulary for the Reading Comprehension Questions.
- **Reading Comprehension Questions** (p. 47) 20 MIN. Have students answer the questions individually or with a partner.
- **Text Element** (p. 47) 15 MIN. Present visual aids. Have students identify examples in the reading.
- **Homework** Assign Workbook page 52.

Day 18
Student Book pages 48-49
- **Review** 5 MIN. Check homework. Review the vocabulary, reading strategy, and text genre.
- **About the Readings** (p. 48) 5 MIN. Preview The Mosaic of English.
- **Build Background** (p. 48) 10 MIN. Provide background information about mosaics.
- **Vocabulary from the Reading** (p. 48) 15 MIN. Introduce words that appear in The Mosaic of English.
- **Reading Strategy** (p. 49) 10 MIN. Introduce the strategy of reading poetry in sentences while reading.
- **Text Genre** (p. 49) 5 MIN. Discuss with students the characteristics of lyric poems.
- **Meet the Author** (p. 49) 5 MIN. Share background information about the author.
- **Homework** Assign Workbook pages 54-56.

Day 19
Student Book pages 49-53
- **Review** 10 MIN. Check homework. Review the vocabulary, reading strategy, and text genre.
- **Reading Focus Questions** (p. 49) 5 MIN. Have students preview the reading and predict the answers to the questions.
- **Reading Selection** (pp. 50-52) 25 MIN. Have students read the selection. Encourage them to use the Reading Strategy and to answer the Reading Check questions as they read. Refer them back to Vocabulary from the Reading section when they encounter Key Vocabulary words.
- **Reading Comprehension Questions** (p. 53) 15 MIN. Have students answer the questions individually or with a partner.
- **Homework** Assign Workbook page 57.

Day 20
Student Book pages 53-55
Review 10 MIN. Check homework. Review the reading.

Spelling (Workbook p. 58) 5 MIN. Present words with the same sounds but different spellings. Have students complete the activities.

Writing Conventions (Workbook p. 59) 5 MIN. Present quoting poetry. Have students complete the activities.

Connect Readings 1 and 2 (p. 53) 15 MIN. Encourage students to think about how the readings in this chapter are similar and different.

Listening and Speaking (p. 54) 15 MIN. Have students work together to recite a poem. Present the Phrases for Conversation and encourage students to use them in the activity.

Reading Fluency (p. 54-55) 5 MIN. Help students build their reading fluency by guiding them in repeated reading.

Writing Conventions (Workbook p. 59) 5 MIN. Present quoting poetry. Have students complete the activities.

ELPS: 5.C.1
ELAR: 8.20B

Homework Assign Workbook pages 58-59.

Day 21
Student Book pages 55-59

Review 10 MIN. Check homework. Review the spelling rule and writing convention.

Vocabulary Development (p. 55) 10 MIN. Present figurative language. Have students complete the activity.

Grammar (pp. 56-57) 25 MIN. Present noun-pronoun agreement and the simple past tense. Have students complete the activities.

Writing Assignment (pp. 58-59) 10 MIN. Read the prompt about writing a poem about something important to the students. Have students read the student model aloud or silently. Then guide them through steps 1 and 2 to write their own poem.

Homework Assign Workbook pages 60-62 and Grammar Expansion (Workbook pages 63-64).

Day 22
Student Book pages 58-61

Review 5 MIN. Check homework. Review the vocabulary development and grammar.

Writing Assignment (pp. 58-59) 20 MIN. Review students' work from the previous day. Guide them through the steps to finish the assignment. Have them use the Writing Checklist to edit their writing.

Writing Support (p. 59) 5 MIN. Introduce apostrophes and possessive nouns, adjectives, and pronouns. Have students look for apostrophes and possessive nouns, adjectives, and pronouns in their own writing.

Progress Check (p. 60) 15 MIN. Have students answer the skills assessment questions found in the Progress Check. Refer them to the pages to review if necessary.

Assessment Practice (p. 61) 10 MIN. The Assessment Practice prepares students for taking chapter quizzes. Administer the practice individually or as a class.

Homework Assign Workbook pages 65-68. Have students study for the Chapter Quiz.

Day 23
Assessment Book pages 11-14

Review 10 MIN. Check homework. Review the writing assignment.

Chapter Quiz (Assessment Book pp. 11-14) 45 MIN. Administer the Unit 1 Chapter 2 Quiz, Assessment Book pages 11-14.

Day 24
Student Book pages 62-63

Listening and Speaking Workshop (pp. 62-63) 55 MIN. Guide students through the steps to make a presentation about word origins.

ELPS: 2.I.5, 3.F.1, 3.H.3
ELAR: 8.2A, 8.26A, 8.28
Day 25
Student Book pages 63-65

- **Media Workshop (p. 63) 25 MIN.** Present information to help students analyze persuasive language in advertisements. Have them complete the activity.  
  ELPS: 2.I.2, 3.I.1, 3.J.2

- **Writing Workshop (pp. 64-65) 30 MIN.** Read the prompt about writing a response to literature. Have students read the model aloud or silently. Then guide them through pre-writing preparation and writing a draft.  
  ELAR: 8.14A, 8.14B, 8.17C

- **Homework** Have students who didn’t finish prewriting and drafting in class do it as homework.

Day 26
Student Book pages 64-66

- **Writing Workshop (pp. 64-65) 55 MIN.** Review students’ work from the previous day. Guide them through the steps to revise, edit, and publish their writing. Remind them to use the checklists to make their response to literature essay better.  
  ELPS: 1.E.4, 5.F.2, 5.G.3  
  ELAR: 8.14C, 8.14D, 8.17C

Day 27
Student Book pages 67-68

- **Projects (p. 67) 55 MIN.** Projects require students to integrate and apply the new skills learned in the unit. Read each project aloud and have students choose one to work on.  
  ELPS: 3.E.1, 3.G.1, I.E.3, I.E.4, I.G.2  
  ELAR: 8.28

- **Independent Reading (p. 68)** Encourage students to read one or more of the listed books independently.  

- **Homework** Have students work on their Projects as homework, if necessary.

Day 28
Student Book pages 67, 69

- **Projects (p. 67) 10 MIN.** Have students finish their projects and present them to the class.  
  ELPS: 3.E.1, 3.G.1, I.E.3, I.E.4, I.G.2  
  ELAR: 8.28

- **Milestones to Achievement: Writing (p. 69) 45 MIN.** Have students read “Bilingual Brothers” and answer the questions.  
  ELAR: 8.14C, 8.14D

Day 29
Student Book pages 70-71

- **Review** 15 MIN. In small groups, have students list major topics from the unit. Ask students to choose three points that they are least clear on and would like to review. Choose points to reteach to the class.  
  ELPS: 5.D.2, 5.G.1

- **Milestones to Achievement: Reading (pp. 70-71) 40 MIN.** Have students read “The History of English” individually. Then have them answer the questions about the reading.  
  ELAR: 8.2A, 8.10A

- **Homework** Have students study for the Unit Test.

Day 30
Assessment Book pages 15-22

- **Unit Test (Assessment Book pp. 15-22) 55 MIN.** Administer the Unit 1 Test, Assessment Book pages 15-22.  
  ELPS: 4.G.3
Unit 2 Transitions
Chapter 1

Chapter Materials
Teacher's Edition Staff Development Handbook pages Txxi-Tliv; English Spanish Cognates/False Cognates pages Tlv-Tlvi
Teacher's Resource Book and Teacher's Resource CD-ROM Graphic Organizers: Cluster Map; English-Spanish Cognates/False Cognates; Workbook Answer Key; Presentation Tool: Unit 2, Chapter 1; ExamView Assessment: Unit 2, Chapter 1 Quiz
Assessment Book Unit 2, Chapter 1 Quiz
MilestonesTracker Unit 2, Chapter 1
Audio Program CD 1, Tracks 6-7
Student Book Unit 2, Chapter 1, pages 72-99; Milestones Handbook, pages 429-469
Workbook Unit 2, Chapter 1, pages 69-88
Independent Practice CD-ROM Unit 2, Chapter 1
Heinle Reading Library Great Expectations by Charles Dickens
Website http://elt.heinle.com/milestones/
Online Professional Development http://elt.heinle.com/milestonesopd/tx
Milestones C Graphic Reader

Day 1
Student Book pages 72-74
- Pre-Assess 15 MIN. Ask students questions to assess their understanding of the unit’s theme, vocabulary terms, and grammar topics. ELPS: 1.A.1
- Explore the Theme (p. 73) 10 MIN. Have students brainstorm responses to the questions. ELPS: 3.J.1
- Theme Activity (p. 73) 5 MIN. Work on the activity together as a class and discuss how it relates to the theme. ELPS: 3.E.1, 3.H.3
- Chapter Focus Question (p. 74) 20 MIN. Ask students to think about possible answers to the question. ELPS: 4.D.1, 4.J.1
- Objectives (p. 74) 5 MIN. Present the chapter objectives. ELPS: 8.2B

Day 2
Student Book pages 74-76
- Review 5 MIN. Write on the Board: How have you changed over the Summer? ELPS: 4.F.10
- About the Reading (p. 74) 5 MIN. Preview Behind the Mountains. ELPS: 4.F.5
- Build Background (p. 75) 10 MIN. Provide background information about Haiti. ELPS: 1.A.1, 3.E.1
- Use Prior Knowledge (p. 75) 15 MIN. Activate prior knowledge by having students understand proverbs. ELPS: 8.28
- Vocabulary from the Reading (p. 76) 20 MIN. Introduce words that appear in Behind the Mountains. ELPS: 4.F.3
- Homework Assign Workbook page 69. ELPS: 5.B.2

Day 3
Student Book pages 77-78
- Academic Vocabulary (p. 77) 10 MIN. Introduce vocabulary for the Reading Strategy. ELPS: 8.2B
- Reading Strategy (p. 77) 15 MIN. Introduce the strategy of identifying main ideas while reading. ELPS: 4.I.1
- Text Genre (p. 78) 15 MIN. Discuss with students the characteristics of a novel. ELPS: 8.4A, 8.6
- Meet the Author (p. 78) 5 MIN. Share background information about the author. ELPS: 4.F.5
- Homework Assign Workbook page 70. ELPS: 4.I.1

Day 4
Student Book pages 78-83

- **Review** 10 MIN. Check homework. Review the reading strategy.
- **Reading Focus Questions** (p. 78) 10 MIN. Have students preview the reading and predict the answers to the questions.
- **Reading Selection** (pp. 79-83) 35 MIN. Have students begin reading the selection. Encourage them to use the Reading Strategy and to answer the Reading Check questions as they read. Refer them back to Vocabulary from the Reading section when they encounter Key Vocabulary words.
- **Homework** Assign Workbook page 71.

Day 5

Student Book pages 79-84

- **Review** 10 MIN. Check homework. Review the text genre.
- **Reading Selection** (pp. 79-83) 30 MIN. Review what students read the previous day. Then have them continue reading the selection. Remind them to use the Reading Strategy and to answer the Reading Check questions. Discuss how the images relate to the reading.
- **Apply the Reading Strategy** (p. 84) 15 MIN. Have students refer back to the reading in order to identify main ideas in *Behind the Mountains*.
- **Homework** Assign Workbook page 72.

Day 6

Student Book pages 84-85

- **Review** 10 MIN. Check homework. Review the reading.
- **Academic Vocabulary** (p. 84) 10 MIN. Introduce vocabulary for the Reading Comprehension Questions.
- **Reading Comprehension Questions** (p. 85) 20 MIN. Have students answer the questions individually or with a partner.
- **Literary Element** (p. 85) 15 MIN. Present the concept of tone. Have students identify examples in the reading.
- **Homework** Assign Workbook page 73.

Day 7

Student Book pages 86-87

- **Review** 5 MIN. Check homework. Review the literary element.
- **About the Reading** (p. 86) 5 MIN. Preview “Changes of State Are Physical Changes.”
- **Build Background** (p. 86) 10 MIN. Provide background information about What is matter?
- **Vocabulary from the Reading** (p. 86) 15 MIN. Introduce words that appear in “Changes of State Are Physical Changes.”
- **Reading Strategy** (p. 87) 10 MIN. Introduce the strategy of identifying cause and effect while reading.
- **Text Genre** (p. 87) 10 MIN. Discuss with students the characteristics of a science textbook, an informational text.
- **Homework** Assign Workbook pages 74-76.

Day 8

Student Book pages 87-90

- **Review** 10 MIN. Check homework. Review the vocabulary, reading strategy, and text genre.
- **Reading Focus Questions** (p. 87) 5 MIN. Have students preview the reading and predict the answers to the questions.
- **Reading Selection** (pp. 88-90) 25 MIN. Have students read the selection. Encourage them to use the Reading Strategy and to answer the Reading Check questions as they read. Refer them back to Vocabulary from the Reading section when they encounter Key Vocabulary words.
- **Reading Comprehension Questions** (p. 91) 15 MIN. Have students answer the questions individually or with a partner.

- **Homework** Assign Workbook page 77.

### Day 9

**Student Book pages 91-93**

- **Review** 10 MIN. Check homework. Review the reading.
- **Spelling** (Workbook p. 78) 5 MIN. Present regular past tense verbs. Have students complete the activities.
- **Writing Conventions** (Workbook p. 79) 5 MIN. Present spelling abbreviations of weights, measures, and temperatures. Have students complete the activities.
- **Connect Readings 1 and 2** (p. 91) 15 MIN. Encourage students to think about how the readings in this chapter are similar and different.
- **Listening and Speaking** (p. 92) 15 MIN. Have students work together to tell a story about a time of transition. Present the Phrases for Conversation and encourage students to use them in the activity.
- **Reading Fluency** (p. 93) 5 MIN. Help students build their reading fluency by guiding them in reading words in chunks.
- **Homework** Assign Workbook pages 77.

### Day 10

**Student Book pages 93-97**

- **Review** 10 MIN. Check homework. Review the spelling rule and writing conventions.
- **Vocabulary Development** (p. 93) 10 MIN. Present words with multiple meanings. Have students complete the activity.
- **Grammar** (pp. 94-95) 25 MIN. Present the present progressive tense and the past progressive tense. Have students complete the activities.
- **Writing Assignment** (pp. 96-97) 10 MIN. Read the prompt about writing a descriptive essay. Have students read the student model aloud or silently. Then guide them through steps 1-2 to write their own descriptive essay.
- **Homework** Assign Workbook pages 80-82 and Grammar Expansion (Workbook 83-84).

### Day 11

**Student Book pages 96-99**

- **Review** 10 MIN. Check homework. Review the writing assignment.
- **Writing Assignment** (pp. 96-97) 20 MIN. Review students’ work from the previous day. Guide them through the steps to finish the assignment. Have them use the Writing Checklist to edit their writing.
- **Writing Support** (p. 97) 5 MIN. Introduce hyphens and dashes. Have students look for hyphens and dashes in their own writing.
- **Progress Check** (p. 98) 10 MIN. Have students answer the skills assessment questions found in the Progress Check. Refer them to the pages to review if necessary.
- **Assessment Practice** (p. 99) 10 MIN. The Assessment Practice prepares students for taking chapter quizzes. Administer the practice individually or as a class.
- **Homework** Assign Workbook pages 85-88. Have students study for the Chapter Quiz.

### Day 12

**Assessment Book pages 23-27**

- **Review** 10 MIN. Check homework. Review the writing assignment.
- **Chapter Quiz** (Assessment Book pp. 23-27) 45 MIN. Administer the Unit 2 Chapter 1 Quiz, Assessment Book pages 23-27.
Unit 2 Transitions
Chapter 2

Chapter Materials
Teacher's Edition Staff Development Handbook pages Txxi-Tliv; English Spanish Cognates/False Cognates pages Tlv-Tlvi
Teacher's Resource Book and Teacher's Resource CD-ROM Graphic Organizers: Word Squares, Vocabulary Log, Cluster Map, Outline, Word Web, Venn Diagram; English-Spanish Cognates/False Cognates; Workbook Answer Key; Presentation Tool: Unit 2, Chapter 2; ExamView Assessment: Unit 2, Chapter 2 Quiz; ExamView Assessment Unit 2 Test; Rubrics: Rubric for Speaking Assessment, Rubric for Reading Fluency, Rubric for Writing Assessment, Rubric for Writing On Demand
Assessment Book Unit 2, Chapter 2 Quiz; Unit 2 Test
MilestonesTracker Unit 2, Chapter 2
Audio Program CD 1, Tracks 8-9
Student Book Unit 2, Chapter 2, pages 100-127; Unit 2 Apply & Extend, pages 128-134; Unit 2 Milestones to Achievement, pages 135-137; Milestones Handbook, pages 429-469
Workbook Unit 2, Chapter 2, pages 89-108
Independent Practice CD-ROM Unit 2, Chapter 2
Heinle Reading Library Great Expectations by Charles Dickens
Website http://elt.heinle.com/milestones/
Online Professional Development http://elt.heinle.com/milestonesopd/tx
Milestones C Graphic Reader

Day 13
Student Book pages 100-101
- Review 15 MIN. Review Chapter 1.
- Chapter Focus Question (p. 100) 5 MIN. Ask students to think about possible answers to the question.
- Objectives (p. 100) 5 MIN. Present the chapter objectives.
- About the Reading (p. 100) 5 MIN. Preview Crisis of Government.
- Build Background (p. 101) 10 MIN. Provide background information about a new way of governing.
- Use Prior Knowledge (p. 101) 15 MIN. Activate prior knowledge by having students working together.
- Homework Assign Workbook page 89.

ELPS: 4.J.1
ELAR: 8.26B
ELPS: 8.28
ELPS: 4.F.5
ELPS: 4.F.5
ELPS: 5.B.2
ELAR: 8.28
ELAR: 8.2B

Day 14
Student Book pages 102-104
- Review 10 MIN. Check homework. Review the vocabulary.
- Vocabulary from the Reading (p. 102) 15 MIN. Introduce words that appear in “Crisis of Government.”
- Academic Vocabulary (p. 103) 10 MIN. Introduce vocabulary for the Reading Strategy.
- Reading Strategy (p. 103) 10 MIN. Introduce the strategy of organizing information while reading.
- Text Genre (p. 104) 10 MIN. Discuss with students the characteristics of a magazine article, an informational text.
- Meet the Author (p. 104) 5 MIN. Share background information about the author.
- Homework Assign Workbook page 90.

ELPS: 1.E.4, 4.F.3
ELPS: 1.E.4, 4.F.3, 5.B.2
ELPS: 4.I.1
ELPS: 4.D.1
ELPS: 4.F.5
ELPS: 4.I.1
ELPS: 8.9

Day 15
Student Book pages 104-109
- Review 10 MIN. Check homework. Review the reading strategy and text genre.
- Reading Focus Questions (p. 104) 10 MIN. Have students preview the reading and predict the answers to the questions.
- Reading Selection (pp. 105-109) 35 MIN. Have students begin reading the selection. Encourage them to use the Reading Strategy and to answer the

ELPS: 4.G.3
ELPS: 4.G.1
ELPS: 4.G.3
ELPS: 8.9
ELPS: 8.1
Reading Check questions as they read. Refer them back to Vocabulary from the Reading section when they encounter Key Vocabulary words.

- **Homework** Assign Workbook page 91.
  
  **ELPS:** 1.E.4  
  **ELAR:** 8.10A

### Day 16

**Student Book pages 105-110**

- **Review** 10 MIN. Read the Reading Focus Questions again.
- **Reading Selection** (pp. 105-109) 30 MIN. Review what students read the previous day. Then have them continue reading the selection. Remind them to use the Reading Strategy and to answer the Reading Check questions. Discuss how the images relate to the reading.
  
  **ELPS:** 1.E.4  
  **ELAR:** 8.1

- **Apply the Reading Strategy** (p. 110) 15 MIN. Have students refer back to the reading in order to organize the information in “Crisis of Government.”
  
  **ELPS:** 1.E.4  
  **ELAR:** 8.9, 8.10A

- **Homework** Assign Workbook page 92.
  
  **ELPS:** 1.B.2, 4.F.6  
  **ELAR:** 8.10A

### Day 17

**Student Book pages 110-111**

- **Review** 10 MIN. Check homework. Review the reading.
- **Academic Vocabulary** (p. 110) 10 MIN. Introduce vocabulary for the Reading Comprehension Questions.
  
  **ELPS:** 1.E.4, 4.F.3, 5.B.2  
  **ELAR:** 8.9

- **Reading Comprehension Questions** (p. 111) 20 MIN. Have students answer the questions individually or with a partner.
  
  **ELPS:** 4.G.3  
  **ELAR:** 8.9

- **Text Element** (p. 111) 15 MIN. Present the concept of audience. Have students identify examples in the reading.
  
  **ELPS:** 4.F.2  
  **ELAR:** 8.9

- **Homework** Assign Workbook page 93.
  
  **ELPS:** 5.G.2  
  **ELAR:** 8.9

### Day 18

**Student Book pages 112-113**

- **Review** 5 MIN. Check homework. Review the literary element.
- **About the Readings** (p. 112) 5 MIN. Preview “A Shot at It.”
  
  **ELPS:** 4.F.5

- **Build Background** (p. 112) 10 MIN. Provide background information about performing arts schools.
  
  **ELPS:** 4.F.5

- **Vocabulary from the Reading** (p. 112) 15 MIN. Introduce words that appear in “A Shot at It.”
  
  **ELPS:** 4.F.3  
  **ELAR:** 8.28

- **Reading Strategy** (p. 113) 10 MIN. Introduce the strategy of making and revising predictions while reading.
  
  **ELPS:** 4.J.1  
  **ELAR:** 8.7

- **Text Genre** (p. 113) 5 MIN. Discuss with students the characteristics of a memoir.
  
  **ELPS:** 4.D.1  
  **ELAR:** 8.3

- **Meet the Author** (p. 113) 5 MIN. Share background information about the author.
  
  **ELPS:** 4.F.5

- **Homework** Assign Workbook pages 94-96.
  
  **ELPS:** 4.J.1, 5.B.2  
  **ELAR:** 8.28

### Day 19

**Student Book pages 113-119**

- **Review** 10 MIN. Check homework. Review the vocabulary, reading strategy, and text genre.
- **Reading Focus Questions** (p. 113) 5 MIN. Have students preview the reading and predict the answers to the questions.
  
  **ELPS:** 4.G.3  
  **ELAR:** 8.3

- **Reading Selection** (pp. 114-118) 25 MIN. Have students read the selection. Encourage them to use the Reading Strategy and to answer the Reading Check questions as they read. Refer them back to Vocabulary from the Reading section when they encounter Key Vocabulary words.
  
  **ELPS:** 4.G.1  
  **ELAR:** 8.1

- **Reading Comprehension Questions** (p. 119) 15 MIN. Have students answer the questions individually or with a partner.
  
  **ELPS:** 4.G.3  
  **ELAR:** 8.7

- **Homework** Assign Workbook page 97.
  
  **ELPS:** 1.B.2, 4.G.2  
  **ELAR:** 8.7
Day 20
Student Book pages 119-121
- **Review** 10 MIN. Check homework. Review the reading.
- **Spelling** (Workbook p. 98) 5 MIN. Present possessive nouns ending in -s. Have students complete the activities.
- **Writing Conventions** (Workbook p. 99) 5 MIN. Present spelling heteronyms. Have students complete the activities.
- **Connect Readings 1 and 2** (p. 119) 15 MIN. Encourage students to think about how the readings in this chapter are similar and different.
- **Listening and Speaking** (p. 120) 15 MIN. Have students work together to retell a story. Present the Phrases for Conversation and encourage students to use them in the activity.
- **Reading Fluency** (p. 121) 5 MIN. Help students build their reading fluency by guiding them in rapid word recognition.
- **Homework** Assign Workbook pages 98-99.

Day 21
Student Book pages 121-125
- **Review** 10 MIN. Check homework. Review the spelling rule and writing convention.
- **Vocabulary Development** (pp. 121) 10 MIN. Present the prefix fore-. Have students complete the activity.
- **Grammar** (pp. 122-123) 25 MIN. Present adjectives and adverbs and adjective and adverb phrases. Have students complete the activities.
- **Writing Assignment** (pp. 124-125) 10 MIN. Read the prompt about writing an expository essay about a problem and a solution. Have students read the student model aloud or silently. Then guide them through steps 1-3 to write their own expository essay.
- **Homework** Assign Workbook pages 100-102 and Grammar Expansion (Workbook 103-104).

Day 22
Student Book pages 124-127
- **Review** 5 MIN. Check homework. Review the vocabulary development and grammar.
- **Writing Assignment** (pp. 124-125) 20 MIN. Review students’ work from the previous day. Guide them through the steps to finish the assignment. Have them use the Writing Checklist to edit their writing.
- **Writing Support** (p. 125) 5 MIN. Introduce comparative and superlative adjectives and adverbs. Have students look for comparative and superlative adjectives and adverbs in their own writing.
- **Progress Check** (p. 126) 15 MIN. Have students answer the skills assessment questions found in the Progress Check. Refer them to the pages to review if necessary.
- **Assessment Practice** (p. 127) 10 MIN. The Assessment Practice prepares students for taking chapter quizzes. Administer the practice individually or as a class.
- **Homework** Assign Workbook pages 105-108. Have students study for the Chapter Quiz.

Day 23
Assessment Book pages 29-32
- **Review** 10 MIN. Check homework. Review the writing assignment.
- **Chapter Quiz** (Assessment Book pp. 29-32) 45 MIN. Administer the Unit 2 Chapter 2 Quiz, Assessment Book pages 29-32.
Day 24
Student Book pages 128-129
- Listening and Speaking Workshop (pp. 128-129) 55 MIN. Guide students through the steps to respond to literature. ELPS: 2.I.5, 3.E.1, 3.G.2 ELAR: 8.26A, 8.27, 8.28

Day 25
Student Book pages 129-132
- Media Workshop (p. 129) 25 MIN. Present information to help students analyze the passing of time in movies and television. Have them complete the activity. ELPS: 3.G.2, 3.H.3, 3.J.1 ELAR: 8.13A, 8.13B, 8.13D, 8.26A, 8.28
- Writing Workshop (pp. 130-132) 30 MIN. Read the prompt about writing a short story. Have students read the model aloud or silently. Then guide them through pre-writing preparation and writing a draft. ELPS: 5.G.1 ELAR: 8.14B, 8.15
- Homework Have students who didn’t finish prewriting and drafting in class do it as homework.

Day 26
Student Book pages 130-132
- Writing Workshop (pp. 130-132) 55 MIN. Review students’ work from the previous day. Guide them through the steps to revise, edit, and publish their writing. Remind them to use the checklists to make their short stories better. ELPS: 5.G.1 ELAR: 8.14C, 8.14D, 8.15

Day 27
Student Book pages 133-134
- Projects (p. 133) 55 MIN. Projects require students to integrate and apply the new skills learned in the unit. Read each project aloud and have students choose one to work on. ELPS: 1.C.2, 3.F.1, 3.F.2, 5.G.2 ELAR: 8.26B, 8.28
- Independent Reading (p. 134) Encourage students to read one or more of the listed books independently.
- Homework Have students work on their Projects as homework, if necessary.

Day 28
Student Book pages 133, 135
- Projects (p. 133) 10 MIN. Have students finish their projects and present them to the class. ELPS: 1.C.2, 3.F.1, 3.F.2, 5.G.2 ELAR: 8.26B, 8.28
- Milestones to Achievement: Writing (p. 135) 45 MIN. Have students read “A Difficult Transition” and answer the questions. ELPS: 5.D.3, 5.G.2 ELAR: 8.14C, 8.14D

Day 29
Student Book pages 136-137
- Review 15 MIN. In small groups, have students list major topics from the unit. Ask students to choose three points that they are least clear on and would like to review. Choose points to reteach to the class. ELPS: 5.D.3, 5.G.2 ELAR: 8.9
- Milestones to Achievement: Reading (pp. 136-137) 40 MIN. Have students read “A Season of Changes” individually. Then have them answer the questions about the reading.
- Homework Have students study for the Unit Test.

Day 30
Assessment Book pages 33-40
- Unit Test (Assessment Book pp. 33-40) 55 MIN. Administer the Unit 2 Test, Assessment Book pages 33-40. ELPS: 4.G.3
Unit 3 Choices
Chapter 1

Chapter Materials
Teacher’s Edition Staff Development Handbook pages Txxi-Tliv; English Spanish Cognates/False Cognates pages Tlv-Tlvi
Teacher’s Resource Book and Teacher’s Resource CD-ROM Graphic Organizers: KWL Chart, Cluster Map, Word Web, Word Squares, Vocabulary Log, Two-Column Chart, Three-Column Chart, Venn Diagram, Story Map; English-Spanish Cognates/False Cognates; Workbook Answer Key; Presentation Tool: Unit 3, Chapter 1; ExamView Assessment: Unit 3, Chapter 1 Quiz; Rubrics: Rubric for Oral Reading Fluency, Rubric for Speaking Assessment, Rubric for Writing Assessment, Rubric for Writing On Demand
Assessment Book Unit 3, Chapter 1 Quiz
MilestonesTracker Unit 3, Chapter 1
Audio Program CD 2, Tracks 2-3
Student Book Unit 3, Chapter 1, pages 138-169
Workbook Unit 3, Chapter 1, pages 109-128
Independent Practice CD-ROM Unit 3, Chapter 1
Heinle Reading Library Frankenstein by Mary Shelley
Website http://elt.heinle.com/milestones/
Online Professional Development http://elt.heinle.com/milestonesopd/tx
Milestones C Graphic Reader

Day 1
Student Book pages 138-140
☐ Pre-Assess 15 MIN. Ask students questions to assess their understanding of the unit’s theme, vocabulary terms, and grammar topics. ELPS: 1.A.1, ELPS: 1.E.3
☐ Explore the Theme (p. 139) 10 MIN. Have students brainstorm responses to the questions. ELAR: 8.26B
☐ Theme Activity (p. 139) 20 MIN. Work on the activity together as a class and discuss how it relates to the theme. ELPS: 3.E.1, 3.G.1, 3.I.2
☐ Chapter Focus Question (p. 140) 5 MIN. Ask students to think about possible answers to the question. ELPS: 4.D.1, 4.J.1
☐ Objectives (p. 140) 5 MIN. Present the chapter objectives. ELAR: 8.28

Day 2
Student Book pages 140-142
☐ Review 5 MIN. Write on the Board: Which choices did you have to make today? ELPS: 4.F.10
☐ About the Reading (p. 140) 5 MIN. Preview “An Hour with Abuelo.” ELPS: 4.F.5
☐ Build Background (p. 141) 10 MIN. Provide background information about Puerto Rican culture. ELPS: 1.A.1, 4.D.1
☐ Use Prior Knowledge (p. 141) 15 MIN. Activate prior knowledge by having students think about their families. ELAR: 8.28
☐ Vocabulary from the Reading (p. 142) 20 MIN. Introduce words that appear in “An Hour with Abuelo.” ELPS: 4.F.3, 5.B.2
☐ Homework Assign Workbook page 109. ELPS: 5.B.2
ELAR: 8.2B

Day 3
Student Book pages 143-144
☐ Review 10 MIN. Check homework. Review the vocabulary. ELPS: 1.C.2, 4.F.3, 5.B.2
☐ Academic Vocabulary (p. 143) 10 MIN. Introduce vocabulary for the Reading Strategy. ELAR: 8.2B
☐ Reading Strategy (p. 143) 15 MIN. Introduce the strategy of asking questions while reading. ELPS: 4.G.4
☐ Text Genre (p. 144) 15 MIN. Discuss with students the characteristics of a short story. ELAR: 8.6A
☐ Meet the Author (p. 144) 5 MIN. Share background information about the author. ELPS: 4.D.1
☐ Homework Assign Workbook page 110. ELPS: 5.B.2
ELAR: 8.6A
Day 4
Student Book pages 144-151
 **Review** 10 MIN. Check homework. Review the reading strategy.
  ELPS: 4.G.3
  ELAR: 8.3

 **Reading Focus Questions** (p. 144) 10 MIN. Have students preview the reading and predict the answers to the questions.
  ELPS: 4.G.1
  ELAR: 8.1

 **Reading Selection** (pp. 145-151) 35 MIN. Have students begin reading the selection. Encourage them to use the Reading Strategy and to answer the Reading Check questions as they read. Refer them back to Vocabulary from the Reading section when they encounter Key Vocabulary words.
  ELPS: 4.G.3
  ELAR: 8.3

 **Homework** Assign Workbook page 111.
  ELPS: 4.D.1
  ELAR: 8.6A

Day 5
Student Book pages 145-152
 **Review** 10 MIN. Check homework. Review the text genre.
  ELPS: 4.F.6
  ELAR: 8.1

 **Reading Selection** (pp. 145-151) 30 MIN. Review what students read the previous day. Then have them continue reading the selection. Remind them to use the Reading Strategy and to answer the Reading Check questions. Discuss how the images relate to the reading.
  ELPS: 4.G.3
  ELAR: 8.6A

 **Apply the Reading Strategy** (p. 152) 15 MIN. Have students refer back to the reading in order to ask questions about “An Hour with Abuelo.”
  ELPS: 4.G.3
  ELAR: 8.6A

 **Homework** Assign Workbook page 112.
  ELPS: 1.B.2, 4.G.2
  ELAR: 8.6B

Day 6
Student Book pages 152-153
 **Review** 10 MIN. Check homework. Review the reading.
  ELPS: 1.C.2, 4.F.3, 5.B.2

 **Academic Vocabulary** (p. 152) 10 MIN. Introduce vocabulary for the Reading Comprehension Questions.
  ELPS: 4.G.3
  ELAR: 8.6B

 **Reading Comprehension Questions** (p. 153) 20 MIN. Have students answer the questions individually or with a partner.
  ELPS: 4.F.2
  ELAR: 8.6A

 **Literary Element** (p. 153) 15 MIN. Present the concept of plot. Have students identify examples in the reading.
  ELPS: 4.I.2
  ELAR: 8.6A

 **Homework** Assign Workbook page 113.
  ELPS: 4.I.2
  ELAR: 8.6A

Day 7
Student Book pages 154-155
 **Review** 5 MIN. Check homework. Review the literary element.
  ELPS: 4.F.10

 **About the Reading** (p. 154) 5 MIN. Preview “It’s a Math World for Animals.”
  ELPS: 4.F.5

 **Build Background** (p. 154) 10 MIN. Provide background information about different types of behavior.
  ELPS: 4.F.8
  ELAR: 8.2B

 **Vocabulary from the Reading** (p. 154) 15 MIN. Introduce words that appear in “It’s a Math World for Animals.”
  ELPS: 4.J.1
  ELAR: 8.10C

 **Reading Strategy** (p. 155) 10 MIN. Introduce the strategy of drawing conclusions while reading.
  ELPS: 4.D.1
  ELAR: 8.10D

 **Text Genre** (p. 155) 5 MIN. Discuss with students the characteristics of an internet article, a type of informational text.
  ELPS: 4.D.1
  ELAR: 8.10D

 **Meet the Author** (p. 155) 5 MIN. Share background information about the author.
  ELPS: 4.B.2, 4.J.1, 4.K.1
  ELAR: 8.2B, 8.10C, 8.10D

 **Homework** Assign Workbook pages 114-116.
  ELPS: 4.B.2, 4.J.1, 4.K.1
  ELAR: 8.2B, 8.10C, 8.10D

Day 8
Student Book pages 155-161
 **Review** 10 MIN. Check homework. Review the vocabulary, reading strategy, and text genre.
  ELPS: 4.J.1
  ELAR: 8.9

 **Reading Focus Questions** (p. 155) 5 MIN. Have students preview the reading and predict the answers to the questions.
  ELPS: 4.F.6
Encourage them to use the Reading Strategy and to answer the Reading Check questions as they read. Refer them back to Vocabulary from the Reading section when they encounter Key Vocabulary words.

- **Reading Comprehension Questions** (p. 161) 15 MIN. Have students answer the questions individually or with a partner.
- **Homework** Assign Workbook page 117.

**Day 9**
Student Book pages 161-163

- **Review** 10 MIN. Check homework. Review the reading.
- **Spelling** (Workbook p. 118) 5 MIN. Present present participles. Have students complete the activities.
- **Writing Conventions** (Workbook p. 119) 5 MIN. Present the use of commas. Have students complete the activities.
- **Connect Readings 1 and 2** (p. 161) 15 MIN. Encourage students to think about how the readings in this chapter are similar and different.
- **Listening and Speaking** (p. 162) 15 MIN. Have students work together to tell a story. Present the Phrases for Conversation and encourage students to use them in the activity.
- **Reading Fluency** (pp. 162-163) 5 MIN. Help students build their reading fluency by guiding them in reading aloud with emotion.
- **Homework** Assign Workbook pages 118-119.

**Day 10**
Student Book pages 163-167

- **Review** 10 MIN. Check homework. Review the spelling rule and writing conventions.
- **Vocabulary Development** (p. 163) 10 MIN. Present idioms. Have students complete the activity.
- **Grammar** (pp. 164-165) 25 MIN. Present conjunctions and conjunctions in compound sentences. Have students complete the activities.
- **Writing Assignment** (pp. 166-167) 10 MIN. Read the prompt about writing a short story. Have students read the student model aloud or silently. Then guide them through steps 1-2 to write their own short stories.
- **Homework** Assign Workbook pages 120-122 and Grammar Expansion (Workbook 123-124).

**Day 11**
Student Book pages 167-169

- **Review** 10 MIN. Check homework. Review the writing assignment.
- **Writing Assignment** (pp. 166-167) 20 MIN. Review students’ work from the previous day. Guide them through the steps to finish the assignment. Have them use the Writing Checklist to edit their writing.
- **Writing Support** (p. 167) 5 MIN. Introduce semicolons and colons. Have students look for semicolons and colons in their own writing.
- **Progress Check** (p. 168) 10 MIN. Have students answer the skills assessment questions found in the Progress Check. Refer them to the pages to review if necessary.
- **Assessment Practice** (p. 169) 10 MIN. The Assessment Practice prepares students for taking chapter quizzes. Administer the practice individually or as a class.
- **Homework** Assign Workbook pages 125-128. Have students study for the Chapter Quiz.

**Day 12**
Assessment Book pages 41-45

- **Review** 10 MIN. Check homework. Review the writing assignment.
- **Chapter Quiz** (Assessment Book pp. 41-45) 45 MIN. Administer the Unit 3
Day 13
Student Book pages 170-171

- Review 15 MIN. Review Chapter 1.
- Chapter Focus Question (p. 170) 5 MIN. Ask students to think about possible answers to the question.
- Objectives (p. 170) 5 MIN. Present the chapter objectives.
- About the Reading (p. 170) 5 MIN. Preview The Dred Scott Decision.

- Build Background (p. 171) 10 MIN. Provide background information about slavery in the United States.
- Use Prior Knowledge (p. 171) 15 MIN. Activate prior knowledge by having students tell about a difficult decision they made.
- Homework Assign Workbook page 129.

ELPS: 4.J.1, 8.28
ELAR: 8.2B

Day 14
Student Book pages 172-174

- Review 10 MIN. Check homework. Review the vocabulary.
- Vocabulary from the Reading (p. 172) 15 MIN. Introduce words that appear in The Dred Scott Decision.
- Academic Vocabulary (p. 173) 10 MIN. Introduce vocabulary for the Reading Strategy.
- Reading Strategy (p. 173) 10 MIN. Introduce the strategy of analyzing the author’s purpose while reading.
- Text Genre (p. 174) 5 MIN. Discuss with students the characteristics of historical nonfiction.
- Meet the Author (p. 174) 5 MIN. Share background information about the author.
- Homework Assign Workbook page 130.

ELAR: 8.2B, 8.28

Day 15
Student Book pages 174-185

- Review 10 MIN. Check homework. Review the reading strategy and text genre.
- Reading Focus Questions (p. 174) 10 MIN. Have students preview the reading and predict the answers to the questions.
- Reading Selection (pp. 175-185) 35 MIN. Have students begin reading the selection. Encourage them to use the Reading Strategy and to answer the Reading Check questions as they read. Refer them back to Vocabulary from the

ELPS: 4.J.2, 4.D.1, 4.D.1, 4.F.5
ELAR: 8.9, 8.3, 8.7
Reading section when they encounter Key Vocabulary words.

- **Homework** Assign Workbook page 131.

