Program Overview

Welcome to School Specialty’s Florida 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
Addressing Key Features in ELA 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.

**Reading Drama**

How do people today learn about the distant past?

**Share and Learn**

**A Mammoth Adventure**

**Cost of Characters**

Liz, a seven-year-old girl

Ray, her ten-year-old brother

Mother

**Scene 1**

**NOTES:** Liz and Ray are at a museum in Hot Springs.

Liz: (looking at a huge skeleton) Wow! It's almost like the real thing.

Ray: That's why they charge hours to bring us here. It's a real dinosaur, so they couldn't let us handle it.

Liz: How did the mammoth get here?

Ray: The water was warm all year round. Lots of mammoths and other animals went into the water to drink, but they couldn't get out. The sides were too steep. So the animals died, either because they drowned or because they couldn't get food.

Liz: Where is the water now?

Ray: The pool directly filled with dirt. The bones of the trapped animals were protected under the mud for thousands and thousands of years. Now people are digging them out. There were about fifty mammoths, a big wolf, a black bear, and a giant bear.

Liz: I love animals! I feel sorry for them trapped like that. Wouldn't it be better to save all those mammal alive. Could we have the animals live like a dinosaur?

Ray: Yeah, you'd get an A as long as you didn't get trapped in the pool.

Liz: What's it called the Spring?

Ray: Right. About 7,500 years ago, the spot where the mammoths stand was just a pool full, that is an underground cave collapsed, and the ground sank. It made a very big sinkhole, and the sides filled up with water. That's where the ground caved in and made the pool.

Liz: That's when the ground caved in and made the pool.

Ray: There's really a whole story about this place. I'd give my right arm to see the compressed gradient front!
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.

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.
## Florida Coach® Suite Correlation

The chart below lists skills for the grade level and their correlations to coverage in the School Specialty Florida 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 4

#### Language Arts Florida Standards

<table>
<thead>
<tr>
<th>Reading: Literature</th>
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<tbody>
<tr>
<td>4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
</tr>
<tr>
<td>4.RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</td>
</tr>
<tr>
<td>4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</td>
</tr>
<tr>
<td>4.RL.1.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</td>
</tr>
<tr>
<td>4.RL.2.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</td>
</tr>
<tr>
<td>4.RL.2.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</td>
</tr>
<tr>
<td>4.RL.3.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</td>
</tr>
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## Grade 4

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</thead>
<tbody>
<tr>
<td><strong>4.RL.3.9</strong> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</td>
<td>L1, L2</td>
<td>L1, L4</td>
<td>L4, L10</td>
</tr>
<tr>
<td><strong>4.RL.4.10</strong> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td>L1, L2, L6, L7</td>
<td>L1, L2, L3, L4</td>
<td>L1–L4, L10</td>
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### Reading: Informational Texts

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</thead>
<tbody>
<tr>
<td><strong>4.RI.1.1</strong> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>L4, L9, L11</td>
<td>L8</td>
<td>L5</td>
</tr>
<tr>
<td><strong>4.RI.1.2</strong> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
<td>L4, L9, L11</td>
<td>L5, L7</td>
<td>L5, L6, L9</td>
</tr>
<tr>
<td><strong>4.RI.1.3</strong> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</td>
<td>L4, L9, L11</td>
<td>L5</td>
<td>L7, L8</td>
</tr>
<tr>
<td><strong>4.RI.2.4</strong> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</td>
<td>L4, L9, L11</td>
<td>L5, L6, L7</td>
<td>L7, L8, L10</td>
</tr>
<tr>
<td><strong>4.RI.2.5</strong> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</td>
<td>L4, L9, L11</td>
<td>L6, L7, L8</td>
<td>L5–L9</td>
</tr>
<tr>
<td><strong>4.RI.2.6</strong> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</td>
<td>L4</td>
<td>L5, L8</td>
<td>L6, L7 TE: L8</td>
</tr>
<tr>
<td><strong>4.RI.3.7</strong> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</td>
<td>L9, L11</td>
<td>L7, L8</td>
<td>L7, L8 TE: L9, L10</td>
</tr>
<tr>
<td><strong>4.RI.3.8</strong> Explain how an author uses reasons and evidence to support particular points in a text.</td>
<td>L11</td>
<td>L6</td>
<td>L6</td>
</tr>
<tr>
<td><strong>4.RI.3.9</strong> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</td>
<td>L10, L11</td>
<td>L6</td>
<td>L9, L10</td>
</tr>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>4.RI.4.10</strong></td>
<td>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td>L4, L9, L11</td>
<td>L5, L6, L7, L8</td>
<td>L5–L10</td>
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### Reading: Foundational Skills

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<tr>
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<tbody>
<tr>
<td><strong>4.RF.3.3</strong></td>
<td>Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td>TM: L1, L2, L4, L6, L7, L9, L11</td>
<td>TM: L1-L8</td>
<td></td>
</tr>
<tr>
<td><strong>4.RF.3.3.a</strong></td>
<td>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</td>
<td>TM: L1, L2, L4, L6, L7, L9, L11</td>
<td>L1, L2, L3 TM: L1–L8</td>
<td></td>
</tr>
<tr>
<td><strong>4.RF.4.4</strong></td>
<td>Read with sufficient accuracy and fluency to support comprehension.</td>
<td>L1–L4, L6, L7, L9, L11</td>
<td>TM: L1-L8</td>
<td></td>
</tr>
<tr>
<td><strong>4.RF.4.4.a</strong></td>
<td>Read grade-level text with purpose and understanding.</td>
<td>L1, L2, L4, L6, L7, L9, L11</td>
<td>TM: L1-L8</td>
<td></td>
</tr>
<tr>
<td><strong>4.RF.4.4.b</strong></td>
<td>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</td>
<td>L1, L2, L4, L6, L7, L9, L11</td>
<td>TM: L1-L8</td>
<td></td>
</tr>
<tr>
<td><strong>4.RF.4.4.c</strong></td>
<td>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
<td>L3</td>
<td>L2, L3, L7, L8</td>
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### Writing

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<tr>
<td><strong>4.W.1.1</strong></td>
<td>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
<td>L8, L12</td>
<td>L11, L12, L16</td>
<td></td>
</tr>
<tr>
<td><strong>4.W.1.1.a</strong></td>
<td>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</td>
<td>L8, L12</td>
<td>L11, L12, L16</td>
<td></td>
</tr>
<tr>
<td><strong>4.W.1.1.b</strong></td>
<td>Provide reasons that are supported by facts and details.</td>
<td>L8, L12</td>
<td>L11, L12, L16</td>
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<tr>
<td>4.W.1.1.c</td>
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<td>L11, L12, L16</td>
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<tr>
<td>4.W.1.1.d</td>
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<tr>
<td>4.W.1.2</td>
<td>L10</td>
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<td>L11, L15</td>
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<tr>
<td>4.W.1.2.a</td>
<td>L10</td>
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<tr>
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<td>L11, L15</td>
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<tr>
<td>4.W.1.2.c</td>
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<td>4.W.1.2.d</td>
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<tr>
<td>4.W.1.2.e</td>
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<td>4.W.1.3</td>
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<td>L11, L13</td>
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<tr>
<td>4.W.1.3.a</td>
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<td></td>
<td>L11, L13</td>
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<tr>
<td>4.W.1.3.b</td>
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<td></td>
<td>L13</td>
</tr>
<tr>
<td>4.W.1.3.c</td>
<td>L5</td>
<td></td>
<td>L11, L13</td>
</tr>
<tr>
<td>4.W.1.3.d</td>
<td>L3</td>
<td></td>
<td>L13</td>
</tr>
<tr>
<td>4.W.1.3.e</td>
<td>L3, L5</td>
<td></td>
<td>L11, L13</td>
</tr>
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</table>

Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

Provide a concluding statement or section related to the opinion presented.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Provide a concluding statement or section related to the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

Use a variety of transitional words and phrases to manage the sequence of events.

Use concrete words and phrases and sensory, details to convey experiences and events precisely.

Provide a conclusion that follows from the narrated experiences or events.
## Grade 4

### Language Arts Florida Standards

<p>| 4.W.2.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | L3, L5, L8, L10, L12 | L11 |
| 4.W.2.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3.) | L3, L5, L8, L10, L12 | L11, L17 |
| 4.W.2.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | L3, L5, L8, L10, L12 | TE: L11 |
| 4.W.3.7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. | L8, L10 | L14 |
| 4.W.3.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | L5, L8, L10 | L14 TE: L10 |
| 4.W.3.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | L8, L10 | L12 |
| 4.W.3.9.a | Apply grade 4 reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). | L8 | L12 |
| 4.W.3.9.b | Apply grade 4 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). | L10 | L12 |
| 4.W.4.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | L3, L5, L8, L10, L12 | L11–L17 |</p>
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<tr>
<td><strong>Speaking and Listening</strong></td>
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<tr>
<td><strong>4.SL.1.1</strong> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</td>
<td>L1, L2, L4, L6, L7, L9, L11</td>
<td></td>
<td>TE: L6, L18, L19</td>
</tr>
<tr>
<td><strong>4.SL.1.1.a</strong> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</td>
<td>L1, L2, L4, L6, L7, L9, L11</td>
<td></td>
<td>TE: L6, L18, L19</td>
</tr>
<tr>
<td><strong>4.SL.1.1.b</strong> Follow agreed-upon rules for discussions and carry out assigned roles.</td>
<td>L1, L2, L4, L6, L7, L9, L11</td>
<td></td>
<td>TE: L6, L18, L19</td>
</tr>
<tr>
<td><strong>4.SL.1.1.c</strong> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</td>
<td>L1, L2, L4, L6, L7, L9, L11</td>
<td></td>
<td>TE: L6, L18, L19</td>
</tr>
<tr>
<td><strong>4.SL.1.1.d</strong> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</td>
<td>L1, L2, L4, L6, L7, L9, L11</td>
<td></td>
<td>TE: L6, L18, L19</td>
</tr>
<tr>
<td><strong>4.SL.1.2</strong> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td>TM: L4</td>
<td></td>
<td>L18, L19 TE: L2, L4, L12, L15</td>
</tr>
<tr>
<td><strong>4.SL.1.3</strong> Identify the reasons and evidence a speaker provides to support particular points.</td>
<td>TM: L4</td>
<td></td>
<td>L19</td>
</tr>
<tr>
<td><strong>4.SL.2.4</strong> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</td>
<td>TM: L1, L11</td>
<td></td>
<td>TE: L13, 15</td>
</tr>
<tr>
<td><strong>4.SL.2.5</strong> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</td>
<td>TM: L1, L11</td>
<td></td>
<td>TE: L2, L12, L13</td>
</tr>
<tr>
<td><strong>4.SL.2.6</strong> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</td>
<td>TM: L11</td>
<td></td>
<td>TE: L16</td>
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### Grade 4

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<tr>
<td><strong>4.L.1.1</strong> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>L3, L5, L8, L10, L12</td>
<td></td>
<td>L11, L15–L17</td>
</tr>
<tr>
<td><strong>4.L.1.1.b</strong> Use relative pronouns (<em>who, whose, whom, which, that</em>) and relative adverbs (<em>where, when, why</em>).</td>
<td>L12</td>
<td></td>
<td>L16, L17</td>
</tr>
<tr>
<td><strong>4.L.1.1.c</strong> Form and use the progressive (<em>e.g., I was walking; I am walking; I will be walking</em>) verb tenses.</td>
<td>L8</td>
<td></td>
<td>L11, L17</td>
</tr>
<tr>
<td><strong>4.L.1.1.d</strong> Use modal auxiliaries (<em>e.g., can, may, must</em>) to convey various conditions.</td>
<td>L8</td>
<td></td>
<td>L17</td>
</tr>
<tr>
<td><strong>4.L.1.1.e</strong> Order adjectives within sentences according to conventional patterns (<em>e.g., a small red bag</em> rather than <em>a red small bag</em>).</td>
<td>L10</td>
<td></td>
<td>L17</td>
</tr>
<tr>
<td><strong>4.L.1.1.f</strong> Form and use prepositional phrases.</td>
<td>L5</td>
<td></td>
<td>L17</td>
</tr>
<tr>
<td><strong>4.L.1.1.g</strong> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</td>
<td>L3</td>
<td></td>
<td>L15, L17</td>
</tr>
<tr>
<td><strong>4.L.1.1.h</strong> Correctly use frequently confused words (<em>e.g., to, too, two; there, their</em>).</td>
<td>L3</td>
<td></td>
<td>L17</td>
</tr>
<tr>
<td><strong>4.L.1.2</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>L3, L5, L10, L12</td>
<td></td>
<td>L12–L14, L17</td>
</tr>
<tr>
<td><strong>4.L.1.2.a</strong> Use correct capitalization.</td>
<td>L3, L12</td>
<td></td>
<td>L14, L17</td>
</tr>
<tr>
<td><strong>4.L.1.2.b</strong> Use commas and quotation marks to mark direct speech and quotations from a text.</td>
<td>L10</td>
<td></td>
<td>L13, L14, L17</td>
</tr>
<tr>
<td><strong>4.L.1.2.c</strong> Use a comma before a coordinating conjunction in a compound sentence.</td>
<td>L10</td>
<td></td>
<td>L12, L14, L17</td>
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### Grade 4

#### Language Arts Florida Standards

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<td>4.L.2.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>L5, L8, L10, L12</td>
<td>L4, L6, L17, L19</td>
<td>L6, L17</td>
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<td>4.L.2.3.a</td>
<td>Choose words and phrases to convey ideas precisely.</td>
<td>L10, L12</td>
<td>L1, L4, L8</td>
<td>L6, L17</td>
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<td>4.L.2.3.b</td>
<td>Choose punctuation for effect.</td>
<td>L5</td>
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<td>L6, L17</td>
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<td>4.L.2.3.c</td>
<td>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</td>
<td>L8</td>
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<td>L6, L17</td>
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<td>4.L.3.4</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</td>
<td>L2–L4, L10, 12</td>
<td>L1, L3, L18</td>
<td>L17, L19 TE: L3, L16</td>
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<tr>
<td>4.L.3.4.a</td>
<td>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</td>
<td>L2, L3</td>
<td>L2, L3, L7, L8</td>
<td>L1</td>
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<tr>
<td>4.L.3.4.b</td>
<td>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</td>
<td>L4, L10, L12</td>
<td>L1, L2, L3</td>
<td>L3</td>
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<tr>
<td>4.L.3.4.c</td>
<td>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</td>
<td>L3</td>
<td>L1, L5, L7</td>
<td>L18 TE: L17</td>
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<td>4.L.3.5</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td>L5–L8</td>
<td>L2, L3, L5</td>
<td></td>
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<tr>
<td>4.L.3.5.a</td>
<td>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</td>
<td>L7, 8</td>
<td>L4</td>
<td>L2</td>
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<tr>
<td>4.L.3.5.b</td>
<td>Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
<td>L8</td>
<td>L2</td>
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<tr>
<td>4.L.3.5.c</td>
<td>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</td>
<td>L5, L6</td>
<td>L4, L6</td>
<td>L2, L5</td>
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<tr>
<td>4.L.3.6</td>
<td>Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., wildlife, conservation, and endangered when discussing animal preservation).</td>
<td>L9, L10</td>
<td>L5, L6, L7</td>
<td>L7, L8</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 is designed to address the content of the LAFS, but you can re-sequence the content to align with the curriculum maps used in your 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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<td>12 Writing Opinion Pieces</td>
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# Unit: Reading Myths

## Lesson 1: Reading Myths

**Instruction Coach**
- **LAFS:** 4.RL.1.2, 4.SL.1.1
- **Lesson 1: Reading Myths**
  - **Skills**
    - Recognize Myth
    - Engage in Collaborative Discussion
    - Instruct and Learn
  - **Listen and Learn**
    - Introduce myths and discuss questions, TM p. 3, focusing on the Essential Question, How do myths help people understand the world around them? Then read Fires of Pele with students.

### Differentiation Options
- **Instruction Coach** Teach elements of a myth in Fires of Pele, noting and listing the myth elements, including the forces of nature.
- **Instruction Coach** Reread Fires of Pele, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

### Differentiation Options
- **Instruction Coach** Reread Like Fire and Water, SE pp. 10–14, noting how to compare plots. Complete the second outer circle of the Venn diagram.
- **Instruction Coach** Review the Think Aloud on comparing plot, SE p. 8.
- **Instruction Coach** Teach syllabilitations TM p. 8, to address pronunciation.

### Differentiation Options
- **Instruction Coach** Teach vocabulary and guide students through the vocabulary. Use highlighted words in Bridge of Fire to reinforce meanings.
- **Performance Coach** Have accelerating students read SE pp. 2–4 and identify theme and character in Fires of Pele and Like Fire and Water!

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**Lesson 2**

**Non–Assessed Skills/Strategies**
- ✔ Assessment of Skill/Strategy

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**Lesson 3**

**Lesson 4**

**Lesson 5**

**Non–Assessed Skills/Strategies**
- ✔ Assessment of Skill/Strategy

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**Non–Assessed Skills/Strategies**
- ✔ Assessment of Skill/Strategy

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**Non–Assessed Skills/Strategies**
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**Non–Assessed Skills/Strategies**
- ✔ Assessment of Skill/Strategy

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**Non–Assessed Skills/Strategies**
- ✔ Assessment of Skill/Strategy

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**Non–Assessed Skills/Strategies**
- ✔ Assessment of Skill/Strategy
## Unit: Reading Myths

### LESSON FOCUS
**LAFS: 4.RL.1.2, 4.RL.1.3, 4.RL.3.9, 4.SL.1.1**

#### Instruction Coach

**Lesson 1: Reading Myths**
- **Support Coach** Independent Leveled Practice Resource Book, pp. 12-20
- **Teacher’s Manual** pp. 5-6, 8-12, 223
- **Student Edition** pp. 5-6, 8-12, 223

**Skills**
- ✓ Theme
- ✓ Compare and Contrast
- ✓ Plot
- ✓ Character
- ✓ Engage in Collaborative Discussion

**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 relationship between the setting, events, and characters and explain them to each other.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review Try It, SE p. 6. Reread *The Gift of Fire* with the **[first read] annotations**.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 4. Help students understand how to identify words related to the theme by rereading the last paragraph and asking them questions about it.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review Try It, SE p. 7. Reread *The Gift of Fire* with the **[second read] annotations**.
- **Support Coach** Focus on word meaning and pronunciation in *The Gift of Fire* using Word Study and Supporting ELLs, TM pp. 7. 9. Preview Vocabulary, SE p. 13.

**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 the group.
- **Performance Coach** Guide students through the Coached Example, SE pp. 8-13.
- **Performance Coach** Use discussion questions, TE p. 2. Review how folktales are like and unlike other fiction. Have students write about the themes of some fictional passages they have read.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Use Supporting Struggling Learners, TM p. 14. Help students understand the similarities between *The Gift of Fire* and *How Coyote Brought Fire to the Animal People* by having them compare the basics of the two stories, including titles, characters, and each story's beginning.
## Unit: Reading Myths

### Lesson Focus

**LAFS: 4.RL.1.3, 4.L.3.4.c**

#### Support Coach

**Lesson 1: Myths**

- **Student Edition pp. 15–21, 226**
- **Teacher’s Manual pp. 14–19**

**Skills**

- Plot and Setting
- Using Reference Materials
- Close Reading

**How Coyote Brought Fire to the Animal People**

Review Plot and Setting, SE p. 226. Then have students complete the relevant questions on the Plot Chart, SE p. 226, and complete the Close Reading Worksheet, SE p. 228. Have students review the passage. 

- **(second read)**

**Skills**

- Compare and Contrast
- Close Reading
- Write about Literature

Respond to Text **How Coyote Brought Fire to the Animal People**. Then have students complete the Close Reading Worksheet, SE p. 228. Follow with Respond to Text, SE p. 30.

#### Differentiation Options

- **Support Coach** Review Try It, SE p. 15. Reread How Coyote Brought Fire to the Animal People with the annotations, showing students that these focus on plot and setting. Guide students to complete the Plot Chart.

- **Support Coach** Use Supporting Struggling Learners note, TM p. 16, to reread and discuss the passage. Review Vocabulary, SE p. 21.

- **Support Coach** Have students keep track of words in the text that are unfamiliar to them. Have them work with a partner and use reference materials to help them find their meanings.

### Lesson Focus

**LAFS: 4.RL.3.7, 4.RL.3.9, 4.L.2.3, 4.W.1.2**

#### Support Coach

**Lesson 1: Myths**

- **Student Edition pp. 8–12, 16–20, 22, 24–28, 30–31, 225**
- **Teacher’s Manual pp. 6–10, 14–19, 28–29**

**Skills**

- Compare and Contrast
- Close Reading
- Write about Literature

Respond to Text **How Coyote Brought Fire to the Animal People**. Then have students complete the Close Reading Worksheet, SE p. 228. Follow with Respond to Text, SE p. 30. Then have students complete the Plot Chart.

#### Differentiation Options

- **Support Coach** Guide students through Respond to Text using support, TM pp. 28–29. Have them work with partners and write.


- **Performance Coach** Use Language Spotlight, SE p. 4 and TE p. 4, to teach context clues. Have students choose a vocabulary word to write about.

### Lesson Focus

**LAFS: 4.RL.3.7, 4.RL.3.9, 4.L.3.4.c**

#### Support Coach

**Lesson 1: Myths**

- **Student Edition pp. 8–12, 16–20, 23–31, 228**
- **Teacher’s Manual pp. 22–26, 28–29**

**Skills**

- Compare and Contrast
- Close Reading
- Write about Literature

Respond to Text **How Coyote Brought Fire to the Animal People**. Then have students complete the Close Reading Worksheet, SE p. 228. Follow with Respond to Text, SE p. 30 and discuss the writing task on p. 31 before students draft and complete their writing.

#### Differentiation Options

- **Support Coach** Guide students through Respond to Text using support, TM pp. 28–29. Have them work with partners and write.


- **Support Coach** Have students read **How Coyote Stole Fire from the Skookums** and do the Close Reading Worksheet, SE p. 228.

- **Performance Coach** To review theme and characters, have students complete Lesson Practice, SE pp. 9–13.

### Review

**LAFS: 4.RL.1.2, 4.RL.1.3, 4.RL.3.7, 4.RL.3.9, 4.L.3.4.a**

#### Instruction Coach

**Lesson 1: Reading Myths**

- **Student Edition p. 5**
- **Teacher’s Manual p. 3**

**Skills**

- Theme
- Character
- Plot
- Compare and Contrast
- Context Clues

Listen and Learn

Review and discuss the Essential Question on TM p. 3: How do myths help people understand the world around them? Discuss the following focus skills:

- determine the theme
- describe characters
- identify plot
- compare and contrast theme or plot in myths

#### Differentiation Options

- **Performance Coach** Do shared writing with students in Lesson Practice, SE pp. 9–13 (item 6).

- **Support Coach** Review answers to Quiz 1 with students.

- **Support Coach** Review answers to Quiz 1 with students.

**Unit: Reading Myths**

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<td>✔ Theme</td>
<td>✔ Compare and Contrast</td>
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<td>✔ Write about Literature</td>
<td>✔ Close Reading</td>
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<td><strong>How Coyote Brought Fire to the Animal People</strong></td>
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<td><strong>Support Coach</strong> Lesson 1: Myths</td>
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<td>Review Plot and Setting, SE p. 226. Then have students complete the relevant questions on the Plot Chart, SE p. 226, and complete the Close Reading Worksheet, SE p. 228. Have students review the passage. <strong>(second read)</strong></td>
<td>Review the passage. Review Vocabulary, SE p. 226. Then have students complete the Close Reading Worksheet, SE p. 228. Follow with Respond to Text, SE p. 30. Then have students complete the Plot Chart.</td>
<td>Review SE p. 23 and discuss the writing task on p. 31 before students draft and complete their writing.</td>
<td>Review SE p. 30 and discuss the Essential Question on TM p. 3: How do myths help people understand the world around them? Discuss the following focus skills:</td>
<td><strong>Support Coach</strong> Read on Your Own</td>
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<tr>
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<td><strong>Skills</strong></td>
<td><strong>Skills</strong></td>
<td><strong>Skills</strong></td>
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<td>✔ Allusions to Mythology</td>
<td>✔ Precise Language</td>
<td>✔ Close Reading</td>
<td><strong>Performance Coach</strong> Do shared writing with students in Lesson Practice, SE pp. 9–13 (item 6).</td>
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<td>✔ Close Reading</td>
<td>✔ Close Reading</td>
<td>✔ Close Reading</td>
<td>✔ Write about Literature</td>
<td><strong>Support Coach</strong> Review answers to Quiz 1 with students.</td>
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<td><strong>Support Coach</strong> Review answers to Quiz 1 with students.</td>
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### Unit: Reading Short Stories

#### LESSON FOCUS
- **LAFS: 4.RL.1.1, 4.SL.1.1**
- **Instruction Coach**

#### Lesson 2: Reading Short Stories

- **Student Edition pp. 23–29**
- **Teacher’s Manual pp. 20–27**

**Skills**
- ✔ Recognize Short Stories
- ✔ Engage in Collaborative Discussion

**Listen and Learn**
- Secrets of the Sea

Introduce short stories and discuss questions, TM p. 21. **Essential Question,** What can short stories teach us about the world we live in? Then read Secrets of the Sea with students.

#### DIFFERENTIATION OPTIONS
- **Instruction Coach** Teach short story features in Secrets of the Sea, noting and listing short story features, including character.
- **Instruction Coach** Reread Secrets of the Sea and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

- **Instruction Coach** Reread A Monumental Mystery, SE pp. 30–33, noting characters and how they feel.
- **Instruction Coach** Preview and teach the vocabulary words, SE p. 35.
- **Instruction Coach** Teach Word Analysis, TM p. 22, to address root words and affixes.
- **Performance Coach** Have accelerating students listen to TE pp. 84–86 and identify point of view on SE pp. 289–291.

#### LESSON FOCUS
- **LAFS: 4.RL.1.1, 4.RL.1.3, 4.SL.1.1**
- **Instruction Coach**

#### Lesson 2: Reading Short Stories

- **Student Edition pp. 30–34**
- **Teacher’s Manual pp. 28–32**

**Skills**
- ✔ Make Inferences
- ✔ Character
- ✔ Engage in Collaborative Discussion

**Listen and Learn**
- A Monumental Mystery

Reread the passage with students using Think Alouds. Use make inferences Think Aloud to focus strategy instruction, TM p. 29. Then have students complete the Comprehension Check on problem and solution, SE p. 34.

#### DIFFERENTIATION OPTIONS
- **Instruction Coach** Teach problem and solution in Muscle Voyage and guide students through Comprehension Check, SE p. 44.

#### LESSON FOCUS
- **LAFS: 4.RL.2.6, 4.SL.1.1, 4.L.3.5**
- **Instruction Coach**

#### Lesson 2: Reading Short Stories

- **Student Edition pp. 36–42**
- **Teacher’s Manual pp. 33–37**

**Skills**
- ✔ Point of View
- ✔ Context Clues
- ✔ Make Inferences
- ✔ Engage in Collaborative Discussion

**Share and Learn**
- Muscle Voyage

Have students continue to read and discuss the passage. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 43–44.

#### DIFFERENTIATION OPTIONS
- **Instruction Coach** Reread Muscle Voyage, guiding students to note point of view.

- **Instruction Coach** