



Unleashing Greatness Pilot — Pacing Calendar (Ch. 1–3)

Audience: Grades 4–6 • **Duration:** 6–8 weeks

Weekly rhythm: Classroom Reading → Workbook Practice (10–15 min) → Family Link (optional)

Binders:

- Pilot Program Binder (modules & reflections)
 - Pilot Assessment Binder (Pre / Mid [end of Ch.2] / Post)
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Week 0 — Setup & Baseline (Before students start)

- 🎥 Watch 14-min Jordan Blaze training (team).
- 📁 Skim Pilot Program Binder, Module 1–3 (Why / What / How).
- 📝 **Pre-Test** (vocab, comp, fluency; writing optional).
- 📚 Confirm class sets (Novel, Workbook, Teacher Guide).
- 📧 “(Optional) Share the Parent Playbook flyer /QR video with families if your school is using this add-on.”

Binder sync: Module 1 (Welcome & Vision), Module 3 (Pilot Structure)

Assessment Binder: Pre-Test

Week 1 — Launch the Story (Chapter 1)

- **Class:** Read Ch.1 (shared/partner). Pause for 2–3 teacher prompts (TG).
- **Workbook:** Vocab-in-context + short comp.
- **Family (opt.):** 10-min “talk & try” from Parent Playbook.
- 📝 Teacher note: mark initial engagement & confidence.

Binder sync: Module 2 (Power of Story)

Week 2 — Deepen Comprehension (Finish Ch.1)

- **Class:** Revisit key scene; quick mini-discussion (SEL: courage/curiosity).
- **Workbook:** Sequencing or cause/effect.



- **Family (opt.):** Identity/connection prompt.
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Week 3 — Turn the Page (Chapter 2)

- **Class:** Read Ch.2 (shared/independent).
- **Workbook:** Inference + evidence (1 short response).
- **Family (opt.):** “Retell the moment” discussion.

Binder sync: Module 4 (Practical Implementation)

Week 4 — Pulse Check (Finish Ch.2 → Mid-Test)

- **Class:** Anchor detail review; brief vocabulary refresh.
- **Workbook:** Quick comp check.
-  **Mid-Test** (end of Chapter 2): short comp + fluency passage; SEL emoji check.
-  **Teacher note:** “Who is growing? Who needs scaffolds?”

Assessment Binder: Mid-Test (end of Ch.2)





Week 5 — The Push (Chapter 3)

- **Class:** Read Ch.3; prompt 1 discussion: “challenge → response.”
 - **Workbook:** Short writing (0–3 rubric) connecting to theme/identity.
 - **Family (opt.):** Mini quest (choice of quick actions).
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Week 6 — Consolidate Learning (Finish Ch.3)

- **Class:** Revisit key vocabulary & “turning-point” scene.
 - **Workbook:** Mix of vocab + comp; brief fluency practice.
 - **Capstone-lite (optional):** 1-pager (Character Choice / Theme Claim / Illustrated Scene).
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Week 7 — Measure & Celebrate

-  **Post-Test** (parallel to Pre).
-  Student self-reflection (What grew? What helped?).
-  Complete **Growth Report Template** (class-level).
-  Celebrate: certificates, PA shoutouts, family share.

Binder sync: Module 5 (Data & Reflection), Module 7 (Pulling It Together)

Week 8 — Flex / Showcase (optional)

- Make-ups for missed assessments/activities.
 - Mini-showcase or hallway gallery; invite families.
 - Admin debrief: next steps & scaling.
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“Do This First → Second → Third” (each week)

1. **Read** the assigned chapter segment (or re-read a key scene).
2. **Practice** 10–15 min (Workbook: vocab/comp/short write).
3. **Link** to home (optional Parent Playbook) or a 2-minute class reflection.

Time guide per session (≈40–45 min):

- Hook/Vocab: 5 min → Read: 15–20 → Discussion/SEL: 7–10 → Workbook: 10–15
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Two pacing options (choose one)

- **6-Week Sprint:** Combine Weeks 1–2 (Ch.1) & Weeks 5–6 (Ch.3). Keep Mid-Test at end of Week 3.
 - **8-Week Glide:** Insert an extra “revisit & practice” week after Ch.1 and after Ch.3 for struggling readers.
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Materials Checklist (quick tick)

- ☐ Novels (one per student) ☐ Workbooks ☐ Teacher Guide
 - ☐ Assessment Binder printed ☐ Certificates ☐ Growth Report sheet
 - ☐ (Opt.) Parent Playbook flyer/QR
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Binder & Video Cues

- **Module 1–2** → launch week messaging & identity framing
 - **Module 3–4** → weekly rhythm & sample lesson moves
 - **Module 5** → Pre/Mid/Post scheduling + which data matters
 - **Module 7** → packaging growth story for admin/families
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(Optional) Mini “Capstone-lite” one-pagers (Week 6–7)

Pick one:

- **Character Choice:** “What brave choice did ____ make? Why?” (claim + 2 details)
- **Theme Claim:** “This chapter shows that ____ because ____.”
- **Illustrated Scene:** Sketch with 2–3 captions using vocab words.