**Day 16**
Student Book pages 175-186

- **Review** 10 MIN. Read the Reading Focus Questions again.
- **Reading Selection** (pp. 175-185) 30 MIN. Review what students read the previous day. Then have them continue reading the selection. Remind them to use the Reading Strategy and to answer the Reading Check questions. Discuss how the images relate to the reading.
- **Apply the Reading Strategy** (p. 186) 15 MIN. Have students refer back to the reading in order to analyze the author’s purpose in *The Dred Scott Decision*.
- **Homework** Assign Workbook page 132.

**Day 17**
Student Book pages 186-187

- **Review** 10 MIN. Check homework. Review the reading.
- **Academic Vocabulary** (p. 186) 10 MIN. Introduce vocabulary for the Reading Comprehension Questions.
- **Reading Comprehension Questions** (p. 187) 20 MIN. Have students answer the questions individually or with a partner.
- **Text Element** (p. 187) 15 MIN. Present the concept of chronological order. Have students identify examples in the reading.
- **Homework** Assign Workbook page 132.

**Day 18**
Student Book pages 188-189

- **Review** 5 MIN. Check homework. Review the literary element.
- **About the Readings** (p. 188) 5 MIN. Preview “The Road Not Taken” and “Saying Yes.”
- **Build Background** (p. 188) 10 MIN. Provide background information about New England countryside.
- **Vocabulary from the Reading** (p. 188) 15 MIN. Introduce words that appear in “The Road Not Taken” and “Saying Yes.”
- **Reading Strategy** (p. 189) 10 MIN. Introduce the strategy of recognizing symbols while reading.
- **Text Genre** (p. 189) 5 MIN. Discuss with students the characteristics of poems.
- **Meet the Authors** (p. 189) 5 MIN. Share background information about the authors.
- **Homework** Assign Workbook page 133.

**Day 19**
Student Book pages 189-193

- **Review** 10 MIN. Check homework. Review the vocabulary, reading strategy, and text genre.
- **Reading Focus Questions** (p. 189) 5 MIN. Have students preview the reading and predict the answers to the questions.
- **Reading Selection** (pp. 190-192) 25 MIN. Have students read the selection. Encourage them to use the Reading Strategy and to answer the Reading Check questions as they read. Refer them back to Vocabulary from the Reading section when they encounter Key Vocabulary words.
- **Reading Comprehension Questions** (p. 193) 15 MIN. Have students answer the questions individually or with a partner.
- **Homework** Assign Workbook page 137.
Day 20
Student Book pages 193-195
- **Review** 10 MIN. Check homework. Review the reading.
- **Spelling** (Workbook p. 138) 5 MIN. Present the silent letters k, gh, h, l, b. Have students complete the activities.
- **Writing Conventions** (Workbook p. 139) 5 MIN. Present colons. Have students complete the activities.
- **Connect Readings 1 and 2** (p. 193) 15 MIN. Encourage students to think about how the readings in this chapter are similar and different.
- **Listening and Speaking** (p. 194) 15 MIN. Have students work together to describe poetry. Present the Phrases for Conversation and encourage students to use them in the activity.
- **Reading Fluency** (pp. 194-195) 5 MIN. Help students build their reading fluency by guiding them in reading poetry aloud.
- **Homework** Assign Workbook pages 138-139.

ELPS: 5.A.1, 5.A.2
ELAR: 8.21

Day 21
Student Book pages 195-199
- **Review** 10 MIN. Check homework. Review the spelling rule and writing conventions.
- **Vocabulary Development** (p. 195) 10 MIN. Present the concept of denotative and connotative meanings. Have students complete the activities.
- **Grammar** (pp. 196-197) 25 MIN. Present complex sentences and compound-complex sentences. Have students complete the activities.
- **Writing Assignment** (pp. 198-199) 10 MIN. Read the prompt about writing an expository essay. Have students read the student model aloud or silently. Then guide them through steps 1-3 to write their own expository essays.
- **Homework** Assign Workbook pages 140-142 and Grammar Expansion (Workbook 143-144).

ELPS: 4.J.2, 4.K.2
ELAR: 8.19B, 8.19C

Day 22
Student Book pages 198-201
- **Review** 5 MIN. Check homework. Review the vocabulary development and grammar.
- **Writing Assignment** (pp. 198-199) 20 MIN. Review students’ work from the previous day. Guide them through the steps to finish the assignment. Have them use the Writing Checklist to edit their writing.
- **Writing Support** (p. 199) 5 MIN. Introduce the grammar concept of varying sentences for style. Have students look for simple, compound, complex, and compound-complex sentences in their own writing.
- **Progress Check** (p. 200) 15 MIN. Have students answer the skills assessment questions found in the Progress Check. Refer them to the pages to review if necessary.
- **Assessment Practice** (p. 201) 10 MIN. The Assessment Practice prepares students for taking chapter quizzes. Administer the practice individually or as a class.
- **Homework** Assign Workbook pages 145-148. Have students study for the Chapter Quiz.

ELPS: 5.G.2
ELAR: 8.2B, 9.19, 8.19B, 8.19C

Day 23
Assessment Book pages 47-50
- **Review** 10 MIN. Check homework. Review the writing assignment.
- **Chapter Quiz** (Assessment Book pp. 47-50) 45 MIN. Administer the Unit 3 Chapter 2 Quiz, Assessment Book pages 47-50.

ELPS: 4.G.3

Day 24
Student Book pages 202-203
Listening and Speaking Workshop (pp. 202-203) 55 MIN. Guide students through the steps to deliver a problem/solution presentation.

Day 25
Student Book pages 203-206
- Media Workshop (p. 203) 25 MIN. Present information to help students identify persuasive techniques in TV advertisements. Have them complete the activity.
- Writing Workshop (pp. 204-206) 30 MIN. Review students’ work from the previous day. Guide them through the steps to revise, edit, and publish their writing. Remind them to use the checklists to make their persuasive essays better.
- Homework Have students who didn’t finish prewriting and drafting in class do it as homework.

Day 26
Student Book pages 204-207
- Writing Workshop (pp. 204-206) 35 MIN. Read the prompt about writing a persuasive essay. Have students read the model aloud or silently. Then guide them through pre-writing preparation and writing a draft.
- Projects (p. 207) 20 MIN. Projects require students to integrate and apply the new skills learned in the unit. Read each project aloud and have students choose one to work on.
- Homework Have students work on their Projects as homework, if necessary.

Day 27
Student Book pages 207-209
- Projects (p. 207) 30 MIN. Have students finish their projects and present them to the class.
- Independent Reading (p. 208) Encourage students to read one or more of the listed books independently.
- Milestones to Achievement: Writing (p. 209) 25 MIN. Have students read “One or the Other” and answer the questions.

Day 28
Student Book pages 210-211
- Review 10 MIN. In small groups, have students list major topics from the unit. Ask students to choose three points that they are least clear on and would like to review. Choose points to reteach to the class.
- Milestones to Achievement: Reading (pp. 210-211) 45 MIN. Have students read “Protecting the Habitats of Chimpanzees” individually. Then have them answer the questions about the reading.
- Homework Have students study for the Unit Test.

Day 29
Assessment Book pages 51-58
- Review 10 MIN. In small groups, have students list major topics from Units 1-3. Ask students to choose three points that they are least clear on and would like to review. Choose points to reteach to the class.
- Unit Test (Assessment Book pp. 51-58) 45 MIN. Administer the Unit 3 Test, Assessment Book pages 51-58.
- Homework Have students study for the Mid-Book Exam.

Day 30
Assessment Book pages 59-66

ELPS: 2.I.5, 3.G.1, 3.H.3
ELAR: 8.26A, 8.27, 8.28
ELPS: 2.H.1, 3.J.2
ELAR: 8.13A-D, 8.26C
ELPS: 5.F.3, 5.G.3
ELAR: 8.13A-D, 8.26C
ELPS: 4.G.3, 5.D.1, 5.F.3
ELAR: 8.14C, 8.14D
ELPS: 5.G.1, 5.G.2
ELAR: 8.17B, 8.18B, 8.25A
ELPS: 4.G.3, 5.D.1, 5.F.3
ELAR: 8.14C, 8.14D
ELPS: 4.G.3
ELPS: 4.G.3
ELPS: 4.G.3
Unit 4 Cultures and Traditions
Chapter 1

Chapter Materials
Teacher's Edition Staff Development Handbook pages Txxi-Tliv; English Spanish Cognates/False Cognates pages Tlv-Tlvi
Teacher's Resource Book and Teacher's Resource CD-ROM Graphic Organizers: Two-Column Chart, Word Web, Vocabulary Log, Rate Buildup Log, How To (step-by-step) Instructions, Paragraph; English-Spanish Cognates/False Cognates; Workbook Answer Key; Presentation Tool: Unit 4, Chapter 1; ExamView Assessment: Unit 4, Chapter 1 Quiz; Rubrics: Rubric for Speaking Assessment, Rubric for Oral Reading Fluency, Rubric for Writing Assessment, Rubric for Writing On Demand
Assessment Book Unit 4, Chapter 1 Quiz
MilestonesTracker Unit 4, Chapter 1
Audio Program CD 3, Tracks 2-3
Student Book Unit 4, Chapter 1, pages 212-247
Workbook Unit 4, Chapter 1, pages 149-168
Independent Practice CD-ROM Unit 4, Chapter 1
Heinle Reading Library White Fang by Jack London
Website http://elt.heinle.com/milestones/
Online Professional Development http://elt.heinle.com/milestonesopd/tx
Milestones C Graphic Reader

Day 1
Student Book pages 212-214

- **Pre-Assess** 15 MIN. Ask students questions to assess their understanding of the unit’s theme, vocabulary terms, and grammar topics. ELPS: 1.A.1
- **Explore the Theme** (p. 213) 10 MIN. Have students brainstorm responses to the questions. ELPS: 1.E.3, 3.G.1 ELAR: 8.26B
- **Theme Activity** (p. 213) 5 MIN. Work on the activity together as a class and discuss how it relates to the theme. ELPS: 1.A.2, 3.G.3 ELAR: 8.28
- **Chapter Focus Question** (p. 214) 20 MIN. Ask students to think about possible answers to the question. ELPS: 4.J.1 ELAR: 8.26B
- **Objectives** (p. 214) 5 MIN. Present the chapter objectives. ELPS: 4.F.3, 5.B.2 ELAR: 8.2B

Day 2
Student Book pages 214-216

- **Review** 5 MIN. Write on the Board: What cultural traditions do you or your family take part in? ELPS: 4.D.1, 4.F.5
- **About the Reading** (p. 214) 5 MIN. Preview “The All-American Slurp.” ELPS: 4.D.1, 4.F.5
- **Build Background** (p. 215) 10 MIN. Provide background information about Chinese dining customs. ELPS: 4.F.5
- **Use Prior Knowledge** (p. 215) 15 MIN. Activate prior knowledge by having students think about their eating traditions. ELPS: 1.A.2 ELAR: 8.28
- **Vocabulary from the Reading** (p. 216) 20 MIN. Introduce words that appear in “The All-American Slurp.” ELPS: 4.F.3, 5.B.2 ELAR: 8.2B
- **Homework** Assign Workbook page 149. ELPS: 5.B.2 ELAR: 8.2B

Day 3
Student Book pages 217-218

- **Academic Vocabulary** (p. 217) 10 MIN. Introduce vocabulary for the Reading Strategy. ELPS: 4.J.1 ELAR: 8.6
- **Reading Strategy** (p. 217) 15 MIN. Introduce the strategy of making inferences while reading. ELPS: 4.D.1 ELAR: 8.6
- **Text Genre** (p. 218) 15 MIN. Discuss with students the characteristics of a short story. ELPS: 4.F.5 ELAR: 8.6
- **Meet the Author** (p. 218) 5 MIN. Share background information about the author. ELPS: 4.J.1 ELAR: 8.6
- **Homework** Assign Workbook page 150. ELPS: 4.J.1 ELAR: 8.6
Day 4
Student Book pages 218-229

- **Review** 10 MIN. Check homework. Review the reading strategy.
- **Reading Focus Questions** (p. 218) 10 MIN. Have students preview the reading and predict the answers to the questions. ELPS: 4.J.1
- **Reading Selection** (pp. 219-229) 35 MIN. Have students begin reading the selection. Encourage them to use the Reading Strategy and to answer the Reading Check questions as they read. Refer them back to Vocabulary from the Reading section when they encounter Key Vocabulary words. ELPS: 4.F.6
- **Homework** Assign Workbook page 151. ELPS: 4.D.1

Day 5
Student Book pages 219-230

- **Review** 10 MIN. Check homework. Review the text genre.
- **Reading Selection** (pp. 219-229) 30 MIN. Review what students read the previous day. Then have them continue reading the selection. Remind them to use the Reading Strategy and to answer the Reading Check questions. Discuss how the images relate to the reading. ELPS: 4.J.2
- **Apply the Reading Strategy** (p. 230) 15 MIN. Have students refer back to the reading in order to make inferences about “The All-American Slurp.” ELPS: 1.B.2, 4.G.2
- **Homework** Assign Workbook page 152. ELPS: 5.G.3

Day 6
Student Book pages 230-231

- **Review** 10 MIN. Check homework. Review the reading.
- **Academic Vocabulary** (p. 230) 10 MIN. Introduce vocabulary for the Reading Comprehension Questions. ELPS: 1.E.3, 4.F.3, 5.B.2
- **Reading Comprehension Questions** (p. 231) 20 MIN. Have students answer the questions individually or with a partner. ELPS: 4.G.3
- **Literary Element** (p. 231) 15 MIN. Present the concept of figurative language. Have students identify examples in the reading. ELPS: 4.K.2
- **Homework** Assign Workbook page 153. ELPS: 5.G.3

