Coach® Suite

Implementation and Pacing Guide

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Program Overview

Welcome to School Specialty’s Coach Suite Implementation and Pacing Guide! You have received this guide because you are using one or more of our Coach products: Instruction Coach, Support Coach, or Performance Coach. This guide provides an organizational structure for implementing these products together.

The Coach products are designed to provide a flexible instructional pathway that fits your classroom needs. Use the print and digital components of each product for the blended teaching and learning environment that best suits your teaching style.

Instruction Coach

Instruction and Practice

Use Instruction Coach as your core instruction.

Support Coach

Targeted Instruction and Practice

Use Support Coach to fill gaps in student understanding with scaffolded instruction.

Performance Coach

Reinforcement and Test Preparation

Use Performance Coach to extend understanding for your on-level students and provide practice with a variety of item types.

The Instructional Pathway
Sharing and Learning

1. Regular practice with complex texts and their academic language

As students progress through the grades, they need to read increasingly complex literary and informational texts. Students must also expand their vocabularies through direct instruction, reading, and conversation in order to develop their literacy.

The Coach Suite provides a sequential organization to reading comprehension, exposing students to multiple genres of literature and nonfiction texts. Academic vocabulary is thoroughly covered across reading, writing, and listening strands.

Addressing Key Features in ELA Learning

Lesson 6

Reading Drama

Mammoth Adventure

Cost of Characters
Liz, a seven-year-old girl
Ray, her ten-year-old brother
Mother

Sentence 1
I'm going to the museum. It's a great place to learn. I think the museum is going to be great.

Sentence 2
I'm not going to the museum. I don't like museums. They're boring.

Sentence 3
I'm going to the museum. I like learning. It's fun to be there.

Sentence 4
I'm not going to the museum. I don't like learning. It's boring.

Setting:
Liz and Ray are at a museum in South Dakota.

Cast of Characters
Liz, a seven-year-old girl
Ray, her ten-year-old brother
Mother

Narrator:
Hi, my name is yogurt. I'm going to the museum. It's a great place to learn. I think the museum is going to be great.

Narrator:
I'm not going to the museum. I don't like museums. They're boring.

Narrator:
I'm going to the museum. I like learning. It's fun to be there.

Narrator:
I'm not going to the museum. I don't like learning. It's boring.

Narrator:
Hi, my name is yogurt. I'm going to the museum. It's a great place to learn. I think the museum is going to be great.

Narrator:
I'm not going to the museum. I don't like museums. They're boring.

Narrator:
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Narrator:
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Narrator:
I'm going to the museum. I like learning. It's fun to be there.

Narrator:
I'm not going to the museum. I don't like learning. It's boring.
2 Reading, writing, and speaking grounded in evidence from texts

Students are expected to answer questions that depend on careful multiple readings of text, helping them develop skills, fluency, and deep comprehension necessary for literacy development and content area knowledge.

The Coach Suite provides multiple opportunities—across genres—for students to practice close reading with different strategies and skills in mind.

3 Knowledge building through content-rich nonfiction

Students must be able to internalize information about the world if they are to be prepared for successful academic, career, and life experiences.

The Coach Suite presents students with challenging, yet engaging examples of informational texts across genres, including historical texts, literary nonfiction, scientific texts, technical texts, and persuasive nonfiction.
## Coach® Suite Correlation

The chart below lists skills for the grade level and their correlations to coverage in the School Specialty Coach Suite. If you find that students are struggling with a particular skill, look to the lessons indicated in these Coach programs for review and remediation.

### Grade 3

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<td>L17</td>
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<td>Grade 3</td>
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<td>describe a process</td>
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<td>describe character traits</td>
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<td>describe how chapters build</td>
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<td>describe how scenes build</td>
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<td>describe how stanzas build</td>
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<td>describe parts of a drama</td>
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<td>describe parts of a poem</td>
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<td>Skill</td>
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<td>determine central message</td>
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<td>determine meaning of multiple-meaning words</td>
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<td>distinguish literal from nonliteral language</td>
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<tr>
<td>distinguish shades of meaning</td>
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<td>domain-specific vocabulary (historical text)</td>
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<tr>
<td>domain-specific vocabulary (scientific and technical texts)</td>
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<td>Skill</td>
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<td>drama: scenes</td>
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<td>drama: stage directions</td>
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<tr>
<td>editing</td>
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<tr>
<td>engage in collaborative discussion</td>
<td>L1, L2, L4, L7, L8, L10</td>
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<tr>
<td>explain illustrations, understanding mood</td>
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<td>L7</td>
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<tr>
<td>identify cause and effect</td>
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<td>Skill</td>
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<td>identify character’s feelings</td>
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<td>identify common prefixes and suffixes</td>
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<td>identify real-life connections between words and their use</td>
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<td>illustrations and graphics / diverse media (informational text)</td>
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<td>L1, L2, L4</td>
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<td>point of view / perspective (informational text)</td>
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<td>problem-and-solution text structure</td>
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<td>punctuate dialogue (writing personal narratives)</td>
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<td>L5, L7</td>
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<tr>
<td>purpose (listening)</td>
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<td>purpose / audience (writing)</td>
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<td>read a variety of informational texts</td>
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<td>read a variety of literature</td>
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<td>real-life connections (writing opinion pieces)</td>
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<td>real-life connections between words</td>
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<td>reasons and evidence</td>
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<td>L11, L12, L16</td>
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<td>recognize different forms of literature</td>
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<td>recognize myths and fables</td>
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<td>recount stories</td>
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<td>research (gather / sort information)</td>
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<td>L14, TE: L7, L17</td>
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<td>research (print / digital resources)</td>
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<td>retell stories: central message and key details</td>
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<td>simple / compound / complex sentences</td>
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<td>use precise language</td>
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<td>use text features to locate information</td>
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<td>L5-L8</td>
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<td>use time-order words and phrases (writing fictional and personal narratives)</td>
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<td>verbs and verb tense</td>
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<td>visualize</td>
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<td>whole-to-part text structure</td>
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<td>write a good ending (fictional narratives)</td>
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<td>write articles and reports</td>
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<td>write narratives</td>
<td>L3</td>
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<td>write opinions</td>
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<td>write a personal narrative</td>
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<td>write an informative / explanatory text</td>
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<td>write responses to literature</td>
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<td>write routinely</td>
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Using the Pacing Guide

You can use the Pacing Guide on the following pages to plan the delivery of your curriculum over the school year. There are several assumptions built into the organization of the Pacing Guide:

- The Pacing Guide is designed for 32 weeks of instruction. If your instructional year is longer or shorter than 32 weeks, make adjustments for the difference.
- Units that focus on Reading and Writing topics have been created using the lessons from Instruction Coach, Support Coach, and Performance Coach. See the Contents at right. Typically, reading units last 3 weeks and writing units last 2 weeks.
- Each day is planned around 90–120 minutes of instructional activities. However, the amount of time needed for the core lesson and the differentiation options will differ based on the needs of your class.
- Skills and strategies are listed for each core lesson. Non-assessed skills are marked with a ✔, and assessed skills with a ✚.
- Suggestions for review and assessments are at the end of each unit. You may use print- or digital-based Instruction Coach Benchmark Assessments and/or Support Coach for formative assessments.
- The sequence of topics may be re-ordered to align with the curriculum maps used in your state or district.
- Optional Speaking and Listening Projects from Instruction Coach are suggested in some units. Alternative lessons from Instruction Coach and Support Coach are sometimes offered if you wish to focus on a different set of ELA skills/strategies and standards.

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<tr>
<td>12 Reading Scientific Nonfiction</td>
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## Unit: Reading Myths and Fables

### LESSON FOCUS

**Instruction Coach**

**Lesson 1: Reading Myths and Fables**

- **Skills**
  - Myths and Fables
  - Engage in Collaborative Discussions

**Listen and Learn**

The Wind and the Sun/Daylight

Introduce myths and fables and discuss the Essential Question, TM p. 3, How can made-up stories with imaginary characters teach important things about real life? Then read The Wind and the Sun/Daylight with students.

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Reread The Wind and the Sun and Daylight and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
- **Instruction Coach** Help students identify what makes The Wind and the Sun a fable and Daylight a myth.
- **Instruction Coach** Introduce the Speaking and Listening Project, TM pp. 13–15. Explain that groups will create board games based on myths.

**LESSON FOCUS**

**Instruction Coach**

**Lesson 1: Reading Myths and Fables**

- **Skills**
  - Ask and Answer Questions
  - Suffixes
  - Myths and Fables
  - Engage in Collaborative Discussions

**Listen and Learn**

How the Camel Got His Hump

Preview the vocabulary, SE pp. 2–7. Have students read Lesson 1 and complete the Coached Example, SE pp. 8–12 (items 1–5).

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Teach vocabulary. Use highlighted words in How the Camel Got His Hump to reinforce the meanings.
- **Instruction Coach** Reread The Wind and the Sun and Daylight, SE pp. 6–9. Review the literary elements of a myth/fable.
- **Instruction Coach** Guide students to complete Vocabulary, SE p. 11.
- **Instruction Coach** Teach Word Analysis, TM p. 5, to address suffixes.

### LESSON FOCUS

**Instruction Coach**

**Lesson 1: Reading Myths and Fables**

- **Skills**
  - Ask and Answer Questions
  - Context Clues
  - Engage in Collaborative Discussions

**Listen and Learn**

The Wind and the Sun/Daylight

Reread the myth and fable with students, using think alouds to help them ask and answer questions. Then have students complete the Comprehension Check, SE p. 10.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Reread The Wind and the Sun and Daylight and have students identify vocabulary words they do not understand. Teach the vocabulary words.
- **Instruction Coach** Help students identify what makes The Wind and the Sun a fable and Daylight a myth.
- **Instruction Coach** Introduce the Speaking and Listening Project, TM pp. 13–15. Explain that groups will create board games based on myths.

**LESSON FOCUS**

**Instruction Coach**

**Lesson 1: Reading Myths and Fables**

- **Skills**
  - Details
  - Myths and Fables
  - Write about Literature
  - Engage in Collaborative Discussions

**Listen and Learn**

How the Camel Got His Hump

Have students reread and discuss the story. Next, ask them to respond to the Anchor Standard Discussion Questions, SE p. 17, using details from the text to support their answers. Then have them complete the Comprehension Check, SE p. 18.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Reread How the Camel Got His Hump and ask students how they know that it is a fable.
- **Instruction Coach** Review how to find the central message or moral, TM p. 5.
- **Performance Coach** Have accelerating students complete the Lesson Practice for Lesson 1, SE pp. 8–12 (items 1–5).

**LESSON FOCUS**

**Instruction Coach**

**Lesson 1: Reading Myths and Fables**

- **Skills**
  - Details
  - Myths and Fables
  - Write about Literature
  - Engage in Collaborative Discussions

**Listen and Learn**

The Wind and the Sun, Daylight, or How the Camel Got His Hump

Have students choose a story and write a paragraph responding to the question, How can made-up stories with imaginary characters teach important things about real life? Tell them to use details from their chosen story to support their responses.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Guide students to review the moral or theme of each story in this group. Discuss what the moral means to them personally.
- **Instruction Coach** Have students discuss how the imaginary characters in the stories are like real people. How are their problems much like ours?
## Unit: Reading Myths and Fables

### Week 2

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### DIFFERENTIATION OPTIONS

- **Instruction Coach Independent Leveled Practice Resource Book** Teach challenging vocabulary. Have students choose one word and write about its meaning in the text.
- **Instruction Coach Independent Leveled Practice Resource Book** Have students find the central message of the story and explain it to each other.

### DIFFERENTIATION OPTIONS

- **Support Coach** Review Ask and Answer Questions, SE p. 6. With students in small groups, read The Two Weavers using the **first read** annotations to focus on ask and answer questions. Guide students to complete the **first read** questions on the Close Reading Worksheet, SE p. 203.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 4. Help students use the five basic question words: who, what, when, why, how.
- **Performance Coach** Have accelerating students complete the Lesson Practice, SE p. 13 (item 6).

### WEEK 1

<table>
<thead>
<tr>
<th>Day 1</th>
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### Week 3

#### Day 1

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Skills
- Setting
- Context Clues
- Close Reading

DIFFERENTIATION OPTIONS
- Support Coach: With students in small groups, reread *So Say the Little Monkeys* (second read). Have students complete the Try It activity, SE p. 21.
- Support Coach: Use Supporting Struggling Learners scaffolding, TM p. 19, to help students find details describing a setting.
- Support Coach: Review context clues, TM p. 22, to help students identify clues to help them understand unfamiliar words.

