

Word Intelligence™ Alternative Pacing Plan

Word Intelligence was designed and piloted as a curriculum to be taught for a full class period (i.e., 45–55 minutes in length). However, teachers may also use *Word Intelligence* materials as just one part of a complete curriculum, in which case they will likely teach it in shorter segments. The following **suggested** pacing plan breaks up *Word Intelligence* lessons into two or three shorter segments. Because certain program segments should be kept together in a single lesson, the segments are not of uniform length. For example, in this plan, the Build Background, Relate to the Students’ Lives, and Read Aloud segments are always kept together as a group. The greatest challenge to dividing the full lessons into shorter segments is divvying up the HomeStudy into several shorter assignments instead of assigning it all on one day. For this reason, the pacing plan does not always follow exactly in page order. The only deviations from the regular page order involve either Primary Language Support or HomeStudy. Note that the plans below do not include the Closing segments from the curriculum. Teachers should close each segment that they teach, regardless of whether there are specific instructions for closure at the point at which they stop.

Included in this pacing plan are the optional Primary Language Support (PLS) lessons, which take additional time. Teachers should note that each PLS lesson is divided into two sections and taught prior to the introduction of target words in Lessons 1, 2, 5, and 6. Lesson segments with Primary Language Support are shaded gray in the charts so that teachers who do not have Spanish speakers in their classes can omit these sections.

The suggested pacing plan covers Unit 1: Orientation as well as Unit 2 in both the World and U.S. editions. It is expected that once teachers have completed Unit 2 with the assistance of the pacing plan, they will be able to successfully divide future units into appropriate segments.

Unit 1: Orientation, World and U.S. Editions

Lesson #	Page # in Teacher Guide	Description	Approx. Time in Minutes	HomeStudy Assignment or Differentiated Instruction
Begin Lesson 1	1-4 1-4 1-5 1-5	Introduce the Program Purpose Review the Program Goals Introduce Program Themes and Student Notebook Introduce Word Quest	20	
1	1-6 1-7 1-8 1-8 1-8	Introduce Word Parts Introduce Prefixes Practice Model Assign HomeStudy 1.1	25	HS 1.1
Begin Lesson 2	1-10 1-10–1-11 1-12 1-12 1-13	Review HomeStudy 1.1 Teach/Model the “Not” Family Practice Introduce the Prefix Strategy: Model Limitations of the Strategy	20–25	
2	1-14 1-15 1-16	Apply the Strategy: Model/Guide Practice the Strategy Assign HomeStudy 1.2	20–25	HS 1.2
Begin Lesson 3	1-18 1-18–1-20	Review HomeStudy 1.2 Teach/Model the “Not” Family	20	
3	1-21–1-22 1-23 1-24 1-24	Model/Guide: Common Prefixes <i>mis-</i> and <i>re-</i> Limitations of the Strategy Practice Assign HomeStudy 1.3	25	HS 1.3

Unit 1: Orientation, World and U.S. Editions (cont.)

Lesson #	Page # in Teacher Guide	Description	Approx. Time in Minutes	HomeStudy Assignment or Differentiated Instruction
Begin Lesson 4	1-26 1-26–1-27 1-28–1-29 1-30–1-31	Review HomeStudy 1.3 Word Family Instruction: Teach/Model Teach/Guide Practice	30	
4	1-32–1-33 1-34 1-34–1-35 1-35	Using the Dictionary: Teach/Model Guided Practice Independent Practice Assign HomeStudy 1.4	20	HS 1.4
Begin Lesson 5	1-38 1-38–1-40	Review HomeStudy 1.4 Review Dictionary Skills	15–20	
5	1-40–1-42 1-42 1-43	Go to the Root: Teach/Model Teach/Guide Practice	30	
Begin Lesson 6	1-46 1-46–1-47 1-48	Review Prefixes Teach Suffixes: Model/Guide Practice Suffix Strategy	25	
6	1-48–1-49 1-50 1-50	Introduction to Context Clues: Teach/Model Guided Practice Assign HomeStudy 1.6	25	HS 1.6
Begin Lesson 7	1-52 1-52–1-53 1-54	Review HomeStudy 1.6 Context Clues: Review the Strategy Guided Practice	25	
7	1-55 1-56 1-56	Partner Practice Review Game Assign HomeStudy 1.7	20–25	HS 1.7
Begin Lesson 8	1-58 1-58–1-59 1-60 1-60–1-61	Review HomeStudy 1.7 Apply the Intelli-STARS Strategy Test Prep: Model/Guide Independent Application	25	
8	1-61 1-61 1-62 1-62 1-62	Intelli-CLUES Strategy: Introduce Teach/Model Guided Practice Limitation Assign HomeStudy 1.8	20–25	HS 1.8
Begin Lesson 9	1-64 1-64–1-65	Review HomeStudy 1.8 Intelli-CLUES Strategy: Guided Practice	20	
9	1-65–1-67 1-67–1-68 1-68 1-69	Go to the Root: Teach/Model Teach/Guide Practice Assign HomeStudy: Word Quest Chart	25	Word Quest Chart (SN 1-4)
Begin Lesson 10	1-72 1-72	Review HomeStudy: Word Quest Chart Review Strategies: Review Intelli-STARS and various prefixes and suffixes	20–25	
10	1-72 1-72 1-72	Continued Review: Review base words, roots, and word families Review Intelli-CLUES Strategy Conclude Orientation	20–25	

Unit 2, World Edition

Lesson #	Page # in Teacher Guide	Description	Approx. Time in Minutes	HomeStudy Assignment or Differentiated Instruction
PLS	2-12 2-5 2-5-2-7	Word Intelligence Power Chart (only for students receiving PLS) Define and Explain Cognates Primary Language Support: Preteach Words 1-10	20	If there are no students with Spanish as their primary language, skip this lesson and start with the next. If SOME of the students need PLS, include the whole class in the lesson on cognates, and then allow non-Spanish speakers to complete other work.
Begin Lesson 1	2-10-2-11 2-12 2-12-2-13	Theme Opener Word Intelligence Power Chart (if not done earlier with PLS lessons) Introduce the Target Words	20	
1	2-14-2-15 2-16 2-17 2-18	Process the Words Related Words Word Intelligence Power Chart Recheck Assign HomeStudy 2.1	25	HS 2.1: Pick the Word and Word Study Guide
Begin Lesson 2	2-20 2-20-2-21	Speed Review: Beat the Clock Review HomeStudy 2.1	10-15	
2	2-22-2-23 2-23 2-24-2-26 2-26 2-27 2-30	Build Background Relate to the Students' Lives Read Aloud: Listen and Respond Be a Word Detective Relationships Among Words Assign HomeStudy 2.2: Reread and Write	25	HS 2.2: Reread and Write and Be a Word Detective
PLS	2-5 2-7-2-8	Review Cognates Primary Language Support: Preteach Words 11-20	10-15	Non-Spanish speakers may review suffixes and prefixes, finish other class work, or read silently.
2	2-27-2-29 2-30	Introduce the Target Words Assign HomeStudy 2.2: Word Study Guide	10-15	HS 2.2: Word Study Guide
Begin Lesson 3	2-32 2-33 2-33 2-33	Speed Review: True or False? Review HomeStudy 2.2 Word Intelligence Power Chart Recheck Be a Word Detective (Optional)	10-15	
3	2-34 2-35-2-37 2-40	Before Reading (parts 1-4) Read Aloud: Listen and Respond Assign HomeStudy 2.3: Reread and Write	15	HS 2.3: Reread and Write
3	2-43 2-38 2-38-2-39 2-40	Review HomeStudy 2.3: Reread and Write Process the Words Working with Words: Digging In Assign HomeStudy 2.3: Word Study Guide and True or False?	20-25	HS 2.3: Word Study Guide and True or False?
Begin Lesson 4	2-42 2-43 2-44	Relationships Among Words Review HomeStudy 2.3 Bringing the Words Together	20	Word Quest (Optional)
4	2-44-2-46 2-46-2-47 2-49	Context Clues Word Associations Assign HomeStudy 2.4: Crossword Puzzle	20	HS 2.4: Crossword Puzzle
4	2-47-2-48 2-49	Theme Wrap-Up Assign HomeStudy 2.4: Word Study Guide	15	HS 2.4: Word Study Guide

Unit 2, World Edition (cont.)