Day 7
Student Book pages 232-233

- **Review** 5 MIN. Check homework. Review the literary element.
- **About the Reading** (p. 232) 5 MIN. Preview “Mathematics and Origami.” ELPS: 1.A.2, 4.F.10
- **Build Background** (p. 232) 10 MIN. Provide background information about origami, a Japanese art form. ELPS: 4.F.5
- **Vocabulary from the Reading** (p. 232) 15 MIN. Introduce words that appear in “Mathematics and Origami.” ELPS: 4.F.8
- **Reading Strategy** (p. 233) 10 MIN. Introduce the strategy of visualizing while reading. ELPS: 4.D.1
- **Text Genre** (p. 233) 10 MIN. Discuss with students the characteristics of expository text. ELPS: 4.D.1
- **Meet the Author** (p. 233) 5 MIN. Share background information about the author. ELPS: 4.F.10
- **Homework** Assign Workbook pages 154-156. ELPS: 4.D.1, 5.B.2

Day 8
Student Book pages 233-239

- **Review** 10 MIN. Check homework. Review the vocabulary, reading strategy, and text genre.
- **Reading Focus Questions** (p. 233) 5 MIN. Have students preview the reading and predict the answers to the questions. ELPS: 4.J.1

ELAR: 8.3A

ELAR: 8.1

ELAR: 8.6

ELAR: 8.1

ELAR: 8.6B

ELAR: 8.2B

ELAR: 8.12

ELAR: 8.2B, 8.12B

ELAR: 8.9
Day 9
Student Book pages 239-240
- **Review** 10 MIN. Check homework. Review the reading.
- **Spelling** (Workbook p. 158) 5 MIN. Present frequently confused words. Have students complete the activity.
- **Writing Conventions** (Workbook p. 159) 5 MIN. Present the suffix -y. Have students complete the activities.
- **Connect Readings 1 and 2** (p. 239) 15 MIN. Encourage students to think about how the readings in this chapter are similar and different.
- **Listening and Speaking** (p. 240) 15 MIN. Have students work together to give a demonstration speech. Present the Phrases for Conversation and encourage students to use them in the activity.
- **Reading Fluency** (p. 240) 5 MIN. Help students build their reading fluency by guiding them in adjusting their reading rate to scan for information.
- **Homework** Assign Workbook pages 158-159.

Day 10
Student Book pages 241-245
- **Review** 10 MIN. Check homework. Review the spelling rule and writing conventions.
- **Vocabulary Development** (p. 241) 10 MIN. Present words and phrases from mythology. Have students complete the activity.
- **Grammar** (pp. 242-243) 25 MIN. Present prepositional phrases and appositives. Have students complete the activities.
- **Writing Assignment** (pp. 244-245) 10 MIN. Read the prompt about writing a short story. Have students read the student model aloud or silently. Then guide them through steps 1-2 to write their own short stories.
- **Homework** Assign Workbook pages 160-162 and Grammar Expansion (Workbook 163-164).

Day 11
Student Book pages 245-247
- **Review** 10 MIN. Check homework. Review the writing assignment.
- **Writing Assignment** (pp. 244-245) 20 MIN. Review students’ work from the previous day. Guide them through the steps to finish the assignment. Have them use the Writing Checklist to edit their writing.
- **Writing Support** (p. 245) 5 MIN. Introduce interjections. Have students look for interjections in their own writing.
- **Progress Check** (p. 246) 10 MIN. Have students answer the skills assessment questions found in the Progress Check. Refer them to the pages to review if necessary.
- **Assessment Practice** (p. 247) 10 MIN. The Assessment Practice prepares students for taking chapter quizzes. Administer the practice individually or as a class.
- **Homework** Assign Workbook pages 165-168. Have students study for the Chapter Quiz.

Day 12
Assessment Book pages 67-70
- **Review** 10 MIN. Check homework. Review the writing assignment.
- **Chapter Quiz** (Assessment Book pp. 67-40) 45 MIN. Administer the Unit 4 Chapter 1 Quiz, Assessment Book pages 67-70.  
  
  ELPS: 4.G.3
Day 13

Student Book pages 248-249

- Review 15 MIN. Review Chapter 1.  
  - Chapter Focus Question (p. 248) 5 MIN. Ask students to think about possible answers to the question.  
  - Objectives (p. 248) 5 MIN. Present the chapter objectives.  
  - About the Reading (p. 248) 5 MIN. Preview “Celebrating Cinco de Mayo.”

- Build Background (p. 249) 10 MIN. Provide background information about Cinco de Mayo.  
- Use Prior Knowledge (p. 249) 15 MIN. Activate prior knowledge by having students describe a holiday they celebrate.  
- Homework Assign Workbook page 169.

Day 14

Student Book pages 250-252

- Review 10 MIN. Check homework. Review the vocabulary.  
  - Vocabulary from the Reading (p. 250) 15 MIN. Introduce words that appear in “Celebrating Cinco de Mayo.”  
  - Academic Vocabulary (p. 251) 10 MIN. Introduce vocabulary for the Reading Strategy.  
  - Reading Strategy (p. 251) 10 MIN. Introduce the strategy of telling fact from opinion while reading.  
  - Text Genre (p. 252) 10 MIN. Discuss with students the characteristics of expository text.  
  - Meet the Author (p. 252) 5 MIN. Share background information about the author.  
- Homework Assign Workbook page 170.

Day 15

Student Book pages 252-259

- Review 10 MIN. Check homework. Review the reading strategy and text genre.  
- Reading Focus Questions (p. 252) 10 MIN. Have students preview the reading and predict the answers to the questions.  
- Reading Selection (pp. 253-259) 35 MIN. Have students begin reading the selection. Encourage them to use the Reading Strategy and to answer the Reading Check questions as they read. Refer them back to Vocabulary from the Reading section when they encounter Key Vocabulary words.
Day 16
Student Book pages 253-260
- **Review** 10 MIN. Read the Reading Focus Questions again.
- **Reading Selection** (pp. 253-259) 30 MIN. Review what students read the previous day. Then have them continue reading the selection. Remind them to use the Reading Strategy and to answer the Reading Check questions. Discuss how the images relate to the reading.
- **Apply the Reading Strategy** (p. 260) 15 MIN. Have students refer back to the reading in order to tell facts from opinions in “Celebrating Cinco de Mayo.”
- **Homework** Assign Workbook page 172.

Day 17
Student Book pages 260-261
- **Review** 10 MIN. Check homework. Review the reading.
- **Academic Vocabulary** (p. 260) 10 MIN. Introduce vocabulary for the Reading Comprehension Questions.
- **Reading Comprehension Questions** (p. 261) 20 MIN. Have students answer the questions individually or with a partner.
- **Text Element** (p. 261) 15 MIN. Present the concept of the author’s perspective. Have students identify examples in the reading.
- **Homework** Assign Workbook page 173.

Day 18
Student Book pages 262-263
- **Review** 5 MIN. Check homework. Review the literary element.
- **About the Readings** (p. 262) 5 MIN. Preview “Legend of the Dreamcatcher.”
- **Build Background** (p. 262) 10 MIN. Provide background information about the Chippewa.
- **Vocabulary from the Reading** (p. 262) 15 MIN. Introduce words that appear in “Legend of the Dreamcatcher.”
- **Reading Strategy** (p. 263) 10 MIN. Introduce the strategy of asking questions while reading.
- **Text Genre** (p. 263) 5 MIN. Discuss with students the characteristics of Native American legends.
- **Homework** Assign Workbook pages 174-176.

Day 19
Student Book pages 263-267
- **Review** 10 MIN. Check homework. Review the vocabulary, reading strategy, and text genre.
- **Reading Focus Questions** (p. 263) 5 MIN. Have students preview the reading and predict the answers to the questions.
- **Reading Selection** (pp. 264-266) 25 MIN. Have students read the selection. Encourage them to use the Reading Strategy and to answer the Reading Check questions as they read. Refer them back to Vocabulary from the Reading section when they encounter Key Vocabulary words.
- **Reading Comprehension Questions** (p. 267) 15 MIN. Have students answer the questions individually or with a partner.
- **Homework** Assign Workbook page 177.

Day 20
Student Book pages 267-269
- **Review** 10 MIN. Check homework. Review the reading.
- **Spelling** (Workbook p. 178) 5 MIN. Present checking spelling with a dictionary. Have students complete the activities.

- **Writing Conventions** (Workbook p. 179) 5 MIN. Present correct punctuation with dialogue. Have students complete the activities.

- **Connect Readings 1 and 2** (p. 267) 15 MIN. Encourage students to think about how the readings in this chapter are similar and different.

- **Listening and Speaking** (p. 268) 15 MIN. Have students work together to give a presentation with visual aids. Present the Phrases for Conversation and encourage students to use them in the activity.

- **Reading Fluency** (p. 269) 5 MIN. Help students build their reading fluency by guiding them in echo reading.

- **Homework** Assign Workbook pages 178-179.

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**Day 21**

Student Book pages 269-273

- **Review** 10 MIN. Check homework. Review the spelling rule and writing conventions.

- **Vocabulary Development** (p. 269) 10 MIN. Present foreign words and phrases. Have students complete the activity.

- **Grammar** (pp. 270-271) 25 MIN. Present indefinite pronouns and classifying sentences by purpose. Have students complete the activities.

- **Writing Assignment** (pp. 272-273) 10 MIN. Read the prompt about writing an informative essay. Have students read the student model aloud or silently. Then guide them through steps 1-2 to write their own informative essays.

- **Homework** Assign Workbook pages 180-182 and Grammar Expansion (Workbook 183-184).

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**Day 22**

Student Book pages 272-275

- **Review** 5 MIN. Check homework. Review the vocabulary development and grammar.

- **Writing Assignment** (pp. 272-273) 20 MIN. Review students’ work from the previous day. Guide them through the steps to finish the assignment. Have them use the Writing Checklist to edit their writing.

- **Writing Support** (p. 273) 5 MIN. Introduce sentence punctuation. Have students look for sentence punctuation in their own writing.

- **Progress Check** (p. 274) 15 MIN. Have students answer the skills assessment questions found in the Progress Check. Refer them to the pages to review if necessary.

- **Assessment Practice** (p. 275) 10 MIN. The Assessment Practice prepares students for taking chapter quizzes. Administer the practice individually or as a class.

- **Homework** Assign Workbook pages 185-188. Have students study for the Chapter Quiz.

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**Day 23**

Assessment Book pages 71-74

- **Review** 10 MIN. Check homework. Review the writing assignment.

- **Chapter Quiz** (Assessment Book pp. 71-74) 45 MIN. Administer the Unit 4 Chapter 2 Quiz, Assessment Book pages 71-74.

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**Day 24**

Student Book pages 276-277

- **Listening and Speaking Workshop** (pp. 276-277) 55 MIN. Guide students through the steps to deliver an informative presentation.

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**Day 25**
Day 26
Student Book pages 278-280
- **Writing Workshop** (pp. 278-280) 55 MIN. Review students’ work from the previous day. Guide them through the steps to revise, edit, and publish their writing. Remind them to use the checklists to make their autobiographical narratives better.

Day 27
Student Book pages 281-282
- **Projects** (p. 281) 55 MIN. Projects require students to integrate and apply the new skills learned in the unit. Read each project aloud and have students choose one to work on.
- **Independent Reading** (p. 282) Encourage students to read one or more of the listed books independently.
- **Homework** Have students work on their Projects as homework, if necessary.

Day 28
Student Book pages 281, 283
- **Projects** (p. 281) 10 MIN. Have students finish their projects and present them to the class.
- **Milestones to Achievement: Writing** (p. 283) 45 MIN. Have students read “How Mole Lost His Sight” and answer the questions.

Day 29
Student Book pages 284-285
- **Review** 15 MIN. In small groups, have students list major topics from the unit. Ask students to choose three points that they are least clear on and would like to review. Choose points to reteach to the class.
- **Milestones to Achievement: Reading** (pp. 284-285) 40 MIN. Have students read “Independence Day Celebrations” individually. Then have them answer the questions about the reading.
- **Homework** Have students study for the Unit Test.

Day 30
Assessment Book pages 75-81
- **Unit Test** (Assessment Book pp. 75-81) 55 MIN. Administer the Unit 4 Test, Assessment Book pages 75-81.
Chapter Materials

**Teacher’s Edition** Staff Development Handbook pages Txxi-Tliv; English Spanish Cognates/False Cognates pages Tlv-Tlvi

**Teacher’s Resource Book** and **Teacher’s Resource CD-ROM** Graphic Organizers: KWL Chart, Word Web, Vocabulary Log, Two-Column Chart, KWL Chart, Paragraph; English-Spanish Cognates/False Cognates; Workbook Answer Key; Presentation Tool: Unit 5, Chapter 1; ExamView Assessment: Unit 5, Chapter 1 Quiz; Rubrics: Rubric for Speaking Assessment, Rubric for Oral Reading Fluency, Rubric for Writing Fluency, Rubric for Writing On Demand

**Assessment Book** Unit 5, Chapter 1 Quiz

**MilestonesTracker** Unit 5, Chapter 1

**Audio Program** CD 3, Tracks 7-8

**Student Book** Unit 5, Chapter 1, pages 286-317

**Workbook** Unit 5, Chapter 1, pages 189-208

**Independent Practice CD-ROM** Unit 5, Chapter 1

**Heinle Reading Library** *George Washington* by Marian Leighton

**Website** [http://elt.heinle.com/milestones/](http://elt.heinle.com/milestones/)

**Online Professional Development** [http://elt.heinle.com/milestonesopd/tx](http://elt.heinle.com/milestonesopd/tx)

**Milestones C Graphic Reader**

### Day 1

Student Book pages 286-288

- **Pre-Assess** 15 MIN. Ask students questions to assess their understanding of the unit’s theme, vocabulary terms, and grammar topics. **ELPS:** 1.A.1
- **Explore the Theme** (p. 287) 10 MIN. Have students brainstorm responses to the questions. **ELPS:** 1.A.1, 3.H.2
- **Theme Activity** (p. 287) 5 MIN. Work on the activity together as a class and discuss how it relates to the theme. **ELAR:** 8.26B
- **Chapter Focus Question** (p. 288) 20 MIN. Ask students to think about possible answers to the question. **ELPS:** 3.G.3, 4.D.1
- **Objectives** (p. 288) 5 MIN. Present the chapter objectives. **ELAR:** 8.28

### Day 2

Student Book pages 288-290

- **Review** 5 MIN. Write on the Board: What have you done to make a difference in the life of a family member or a friend? **ELPS:** 4.F.10
- **About the Reading** (p. 288) 5 MIN. Preview *Code Talker*. **ELPS:** 1.A.1, 4.F.5
- **Build Background** (p. 289) 10 MIN. Provide background information about the Navajo language. **ELPS:** 1.A.1
- **Use Prior Knowledge** (p. 289) 15 MIN. Activate prior knowledge by having students try to break a code. **ELAR:** 8.28
- **Vocabulary from the Reading** (p. 290) 20 MIN. Introduce words that appear in *Code Talker*. **ELPS:** 4.F.3, 5.B.2
- **Homework** Assign Workbook page 189. **ELPS:** 5.B.2

### Day 3

Student Book pages 291-292

- **Review** 10 MIN. Check homework. Review the vocabulary. **ELPS:** 1.E.3, 5.B.2
- **Academic Vocabulary** (p. 291) 10 MIN. Introduce vocabulary for the Reading Strategy. **ELAR:** 8.2B
- **Reading Strategy** (p. 291) 15 MIN. Introduce the strategy of describing mental images while reading. **ELPS:** 4.1
- **Text Genre** (p. 292) 15 MIN. Discuss with students the characteristics of a novel. **ELPS:** 4.D.1, 4.F.2
- **Meet the Author** (p. 292) 5 MIN. Share background information about the author. **ELPS:** 4.F.5
- **Homework** Assign Workbook page 190. **ELPS:** 4.I.1

ELAR:** 8.8
Day 4
Student Book pages 292-301
- **Review** 10 MIN. Check homework. Review the reading strategy.
- **Reading Focus Questions** (p. 292) 10 MIN. Have students preview the reading and predict the answers to the questions. ELPS: 4.J.1
  ELAR: 8.3
- **Reading Selection** (pp. 293-301) 35 MIN. Have students begin reading the selection. Encourage them to use the Reading Strategy and to answer the Reading Check questions as they read. Refer them back to Vocabulary from the Reading section when they encounter Key Vocabulary words.
- **Homework** Assign Workbook page 191. ELPS: 1.E.4
  ELAR: 8.6

Day 5
Student Book pages 293-302
- **Review** 10 MIN. Check homework. Review the text genre.
- **Reading Selection** (pp. 293-301) 30 MIN. Review what students read the previous day. Then have them continue reading the selection. Remind them to use the Reading Strategy and to answer the Reading Check questions. Discuss how the images relate to the reading. ELPS: 4.F.6
  ELAR: 8.1, 8.8
- **Apply the Reading Strategy** (p. 302) 15 MIN. Have students refer back to the reading in order to describe mental images in *Code Talker*. ELPS: 4.I.2
  ELAR: 8.8
- **Homework** Assign Workbook page 192. ELPS: 1.B.2, 4.G.2
  ELAR: 8.6C

Day 6
Student Book pages 302-303
- **Review** 10 MIN. Check homework. Review the reading.
- **Academic Vocabulary** (p. 302) 10 MIN. Introduce vocabulary for the Reading Comprehension Questions. ELPS: 1.E.3, 4.F.3, 5.B.2
  ELAR: 8.2B
- **Reading Comprehension Questions** (p. 303) 20 MIN. Have students answer the questions individually or with a partner. ELPS: 4.G.3
  ELAR: 8.6C
- **Literary Element** (p. 303) 15 MIN. Present idioms. Have students identify examples in the reading. ELPS: 4.K.2
  ELAR: 8.8
- **Homework** Assign Workbook page 193. ELPS: 1.E.2, 4.K.2
  ELAR: 8.8

Day 7
Student Book pages 304-305
- **Review** 5 MIN. Check homework. Review the literary element.
- **About the Reading** (p. 304) 5 MIN. Preview “CityYear.” ELPS: 4.F.10
- **Build Background** (p. 304) 10 MIN. Provide background information about volunteering. ELPS: 4.F.5
- **Vocabulary from the Reading** (p. 304) 15 MIN. Introduce words that appear in “CityYear.” ELPS: 4.F.3
  ELAR: 8.2B
- **Reading Strategy** (p. 305) 10 MIN. Introduce the strategy of analyzing text evidence while reading. ELPS: 4.K.1
  ELAR: 8.12A
- **Text Genre** (p. 305) 10 MIN. Discuss with students the characteristics of a brochure, a type of informational text. ELPS: 4.D.1
  ELAR: 8.12
- **Meet the Founders** (p. 305) 5 MIN. Share background information about the founders. ELPS: 4.F.5
- **Homework** Assign Workbook pages 194-196. ELPS: 4.D.1, 4.K.2, 5.B.2
  ELAR: 8.2B, 8.12A, 8.12

Day 8
Student Book pages 305-309
- **Review** 10 MIN. Check homework. Review the vocabulary, reading strategy, and text genre. ELPS: 4.J.1
  ELAR: 8.9
- **Reading Focus Questions** (p. 305) 5 MIN. Have students preview the reading and predict the answers to the questions. ELPS: 4.H.2
- **Reading Selection** (pp. 306-308) 25 MIN. Have students read the selection.
Encourage them to use the Reading Strategy and to answer the Reading Check questions as they read. Refer them back to Vocabulary from the Reading section when they encounter Key Vocabulary words.

- **Reading Comprehension Questions** (p. 309) 15 MIN. Have students answer the questions individually or with a partner.
- **Homework** Assign Workbook page 197.

### Day 9

**Student Book pages 309-311**

- **Review** 10 MIN. Check homework. Review the reading.
- **Spelling** (Workbook p. 198) 5 MIN. Present the combination of -ph. Have students complete the activities.
- **Writing Conventions** (Workbook p. 199) 5 MIN. Present the use of bulleted lists. Have students complete the activities.
- **Connect Readings 1 and 2** (p. 309) 15 MIN. Encourage students to think about how the readings in this chapter are similar and different.
- **Listening and Speaking** (p. 310) 15 MIN. Have students work together to discuss idioms and hyperbole. Present the Phrases for Conversation and encourage students to use them in the activity.
- **Reading Fluency** (pp. 310-311) 5 MIN. Help students build their reading fluency by guiding them in rapid word recognition.
- **Homework** Assign Workbook pages 198-199.

### Day 10

**Student Book pages 311-315**

- **Review** 10 MIN. Check homework. Review the spelling rule and writing conventions.
- **Vocabulary Development** (p. 311) 10 MIN. Present the concept of using a dictionary and a thesaurus. Have students complete the activities.
- **Grammar** (pp. 312-313) 25 MIN. Present present perfect tense, past perfect tense, and future perfect tense. Have students complete the activity.
- **Writing Assignment** (pp. 314-315) 10 MIN. Read the prompt about writing a business letter. Have students read the student model aloud or silently. Then guide them through steps 1-2 to write their own business letter.
- **Homework** Assign Workbook pages 200-202 and Grammar Expansion (Workbook 203-204).

### Day 11

**Student Book pages 315-317**

- **Review** 10 MIN. Check homework. Review the writing assignment.
- **Writing Assignment** (pp. 314-315) 20 MIN. Review students’ work from the previous day. Guide them through the steps to finish the assignment. Have them use the Writing Checklist to edit their writing.
- **Writing Support** (p. 315) 5 MIN. Introduce irregular verbs. Have students look for irregular verbs in their own writing.
- **Progress Check** (p. 316) 10 MIN. Have students answer the skills assessment questions found in the Progress Check. Refer them to the pages to review if necessary.
- **Assessment Practice** (p. 317) 10 MIN. The Assessment Practice prepares students for taking chapter quizzes. Administer the practice individually or as a class.
- **Homework** Assign Workbook pages 205-208. Have students study for the Chapter Quiz.

### Day 12

**Assessment Book pages 83-87**

- **Review** 10 MIN. Check homework. Review the writing assignment.
- **Chapter Quiz** (Assessment Book pp. 83-87) 45 MIN. Administer the Unit 5 Chapter Quiz.

ELAR: 8.1
ELPS: 4.G.3
ELAR: 8.10A, 8.12B
ELPS: 1.B.2, 4.G.2
ELAR: 8.10A, 8.12B
Chapter 1 Quiz, Assessment Book pages 83-87.
Unit 5 Making a Difference
Chapter 2

Chapter Materials
Teacher’s Edition Staff Development Handbook pages Txxi-Tliv; English Spanish Cognates/False Cognates pages Tlv-Tlvi
Teacher’s Resource Book and Teacher’s Resource CD-ROM Graphic Organizers: Three-Column Chart, Word Web, Vocabulary Log, Two-Column Chart; English-Spanish Cognates/False Cognates; Workbook Answer Key; Presentation Tool: Unit 5, Chapter 2; ExamView Assessment: Unit 5, Chapter 2 Quiz; ExamView Assessment Unit 5 Test; Rubrics: Rubric for Speaking Assessment, Rubric for Oral Reading Fluency, Rubric for Writing Assessment, Rubric for Writing On Demand Assessment Book Unit 5, Chapter 2 Quiz; Unit 5 Test
MilestonesTracker Unit 5, Chapter 2
Audio Program CD 3, Tracks 9-10
Student Book Unit 5, Chapter 2, pages 318-343; Unit 5 Apply & Extend, pages 344-350; Unit 5 Milestones to Achievement, pages 351-353
Workbook Unit 5, Chapter 2, pages 209-228
Independent Practice CD-ROM Unit 5, Chapter 2
Heinle Reading Library GeorgeWashington by Marian Leighton
Website http://elt.heinle.com/milestones/
Online Professional Development http://elt.heinle.com/milestonesopd/tx
Milestones C Graphic Reader

Day 13
Student Book pages 318-319

- Review 15 MIN. Review Chapter 1.
- Chapter Focus Question (p. 318) 5 MIN. Ask students to think about possible answers to the question.
- Objectives (p. 318) 5 MIN. Present the chapter objectives.
- About the Reading (p. 318) 5 MIN. Preview “Community Service.”
- Build Background (p. 319) 10 MIN. Provide background information about inventions.
- Use Prior Knowledge (p. 319) 15 MIN. Activate prior knowledge by having students choosing the best invention.
- Homework Assign Workbook page 209.

ELPS: 4.D.1, 4.J.1
ELAR: 8.26B
ELPS: 8.28
ELPS: 4.F.10
ELPS: 1.A.2, 4.F.5
ELPS: 1.A.1, 3.E.1
ELAR: 8.28
ELPS: 5.B.2
ELAR: 8.2B

Day 14
Student Book pages 320-322

- Review 10 MIN. Check homework. Review the vocabulary.
- Vocabulary from the Reading (p. 320) 15 MIN. Introduce words that appear in “Community Service.”
- Academic Vocabulary (p. 321) 10 MIN. Introduce vocabulary for the Reading Strategy.
- Reading Strategy (p. 321) 10 MIN. Introduce the strategy of analyzing text structure while reading.
- Text Genre (p. 322) 10 MIN. Discuss with students the characteristics of a magazine article, a type of informational text.
- Meet the Author (p. 322) 5 MIN. Share background information about the author.

ELPS: 4.F.3, 5.B.2
ELAR: 8.2B
ELPS: 1.E.3, 4.F.3, 5.B.2
ELAR: 8.2B
ELPS: 4.K.1
ELAR: 8.10
ELPS: 4.D.1
ELAR: 8.10C
ELPS: 4.F.5
ELPS: 4.K.2
ELAR: 8.10

Day 15
Student Book pages 322-327

- Review 10 MIN. Check homework. Review the reading strategy and text genre.
- Reading Focus Questions (p. 322) 10 MIN. Have students preview the reading and predict the answers to the questions.
- Reading Selection (pp. 323-327) 35 MIN. Have students begin reading the selection. Encourage them to use the Reading Strategy and to answer the Reading Check questions as they read. Refer them back to Vocabulary from the Reading section when they encounter Key Vocabulary words.

ELPS: 4.G.3
ELAR: 8.9
ELPS: 4.H.2
ELAR: 8.1
Day 16
Student Book pages 323-328
- **Review** 10 MIN. Read the Reading Focus Questions again.
- **Reading Selection** (pp. 323-327) 30 MIN. Review what students read the previous day. Then have them continue reading the selection. Remind them to use the Reading Strategy and to answer the Reading Check questions. Discuss how the images relate to the reading.
- **Apply the Reading Strategy** (p. 328) 15 MIN. Have students refer back to the reading in order to analyze the text structure in “Community Service.”
- **Homework** Assign Workbook page 212.

Day 17
Student Book pages 328-329
- **Review** 10 MIN. Check homework. Review the reading.
- **Academic Vocabulary** (p. 328) 10 MIN. Introduce vocabulary for the Reading Comprehension Questions.
- **Reading Comprehension Questions** (p. 329) 20 MIN. Have students answer the questions individually or with a partner.
- **Text Element** (p. 329) 15 MIN. Present the concept of definitions. Have students identify examples in the reading.
- **Homework** Assign Workbook page 212.

Day 18
Student Book pages 330-331
- **Review** 5 MIN. Check homework. Review the literary element.
- **About the Readings** (p. 330) 5 MIN. Preview “Inaugural Address.”
- **Build Background** (p. 330) 10 MIN. Provide background information about America in 1961.
- **Vocabulary from the Reading** (p. 330) 15 MIN. Introduce words that appear in “Inaugural Address.”
- **Reading Strategy** (p. 331) 10 MIN. Introduce the strategy of recognizing an author’s writing style while reading.
- **Text Genre** (p. 331) 5 MIN. Discuss with students the characteristics of speech.
- **Meet the Author** (p. 331) 5 MIN. Share background information about the author.
- **Homework** Assign Workbook pages 214-216.

Day 19
Student Book pages 331-335
- **Review** 10 MIN. Check homework. Review the vocabulary, reading strategy, and text genre.
- **Reading Focus Questions** (p. 331) 5 MIN. Have students preview the reading and predict the answers to the questions.
- **Reading Selection** (pp. 332-334) 25 MIN. Have students read the selection. Encourage them to use the Reading Strategy and to answer the Reading Check questions as they read. Refer them back to Vocabulary from the Reading section when they encounter Key Vocabulary words.
- **Reading Comprehension Questions** (p. 335) 15 MIN. Have students answer the questions individually or with a partner.
- **Homework** Assign Workbook page 217.

Day 20
Review 10 MIN. Check homework. Review the reading.

Spelling (Workbook p. 218) 5 MIN. Present commonly misspelled words. Have students complete the activities.

Writing Conventions (Workbook p. 219) 5 MIN. Present the use of ellipses and brackets. Have students complete the activities.

Connect Readings 1 and 2 (p. 335) 15 MIN. Encourage students to think about how the readings in this chapter are similar and different.

Listening and Speaking (p. 336) 15 MIN. Have students work together to give a persuasive speech. Present the Phrases for Conversation and encourage students to use them in the activity.

Reading Fluency (p. 337) 5 MIN. Help students build their reading fluency by guiding them in CD-assisted reading practice.

Homework Assign Workbook pages 218-219.

Day 21

Student Book pages 337-341

Review 10 MIN. Check homework. Review the spelling rule and writing conventions.

Vocabulary Development (p. 337) 10 MIN. Present word order. Have students complete the activity.

Grammar (pp. 338-339) 25 MIN. Present infinitives, gerunds, and participles. Have students complete the activities.

Writing Assignment (pp. 340-341) 10 MIN. Read the prompt about writing a response to literature. Have students read the student model aloud or silently. Then guide them through steps 1-3 to write their own response to literature essays.

Homework Assign Workbook pages 220-222 and Grammar Expansion (Workbook 223-224).

Day 22

Student Book pages 340-343

Review 5 MIN. Check homework. Review the vocabulary development and grammar.

Writing Assignment (pp. 340-341) 20 MIN. Review students’ work from the previous day. Guide them through the steps to finish the assignment. Have them use the Writing Checklist to edit their writing.

Writing Support (p. 341) 5 MIN. Introduce the concept of parallelism. Have students look for parallelism in their own writing.

Progress Check (p. 342) 15 MIN. Have students answer the skills assessment questions found in the Progress Check. Refer them to the pages to review if necessary.

Assessment Practice (p. 343) 10 MIN. The Assessment Practice prepares students for taking chapter quizzes. Administer the practice individually or as a class.

Homework Assign Workbook pages 225-228. Have students study for the Chapter Quiz.

Day 23

Assessment Book pages 89-92

Review 10 MIN. Check homework. Review the writing assignment.

Chapter Quiz (Assessment Book pp. 89-92) 45 MIN. Administer the Unit 5 Chapter 2 Quiz, Assessment Book pages 89-92.

Day 24

Student Book pages 344-345

Listening and Speaking Workshop (pp. 344-345) 55 MIN. Guide students

ELPS: 3.G.4, 3.H.1
through the steps to present an autobiographical narrative.

Day 25
Student Book pages 345-348

- **Media Workshop** (p. 345) 25 MIN. Present information to help students create a script for a radio advertisement. Have them complete the activity.
  
  - ELPS: 3.H.2, 3.J.1
  - ELAR: 8.13A, 8.13C, 8.13D, 8.18, 8.26C

- **Writing Workshop** (pp. 346-348) 30 MIN. Read the prompt about writing a research report. Have students read the model aloud or silently. Then guide them through pre-writing preparation and writing a draft.
  
  - ELPS: 3.G.2

- **Homework** Have students who didn’t finish prewriting and drafting in class do it as homework.

Day 26
Student Book pages 346-348

- **Writing Workshop** (pp. 346-348) 55 MIN. Review students’ work from the previous day. Guide them through the steps to revise, edit, and publish their writing. Remind them to use the checklists to make their research reports better.
  
  - ELPS: 3.G.2
  - ELAR: 8.22A-B, 8.23A-D, 8.24A-B, 8.25A-D

Day 27
Student Book pages 349-350

- **Projects** (p. 349) 55 MIN. Projects require students to integrate and apply the new skills learned in the unit. Read each project aloud and have students choose one to work on.
  
  - ELPS: 3.E.1, 3.G.2, 3.H.2
  - ELAR: 8.26A, 8.26C, 8.27

- **Independent Reading** (p. 350) Encourage students to read one or more of the listed books independently.

- **Homework** Have students work on their Projects as homework, if necessary.

Day 28
Student Book pages 349, 351

- **Projects** (p. 349) 10 MIN. Have students finish their projects and present them to the class.

- **Milestones to Achievement: Writing** (p. 351) 45 MIN. Have students read the rough draft of a student’s business letter and answer the questions.

  - ELPS: 3.E.1, 3.G.2, 3.H.2
  - ELAR: 8.26A, 8.26C, 8.27
  - ELAR: 8.14C, 8.14D

Day 29
Student Book pages 352-353

- **Review** 15 MIN. In small groups, have students list major topics from the unit. Ask students to choose three points that they are least clear on and would like to review. Choose points to reteach to the class.

- **Milestones to Achievement: Reading** (pp. 352-353) 40 MIN. Have students read “A Day to Volunteer” individually. Then have them answer the questions about the reading.

- **Homework** Have students study for the Unit Test.

Day 30
Assessment Book pages 93-100

- **Unit Test** (Assessment Book pp. 93-100) 55 MIN. Administer the Unit 5 Test, Assessment Book pages 93-100.

  - ELPS: 4.G.3
Unit 6 Leadership
Chapter 1

Chapter Materials
Teacher’s Edition Staff Development Handbook pages Txxi-Tliv; English Spanish Cognates/False Cognates pages Tlv-Tlvi
Teacher’s Resource Book and Teacher’s Resource CD-ROM Graphic Organizers: Cluster Map, Word Web, Word Squares, Vocabulary Log, Paragraph, Persuasive-Debate & Writing; English-Spanish Cognates/False Cognates; Workbook Answer Key; Presentation Tool: Unit 6, Chapter 1; ExamView Assessment: Unit 6, Chapter 1 Quiz; Rubrics: Rubric for Oral Reading Fluency, Rubric for Speaking Assessment, Rubric for Writing Assessment, Rubric for Writing On Demand
Assessment Book Unit 6, Chapter 1 Quiz
MilestonesTracker Unit 6, Chapter 1
Audio Program CD 4, Tracks 2-3
Student Book Unit 6, Chapter 1, pages 354-387
Workbook Unit 6, Chapter 1, pages 229-248
Independent Practice CD-ROM Unit 6, Chapter 1
Heinle Reading Library Martin Luther King by Herb Boyd
Website http://elt.heinle.com/milestones/
Online Professional Development http://elt.heinle.com/milestonesopd/tx
Milestones C Graphic Reader

Day 1
Student Book pages 354-356
☐ Pre-Assess 15 MIN. Ask students questions to assess their understanding of the unit’s theme, vocabulary terms, and grammar topics. ELPS: 1.A.1
☐ Explore the Theme (p. 355) 10 MIN. Have students brainstorm responses to the questions. ELPS: 1.E.3, 4.D.1
☐ Theme Activity (p. 355) 20 MIN. Work on the activity together as a class and discuss how it relates to the theme. ELAR: 8.2B
☐ Chapter Focus Question (p. 356) 5 MIN. Ask students to think about possible answers to the question. ELPS: 4.D.1, 4.J.1
☐ Objectives (p. 356) 5 MIN. Present the chapter objectives. ELAR: 8.2B

Day 2
Student Book pages 356-358
☐ Review 5 MIN. Write on the Board: What would you do if you were a leader? ELPS: 4.F.10
☐ About the Reading (p. 356) 5 MIN. Preview Iqbal. ELPS: 4.F.5
☐ Build Background (p. 357) 10 MIN. Provide background information about Iqbal Masih. ELPS: 1.A.1, 3.E.1
☐ Use Prior Knowledge (p. 357) 15 MIN. Activate prior knowledge by having students brainstorm about fighting for a cause. ELAR: 8.2B
☐ Vocabulary from the Reading (p. 358) 20 MIN. Introduce words that appear in Iqbal. ELPS: 1.E.4, 4.F.3
☐ Homework Assign Workbook page 229. ELAR: 8.2B

Day 3
Student Book pages 359-360
☐ Academic Vocabulary (p. 359) 10 MIN. Introduce vocabulary for the Reading Strategy. ELAR: 8.2B
☐ Reading Strategy (p. 359) 15 MIN. Introduce the strategy of analyzing character while reading. ELPS: 4.K.1
☐ Text Genre (p. 360) 15 MIN. Discuss with students the characteristics of a novel. ELAR: 8.6B
☐ Meet the Author (p. 360) 5 MIN. Share background information about the author. ELPS: 4.D.1
☐ Homework Assign Workbook page 230. ELAR: 8.3, 8.6
☐ MilestonesTracker Unit 6, Chapter 1
☐ Audio Program CD 4, Tracks 2-3
Day 4
Student Book pages 360-369

- **Review** 10 MIN. Check homework. Review the reading strategy.
- **Reading Focus Questions** (p. 360) 10 MIN. Have students preview the reading and predict the answers to the questions.
- **Reading Selection** (pp. 361-369) 35 MIN. Have students begin reading the selection. Encourage them to use the Reading Strategy and to answer the Reading Check questions as they read. Refer them back to Vocabulary from the Reading section when they encounter Key Vocabulary words.
- **Homework** Assign Workbook page 231.

Day 5
Student Book pages 361-370

- **Review** 10 MIN. Check homework. Review the text genre.
- **Reading Selection** (pp. 361-369) 30 MIN. Review what students read the previous day. Then have them continue reading the selection. Remind them to use the Reading Strategy and to answer the Reading Check questions. Discuss how the images relate to the reading.
- **Apply the Reading Strategy** (p. 370) 15 MIN. Have students refer back to the reading in order to analyze the characters in *Iqbal*.
- **Homework** Assign Workbook page 232.

Day 6
Student Book pages 370-371

- **Review** 10 MIN. Check homework. Review the reading.
- **Academic Vocabulary** (p. 370) 10 MIN. Introduce vocabulary for the Reading Comprehension Questions.
- **Reading Comprehension Questions** (p. 371) 20 MIN. Have students answer the questions individually or with a partner.
- **Literary Element** (p. 371) 15 MIN. Present simile. Have students identify examples in the reading.
- **Homework** Assign Workbook page 233.

Day 7
Student Book pages 372-373

- **Review** 5 MIN. Check homework. Review the literary element.
- **About the Reading** (p. 372) 5 MIN. Preview “The Equal Rights Struggle Expands.”
- **Build Background** (p. 372) 10 MIN. Provide background information about The United Farm Workers Union.
- **Vocabulary from the Reading** (p. 372) 15 MIN. Introduce words that appear in “The Equal Rights Struggle Expands.”
- **Reading Strategy** (p. 373) 10 MIN. Introduce the strategy of identifying the main idea while reading.
- **Text Genre** (p. 373) 5 MIN. Discuss with students the characteristics of a social studies textbook, a type of informational text.
- **Homework** Assign Workbook pages 234-236.

Day 8
Student Book pages 373-379

- **Review** 10 MIN. Check homework. Review the vocabulary, reading strategy, and text genre.
- **Reading Focus Questions** (p. 373) 5 MIN. Have students preview the reading and predict the answers to the questions.
- **Reading Selection** (pp. 374-378) 25 MIN. Have students read the selection. Encourage them to use the Reading Strategy and to answer the Reading Check questions as they read. Refer them back to Vocabulary from the Reading section when they encounter Key Vocabulary words.

ELPS: 4.J.1
ELAR: 8.1

ELPS: 1.E.4
ELAR: 8.3, 8.6

ELPS: 4.G.1
ELAR: 8.1

ELPS: 1.E.3, 4.F.3, 5.B.2
ELAR: 8.2B

ELPS: 4.G.3
ELAR: 8.6B

ELPS: 3.E.1, 4.K.2
ELAR: 8.8

ELPS: 1.B.2, 4.G.2
ELAR: 8.6B

ELPS: 4.F.8, 4.F.10
ELAR: 8.2B

ELPS: 4.F.5, 4.F.10
ELAR: 8.2B

ELPS: 4.F.3
ELAR: 8.2B

ELPS: 4.I.1
ELAR: 8.10A

ELPS: 4.D.1
ELAR: 8.10A

ELPS: 4.D.1, 4.I.1, 5.B.2
ELAR: 8.2B, 8.10A
when they encounter Key Vocabulary words.

- **Reading Comprehension Questions** (p. 379) 15 MIN. Have students answer the questions individually or with a partner.
- **Homework** Assign Workbook page 237.

### Day 9

**Student Book pages 379-381**

- **Review** 10 MIN. Check homework. Review the reading.
- **Spelling** (Workbook p. 238) 5 MIN. Present the suffixes –er and -or. Have students complete the activities.
- **Writing Conventions** (Workbook p. 239) 5 MIN. Present the spelling of contractions. Have students complete the activities.
- **Connect Readings 1 and 2** (p. 379) 15 MIN. Encourage students to think about how the readings in this chapter are similar and different.
- **Listening and Speaking** (p. 380) 15 MIN. Have students work together to give a research presentation. Present the Phrases for Conversation and encourage students to use them in the activity.
- **Reading Fluency** (p. 381) 5 MIN. Help students build their reading fluency by guiding them in reading silently.
- **Homework** Assign Workbook pages 238-239.

### Day 10

**Student Book pages 381-385**

- **Review** 10 MIN. Check homework. Review the spelling rule and writing conventions.
- **Vocabulary Development** (p. 381) 10 MIN. Present the suffix -ion. Have students complete the activity.
- **Grammar** (pp. 382-382) 25 MIN. Present conditional clauses. Have students complete the activities.
- **Writing Assignment** (pp. 384-385) 10 MIN. Read the prompt about writing a persuasive essay. Have students read the student model aloud or silently. Then guide them through steps 1-2 to write their own persuasive essays.
- **Homework** Assign Workbook pages 240-243 and Grammar Expansion (Workbook page 244).

### Day 11

**Student Book pages 385-387**

- **Review** 10 MIN. Check homework. Review the writing assignment.
- **Writing Assignment** (pp. 384-385) 20 MIN. Review students’ work from the previous day. Guide them through the steps to finish the assignment. Have them use the Writing Checklist to edit their writing.
- **Writing Support** (p. 385) 5 MIN. Introduce spelling rules and frequently misspelled words. Have students look for misspelled words in their own writing.
- **Progress Check** (p. 386) 10 MIN. Have students answer the skills assessment questions found in the Progress Check. Refer them to the pages to review if necessary.
- **Assessment Practice** (p. 387) 10 MIN. The Assessment Practice prepares students for taking chapter quizzes. Administer the practice individually or as a class.
- **Homework** Assign Workbook pages 245-248. Have students study for the Chapter Quiz.

### Day 12

**Assessment Book pages 101-105**

- **Review** 10 MIN. Check homework. Review the writing assignment.
- **Chapter Quiz** (Assessment Book pp. 101-105) 45 MIN. Administer the Unit 6
Unit 6 Leadership
Chapter 2

Chapter Materials
Teacher’s Edition Staff Development Handbook pages Txxi-Tliv; English Spanish Cognates/False Cognates pages Tlv-Tlvi
Teacher’s Resource Book and Teacher’s Resource CD-ROM Graphic Organizers: Word Squares, Word Web, Vocabulary Log, Note-Taking; English-Spanish Cognates/False Cognates; Workbook Answer Key; Presentation Tool: Unit 6, Chapter 2; ExamView Assessment: Unit 6, Chapter 2 Quiz; ExamView Assessment Unit 6 Test; Rubrics: Rubric for Speaking Assessment, Rubric for Oral Reading Fluency, Rubric for Writing Assessment, Rubric for Writing On Demand
Assessment Book Unit 6, Chapter 2 Quiz; Unit 6 Test; End-of-Book Exam
MilestonesTracker Unit 6, Chapter 2
Audio Program CD 4, Tracks 4-6
Student Book Unit 6, Chapter 2, pages 388-417; Unit 6 Apply & Extend, pages 418-424; Unit 6 Milestones to Achievement, pages 425-427
Workbook Unit 6, Chapter 2, pages 249-268
Independent Practice CD-ROM Unit 6, Chapter 2
Heinle Reading Library Martin Luther King by Herb Boyd
Website http://elt.heinle.com/milestones/
Online Professional Development http://elt.heinle.com/milestonesopd/tx
Milestones C Graphic Reader

Day 13
Student Book pages 388-389
☐ Review 15 MIN. Review Chapter 1. ELPS: 4.J.1
☐ Chapter Focus Question (p. 388) 5 MIN. Ask students to think about possible answers to the question. ELPS: 4.F.5
☐ Objectives (p. 388) 5 MIN. Present the chapter objectives. ELPS: 1.A.1, 4.F.5
☐ About the Reading (p. 388) 5 MIN. Preview “Science Olympiad.” ELPS: 1.A.1, 4.D.1
☐ Build Background (p. 389) 10 MIN. Provide background information about the original olympiad. ELPS: 1.A.1, 4.F.6
☐ Use Prior Knowledge (p. 389) 15 MIN. Activate prior knowledge by having students imagine an academic olympiad. ELPS: 5.B.2
☐ Homework Assign Workbook page 249. ELAR: 8.2B

Day 14
Student Book pages 390-392
☐ Review 10 MIN. Check homework. Review the vocabulary. ELPS: 1.E.4, 4.F.3
☐ Vocabulary from the Reading (p. 390) 15 MIN. Introduce words that appear in “Science Olympiad.” ELAR: 8.2B
☐ Reading Strategy (p. 391) 10 MIN. Introduce the strategy of distinguishing fact from opinion while reading. ELAR: 8:10B
☐ Text Genre (p. 392) 5 MIN. Discuss with students the characteristics of brochures and newspaper articles, two types of informational texts. ELPS: 4.D.1
☐ Meet the Author (p. 392) 5 MIN. Share background information about the author. ELPS: 4.F.10
☐ Homework Assign Workbook page 250. ELPS: 4.I.2
ELAR: 8:10B

Day 15
Student Book pages 392-399
☐ Review 10 MIN. Check homework. Review the reading strategy and text genre. ELPS: 4.J.1
☐ Reading Focus Questions (p. 392) 10 MIN. Have students preview the reading and predict the answers to the questions. ELAR: 8.9
☐ Reading Selection (pp. 393-399) 35 MIN. Have students begin reading the selection. Encourage them to use the Reading Strategy and to answer the Reading Check questions as they read. Refer them back to Vocabulary from the Reading section when they encounter Key Vocabulary words. ELPS: 4.F.6
ELAR: 8.1
Day 16
Student Book pages 393-400

- **Review** 10 MIN. Read the Reading Focus Questions again.
- **Reading Selection** (pp. 393-399) 30 MIN. Review what students read the previous day. Then have them continue reading the selection. Remind them to use the Reading Strategy and to answer the Reading Check questions. Discuss how the images relate to the reading.
- **Apply the Reading Strategy** (p. 400) 15 MIN. Have students refer back to the reading in order to distinguish fact from opinion in “Science Olympiad.”
- **Homework** Assign Workbook page 252.

Day 17
Student Book pages 400-401

- **Review** 10 MIN. Check homework. Review the reading.
- **Academic Vocabulary** (p. 400) 10 MIN. Introduce vocabulary for the Reading Comprehension Questions.
- **Reading Comprehension Questions** (p. 401) 20 MIN. Have students answer the questions individually or with a partner.
- **Text Element** (p. 401) 15 MIN. Present purpose and audience. Have students identify examples in the reading.
- **Homework** Assign Workbook page 253.

Day 18
Student Book pages 402-403

- **Review** 5 MIN. Check homework. Review the literary element.
- **About the Readings** (p. 402) 5 MIN. Preview Harriet Tubman: Conductor on the Underground Railroad.
- **Build Background** (p. 402) 10 MIN. Provide background information about the underground railroad.
- **Vocabulary from the Reading** (p. 402) 15 MIN. Introduce words that appear in Harriet Tubman: Conductor on the Underground Railroad.
- **Reading Strategy** (p. 403) 10 MIN. Introduce the strategy of recognizing imagery while reading.
- **Text Genre** (p. 403) 5 MIN. Discuss with students the characteristics of historical novels.
- **Meet the Author** (p. 403) 5 MIN. Share background information about the author.
- **Homework** Assign Workbook pages 254-256.

Day 19
Student Book pages 403-408

- **Review** 10 MIN. Check homework. Review the vocabulary, reading strategy, and text genre.
- **Reading Focus Questions** (p. 403) 5 MIN. Have students preview the reading and predict the answers to the questions.
- **Reading Selection** (pp. 404-408) 25 MIN. Have students read the selection. Encourage them to use the Reading Strategy and to answer the Reading Check questions as they read. Refer them back to Vocabulary from the Reading section when they encounter Key Vocabulary words.
- **Reading Comprehension Questions** (p. 408) 15 MIN. Have students answer the questions individually or with a partner.
- **Homework** Assign Workbook page 257.

Day 20
Day 21
Student Book pages 411-415

- **Review** 10 MIN. Check homework. Review the spelling rule and writing conventions.
- **Vocabulary Development** (p. 411) 10 MIN. Present spelling of derivatives. Have students complete the activity.
- **Grammar** (pp. 412-413) 25 MIN. Present avoiding subject and verb shifts in writing / active voice and passive voice. Have students complete the activities.
- **Writing Assignment** (pp. 414-415) 10 MIN. Read the prompt about writing a research essay about a historical period. Have students read the student model aloud or silently. Then guide them through steps 1-2 to write their own research essays about a historical period.
- **Homework** Assign Workbook pages 260-262 and Grammar Expansion (Workbook 263-264).

Day 22
Student Book pages 414-417

- **Review** 5 MIN. Check homework. Review the vocabulary development and grammar.
- **Writing Assignment** (pp. 414-415) 20 MIN. Review students’ work from the previous day. Guide them through the steps to finish the assignment. Have them use the Writing Checklist to edit their writing.
- **Writing Support** (p. 415) 5 MIN. Introduce quotation marks. Have students look for quotation marks in their own writing.
- **Progress Check** (p. 416) 15 MIN. Have students answer the skills assessment questions found in the Progress Check. Refer them to the pages to review if necessary.
- **Assessment Practice** (p. 417) 10 MIN. The Assessment Practice prepares students for taking chapter quizzes. Administer the practice individually or as a class.
- **Homework** Assign Workbook pages 265-268. Have students study for the Chapter Quiz.

Day 23
Assessment Book pages 107-111

- **Review** 10 MIN. Check homework. Review the writing assignment.
- **Chapter Quiz** (Assessment Book pp. 107-111) 45 MIN. Administer the Unit 6 Chapter 2 Quiz, Assessment Book pages 107-111.

Day 24
Student Book pages 418-419

- **Listening and Speaking Workshop** (pp. 418-419) 55 MIN. Guide students through the steps to give a persuasive speech.
Day 25
Student Book pages 419-422
- **Media Workshop** (p. 419) 25 MIN. Present information to help students understand workplace documents. Have them complete the activity. ELPS: 3.J.2
  ELAR: 8.12, 8.13A
- **Writing Workshop** (pp. 420-422) 30 MIN. Read the prompt about writing a response to literature. Have students read the model aloud or silently. Then guide them through pre-writing preparation and writing a draft. ELPS: 5.G.2
  ELAR: 8.14B, 8.17C
- **Homework** Have students who didn’t finish prewriting and drafting in class do it as homework.

Day 26
Student Book pages 420-423
- **Writing Workshop** (pp. 420-422) 35 MIN. Review students’ work from the previous day. Guide them through the steps to revise, edit, and publish their writing. Remind them to use the checklists to make their response to literature better. ELPS: 5.G.2
  ELAR: 8.14C, 8.14D, 8.14E, 8.17C
- **Projects** (p. 423) 20 MIN. Projects require students to integrate and apply the new skills learned in the unit. Read each project aloud and have students choose one to work on. ELPS: 2.G.4, 3.H.2
  ELAR: 8.2E, 8.13, 8.17D, 8.23C
- **Homework** Have students work on their Projects as homework, if necessary.

Day 27
Student Book pages 423-425
- **Projects** (p. 423) 30 MIN. Have students finish their projects and present them to the class. ELPS: 3.E.1, 3.H.2
  ELAR: 8.2E, 8.13, 8.17D, 8.23C
- **Independent Reading** (p. 424) Encourage students to read one or more of the listed books independently. ELPS: 5.C.2, 5.D.3, 5.G.1
  ELAR: 8.14C, 8.14D
- **Milestones to Achievement: Writing** (p. 425) 25 MIN. Have students read “An Everyday Leader,” a rough draft of a student’s persuasive essay, and answer the questions.

Day 28
Student Book pages 426-427
- **Review** 10 MIN. In small groups, have students list major topics from the unit. Ask students to choose three points that they are least clear on and would like to review. Choose points to reteach to the class. ELPS: 5.C.2, 5.D.3, 5.G.1
  ELAR: 8.6, 8.9
- **Milestones to Achievement: Reading** (pp. 426-427) 45 MIN. Have students read “Harriet Beecher Stowe in Washington” individually. Then have them answer the questions about the reading.
- **Homework** Have students study for the Unit Test.

Day 29
Assessment Book pages 113-119
- **Review** 10 MIN. In small groups, have students list major topics from Units 1-6. Ask students to choose three points that they are least clear on and would like to review. Choose points to reteach to the class. ELPS: 4.G.3
- **Unit Test** (Assessment Book pp. 113-119) 45 MIN. Administer the Unit 6 Test, Assessment Book pages 113-119.
- **Homework** Have students study for the End-of-Book Exam.

Day 30
Assessment Book pages 121-127