#### Day 2

<table>
<thead>
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<td>Student Manual pp. 24–25</td>
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Skills
- Determine the Central Message or Moral
- Sequence
- Ask and Answer Questions
- Close Reading
- Write about Literature

DIFFERENTIATION OPTIONS
- Support Coach: Have students read *The Parrot King and the Fig Tree*, SE pp. 28–30.
- Performance Coach: Have accelerating students complete Lesson Practice, SE pp. 177–179 (items 1–5).

#### Day 3

<table>
<thead>
<tr>
<th>LESSON FOCUS</th>
<th>Support Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1: Myths and Fables</td>
<td>Student Edition pp. 5, 28–30, 207</td>
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<tr>
<td>Student Manual pp. 3, 18, 23</td>
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</table>

Skills
- Determine the Central Message or Moral
- Comparing the Central Message in Two Texts
- Setting
- Write about Literature

DIFFERENTIATION OPTIONS
- Support Coach: Have students read *The Parrot King and the Fig Tree*, SE pp. 28–30.
- Performance Coach: Have accelerating students complete Lesson Practice, SE pp. 177–179 (item 6).

#### Day 4

<table>
<thead>
<tr>
<th>REVIEW AND ASSESS OPTIONS:</th>
<th>Support Coach</th>
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<tbody>
<tr>
<td>Instruction Coach</td>
<td>Lesson 1: Myths and Fables</td>
</tr>
<tr>
<td>Student Edition pp. 31–32</td>
<td></td>
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<tr>
<td>Teacher’s Manual pp. 26</td>
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</tbody>
</table>

Read on Your Own
- *The Parrot King and the Fig Tree*
- Review Comprehension Check, SE pp. 31–32. Have students share answers and discuss the text, pointing out the moral.

DIFFERENTIATION OPTIONS
- Performance Coach: Have students answer Lesson Practice question 6, p. 13, comparing the themes of two stories.
- Support Coach: Review answers to Quiz 1 with students.
- Instruction Coach: Speaking and Listening Project. Have students share the board games they created.

#### Day 5
Unit: Reading Short Stories

LESSON FOCUS
Lesson 2: Reading Short Stories
Instruction Coach

Skills
- Short Stories
- Communicate Clearly
- Listen Carefully and Respectfully
- Engage in Collaborative Discussions

Differentiation Options
- Instruction Coach: Reread The Adventure of the Three Students and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
- Instruction Coach: Encourage students to explain what they think makes this selection a short story.
- Instruction Coach: Use Speaking and Listening Project, TM pp. 30–31, for this unit.

LESSON FOCUS
Lesson 2: Reading Short Stories
Instruction Coach

Skills
- Character Traits
- Sequence
- Nonliteral Language
- Engage in Collaborative Discussions

Listen and Learn
The Adventure of the Three Students
Introduce short stories and discuss the Essential Question, SE p. 19: What makes a short story enjoyable to read? Then read The Adventure of the Three Students with the class.

Differentiation Options
- Instruction Coach: To help students with sequencing, use the Think Aloud, TM p. 18.

LESSON FOCUS
Lesson 2: Reading Short Stories
Instruction Coach

Skills
- Explain Illustrations
- Dialogue
- Determine or Clarify Word Meanings
- Engage in Collaborative Discussions

Share and Learn
The Adventure of the Three Students
Have students complete the Comprehension Check on sequence and character traits, SE p. 26.

Differentiation Options
- Instruction Coach: Use TM p. 25 to review concepts and vocabulary for struggling students.
- Instruction Coach: Explore how dialogue helps develop the characters, using SE p. 33 and TM p. 27.
- Instruction Coach: Explore with students another example of nonliteral language on SE p. 29.

LESSON FOCUS
Lesson 2: Reading Short Stories
Instruction Coach

Skills
- Compare Story Settings
- Compare Story Plots
- Write about Literature
- Engage in Collaborative Discussions

Share and Learn
The Adventure of the Red-Headed League
Have students reread the story and complete the Comprehension Check, SE p. 36. Have students write their answers to these questions: How is the setting of this story similar to or different from the setting of The Adventure of the Three Students? What is similar about the plots of the two stories?

Differentiation Options
- Instruction Coach: Ask students why they liked reading these stories.
- Instruction Coach: Guide students to review the plot and theme of both short stories.
# Unit: Reading Short Stories

## Lesson 2: Reading Short Stories

### LESSON FOCUS

**Instruction Coach**

**Lesson 2: Reading Short Stories**

- **Support Coach**
  - **Student Edition pp.** 33–34, 36–40, 209
  - **Teacher’s Manual pp.** 27–30, 32–37
- **Skills**
  - **Character Traits**
  - **Make Inferences**
  - **Identify Short Stories**
  - **Danny, the New Boy**
  - **Discuss how to make inferences, SE p.** 34. Read the passage **first read**. Have students complete the Make Inferences Chart, SE p. 209.

### DIFFERENTIATION OPTIONS

- **Support Coach**
  - Review the Try It, SE p. 34. Read Danny, the New Boy using the **first read** annotations to focus on making inferences. Guide students to complete the Make Inferences Chart, SE p. 209.
  - **Support Coach**
    - Use Supporting Struggling Learners scaffolding, TM p. 32, to help students make an inference about Danny’s feelings.
  - **Performance Coach**

### LESSON FOCUS

**Support Coach**

**Lesson 2: Short Stories**

- **Student Edition pp.** 35–40, 210
- **Teacher’s Manual pp.** 31–37
- **Skills**
  - **Describe How Chapters Build**
  - **Close Reading**
  - **Danny, the New Boy**

### DIFFERENTIATION OPTIONS

- **Support Coach**
  - Review the **third read** annotations, have students choose one of the questions in the annotations, write an answer, and discuss it with the group.
  - **Support Coach**
    - Guide students to complete Vocabulary, SE p. 41.
  - **Support Coach**
    - Use Supporting Struggling Learners scaffolding, TM p. 35, to help students see how chapters build on each other.

### LESSON FOCUS

**Support Coach**

**Lesson 2: Short Stories**

- **Student Edition pp.** 36–41, 210
- **Teacher’s Manual pp.** 32–37
- **Skills**
  - **Use Root Words as Clues**
  - **Close Reading**
  - **Write about Literature**
  - **Danny, the New Boy**
  - **Read the passage **third read**. Then have students complete the Close Reading Worksheet, p. 210. Follow with Vocabulary, SE p. 41, to practice using root words as clues.

### DIFFERENTIATION OPTIONS

- **Support Coach**
  - Review the Try It, SE p. 35, to help students understand why the teacher invites Danny to talk to the class.
  - **Support Coach**
    - Use Supporting Struggling Learners scaffolding, TM p. 38, to help students compare Meg and Muffin.
  - **Performance Coach**
    - Have accelerating students complete the Standards Focus, TE p. 4.
Unit: Reading Short Stories

LESSON FOCUS
Support Coach
Lesson 2: Short Stories

- Student Edition pp. 43-47, 212
- Teacher's Manual pp. 39-43

Skills
- Identify Real-life Connections
- Explain Illustrations
- Close Reading

Summer Danny
Review Explain Illustrations, SE p. 43. Reread the passage [second read]. Have students complete the second read questions on the Close Reading Worksheet, SE p. 212. Follow with Vocabulary, SE p. 47, to show real-life connections between words and their uses.

DIFFERENTIATION OPTIONS
- Support Coach Review the Try It, SE p. 43. Reread Summer Danny using the second read annotations to focus on explaining illustrations. Guide students to complete the second read questions on the Close Reading Worksheet, SE p. 212.
- Support Coach Use Supporting Struggling Learners scaffolding, TM p. 39, to help students understand the illustration.

LESSON FOCUS
Support Coach
Lesson 2: Short Stories

- Student Edition pp. 44-46, 48-49, 212
- Teacher's Manual pp. 40-45

Skills
- Compare and Contrast Settings
- Make Inferences
- Close Reading
- Write about Literature

Respond to Text
Summer Danny
Read the passage [third read]. Then have students complete the third read questions on the Close Reading Worksheet, SE p. 212. Follow with Respond to Text, SE pp. 48-49.

DIFFERENTIATION OPTIONS
- Support Coach Continue guiding students through Respond to Text using support, TM pp. 44-45. Have them work with partners and write.
- Support Coach Use Supporting Struggling Learners scaffolding, TM p. 44, to help students compare and contrast the stories.
- Support Coach Guide students through Respond to Text using support, TM pp. 44-45.

LESSON FOCUS
Support Coach
Lesson 2: Short Stories

- Student Edition pp. 48-49
- Teacher's Manual pp. 44-45

Skills
- Describe How Chapters Build
- Explain Illustrations
- Write about Literature

Close Reading Worksheet
Read the passage [second read]. Have students complete the second read questions on the Close Reading Worksheet, SE pp. 43. Reread the passage [second read]. Have students complete the second read questions on the Close Reading Worksheet, SE p. 212. Follow with Vocabulary, SE p. 47, to show real-life connections between words and their uses.

DIFFERENTIATION OPTIONS
- Support Coach Continue guiding students through Respond to Text using support, TM pp. 44-45. Have them work with partners and write.
- Support Coach Use Supporting Struggling Learners scaffolding, TM p. 44, to help students compare and contrast the stories.
- Support Coach Guide students through Respond to Text using support, TM pp. 44-45.

LESSON FOCUS
Support Coach
Lesson 2: Reading Short Stories

- Student Edition pp. 209, 211
- Teacher's Manual pp. 30, 38

Skills
- Character Traits
- Explain Illustrations
- Identify Real-life Connections

Listen and Learn
Review and discuss the Essential Question on TM p. 17 and the following focus skills:
- Identifying short stories and their characteristics
- Identifying character traits
- Explaining illustrations

DIFFERENTIATION OPTIONS
- Support Coach To review making inferences, use TM p. 30 and the Make Inferences Chart, SE p. 209.
- Support Coach To review comparing and contrasting, use TM p. 38 and the Compare and Contrast Chart, SE p. 211.

LESSON FOCUS
Support Coach
Lesson 2: Reading Short Stories

- Student Edition pp. 50-52
- Teacher's Manual pp. 46

Read on Your Own
Nina's Big Day
Review Comprehension Check, SE pp. 53-54. Have students share answers and discuss the text, using the skills covered in this unit.

DIFFERENTIATION OPTIONS
- Performance Coach Have accelerating students write several paragraphs comparing and contrasting the two stories they listened to in Lesson 18. Invite partners to exchange their work and compare their ideas.
- Performance Coach Review Comprehension Check, SE pp. 53-54. Have students share answers and discuss the text, using the skills covered in this unit.

- Support Coach Review answers to Quiz 2 with students.
### Week 7

#### Unit: Writing Fictional Narratives

<table>
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<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
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| **LESSON FOCUS**
Instruction Coach
**Lesson 3: Writing Fictional Narratives**
* Student Edition pp. 37–38
* Teacher’s Manual pp. 32–34
Skills
✔ Write a Fictional Narrative
✔ Communicate Clearly
✔ Listen Carefully and Respectfully
✔ Engage in Collaborative Discussions
**Essential Question**
Introduce writing fictional narratives and discuss questions, TM p. 33, focusing on the Essential Question, What makes a fictional narrative interesting? Then read SE pp. 37–38 with students.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Use notes, TM p. 34, to introduce the purpose and audience for fictional narratives. Review the elements listed there.
- **Instruction Coach** Review Summer Danny and/or Danny, the New Boy and identify and discuss story beginning, middle, and ending.
- **Speaking and Listening Project** During this unit, have students complete Graphic Novels, TM pp. 30–31.

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<th>Day 4</th>
<th>Day 5</th>
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</thead>
</table>
| **LESSON FOCUS**
Instruction Coach
**Lesson 3: Writing Fictional Narratives**
* Student Edition pp. 39–40
* Teacher’s Manual pp. 35–36
Skills
✔ Write a Fictional Narrative
✔ Sequence of Events
Analyse a Mentor Text
Read aloud the Mentor Text, SE pp. 39–40, using the annotations. Help students analyze the text and mark up as noted.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Reread the first page of A Change of Heart, SE p. 39, and use the Think Alouds, TM p. 35, to identify and discuss the beginning and middle of that text.
- **Performance Coach** Have accelerating students read and complete the Coached Example for Lesson 11, SE pp. 150–158.