Lesson #	Page # in Teacher Guide	Description	Approx. Time in Minutes	HomeStudy Assignment or Differentiated Instruction
PLS	2-62 2-52–2-55	Word Intelligence Power Chart (only for students receiving PLS) Primary Language Support: Preteach Words 1–10 Review HomeStudy from Lesson 4	15–20	Students not needing PLS exchange crossword puzzles to solve (give out extra blank grids).
Begin Lesson 5	2-60–2-61 2-62 2-62–2-63 2-67	Theme Opener Word Intelligence Power Chart (if not doing PLS) Introduce the Target Words Assign HomeStudy 2.5: Pick the Word	20	HS 2.5: Pick the Word
5	2-71 2-64–2-65 2-67	Review HomeStudy 2.5: Pick the Word Process the Words Assign HomeStudy 2.5: Word Study Guide	20	HS 2.5: Word Study Guide
5 Begin Lesson 6	2-66–2-67 2-70 2-71	Related Words Speed Review: True or False? Review HomeStudy 2.5: Word Study Guide	20	
6	2-72–2-73 2-73 2-74–2-76 2-76 2-76–2-77 2-80	Build Background Relate to the Students' Lives Read Aloud: Listen and Respond Be a Word Detective Example/Nonexample Assign HomeStudy 2.6: Reread and Write	25	HS 2.6: Reread and Write
PLS	2-55–2-57 2-83 2-83	Primary Language Support: Preteach Words 11–20 Be a Word Detective follow-up Turn in HomeStudy 2.6: Reread and Write	20	Students not needing PLS look up definitions for words they identified in the previous day's Be a Word Detective activity.
6	2-77–2-79 2-79 2-80	Introduce the Target Words Word Intelligence Power Chart Recheck Assign HomeStudy 2.6: Word Study Guide	15	HS 2.6: Word Study Guide
Begin Lesson 7	2-82 2-82 2-83	Speed Review: Definition Match Review HomeStudy 2.6: Word Study Guide Word Intelligence Power Chart Recheck	10	(Can combine this section with the one following for a single 25-minute session.)
7	2-84 2-85–2-87 2-90	Before Reading (parts 1–4) Read Aloud: Listen and Respond Assign HomeStudy 2.7: Reread and Write	15	HS 2.7: Reread and Write
7	2-92 2-88 2-88–2-89 2-90	Review HomeStudy 2.7: Reread and Write Process the Words Working with Words: Continuum Assign HomeStudy 2.7: Word Study Guide and Complete the Sentences	20–25	HS 2.7: Word Study Guide and Complete the Sentences
Begin Lesson 8	2-92 2-92–2-93	Review HomeStudy 2.7: Complete the Sentences Working with Words: Intelli-CLUES Strategy	15	
8	2-94–2-95	Theme Wrap-Up	10–15	Homework: Study for test
8	2-96 2-96	End-of-Unit Test Close Unit	15	

Unit 2, U.S. Edition

Lesson #	Page # in Teacher Guide	Description	Approx. Time in Minutes	HomeStudy Assignment or Differentiated Instruction
PLS	2-14 2-5 2-5-2-7	Word Intelligence Power Chart (only for students receiving PLS) Define and Explain Cognates Primary Language Support: Preteach Words 1-10	20	If there are no students with Spanish as their primary language, skip this lesson and start with the next. If SOME of the students need PLS, include the whole class in the lesson on cognates, and then allow non-Spanish speakers to complete other work.
Begin Lesson 1	2-12-2-13 2-14 2-14-2-16	Theme Opener Word Intelligence Power Chart (if not done earlier with PLS lessons) Introduce the Target Words	20	
1	2-16-2-17 2-18-2-19 2-19 2-20	Process the Words Word Map Word Intelligence Power Chart Recheck Assign HomeStudy 2.1	25	HS 2.1: Pick the Word and Word Study Guide
Begin Lesson 2	2-22 2-23	Speed Review: True or False? Review HomeStudy 2.1	10-15	
2	2-24-2-25 2-25 2-26-2-28 2-28 2-29 2-32	Build Background Relate to the Students' Lives Read Aloud: Listen and Respond Be a Word Detective Relationships Among Words Assign HomeStudy 2.2: Reread and Write	25	HS 2.2: Reread and Write and Be a Word Detective
PLS	2-5 2-7-2-9	Review Cognates Primary Language Support: Preteach Words 11-20	10-15	Non-Spanish speakers may review suffixes and prefixes, finish other class work, or read silently.
2	2-30-2-31 2-32	Introduce the Target Words Assign HomeStudy 2.2: Word Study Guide	10-15	HS 2.2: Word Study Guide
Begin Lesson 3	2-34 2-35 2-35 2-35-2-36	Speed Review: Flashcards Review HomeStudy 2.2 Word Intelligence Power Chart Recheck Be a Word Detective (Optional)	10-15	
3	2-36-2-37 2-38-2-40 2-42	Before Reading (parts 1-4) Read Aloud: Listen and Respond Assign HomeStudy 2.3: Reread and Write	15	HS 2.3: Reread and Write
3	2-45 2-40 2-41 2-42	Review HomeStudy 2.3: Reread and Write Process the Words Working with Words: Digging In: All in the Family Assign HomeStudy 2.3: Word Study Guide and Synonym Match-Up	20-25	HS 2.3: Word Study Guide and Synonym Match-Up
Begin Lesson 4	2-44 2-45	Continuum Review HomeStudy 2.3	15	Word Quest (Optional)
4	2-46 2-46 2-48	Bringing the Words Together Word Associations Assign HomeStudy 2.4: Complete the Sentence	15	HS 2.4: Complete the Sentence
4	2-47-2-48 2-48	Theme Wrap-Up Assign HomeStudy 2.4: Word Study Guide	15	HS 2.4: Word Study Guide

Unit 2, U.S. Edition (cont.)

Lesson #	Page # in Teacher Guide	Description	Approx. Time in Minutes	HomeStudy Assignment or Differentiated Instruction
PLS	2-59 2-51–2-53	Word Intelligence Power Chart (only for students receiving PLS) Primary Language Support: Preteach Words 1–10 Review HomeStudy from Lesson 4	15–20	Students not needing PLS exchange the Complete the Sentence activity from the previous day.
Begin Lesson 5	2-58 2-59 2-59–2-61 2-64	Theme Opener Word Intelligence Power Chart (if not doing PLS) Introduce Target Words Assign HomeStudy 2.5: Word Study Guide	20	HS 2.5: Write Sentences
5	2-67 2-61–2-62 2-63 2-63 2-64	Review HomeStudy 2.5: Word Study Guide Process the Words Related Words Word Intelligence Power Chart Recheck Assign HomeStudy 2.5: Write Sentences	25	HS 2.5: Word Study Guide
Begin Lesson 6	2-66 2-67	Speed Review: Beat the Clock Review HomeStudy 2.5: Write Sentences	10–15	
6	2-68–2-69 2-69 2-70–2-72 2-72 2-73 2-76	Build Background Relate to the Students' Lives Read Aloud: Listen and Respond Be a Word Detective Sort Words into Categories Assign HomeStudy 2.6: Reread and Write	25	HS 2.6: Reread and Write
PLS	2-53–2-55 2-79 2-79	Primary Language Support: Preteach Words 11–20 Be a Word Detective follow-up Turn in HomeStudy 2.6: Reread and Write	20	Students not needing PLS look up definitions to words they identified in the previous day's Be a Word Detective activity.
6	2-74–2-75 2-76 2-76	Introduce the Target Words Word Intelligence Power Chart Recheck Assign HomeStudy 2.6: Word Study Guide	15	HS 2.6: Word Study Guide
Begin Lesson 7	2-78 2-79 2-79	Speed Review: True or False? Review HomeStudy 2.6: Word Study Guide Word Intelligence Power Chart Recheck	10	(Can combine this section with the one following for a single 25-minute session.)
7	2-80 2-81–2-83 2-87	Before Reading (parts 1–4) Read Aloud: Listen and Respond Assign HomeStudy 2.7: Reread and Write	15	HS 2.7: Reread and Write
7	2-90 2-84–2-85 2-85–2-86 2-87	Review HomeStudy 2.7: Reread and Write Process the Words Working with Words: Digging In: Connect Two Assign HomeStudy 2.7: Word Study Guide and Connect Two	20–25	HS 2.7: Word Study Guide and Connect Two
Begin Lesson 8	2-90 2-90–2-92	Review HomeStudy 2.7: Connect Two Working with Words: Intelli-STARS Strategy	15	
8	2-92–2-93	Theme Wrap-Up	10–15	Homework: Study for test
8	2-94 2-94	End-of-Unit Test Close Unit	15	