

## Shiloh Scope and Sequence

**NOTE:** The lessons for this unit give page references for the Atheneum paperback edition of *Shiloh* published in 2000.

**Unit of Study:** *Shiloh*

**Genre:** Realistic Fiction

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
1	Blurb	<b>Vocabulary:</b> <i>mistreated</i>  Use sticky notes to mark each quadrant of the text.	Search for key story elements in the blurb. <ul style="list-style-type: none"> <li>• Complete story elements handout together</li> <li>• Infer genre</li> <li>• Make a prediction</li> </ul>
2		Use the genre chart to help students understand what to expect from realistic fiction.	
3	Chapter 1 pp. 1–8	<b>Vocabulary:</b> <i>compassion</i>	Focus on identifying the important characters. <ul style="list-style-type: none"> <li>• Co-create a character list</li> </ul>
4	Chapters 1–2 pp. 6–12	<b>Vocabulary:</b> <i>disappointment</i>	Focus on identifying the setting of the story—characters’ circumstances. <ul style="list-style-type: none"> <li>• Co-create a setting clues list</li> </ul>
5	Chapter 2 pp. 12–17	<b>Vocabulary:</b> <i>promise</i>	Determine important events and problems. <ul style="list-style-type: none"> <li>• Co-create an important events list</li> <li>• Co-create a problems list</li> <li>• Continue to co-create a character list</li> </ul>
6	Outside Text: “Protecting the Pets in Your Community”	<b>Vocabulary:</b> <i>accusation</i>	Identify important details about a topic.

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
7	Chapter 3 pp. 18–26	<b>Vocabulary:</b> <i>responsible</i>	Determine important events. <ul style="list-style-type: none"> <li>Continue to co-create an important events list</li> </ul>
8	Chapter 4 pp. 27–35	<b>Vocabulary:</b> <i>sacrifice</i>	Determine important events. <ul style="list-style-type: none"> <li>Continue to co-create an important events list</li> </ul>
9		Retell summary writing and share-out	
10	Chapter 5 pp. 36–44	<b>Vocabulary:</b> <i>secret vs. lie</i>	Consider the conflict of right vs. wrong.
11	Chapters 5–6 pp. 43–48	<b>Vocabulary:</b> <i>belonging</i>	Analyze the author’s purpose for focusing on right vs. wrong. <ul style="list-style-type: none"> <li>Co-create a chart of characters’ beliefs about right and wrong</li> </ul>
12		Problem/solution/opinion writing and share-out.	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
13	Chapter 6 pp. 48–55	<b>Vocabulary:</b> <i>loyal</i>	Infer character traits and support with text evidence. <ul style="list-style-type: none"> <li>Co-create a character traits chart</li> </ul>
14	Chapter 7 pp. 56–64	<b>Vocabulary:</b> <i>shame vs. pride</i>	Infer the main character's feelings and motivations.
15		Focus on naming a line of thinking. <ul style="list-style-type: none"> <li>Co-create an evidence collection box</li> </ul>	
16	Chapter 8 pp. 65–71	<b>Vocabulary:</b> <i>tense</i>	Collect evidence to support a line of thinking and use evidence to make predictions. <ul style="list-style-type: none"> <li>Continue to co-create an evidence collection box.</li> <li>Share and write down predictions</li> </ul>

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
17	Chapter 9 pp. 72–79	<b>Vocabulary:</b> <i>honest vs. dishonest</i>	Make predictions. <ul style="list-style-type: none"> <li>Continue to add evidence to the evidence collection box</li> </ul>
18	Chapter 10 pp. 80–87	<b>Vocabulary:</b> <i>nerve</i>	Infer characters' feelings and perspectives.
19	Outside Text: “Time to Act!: How to Report Animal Abuse or Neglect”	<b>Vocabulary:</b> <i>welfare</i>	Identify important details about a topic.
20	Chapter 11 pp. 88–96	<b>Vocabulary:</b> <i>blame</i>	Identify cause and effect. <ul style="list-style-type: none"> <li>Continue to add evidence to the evidence collection box</li> </ul>

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
21	Chapter 12 pp. 97–105	<b>Vocabulary:</b> <i>accountable</i>	Identify the turning point and infer the author’s message. <ul style="list-style-type: none"><li>• Continue to add evidence to the evidence collection box</li></ul>
22		Turning point writing and share-out.	
23	Chapter 13 pp. 106–112	<b>Vocabulary:</b> <i>determined</i>	Make predictions.
24	Chapters 14 & 15 pp. 113–137		Read-In

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALLOUD
25		Reflection writing: Synthesis summary	
26		Reflection writing: Evaluation of the author's message	
27– 32		Formal writing Persuasive essay: Take a stand on the issue of animal abuse	