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<th>Day 5</th>
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</table>
| **LESSON FOCUS**
Instruction Coach
**Lesson 3: Writing Fictional Narratives**
* Student Edition pp. 39–42
* Teacher’s Manual pp. 35–37
Skills
✔ Write a Fictional Narrative
✔ Context Clues
✔ Sequence of Events
Analyse a Mentor Text
Vocabulary Study: Context Clues
Discuss the Think About It questions, TM p. 36. Focus on what makes this narrative a good model for study. Then read the Vocabulary Study and have students complete SE p. 41.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Review the Writing Process, SE p. 42, for students who need extra support.
- **Instruction Coach** Use the Demonstrate Sequence activity, TM p. 38, to help students focus on sequencing events in their narratives.

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</table>
| **LESSON FOCUS**
Instruction Coach
**Lesson 3: Writing Fictional Narratives**
* Student Edition pp. 42–45
* Teacher’s Manual pp. 38–39
Skills
✔ Write a Fictional Narrative
✔ Situation and Characters
Writing Process: Step 1
After reviewing the steps in the writing process, read the Writing Assignment, SE p. 42. Discuss the task along with the purpose and audience. Then guide students through SE pp. 43–44, using the annotations. Students complete SE p. 45.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Guide students to complete the Try It, SE p. 43.
- **Instruction Coach** Take a deeper dive into SE pp. 43–45 with students who need extra support as they use the graphic on p. 45 to brainstorm their characters. For practice, have them use a copy of the graphic to describe a familiar fictional character.

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</tr>
</thead>
</table>
| **LESSON FOCUS**
Instruction Coach
**Lesson 3: Writing Fictional Narratives**
* Student Edition pp. 46–49
* Teacher’s Manual pp. 40–42
Skills
✔ Write a Fictional Narrative
✔ Write a Good Ending
✔ Sequence of Events
Writing Process: Steps 2, 3
Read SE p. 46 with students to help them understand how the writer of the Mentor Text organized the beginning, middle, and ending of that story. Have them complete the Try It, SE p. 47. Then read and discuss the drafting process, SE p. 48, and have students complete the Try It, SE p. 49.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Allow time for students to draft independently or in pairs. Conference with students who need extra support.
- **Performance Coach** Have accelerating students read and complete the Lesson Practice for Lesson 11, SE pp. 159–165.
Unit: Writing Fictional Narratives

LESSON FOCUS
Instruction Coach
Lesson 3: Writing Fictional Narratives
- Student Edition pp. 48, 50–52
- Teacher’s Manual pp. 42–44
Skills
✔ Write a Fictional Narrative
✔ Write a Good Ending
Writing Process: Steps 3, 4
With students, reread the Writer’s Craft section, SE p. 48. Have students share their ideas about writing a good ending. Then read SE pp. 50–51 and complete the Try It, SE p. 52.

DIFFERENTIATION OPTIONS
- Instruction Coach For students who need extra support with SE pp. 52–53, spend less time on pp. 50–51. Model responses for the Try It sections.
- Performance Coach Have accelerating students read and complete the Coached Example for Lesson 13, SE pp. 180–186.

LESSON FOCUS
Instruction Coach
Lesson 3: Writing Fictional Narratives
- Student Edition pp. 50–55
- Teacher’s Manual pp. 43–45
Skills
✔ Use Time-Order Words and Phrases
✔ Communicate Clearly
✔ Listen Carefully and Respectfully
✔ Revise a Fictional Narrative
Writing Process: Steps 4, 5
Allow time for students to complete their Peer Reviews and record their peer comments before they begin to revise. Read SE pp. 54–55.

DIFFERENTIATION OPTIONS
- Instruction Coach Help students use words and phrases that show sequence, SE p. 54. Provide students with support as they revise.
- Performance Coach Have students complete the Lesson Practice for Lesson 13, SE pp. 187–193.
- Instruction Coach Set aside time for students to work on the Speaking and Listening project, TM pp. 30–31.

LESSON FOCUS
Instruction Coach
Lesson 3: Writing Fictional Narratives
- Student Edition pp. 54–59
- Teacher’s Manual pp. 45–46
Skills
✔ Nouns and Verbs (Tenses)
✔ Subject-Verb Agreement
✔ Edit a Fictional Narrative
Writing Process: Steps 5, 6
Read SE p. 56. Provide time for students to finish revising and begin editing.

DIFFERENTIATION OPTIONS
- Instruction Coach Have students read aloud portions of their writing. Model think alouds about the beginning, the middle, and the ending to demonstrate how to talk about writing.
- Instruction Coach Use TM p. 46 if students need to review the use of pronouns.

LESSON FOCUS
Instruction Coach
Lesson 3: Writing Fictional Narratives
- Student Edition pp. 56, 59–60
- Teacher’s Manual pp. 46–47
Skills
✔ Nouns and Verbs (Tenses)
✔ Subject-Verb Agreement
✔ Write Fictional Narrative
Writing Process: Steps 6, 7
Have students complete the Try It, SE p. 59, to check the editing of their narratives. Students should now finish editing and move on to publishing. Read the publishing ideas, SE p. 60.

DIFFERENTIATION OPTIONS
- Instruction Coach Use the checklists on SE pp. 49, 54, 56, and 59 and the information about nouns and verbs on p. 57 as springboards for students to discuss strategies for improving their narratives.
- Instruction Coach As students edit, consult with them about one specific area of improvement in their editing.
- Instruction Coach Students may use alternative media for their writing, especially if it includes images and text features.
- Instruction Coach Speaking and Listening Project. Allow time for graphic novel presentations.

PUBLISH AND ASSESS OPTIONS:
Instruction Coach
Benchmark Assessment 1
Skills
✔ Nouns and Verbs
✔ Verb Tenses
✔ Subject-Verb Agreement
✔ Write Fictional Narrative
Instruction Coach
Lesson 3: Writing Fictional Narratives
- Teacher’s Manual p. 47
Writing Process: Step 7
This stage of the process should allow students to share their writing in a meaningful way. If possible, designate a time and/or space for reading aloud, posting or displaying writing, and sharing with family members and/or the school community.

DIFFERENTIATION OPTIONS
- Instruction Coach Students may use alternative media for their writing, especially if it includes images and text features.
- Instruction Coach Speaking and Listening Project. Allow time for graphic novel presentations.
# Unit: Writing Personal Narratives

## LESSON FOCUS

**Instruction Coach**

**Lesson 5: Writing Personal Narratives**

- **Student Edition pp. 79–80**

**Skills**

- Write a Personal Narrative
- Create Engaging Video Recordings
- Speak in Complete Sentences
- Engage in Collaborative Discussion

**Essential Question**

Introduce writing personal narratives and discuss questions, TM p. 65, focusing on the Essential Question, How can writing a personal narrative help you remember your experiences? As students respond, encourage them to speak in complete sentences. Then read SE pp. 79–80 with students.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Use notes, TM p. 66, to introduce the purpose and audience for personal narratives. Review the elements listed there.
- **Instruction Coach** Use the graphic on SE p. 80 to help students understand the characteristics and structure of a personal narrative.
- **Instruction Coach** Introduce the Speaking and Listening project, TM pp. 62–63.

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**LESSON FOCUS**

**Instruction Coach**

**Lesson 5: Writing Personal Narratives**

- **Student Edition pp. 81–82**
- **Teacher’s Manual pp. 67–68**

**Skills**

- Write a Personal Narrative
- Organize Sequence: Beginning, Middle, and Ending
- Sensory Language and Descriptive Details
- Engage in Collaborative Discussion

**Analyze a Mentor Text**

Read aloud the Mentor Text, SE pp. 81–82, using the annotations. Help students analyze the text and mark up as noted.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Reread The Day We Built a Snow Penguin and use the think alouds to discuss the beginning, middle, and ending of that text.
- **Instruction Coach** Use the TM notes, p. 68, to help students locate descriptive sensory details in the mentor text.
- **Performance Coach** If accelerating students did not complete Lesson 11 during Unit 3, have them read and complete the Coached Example for Lesson 11, SE pp. 150–158.

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**LESSON FOCUS**

**Instruction Coach**

**Lesson 5: Writing Personal Narratives**

- **Student Edition pp. 81–84**
- **Teacher’s Manual pp. 68–70**

**Skills**

- Write a Personal Narrative
- Organize Sequence: Beginning, Middle, and Ending
- Prefixes and Root Words
- Engage in Collaborative Discussion

**Analyze a Mentor Text**

Discuss the Think About It questions, TM p. 68. Focus on what makes this narrative a good model for study. Then read the Vocabulary Study and have students complete SE p. 83.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Review the writing process, SE p. 84, for students who need extra support.
- **Instruction Coach** Guide students to complete Try It, SE p. 85.

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**LESSON FOCUS**

**Instruction Coach**

**Lesson 5: Writing Personal Narratives**

- **Student Edition pp. 84–87**
- **Teacher’s Manual p. 71**

**Skills**

- Write a Personal Narrative
- Organize Sequence: Beginning, Middle, and Ending
- Engage in Collaborative Discussion

**Writing Process: Step 1**

After reviewing the steps in the writing process, read the Writing Assignment, SE p. 84. Discuss the task along with the purpose and audience. Then guide students through SE pp. 85–87, using the annotations. Students complete Try It, SE p. 87.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Guide students to complete Try It, SE p. 85.
- **Instruction Coach** Take a deeper dive into SE pp. 85–87 with students who need extra support as they use the graphic on p. 87 to brainstorm the beginning, middle, and ending of their narratives.

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**LESSON FOCUS**

**Instruction Coach**

**Lesson 5: Writing Personal Narratives**

- **Student Edition pp. 88–91**
- **Teacher’s Manual pp. 72–74**

**Skills**

- Write a Personal Narrative
- Organize Sequence: Beginning, Middle, and Ending
- Use Time-Order Words and Phrases
- Engage in Collaborative Discussion

**Writing Process: Steps 2, 3**

Read SE p. 88 with students to help them understand how the writer of the Mentor Text organized the beginning, middle, and ending of that narrative. Have them complete Try It, SE p. 89. Then read and discuss the drafting process, SE p. 90, and have students complete Try It, SE p. 91.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Allow time for students to draft independently or in pairs. Conference with students who need extra support.
- **Performance Coach** Have accelerating students read and complete the Lesson Practice, SE pp. 159–165.
## Unit: Writing Personal Narratives

### LESSON FOCUS

**Instruction Coach**

**Lesson 5: Writing Personal Narratives**

- **Skills**
  - Write a Personal Narrative
  - Organize Sequence: Beginning, Middle, and Ending
  - Use Time-Order Words and Phrases

**Writing Process: Steps 3, 4**

With students, reread the Writer’s Craft section, SE p. 90, to help them focus on using time-order words and phrases. Then read SE pp. 92–94 and complete Try It, SE p. 95.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** For students who need extra support with SE pp. 94–95, spend less time on pp. 92–93. Model responses for the Try It sections.
- **Performance Coach** Have accelerating students read and complete the Coached Example, SE pp. 244–247.

### LESSON FOCUS

**Instruction Coach**

**Lesson 5: Writing Personal Narratives**

- **Skills**
  - Revise a Personal Narrative
  - Organize Sequence: Beginning, Middle, and Ending
  - Sensory Language and Descriptive Details

**Writing Process: Steps 4, 5**

Allow time for students to complete their Peer Reviews and record their peer comments before they begin to revise. Read SE pp. 96–97.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Use the Writer’s Craft section, SE p. 96, to help students use sensory language in their narratives. Provide students with support as they revise.
- **Instruction Coach** Set aside time for students to work on the Speaking and Listening project, TM pp. 62–63.

### LESSON FOCUS

**Instruction Coach**

**Lesson 5: Writing Personal Narratives**

- **Skills**
  - Edit a Personal Narrative
  - Punctuate Dialogue
  - Possessives
  - Spelling

**Writing Process: Steps 5, 6**

Read SE p. 98. Provide time for students to finish revising and begin editing. Read the Language Focus: Punctuating Dialogue, Using Possessives, and Spelling, SE p. 99. Have them complete Try It, SE p. 100.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Use the checklists on SE pp. 91, 96, 98, and 101 and the information in the Language Focus, SE p. 99, as springboards for students to discuss strategies for improving their narratives.

### LESSON FOCUS

**Instruction Coach**

**Lesson 5: Writing Personal Narratives**

- **Skills**
  - Write a Personal Narrative
  - Punctuate Dialogue
  - Possessives
  - Spelling

**Writing Process: Steps 6, 7**

Have students complete Try It, SE p. 101. Students should now finish editing and move on to publishing. Discuss the publishing ideas, SE p. 102.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Students may use alternative media for their writing, especially if it includes images and text features.
- **Performance Coach** Have students complete the Lesson Practice, SE pp. 248–255.

### PUBLISH AND ASSESS OPTIONS:

**Instruction Coach**

**Lesson 5: Writing Personal Narratives**

- **Skills**
  - Write a Personal Narrative

**Writing Process: Step 7**

This stage of the process should allow students to share their writing in a meaningful way. If possible, designate a time and/or space for reading aloud, posting or displaying writing, and sharing with family members and/or the school community.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Use the checklists on SE pp. 91, 96, 98, and 101 and the information in the Language Focus, SE p. 99, as springboards for students to discuss strategies for improving their narratives.
### Week 11

#### Unit: Literary Nonfiction: Biography

**LESSON FOCUS  
Support Coach  
Lesson 5: Literary Nonfiction: Biography**
- **Skills**
  - Main Idea and Key Details
  - Engage in Collaborative Discussion
- **DIFFERENTIATION OPTIONS**
  - **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 92, to help students understand the relationship between a main idea and a supporting detail.
  - **Instruction Coach** Give students time to work on the Speaking and Listening project, TM pp. 62–63.
  - **Performance Coach** Have students work in pairs to do Coached Example, SE pp. 281–283.

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**LESSON FOCUS  
Support Coach  
Lesson 5: Literary Nonfiction: Biography**
- **Skills**
  - Point of View
  - Close Reading
  - Engage in Collaborative Discussion
- **DIFFERENTIATION OPTIONS**
  - **Support Coach** Review Try It, SE p. 103. Reread Thurgood Marshall: A Life for Equal Rights annotations to focus on point of view.
  - **Support Coach** Guide students to complete the second read questions on the Close Reading Worksheet, SE p. 222. Follow with Vocabulary, SE p. 109, to practice understanding roots and suffixes.

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**LESSON FOCUS  
Support Coach  
Lesson 5: Literary Nonfiction: Biography**
- **Skills**
  - Point of View
  - Close Reading
  - Engage in Collaborative Discussion
- **DIFFERENTIATION OPTIONS**
  - **Support Coach** After discussing the first read annotations, have students choose one of the questions in the annotations, write an answer, and discuss it with the group.
  - **Support Coach** Guide students to complete the Ask and Answer Questions Chart, SE p. 223.
  - **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 98, to help students ask questions.

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**LESSON FOCUS  
Support Coach  
Lesson 5: Literary Nonfiction: Biography**
- **Skills**
  - Ask and Answer Questions
  - Engage in Collaborative Discussion
- **DIFFERENTIATION OPTIONS**
  - **Support Coach** Review Try It, SE p. 110. Read Maya Lin: A Young Artist with Courage annotations to focus on nonliteral language.
  - **Support Coach** Guide students to complete the second read questions on the Close Reading Worksheet, SE p. 224.
# Unit: Literary Nonfiction: Biography

## LESSON FOCUS

### Support Coach

### Lesson 5: Literary Nonfiction: Biography
- **Student Edition pp. 112–115, 224**
- **Teacher’s Manual pp. 100–103**

### Skills
- ✔ Shades of Meaning
- ✔ Close Reading
- ✔ Write about Informational Text

### Differentiation Options

- **Support Coach** After discussing the third read annotations, have students choose one of the questions in the annotations, write their answer and discuss with group.

### LESSON FOCUS

### Support Coach

### Lesson 5: Literary Nonfiction: Biography
- **Student Edition pp. 116, 118–122, 225**
- **Teacher’s Manual pp. 104, 106–111**

### Skills
- ✔ Text Features
- ✔ Close Reading

### Differentiation Options

- **Support Coach** Review Try It, SE p. 116. Read the passage **first read**. Have students complete the Make Inferences Chart, SE p. 225.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 106, to help students make inferences.
- **Support Coach** Give students time for the Speaking and Listening project, TM pp. 62–63.

### LESSON FOCUS

### Support Coach

### Lesson 5: Literary Nonfiction: Biography
- **Student Edition pp. 117–122, 225**
- **Teacher’s Manual pp. 105–111**

### Skills
- ✔ Make Inferences
- ✔ Glossaries and Dictionaries
- ✔ Close Reading

### Differentiation Options

- **Support Coach** Review Try It, SE p. 117. Reread the passage **second read**. Have students complete the second read questions on the Close Reading Worksheet, SE p. 226.

### LESSON FOCUS

### Support Coach

### Lesson 5: Literary Nonfiction: Biography
- **Student Edition pp. 118–125, 226**
- **Teacher’s Manual pp. 106–113**

### Skills
- ✔ Main Idea and Key Details
- ✔ Ask and Answer Questions
- ✔ Make Inferences
- ✔ Close Reading

### Differentiation Options

- **Support Coach** Review SE p. 124 and discuss the writing task on p. 125 before students draft and complete their writing. Remind them to think about the point of view in their response and include text features and nonliteral language.

### LESSON FOCUS

### Support Coach

### Lesson 5: Literary Nonfiction: Biography
- **Student Edition pp. 124–125**
- **Teacher’s Manual pp. 112–113**

### Skills
- ✔ Main Idea and Key Details
- ✔ Point of View
- ✔ Nonliteral Language
- ✔ Text Features

### Differentiation Options

- **Support Coach** Guide students through Respond to Text using support, TM pp. 112–113. Have them work with partners and write.
- **Support Coach** Use Supporting Struggling Readers scaffolding, TM p. 112, to help students identify details that support their writing.
- **Performance Coach** Have accelerating students complete the Standards Focus on collaborative discussions, TM p. 90.
### Unit: Literary Nonfiction: Biography

#### LESSON FOCUS

**Instruction Coach**

**Speaking and Listening Project**
- Teacher’s Manual pp. 62–63
- Skills
- ✔ Create Engaging Video Recordings
- ✔ Speak in Complete Sentences

**View and Discuss Video Journals**
Combine each student’s readings of their journal entries into a video diary of that character. Present each diary to the class, and encourage the audience to point out strengths, both in the research that the reader gathered and in his or her presentation. Remind students to speak in complete sentences as they offer comments.

#### DIFFERENTIATION OPTIONS

- **Instruction Coach** Have students respond in writing to the recorded presentations. They might each write a note to the presenter, commenting in positive ways about the presentation.
- **Performance Coach** Help students identify and define any unfamiliar words in SE pp. 114–118. Guide them to complete the Language Spotlight, SE p. 116.

#### LESSON FOCUS

**Performance Coach**

**Lesson 9: Analyze Informational Texts**
- **Student Edition** pp. 114–119
- **Teacher’s Manual** pp. 38–41
- Skills
- ✔ Compare and Contrast
- ✔ Text Types and Text Structures
- ✔ Summarize
- ✔ Multiple-Meaning Words

**Coached Example**
Read SE pp. 114–116 with students. Discuss the types of text and ways of analyzing them, such as summarizing and comparing. Have students read and complete the Language Spotlight: Multiple-Meaning Words, SE p. 116. Ask students to read the Coached Example and answer the questions, SE pp. 117–119.

#### DIFFERENTIATION OPTIONS

- **Performance Coach** Guide students to study the Coached Example and answer the questions, SE pp. 117–119.
- **Performance Coach** Respond to the questions, SE pp. 117–118, as a class.

#### LESSON FOCUS

**Performance Coach**

**Lesson 9: Analyze Informational Texts**
- **Student Edition** pp. 120–125
- **Teacher’s Manual** p. 41
- Skills
- ✔ Compare and Contrast
- ✔ Text Types and Text Structures
- ✔ Summarize
- ✔ Multiple-Meaning Words

**Lesson Practice**
Read the Lesson Practice, SE pp. 120–121, with students. Have them answer the questions, SE pp. 122–125.

#### DIFFERENTIATION OPTIONS

- **Performance Coach** Help students define any unfamiliar words in SE pp. 120–125.
- **Performance Coach** Guide students to study the Lesson Practice and answer the questions, SE pp. 120–125.
- **Performance Coach** Respond to the questions, SE pp. 122–125, as a class.

#### REVIEW

**Support Coach**

**Lesson 5: Literary Nonfiction: Biography**
- **Student Edition** p. 101
- **Teacher’s Manual** p. 89
- Skills
- ✔ Point of View
- ✔ Ask and Answer Questions
- ✔ Make Inferences

**Literary Nonfiction: Biography**
Review and discuss the questions on TM p. 89 and the following focus skills:
- identifying the features of biography
- distinguishing between one’s own point of view and that of the author
- asking and answering questions and making inferences based on evidence in the text

#### DIFFERENTIATION OPTIONS

- **Support Coach** To review identifying the main idea and key details, use TM p. 90 and SE p. 221.
- **Support Coach** To review asking and answering questions, use TM p. 98 and SE p. 223.

#### REVIEW AND ASSESS OPTIONS:

**Support Coach**

**Quiz 5**
- **Skills**
- ✔ Main Idea and Key Details
- ✔ Point of View
- ✔ Ask and Answer Questions
- ✔ Nonliteral Language
- ✔ Make Inferences
- ✔ Text Features
- ✔ Roots and Suffixes
- ✔ Shades of Meaning
- ✔ Glossaries and Dictionaries

**Support Coach**

**Lesson 5: Literary Nonfiction: Biography**
- **Student Edition** pp. 126–130
- **Teacher’s Manual** p. 114

Read on Your Own
*Cesar Chavez: A Man for the Workers* Review Comprehension Check, SE pp. 129–130. Have students share answers and discuss the text. Encourage them to use the skills covered in this lesson, pointing out the main ideas and details, for example.

#### DIFFERENTIATION OPTIONS

- **Support Coach** Review answers to Quiz 5 with students.
- **Instruction Coach** Allow time for students to share Speaking and Listening Project Video Journals.
# Unit: Reading Historical Nonfiction

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<td>✔ Engage in Collaborative Discussion</td>
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**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Reread *Ellis and Angel: Islands of Hope* and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
- **Instruction Coach** Help students identify what makes *Ellis and Angel: Islands of Hope* historical nonfiction.

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<td>✔ Engage in Collaborative Discussion</td>
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**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Reread the selection with students, using the Think Alouds. Use the Think Aloud, TM p. 54, to help them compare and contrast facts in the selection. Then have students complete the Comprehension Check, SE p. 68. Follow with Vocabulary, SE p. 69.

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<td>✔ Historical Nonfiction</td>
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<td>✔ Determine or Clarify Word Meanings</td>
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<td>✔ Engage in Collaborative Discussion</td>
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**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Teach the vocabulary. Use highlighted words in *Sarah Winnemucca/A Great Woman* to reinforce the meanings.
- **Instruction Coach** Guide students to complete the Comprehension Check, SE p. 68, and Vocabulary, SE p. 69.
- **Instruction Coach** Teach Word Analysis, TM p. 51, to address letter-sound correspondence.

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<td>✔ Engage in Collaborative Discussion</td>
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**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Teach the vocabulary. Use highlighted words in *Sarah Winnemucca/A Great Woman* to reinforce the meanings.
- **Instruction Coach** Have students complete the Comprehension Check, SE p. 78.

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**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Have students choose a selection and write a paragraph responding to the Essential Question, *What can we learn from stories about the past?* Tell them to use details from their chosen selection to support their responses.

- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 78.
# Unit: Reading Historical Nonfiction

## Lesson Focus

### Instruction Coach

**Lesson 4: Reading Historical Nonfiction**
- Instruction Coach Independent Leveled Practice Resource Book, pp. 36–47

**Skills**
- ✔ Historical Nonfiction
- ✔ Engage in Collaborative Discussion

**Read on Your Own**
- Harriet Tubman

Have students read the appropriate level of this story and answer the questions independently. Invite them to share their answers to the Comprehension Check in small groups and then share their answers with the class.

### Differentiation Options
- Instruction Coach Independent Leveled Practice Resource Book
  - Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.
  - Have students identify why this selection is historical nonfiction and explain it to each other.

## Lesson Focus

### Support Coach

**Lesson 6: Historical Nonfiction**
- Teacher’s Manual pp. 115–118, 120–123

**Skills**
- ✔ Use Information from Illustrations
- ✔ Close Reading

**Read on Your Own**
- The Rush for Gold

Discuss sequence of events, SE p. 132. Read the passage (first read). Have students complete the Sequence of Events Chart, SE p. 227.

**Differentiation Options**
- Support Coach: Review Try It, SE p. 132. With students in small groups, reread The Rush for Gold using the first read annotations to focus on the sequence of events.
- Support Coach: Guide students to complete the Sequence of Events Chart, SE p. 227.

### Support Coach

**Lesson 6: Historical Nonfiction**
- Student Edition pp. 133–136, 228
- Teacher’s Manual pp. 119–123

**Skills**
- ✔ Use Information from Illustrations
- ✔ Close Reading
- ✔ Write about Informational Text

**Read on Your Own**
- The Rush for Gold

Discuss history terms and have students answer the questions, SE p. 137. Reread the passage (second read). Have students complete the second read questions on the Close Reading Worksheet, SE p. 228.

**Differentiation Options**
- Support Coach: Review Try It, SE p. 133. Reread The Rush for Gold using the second read annotations to focus on using information from illustrations.
- Support Coach: Use Supporting Struggling Learners scaffolding, TM p. 119, to help students understand the map.
- Support Coach: Have accelerating students complete the Lesson Practice, SE p. 99 (item 6).

### Support Coach

**Lesson 6: Historical Nonfiction**
- Student Edition pp. 134–137, 228
- Teacher’s Manual pp. 120–123

**Skills**
- ✔ History Terms
- ✔ Close Reading
- ✔ Write about Informational Text

**Read on Your Own**
- Gold Rush Success Stories

Discuss history terms and have students answer the questions, SE p. 137. Reread the passage (second read). Have students complete the questions on the Close Reading Worksheet, SE p. 228.

**Differentiation Options**
- Support Coach: Guide students to complete the Compare and Contrast Chart, SE p. 229.
- Support Coach: Use the Focus on Word Study, TM p. 127, to help students break words into syllables.
# Unit: Reading Historical Nonfiction

## Lesson 6: Historical Nonfiction

### Support Coach

**Lesson Focus**

**Lesson 6: Historical Nonfiction**

- **Skills**
  - Text Features
  - Compare and Contrast
  - Sequence of Events
  - Close Reading
  - Write about Informational Text

**Differentiation Options**

- **Support Coach** Review Try It, SE p. 139. Reread Gold Rush Success Stories using the second read annotations to focus on text features.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 125, to help students understand bulleted lists.
- **Performance Coach** Have accelerating students complete the Language Spotlight, TE p. 32.

### Day 1

- **Skills**
  - Complete the Vocabulary, SE pp. 146–148.
  - Have students complete the Vocabulary, SE p. 143. Follow with Respond to Text, SE pp. 144–145.

### Day 2

- **Skills**
  - Complete the Text Features, SE pp. 146–148.
  - Have students complete the Vocabulary, SE p. 143. Follow with Respond to Text, SE pp. 144–145.

### Day 3

- **Skills**
  - Have students read the passage (third read). Have students complete the questions on the Close Reading Worksheet, SE p. 230.

### Day 4

- **Skills**
  - Have students read the passage (third read). Have students complete the questions on the Close Reading Worksheet, SE p. 230.

### Day 5

- **Skills**
  - Have students complete the Vocabulary, SE pp. 146–148.

### Review

- **Instruction Coach** Review Try It, SE pp. 146–150. Have them work with partners and write.
- **Support Coach** Guide students through Respond to Text using support, TM pp. 130–131. Have them work with partners and write.

### Differentiation Options

- **Support Coach** Guide students through Respond to Text using support, TM pp. 130–131. Have them work with partners and write.
- **Performance Coach** Have students complete the Lesson Extension, TE p. 30.

### Difference Options


### Benchmark Assessment 2

- **Instruction Coach** Review answers to Benchmark Assessment 2 with students.
- **Support Coach** Review answers to Quiz 6 with students.
# Week 17

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<th>Day 1</th>
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## Unit: Writing Opinion Pieces

### LESSON FOCUS: Instruction Coach

#### Lesson 11: Writing Opinion Pieces

**Student Edition pp. 70–76, 187–188**

**Teacher’s Manual pp. 150–152**

**Skills**
- Write an Opinion Piece
- Engage in Collaborative Discussions

**Essential Question**
Introduce writing opinion pieces and discuss questions, TM p. 151, focusing on the Essential Question, *What makes an opinion piece effective?* Then read SE p. 188 with students.

### DIFFERENTIATION OPTIONS

- **Instruction Coach**: Use notes, TM p. 152, to introduce the purpose and audience for an opinion piece.
- **Instruction Coach**: Review *A Great Woman*, SE pp. 70–76. Identify and discuss the opinion, supporting reasons, and conclusion of the text.

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### LESSON FOCUS: Instruction Coach

#### Lesson 11: Writing Opinion Pieces

**Student Edition pp. 188–190**

**Teacher’s Manual pp. 152–154**

**Skills**
- Write an Opinion Piece
- Use Supporting Reasons
- Write a Conclusion

**Analyze a Mentor Text**
Read aloud the Mentor Text using the annotations. Help students analyze the text and mark it up as noted.

### DIFFERENTIATION OPTIONS

- **Instruction Coach**: Use the graphic on SE p. 188 to help students understand the characteristics and structure of an opinion piece.
- **Instruction Coach**: Have accelerating students identify the opinion, supporting reasons, and conclusion of the Mentor Text.

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### LESSON FOCUS: Instruction Coach

#### Lesson 11: Writing Opinion Pieces

**Student Edition pp. 192–195**

**Teacher’s Manual pp. 156–157**

**Skills**
- Write an Opinion Piece
- Use Supporting Reasons and Details

**Writing Process: Step 1**
After reviewing the steps in the writing process, read the Writing Assignment. Discuss the task along with the purpose and audience. Then guide students through SE pp. 193–194 using the annotations. Have students complete SE pp. 193 and 195.

### DIFFERENTIATION OPTIONS

- **Instruction Coach**: Take a deeper dive into SE pp. 193–195 with students who need extra support as they brainstorm to complete the Try It activities.
- **Instruction Coach**: Have students work in pairs or small groups to generate questions about the class pet topic. Allow students time to research and find the answers to these questions so they can add relevant information to their writing.

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## Unit: Writing Opinion Pieces

### LESSON FOCUS

**Instruction Coach**

**Lesson 11: Writing Opinion Pieces**

- **Student Edition** pp. 198, 200–203
- **Teacher’s Manual** pp. 159, 161–162

**Skills**
- ✔ Write an Opinion Piece
- ✔ Use Supporting Reasons and Details
- ✔ Write a Conclusion
- ✔ Use Linking Words and Phrases
- ✔ Write an Opinion Piece

**Writing Process:** Steps 3, 4

With students read the Writer's Craft section, SE p. 198. Have students share their efforts to use linking words. Then read SE pp. 200–203.

### DIFFERENTIATION OPTIONS

- **Instruction Coach** For students who need extra support with SE pp. 202–203, spend less time on pp. 200–201. Model responses for the Try It sections.

- **Performance Coach** Have students complete the Coached Example, SE pp. 229–231.

### LESSON FOCUS

**Instruction Coach**

**Lesson 11: Writing Opinion Pieces**

- **Student Edition** pp. 200–205
- **Teacher’s Manual** pp. 161–163

**Skills**
- ✔ Use Supporting Reasons and Details
- ✔ Write a Conclusion
- ✔ Use Linking Words and Phrases
- ✔ Comparative and Superlative Adjectives and Adverbs
- ✔ Revise an Opinion Piece

**Writing Process:** Steps 4, 5

Allow time for students to complete their Peer Reviews and record their peer comments before they begin to revise. Read SE pp. 204–205, including the Writer's Craft section.

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Identify sentences that students should revise in order to improve the introduction and opinion, supporting reasons, and/or conclusion. Provide students with support as they revise.

- **Performance Coach** Have students complete the Lesson Practice, SE pp. 232–236 (items 1–5).

### LESSON FOCUS

**Instruction Coach**

**Lesson 11: Writing Opinion Pieces**

- **Student Edition** pp. 204–209
- **Teacher’s Manual** pp. 163–164

**Skills**
- ✔ Edit an Opinion Piece
- ✔ Punctuate Dialogue
- ✔ Possessives

**Writing Process:** Steps 5, 6

Read SE pp. 206–207. Provide time for students to finish revising and begin editing.

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Have students read aloud portions of their writing. Model think alouds about the introduction/opinion, supporting reasons, and/or conclusion, to demonstrate how to talk about writing.

- **Performance Coach** Have students who need extra support, review dialogue punctuation using students' writing.

### LESSON FOCUS

**Instruction Coach**

**Lesson 11: Writing Opinion Pieces**

- **Student Edition** pp. 206–210
- **Teacher’s Manual** pp. 164–165

**Skills**
- ✔ Write an Opinion Piece
- ✔ Punctuate Dialogue
- ✔ Possessives

**Writing Process:** Steps 6, 7


### DIFFERENTIATION OPTIONS

- **Instruction Coach** Use SE pp. 198–208 as a springboard for students to discuss strategies for improving specific sentences in their writing.

- **Performance Coach** Have accelerating students complete the Lesson Practice, SE pp. 232–239 (including item 6).

### PUBLISH AND ASSESS OPTIONS:

**Instruction Coach**

**Lesson 11: Writing Opinion Pieces**

- **Teacher’s Manual** p. 165

**Skills**
- ✔ Write an Opinion Piece

**Writing Process:** Step 7

This stage of the process should allow students to share their writing in a meaningful way. If possible, designate a time and/or space for reading aloud, posting or displaying writing, and sharing with family members and/or the school community.

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Students may use alternative media for their writing, especially if it includes images and text features.

- **Performance Coach** Have accelerating students complete the Lesson Practice, SE pp. 232–239 (including item 6).
### Unit: Reading Drama

#### Lesson 6: Reading Drama

**Instruction Coach**

**LESSON FOCUS**

- Student Edition pp. 103–109
- Teacher’s Manual pp. 80–87, 94–95

**Skills**
- Parts of a Drama
- Point of View
- Sequence
- Decode Multisyllable Words

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Teach the parts of a drama in *A Garden to Share*, noting and listing Parts of a Drama including characters, scenes, and stage directions.
- **Instruction Coach** Reread *A Garden to Share* to guide students through the Comprehension Check, SE pp. 104–109, noting and completing the list of parts of a drama.
- **Instruction Coach** Preview and teach the vocabulary words, SE p. 111.
- **Instruction Coach** Teach Word Analysis, TM p. 83, to address multisyllable words.

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**LESSON FOCUS**

- Student Edition pp. 110–116
- Teacher’s Manual pp. 88–91

**Skills**
- Parts of a Drama
- Point of View
- Sequence
- Engage in Collaborative Discussions

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Review parts of a drama in *A Garden to Share* and guide students through the Comprehension Check, SE p. 110.
- **Instruction Coach** Teach vocabulary and guide students through Vocabulary. Use highlighted words in *A Mammoth Adventure* to reinforce meanings.
- **Performance Coach** Have accelerating students read SE pp. 24–26 and identify the parts of drama also used in *A Garden to Share* and *A Mammoth Adventure*.

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**LESSON FOCUS**

- Student Edition pp. 112–118
- Teacher’s Manual p. 92

**Skills**
- Parts of a Drama
- Sequence
- Write about Literature

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Guide students through the Anchor Standard Discussion Question and Comprehension Check, SE pp. 117–118.
- **Instruction Coach** Reread *A Mammoth Adventure* to guide students as they identify parts of a drama.
- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 118.
### Unit: Reading Drama

**LESSON FOCUS**

**Instruction Coach**

**Lesson 6: Reading Drama**

- **Instruction Coach Independent Leveled Practice Resource Book** Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.
- **Instruction Coach Independent Leveled Practice Resource Book** Have students identify the Parts of a Drama in Attic Stardust and explain them to each other.

**Support Coach**

**Lesson 4: Drama**

- **Student Edition pp. 75–76, 78–82, 217**
- **Teacher’s Manual pp. 65–68, 70–75**

**DIFFERENTIATION OPTIONS**

- **Instruction Coach Independent Leveled Practice Resource Book** Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.

**Lesson 4: Drama**

- **Student Edition pp. 77–83, 218**
- **Teacher’s Manual pp. 69–75**

**DIFFERENTIATION OPTIONS**

- **Support Coach** Review Try It, SE p. 76. Reread A Career Day Lesson using the first read annotations to focus on parts of drama. Guide students to complete the relevant questions on the Close Reading Worksheet.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM pp. 70, 73. Help students understand how to use evidence in the text to make predictions.

**Lesson 4: Drama**

- **Student Edition pp. 78–83, 218**
- **Teacher’s Manual pp. 70–75**

**DIFFERENTIATION OPTIONS**

- **Support Coach** Review Try It, SE p. 77. Reread A Career Day Lesson using the second read annotations to focus on parts of drama. Guide students to complete the relevant questions on the Close Reading Worksheet.

**Lesson 4: Drama**

- **Student Edition pp. 79–83**
- **Teacher’s Manual pp. 70–75**

**DIFFERENTIATION OPTIONS**

- **Support Coach** Review Try It, SE p. 78. Reread A Career Day Lesson using the third read annotations to focus on parts of drama. Guide students to complete the relevant questions on the Close Reading Worksheet.
- **Support Coach** Use Supporting Struggling Learners, TM p. 78. Help students identify the characters, narrator, and setting.

### Instruction Coach

**Lesson 5: Reading Drama**

- **Teacher’s Manual pp. 65–68, 70–75**

**DIFFERENTIATION OPTIONS**

- **Performance Coach** Guide students through the Coached Example, SE pp. 27–30.
- **Performance Coach** Use Discussion Questions, TE p. 10. Review the characteristics of drama. Have students respond to one of the Discussion Questions in writing, based on one of the passages they have read.
**Unit: Reading Drama**

### LESSON FOCUS
**Support Coach**
**Lesson 4: Drama**
- Student Edition pp. 86–90, 92–98, 220
- Teacher’s Manual pp. 78–86

**Skills**
- ✔ Point of View
- ✔ Context Clues
- ✔ Close Reading

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review Vocabulary, SE p. 91.
- **Support Coach** Have students use a vocabulary word in a sentence or short paragraph that gives clear context clues for the meaning of the word.

### LESSON FOCUS
**Support Coach**
**Lesson 4: Drama**
- Student Edition pp. 85–91, 220
- Teacher’s Manual pp. 77–83

**Skills**
- ✔ Point of View
- ✔ Context Clues
- ✔ Close Reading
- ✔ Close Reading
- ✔ Write about Literature

**DIFFERENTIATION OPTIONS**
- **Support Coach** Guide students through Respond to Text using support, TM pp. 84–85. Have them work with partners and write.
- **Support Coach** Have students read [second read] *The Unknown Singer*, SE pp. 94–98.

### LESSON FOCUS
**Support Coach**
**Lesson 4: Drama**
- Student Edition pp. 92–98
- Teacher’s Manual pp. 84–86

**Skills**
- ✔ Parts of a Drama
- ✔ Point of View
- ✔ How Scenes Build on One Another
- ✔ Close Reading
- ✔ Write about Literature

**DIFFERENTIATION OPTIONS**
- **Support Coach** Have students read [third read] *The Unknown Singer* and do the Comprehension Check, SE pp. 99–100.
- **Performance Coach** To review parts of a drama, have students complete the Lesson Practice, SE pp. 31–37 (item 6).

### REVIEW
**Instruction Coach**
**Lesson 6: Reading Drama**
- Student Edition p. 103
- Teacher’s Manual p. 81

**Skills**
- ✔ Parts of a Drama
- ✔ Make Predictions
- ✔ Summarize
- ✔ Roots and Prefixes
- ✔ Context Clues

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review answers to Quiz 4 with students.
- **Instruction Coach** Have students present Speaking and Listening Projects.

### REVIEW AND ASSESS OPTIONS:
**Support Coach**
**Quiz 4**
- Skills
- ✔ Parts of a Drama
- ✔ Make Predictions
- ✔ Summarize
- ✔ Roots and Prefixes
- ✔ Context Clues

**Support Coach**
**Lesson 4: Drama**
- Student Edition pp. 99–100
- Teacher’s Manual p. 86

**Read on Your Own**
*The Unknown Singer*
Review Comprehension Check, SE pp. 99–100. Have students share answers and discuss the text, pointing out evidence for their responses.

**DIFFERENTIATION OPTIONS**
- **Performance Coach** Do shared writing with students in Lesson Practice, SE pp. 31–37 (item 6).
- **Support Coach** Review answers to Quiz 4 with students.
- **Instruction Coach** Have students present Speaking and Listening Projects.
## Unit: Reading Poetry

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- **Skills**
  - Recognize Elements of Poetry
  - Engage in Collaborative Discussions
- **Listen and Learn**
The Pied Piper of Hamelin
- **Introduce poetry and discuss questions**, TM p. 97, focusing on the Essential Question, How do poems tell stories and communicate feelings about the world? Then read the excerpt from The Pied Piper of Hamelin with students.

### DIFFERENTIATION OPTIONS
- **Instruction Coach** Teach the features of poetry in The Pied Piper of Hamelin, noting and listing features including stanzas, rhyme, rhythm.
- **Instruction Coach** Reread The Pied Piper of Hamelin, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
- **Instruction Coach** Use Speaking and Listening Project, TM pp. 108–109, during this unit.

### LESSON FOCUS

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- **Skills**
  - Poetry: Structure, Rhyme, and Rhythm
  - Context Clues
  - Ask and Answer Questions
  - Letter-Sound Correspondence
- **Listen and Learn**
The Pied Piper of Hamelin
Reread the poem with students using Think Alouds. Use the Ask and Answer Questions Think Aloud to focus strategy instruction, TM p. 100. Then have students complete the Comprehension Check, SE p. 124.

### DIFFERENTIATION OPTIONS
- **Instruction Coach** Review Ask and Answer Questions with The Pied Piper of Hamelin and guide students through the Comprehension Check, SE p. 124.
- **Instruction Coach** Reread The Pied Piper of Hamelin, SE pp. 120–123, noting and completing the list of features of poetry.
- **Instruction Coach** Teach vocabulary and guide students through Vocabulary. Use highlighted words in Shenandoah and Autumn to reinforce meanings.

### LESSON FOCUS

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- **Skills**
  - Poetry: Structure, Rhyme, and Rhythm
  - Context Clues
  - Ask and Answer Questions
  - Engage in Collaborative Discussions
- **Discuss and Learn**
The Pied Piper of Hamelin, Shenandoah, The Wind, and Autumn
Have students continue to read and discuss the poems. Then have students respond to the Anchor Standard Discussion Question and Comprehension Check, SE pp. 131–132.

### DIFFERENTIATION OPTIONS
- **Instruction Coach** Reread Shenandoah, The Wind, and Autumn, guiding students to ask and answer questions based on evidence in the text.
- **Instruction Coach** Reread Shenandoah, The Wind, and Autumn and guide students as they identify the features of poetry.
- **Performance Coach** Have accelerating students work in pairs to do the Coached Example, SE pp. 17–19.

### LESSON FOCUS

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- **Skills**
  - Poetry: Structure, Rhyme, and Rhythm
  - Nonliteral Language
  - Elements of Poetry
  - Write about Literature
- **Reread**
The Pied Piper of Hamelin, Shenandoah, The Wind, or Autumn
Have students choose a poem and write a paragraph responding to the Essential Question, How do poems tell stories and communicate feelings about the world? Tell them to use two examples of features of poetry to support their response.

### DIFFERENTIATION OPTIONS
- **Instruction Coach** Guide students through the Anchor Standard Discussion Question, SE p. 131. Point out that the question is about nonliteral language.
- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 132.
### Lesson Focus: Reading Poetry

#### Lesson 7: Reading Poetry
- **Support Coach**
- **Lesson Focus:** Poetry
  - Instruction Coach Independent
  - Leveled Practice Resource Book, pp. 63–71
  - **Skills:***
    - Poetry: Structure, Rhyme, and Rhythm
    - Engage in Collaborative Discussions

#### Differentiation Options
- **Instruction Coach Independent Leveled Practice Resource Book** Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.
- **Instruction Coach Independent Leveled Practice Resource Book** Have students identify the features of poetry in the poem or poems they read and explain them to each other.

#### Skills
- **Context Clues**
- **Close Reading**
- **Write about Literature**

### Differentiation Options
- **Support Coach** Review Try It, SE pp. 57. Reread *My Little Neighbor* and *Travel* using the **first read** annotations to focus on structure, rhyme, and rhythm. Guide students to complete the relevant questions on the Close Reading Worksheet.
- **Support Coach** Focus on regular and irregular plural forms in *My Little Neighbor* and *Travel* using Word Study, TM p. 53.
- **Support Coach** Use Discussions Questions, TE p. 6. Review the features of poetry. Have students respond to one of the Discussion Questions in writing, based on the poems they have read.

#### Differentiation Options
- **Support Coach** Review Try It, SE p. 62. Reread *The Fly* and *The Land of Counterpane* using the **first read** annotations to focus on Paraphrase. Have students complete the relevant questions on the Close Reading Worksheet.
- **Support Coach** Use the questioning techniques in Supporting Struggling Learners, TM p. 56, to help students in paraphrasing *The Fly* and *The Land of Counterpane*.

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### Unit: Reading Poetry

#### LESSON FOCUS

**Support Coach**

**Lesson 3: Poetry**

- Student Edition pp. 63–67, 216
- Teacher’s Manual pp. 57–61

**Skills**
- ✔ Nonliteral Language
- ✔ Shades of Meaning

**Respond to Text**

The Fly/The Land of Counterpane

Review Nonliteral Language, SE p. 63. Read the poems (second read). Then have students complete the Nonliteral Language Chart, SE p. 216, and Vocabulary, SE p. 67.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review Try It, SE p. 63. Reread The Fly and The Land of Counterpane using the second read annotations to focus on nonliteral language. Guide students to complete the Nonliteral Language Chart.
- **Support Coach** Review Vocabulary, SE p. 67.
- **Support Coach** Have students choose a pair of words that are synonyms or nearly synonyms, like tiny and little, and explain how their meanings differ.

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#### LESSON FOCUS

**Support Coach**

**Lesson 3: Poetry**

- Student Edition pp. 64–66, 68–72, 215
- Teacher’s Manual pp. 58–64

**Skills**
- ✔ Poetry: Structure, Rhyme, and Rhythm
- ✔ Visualize
- ✔ Paraphrase
- ✔ Close Reading
- ✔ Write about Literature

**Respond to Text**

The Fly/The Land of Counterpane

Review SE pp. 68–69 and discuss the writing task on p. 68 before students draft and complete their writing.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Guide students through Respond to Text using support, TM pp. 62–63. Have them work with partners and write.
- **Support Coach** Have students read (second read) The Moon, SE pp. 70–72.

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#### LESSON FOCUS

**Support Coach**

**Lesson 3: Poetry**

- Student Edition pp. 68–72
- Teacher’s Manual p. 97

**Skills**
- ✔ Poetry: Structure, Rhyme, and Rhythm
- ✔ Nonliteral Language
- ✔ Context Clues
- ✔ Nonliteral Language
- ✔ Write about Literature

**Respond to Text**

Review SE pp. 68–69 and discuss the writing task on p. 68 before students draft and complete their writing.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Guide students through Respond to Text using support, TM pp. 62–63. Have them work with partners and write.
- **Support Coach** Have students read (three read) The Moon and do the Comprehension Check, SE pp. 73–74.

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#### REVIEW

**Instruction Coach**

**Lesson 7: Reading Poetry**

- Student Edition p. 119
- Teacher’s Manual p. 97

**Skills**
- ✔ Poetry: Structure, Rhyme, and Rhythm
- ✔ Context Clues
- ✔ Nonliteral Language
- ✔ Shades of Meaning

**Listen and Learn**

Review and discuss the Essential Question on TM p. 97 and the following focus skills:
- identifying poetry and its features
- using context clues to identify meaning
- interpreting nonliteral language

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Review answers to Benchmark Assessment 3 with students.
- **Support Coach** Review answers to Quiz 3 with students.

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**Read on Your Own**

**The Moon**

Review Comprehension Check, SE pp. 73–74. Have students share answers and discuss the text, pointing out evidence for their responses.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Review answers to Benchmark Assessment 3 with students.
- **Support Coach** Review answers to Quiz 3 with students.
## Unit: Reading Technical Texts

**LESSON FOCUS**

### Lesson 8: Reading Technical Texts

- **Instruction Coach**
  - **Student Edition pp.** 133–137
  - **Teacher’s Manual pp.** 110–115

**Skills**
- Technical Texts, Headings, Use Photos, Use Maps, Labels
- Engage in Collaborative Discussion

### Day 1

- **Reread**
  - Using the Internet or Migration of Loggerhead Turtles
- **Share and Learn**
  - Migration of Loggerhead Turtles
- **Decode Multisyllable Words**
- **Vocabulary Words**

### Day 2

- **Engage in Collaborative Discussion**
  - Share and Learn Migration of Loggerhead Turtles
- **Ask and Answer Questions**
  - Have students continue to read and discuss the passage. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 145–146.

### Day 3

- **Write about Informational Text**
  - Reread Using the Internet or Migration of Loggerhead Turtles
- **Cause and Effect**
  - Have students choose a passage and write a paragraph responding to the Essential Question, How do technical texts make information easier to understand? Tell them to use two examples of text features to support their response.

### Day 4

- **Instruction Coach**
  - Teach technical text features in Using the Internet, noting and listing text features, including page design.

### Day 5

- **Instruction Coach**
  - Reread Using the Internet, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Teach technical text features in Using the Internet, noting and listing text features, including page design.
- **Instruction Coach** Reread Using the Internet, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
- **Instruction Coach** Reread Using the Internet, SE pp. 134–137, noting text features and their purposes. Complete the list of text features used.
- **Instruction Coach** Preview and teach the vocabulary words, SE p. 139.
- **Instruction Coach** Teach Word Analysis, TM p. 113, to address multisyllable words.
- **Instruction Coach** Review cause and effect in Using the Internet and guide students through the Comprehension Check, SE p. 138.
- **Instruction Coach** Teach vocabulary and guide students through Vocabulary. Use highlighted words in Migration of Loggerhead Turtles to reinforce meanings.
- **Performance Coach** Have accelerating students read SE pp. 100–103 and identify the graphic features also used in Using the Internet and Migration of Loggerhead Turtles.
- **Instruction Coach** Reread Migration of Loggerhead Turtles, guiding students to note cause and effect. Create a cause and effect chart.
- **Instruction Coach** Reread Migration of Loggerhead Turtles and guide students as they unpack the text features.
- **Performance Coach** Have accelerating students work in pairs to do the Coached Example, SE pp. 104–107.

**LESSON FOCUS**

### Lesson 8: Reading Technical Texts

- **Instruction Coach**
  - **Student Edition pp.** 138–144
  - **Teacher’s Manual pp.** 116–119

**Skills**
- Technical Texts, Headings, Use Photos, Use Maps, Labels
- Ask and Answer Questions
- Cause and Effect
- Engage in Collaborative Discussion

### Day 1

- **Reread**
  - Migration of Loggerhead Turtles
- **Share and Learn**
  - Migration of Loggerhead Turtles
- **decode Multisyllable Words**
- **Vocabulary Words**

### Day 2

- **Engage in Collaborative Discussion**
  - Share and Learn Migration of Loggerhead Turtles
- **Ask and Answer Questions**
  - Have students continue to read and discuss the passage. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 145–146.

### Day 3

- **Write about Informational Text**
  - Reread Using the Internet or Migration of Loggerhead Turtles
- **Cause and Effect**
  - Have students choose a passage and write a paragraph responding to the Essential Question, How do technical texts make information easier to understand? Tell them to use two examples of text features to support their response.

### Day 4

- **Instruction Coach**
  - Teach technical text features in Using the Internet, noting and listing text features, including page design.

### Day 5

- **Instruction Coach**
  - Reread Using the Internet, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Teach technical text features in Using the Internet, noting and listing text features, including page design.
- **Instruction Coach** Reread Using the Internet, SE pp. 134–137, noting text features and their purposes. Complete the list of text features used.
- **Instruction Coach** Preview and teach the vocabulary words, SE p. 139.
- **Instruction Coach** Teach Word Analysis, TM p. 113, to address multisyllable words.
- **Instruction Coach** Review cause and effect in Using the Internet and guide students through the Comprehension Check, SE p. 138.
- **Instruction Coach** Teach vocabulary and guide students through Vocabulary. Use highlighted words in Migration of Loggerhead Turtles to reinforce meanings.
- **Performance Coach** Have accelerating students read SE pp. 100–103 and identify the graphic features also used in Using the Internet and Migration of Loggerhead Turtles.
- **Instruction Coach** Reread Migration of Loggerhead Turtles, guiding students to note cause and effect. Create a cause and effect chart.
- **Instruction Coach** Reread Migration of Loggerhead Turtles and guide students as they unpack the text features.
- **Performance Coach** Have accelerating students work in pairs to do the Coached Example, SE pp. 104–107.

**LESSON FOCUS**

### Lesson 8: Reading Technical Texts

- **Instruction Coach**
  - **Student Edition pp.** 140–146
  - **Teacher’s Manual pp.** 118–120

**Skills**
- Technical Texts, Headings, Use Photos, Use Maps, Labels
- Ask and Answer Questions
- Cause and Effect
- Engage in Collaborative Discussion

### Day 1

- **Reread**
  - Migration of Loggerhead Turtles
- **Share and Learn**
  - Migration of Loggerhead Turtles
- **decode Multisyllable Words**
- **Vocabulary Words**

### Day 2

- **Engage in Collaborative Discussion**
  - Share and Learn Migration of Loggerhead Turtles
- **Ask and Answer Questions**
  - Have students continue to read and discuss the passage. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 145–146.

### Day 3

- **Write about Informational Text**
  - Reread Using the Internet or Migration of Loggerhead Turtles
- **Cause and Effect**
  - Have students choose a passage and write a paragraph responding to the Essential Question, How do technical texts make information easier to understand? Tell them to use two examples of text features to support their response.

### Day 4

- **Instruction Coach**
  - Teach technical text features in Using the Internet, noting and listing text features, including page design.

### Day 5

- **Instruction Coach**
  - Reread Using the Internet, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Teach technical text features in Using the Internet, noting and listing text features, including page design.
- **Instruction Coach** Reread Using the Internet, SE pp. 134–137, noting text features and their purposes. Complete the list of text features used.
- **Instruction Coach** Preview and teach the vocabulary words, SE p. 139.
- **Instruction Coach** Teach Word Analysis, TM p. 113, to address multisyllable words.
- **Instruction Coach** Review cause and effect in Using the Internet and guide students through the Comprehension Check, SE p. 138.
- **Instruction Coach** Teach vocabulary and guide students through Vocabulary. Use highlighted words in Migration of Loggerhead Turtles to reinforce meanings.
- **Performance Coach** Have accelerating students read SE pp. 100–103 and identify the graphic features also used in Using the Internet and Migration of Loggerhead Turtles.
- **Instruction Coach** Reread Migration of Loggerhead Turtles, guiding students to note cause and effect. Create a cause and effect chart.
- **Instruction Coach** Reread Migration of Loggerhead Turtles and guide students as they unpack the text features.
- **Performance Coach** Have accelerating students work in pairs to do the Coached Example, SE pp. 104–107.

**LESSON FOCUS**

### Lesson 8: Reading Technical Texts

- **Instruction Coach**
  - **Student Edition pp.** 140–146
  - **Teacher’s Manual pp.** 118–120

**Skills**
- Technical Texts, Headings, Use Photos, Use Maps, Labels
- Ask and Answer Questions
- Cause and Effect
- Engage in Collaborative Discussion

### Day 1

- **Reread**
  - Migration of Loggerhead Turtles
- **Share and Learn**
  - Migration of Loggerhead Turtles
- **decode Multisyllable Words**
- **Vocabulary Words**

### Day 2

- **Engage in Collaborative Discussion**
  - Share and Learn Migration of Loggerhead Turtles
- **Ask and Answer Questions**
  - Have students continue to read and discuss the passage. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 145–146.

### Day 3

- **Write about Informational Text**
  - Reread Using the Internet or Migration of Loggerhead Turtles
- **Cause and Effect**
  - Have students choose a passage and write a paragraph responding to the Essential Question, How do technical texts make information easier to understand? Tell them to use two examples of text features to support their response.

### Day 4

- **Instruction Coach**
  - Teach technical text features in Using the Internet, noting and listing text features, including page design.

### Day 5

- **Instruction Coach**
  - Reread Using the Internet, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Teach technical text features in Using the Internet, noting and listing text features, including page design.
- **Instruction Coach** Reread Using the Internet, SE pp. 134–137, noting text features and their purposes. Complete the list of text features used.
- **Instruction Coach** Preview and teach the vocabulary words, SE p. 139.
- **Instruction Coach** Teach Word Analysis, TM p. 113, to address multisyllable words.
- **Instruction Coach** Review cause and effect in Using the Internet and guide students through the Comprehension Check, SE p. 138.
- **Instruction Coach** Teach vocabulary and guide students through Vocabulary. Use highlighted words in Migration of Loggerhead Turtles to reinforce meanings.
- **Performance Coach** Have accelerating students read SE pp. 100–103 and identify the graphic features also used in Using the Internet and Migration of Loggerhead Turtles.
- **Instruction Coach** Reread Migration of Loggerhead Turtles, guiding students to note cause and effect. Create a cause and effect chart.
- **Instruction Coach** Reread Migration of Loggerhead Turtles and guide students as they unpack the text features.
- **Performance Coach** Have accelerating students work in pairs to do the Coached Example, SE pp. 104–107.
## Unit: Reading Technical Texts

### LESSON FOCUS

#### Instruction Coach Independent
**Lesson 8: Reading Technical Texts**
- **Instruction Coach** Independent Leveled Practice Resource Book, pp. 72–83
  - **Skills**
    - Technical Texts, Headings, Use Photos, Use Maps, Labels
  - **Cause and Effect**
  - **Engage in Collaborative Discussion**

#### Support Coach
**Lesson 8: Technical Texts**
- **Instruction Coach** Independent Leveled Practice Resource Book
  - **Skills**
    - Technical Texts, Headings, Use Photos, Use Maps, Labels
    - Steps in a Procedure
  - **Cause and Effect**

#### DIFFERENTIATION OPTIONS

- **Instruction Coach Independent Leveled Practice Resource Book** Teach challenging vocabulary. Then students choose one word and write about its meaning in the text.
- **Instruction Coach Independent Leveled Practice Resource Book** Have students identify cause-and-effect relationships in the text and explain them to each other.

### LESSON FOCUS

#### Support Coach
**Lesson 8: Technical Texts**
- **Support Coach** Independent Leveled Practice Resource Book
  - **Skills**
    - Technical Texts, Headings, Use Photos, Use Maps, Labels
    - Steps in a Procedure
  - **Cause and Effect**

#### DIFFERENTIATION OPTIONS

- **Support Coach** Review Try It, SE p. 174. Reread “Protecting Your Food Supply” annotations to focus on steps in a procedure. Guide students to complete the Sequence Chart.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM pp. 158, 160. Help students see how to understand the sequence of steps and events in a text.

### LESSON FOCUS

#### Support Coach
**Lesson 8: Technical Texts**
- **Support Coach** Independent Leveled Practice Resource Book
  - **Skills**
    - Technical Texts, Headings, Use Photos, Use Maps, Labels
    - Steps in a Procedure
  - **Cause and Effect**

#### DIFFERENTIATION OPTIONS

- **Support Coach** Review Try It, SE p. 174. Reread “Protecting Your Food Supply” annotations to focus on charts. Guide students to complete the relevant questions on the Close Reading Worksheet.
- **Support Coach** Focus on multiple-meaning words in “Protecting Your Food Supply” using Supporting ELLs, TM p. 161. Preview Vocabulary, SE p. 181.

### LESSON FOCUS

#### Support Coach
**Lesson 8: Technical Texts**
- **Support Coach** Independent Leveled Practice Resource Book
  - **Skills**
    - Technical Texts, Headings, Use Photos, Use Maps, Labels
    - Steps in a Procedure
  - **Cause and Effect**

#### DIFFERENTIATION OPTIONS

- **Support Coach** Review Try It, SE p. 174. Reread “Protecting Your Food Supply” annotations to focus on skimming and scanning. Guide students to complete the Skim and Scan Chart.
- **Support Coach** Guide students through the Coach Example, SE pp. 104–107.
- **Performance Coach** Use Discussion Questions, TE p. 34. Review the features of technical texts. Have students respond to one of the Discussion Questions in writing, based on one of the passages they have read.
# Unit: Reading Technical Texts

## LESSON FOCUS
### Lesson 8: Technical Texts

#### Support Coach
- **Lesson 8: Technical Texts**
  - Student Edition pp. 184–186, 188–194
  - Teacher’s Manual pp. 166–172
  - Close Reading
  - Respond to Text
  - Vocabulary, SE p. 187

### DIFFERENTIATION OPTIONS
- **Support Coach** Review Try It, SE p. 183. Reread All About Volcanologists. Read the passage *(second read)*. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 238. Follow with Vocabulary, SE p. 187.
- **Support Coach** Have students use one of the words they identified on SE p. 187 to write a sentence.

#### LESSON FOCUS
### Lesson 8: Technical Texts

#### Support Coach
- **Lesson 8: Technical Texts**
  - Student Edition pp. 184–186, 188–194
  - Teacher’s Manual pp. 166–172
  - Close Reading
  - Write about Informational Text

### DIFFERENTIATION OPTIONS
- **Support Coach** Guide students through Respond to Text using support, TM pp. 170–171.
- **Support Coach** Have students read *(second read)* How the Mail Moves, SE pp. 190–194.
- **Performance Coach** Use Language Spotlight, SE p. 103 and TE p. 36, to teach domain-specific vocabulary. Have students choose a vocabulary word from All About Volcanologists to write about.

### LESSON FOCUS
### Lesson 8: Technical Texts

#### Support Coach
- **Lesson 8: Technical Texts**
  - Student Edition pp. 184–186, 188–194
  - Teacher’s Manual pp. 166–172
  - Steps in a Procedure
  - Text Features
  - Close Reading
  - Write about Informational Text

### DIFFERENTIATION OPTIONS
- **Support Coach** Guide students through Respond to Text using support, TM pp. 170–171. Have them work with partners and write.
- **Support Coach** Have students read *(second read)* How the Mail Moves, SE pp. 190–194.

### LESSON FOCUS
### Lesson 8: Technical Texts

#### Support Coach
- **Lesson 8: Technical Texts**
  - Student Edition pp. 184–186, 188–194
  - Teacher’s Manual pp. 166–172
  - Close Reading
  - Write about Informational Text

### DIFFERENTIATION OPTIONS
- **Support Coach** Guide students through Respond to Text using support, TM pp. 170–171.
- **Support Coach** Have students read *(second read)* How the Mail Moves, SE pp. 190–194.
- **Performance Coach** To review technical texts, have students complete Lesson Practice, SE pp. 108–112 (items 1–5).

### REVIEW
### Instruction Coach
#### Lesson 8: Reading Technical Texts
- **Student Edition** p. 133
- **Teacher’s Manual** p. 111
- **Skills**
  - Technical Texts, Readings, Use Photos, Use Maps, Labels
  - Charts
  - Text Features
  - Technology Terms
  - Using Roots to Determine the Meaning of Unfamiliar Words

### DIFFERENTIATION OPTIONS
- **Support Coach** Review and discuss the Essential Question on TM p. 111 and the following focus skills:
  - identifying technical texts
  - using and interpreting text features (diagrams, photos, charts, etc.)
  - understanding cause-and-effect relationships and sequence
  - locating information within the text.

### REVIEW AND ASSESS OPTIONS:
#### Support Coach
**Quiz 8**
- **Skills**
  - Technical Texts, Readings, Use Photos, Use Maps, Labels
  - Charts
  - Text Features
  - Technology Terms
  - Using Roots to Determine the Meaning of Unfamiliar Words

**Lesson 8: Technical Texts**
- **Student Edition** pp. 195–196
- **Teacher’s Manual** p. 172

**Read on Your Own**
- **How the Mail Moves**
  - Review Comprehension Check, SE pp. 195–196. Have students share answers and discuss the text, pointing out evidence for their responses.

### DIFFERENTIATION OPTIONS
- **Performance Coach** Do shared writing with students in Lesson Practice, SE pp. 108–113 (item 6).
- **Support Coach** Review answers to Quiz 8 with students.
# Unit: Writing Informative/Explanatory Texts

## Lesson Focus

### Instruction Coach

Lesson 9: Writing Informative/Explanatory Texts

- **Student Edition pp. 140–144, 147–148**
- **Teacher’s Manual pp. 122–124**

**Skills**
- ✔️ Write an Informative/Explanatory Text
- ✔️ Engage in Collaborative Discussion

**Differentiation Options**

- **Instruction Coach** Use notes, **Teacher’s Manual p. 124**, to introduce the purpose and audience for an informative/explanatory text.
- **Instruction Coach** Review *Migration of Loggerhead Turtles*, **Student Edition pp. 140–144**, and identify and discuss the introduction, body, and conclusion of that text.
- **Performance Coach** Have accelerating students read **Student Edition pp. 194–196** for additional insight into research.

### Instruction Coach

Lesson 9: Writing Informative/Explanatory Texts

- **Student Edition pp. 148–150**
- **Teacher’s Manual pp. 124–126**

**Skills**
- ✔️ Write an Informative/Explanatory Text
- ✔️ Introduce a Topic
- ✔️ Use Supporting Details

**Differentiation Options**

- **Instruction Coach** Use the graphic on **Student Edition p. 148** to help students understand the characteristics and structure of an informative/explanatory text.
- **Instruction Coach** Have accelerating students identify the introduction, body, and conclusion of the Mentor Text.
- **Performance Coach** Have students complete the Coached Example, **Student Edition pp. 197–201**.

### Instruction Coach

Lesson 9: Writing Informative/Explanatory Texts

- **Student Edition pp. 149–152**
- **Teacher’s Manual pp. 125–127**

**Skills**
- ✔️ Write an Informative/Explanatory Text
- ✔️ Introduce a Topic
- ✔️ Use Supporting Details
- ✔️ Use Glossaries and Dictionaries

**Differentiation Options**

- **Instruction Coach** Use the Glossary in the **Student Edition** and show students how to use it. Help students find the entries for main idea, supporting details, and topic.
- **Instruction Coach** Review the **Writing Process, Step 1** in the **Student Edition p. 152**.

### Instruction Coach

Lesson 9: Writing Informative/Explanatory Texts

- **Student Edition pp. 153–154, 156 using the annotations. Students complete **Student Edition p. 151**.

**Differentiation Options**

- **Instruction Coach** Take a deeper dive into **Student Edition pp. 154–157** with students who need extra support as they use the research provided to complete the Try It activities.
- **Instruction Coach** Have students complete **Student Edition pp. 202–208 (items 1–5)**.
**Unit: Writing Informative/Explanatory Texts**

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**Skills**
- Write an Informative/Explanatory Text
- Use Linking Words and Phrases
- Revise an Informative/Explanatory Text
- Editing and Subordinating Conjunctions
- Sentence Structure

**Writing Process:**
- Steps 3, 4, 5
- Steps 5, 6
- Steps 6, 7

**Differentiation Options**
- **Instruction Coach** For students who need extra support with SE pp. 164–165, spend less time on pp. 162–163. Model responses for the Try It sections.
- **Performance Coach** Have students complete the Coached Example, SE pp. 215–218.

**Publish Options:**
- **Instruction Coach** Use SE pp. 160–170 as a springboard for students to discuss strategies for improving specific sentences in their writing.
- **Performance Coach** Have accelerating students complete the Lesson Practice, SE pp. 219–225 (item 6).
## Unit: Reading Scientific Nonfiction

### Lesson Focus

**Instruction Coach**

**Lesson 10: Reading Scientific Nonfiction**

- **Skills**
  - Scientific Nonfiction
  - Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Teach and list the features of scientific nonfiction in *Howling Wind, Swirling Snow*.
- **Instruction Coach** Reread *Howling Wind, Swirling Snow* and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
- **Performance Coach** Consider using Lesson 10, SE pp. 126–137, with accelerated students during this unit.

**LESSON FOCUS**

**Instruction Coach**

**Lesson 10: Reading Scientific Nonfiction**

- **Skills**
  - Cause and Effect
  - Scientific Nonfiction
  - Root Words and Affixes

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Review cause and effect in *Howling Wind, Swirling Snow* and guide students through the Comprehension Check, SE p. 178.

**LESSON FOCUS**

**Instruction Coach**

**Lesson 10: Reading Scientific Nonfiction**

- **Skills**
  - Cause and Effect
  - Scientific Nonfiction
  - Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Reread the passage with students using think alouds. Use the Cause and Effect Think Alouds to focus strategy instruction, TM pp. 141, 142. Then have students complete the Comprehension Check on Cause and Effect, SE p. 178.

**LESSON FOCUS**

**Instruction Coach**

**Lesson 10: Reading Scientific Nonfiction**

- **Skills**
  - Cause and Effect
  - Scientific Nonfiction
  - Write about Informational Text

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Reread *Giants of the Grassland* and have students continue to read and discuss the passage. Then have students respond to the Anchor Standard Discussion Question and Comprehension Check, SE pp. 185–186.

**LESSON FOCUS**

**Instruction Coach**

**Lesson 10: Reading Scientific Nonfiction**

- **Skills**
  - Cause and Effect
  - Scientific Nonfiction
  - Write about Informational Text

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Guide students through the Anchor Standard Discussion Question, SE p. 185.
- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 186.
# Unit: Reading Scientific Nonfiction

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<td>Read On Your Own Plants That Fight Back!</td>
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<td>Have students read the passage at their levels and answer the questions independently. Then have them discuss the questions and their answers in small groups.</td>
<td>Discuss scientific nonfiction and the skills that will be reviewed. SE p. 151. Review cause and effect. SE p. 152. Read the passage <em>first read</em>. Have students complete the Cause and Effect Chart, SE p. 231.</td>
<td>Review Diagams and Photos, SE p. 153. Read the passage <em>Coached Example</em>. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 232.</td>
<td>Follow with Vocabulary, SE p. 159.</td>
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<td>- Instruction Coach Independent Leveled Practice Resource Book</td>
<td>- Support Coach Review Try It, SE p. 152. Reread Tarantulas using the <em>first read</em> annotations to focus on cause and effect. Guide students to complete the Cause and Effect Chart.</td>
<td>- Support Coach Focus on multisyllable words and domain-specific terms in Tarantulas using Word Study and Supporting ELLs, TM pp. 139, 141. Preview Vocabulary, SE p. 159.</td>
<td>- Support Coach After discussing the <em>third read</em> annotations, have students choose one of the questions in the annotations, write their answer, and discuss with the group.</td>
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<td>Teach challenging vocabulary. Then students choose one word and write about its meaning in the text.</td>
<td>Performance Coach Use Discussion Questions, TE p. 22. Have students respond to one of the Discussion Questions in writing, based on one of the passages they have read.</td>
<td><strong>PERFORMANCE COACH</strong></td>
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<td>Have students identify cause-and-effect relationships in the text and explain them to each other.</td>
<td>Have accelerating students work in pairs to do the Coached Example, SE pp. 65–68.</td>
<td>Guide students through the Coached Example, SE pp. 65–68.</td>
<td>Guide students to complete the Draw Conclusions chart, SE p. 233.</td>
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LESSON FOCUS
Support Coach
Lesson 7: Scientific Nonfiction
- Student Edition pp. 161–165, 234
- Teacher’s Manual pp. 145–149
Skills
✔ Text Features
✔ Multiple-Meaning Words
✔ Close Reading
Respond to Text
The Red Planet
Review Text Features, SE p. 161. Read the passage [second read]. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 234, and Vocabulary, SE p. 165.
DIFFERENTIATION OPTIONS
- Support Coach Review Try It, SE p. 161. Reread The Red Planet using the second read annotations to focus on text features. Guide students to complete the relevant questions on the Close Reading Worksheet.
- Support Coach Have students write a riddle using a multiple-meaning word pair.

LESSON FOCUS
Support Coach
Lesson 7: Scientific Nonfiction
- Student Edition pp. 162–164, 166–170
- Teacher’s Manual pp. 146–152
Skills
✔ Cause and Effect
✔ Draw Conclusions
✔ Close Reading
✔ Write about Informational Text
Respond to Text
The Red Planet
Read the passage [third read]. Then have students complete the Close Reading Worksheet, SE pp. 166–167. Follow with Respond to Text, SE pp. 166–167.
DIFFERENTIATION OPTIONS
- Support Coach Guide students through Respond to Text using support, TM pp. 150–151. Have them work with partners and write.

LESSON FOCUS
Support Coach
Lesson 7: Scientific Nonfiction
- Student Edition pp. 171–172
- Teacher’s Manual p. 139
Skills
✔ Cause and Effect
✔ Diagrams and Photos
✔ Text Features
✔ Draw Conclusions
✔ Write about Informational Text
Listen and Learn
Review and discuss the Essential Question on TM p. 139 and the following focus skills:
- identifying scientific texts and their features
- understanding cause-and-effect relationships
DIFFERENTIATION OPTIONS
- Performance Coach To review features of scientific nonfiction, have students complete Lesson Practice, SE pp. 69–73 (item 6).

REVIEW
Instruction Coach
Lesson 10: Reading Scientific Nonfiction
- Student Edition p. 173
- Teacher’s Manual p. 139
Skills
✔ Cause and Effect
✔ Diagrams and Photos
✔ Text Features
✔ Science Terms
✔ Multiple-Meaning Words
DIFFERENTIATION OPTIONS
- Performance Coach Do shared writing with students in Lesson Practice, SE pp. 69–73 (item 6).
- Instruction Coach Review answers to Benchmark Assessment 4 with students.
- Support Coach Review answers to Quiz 7 with students.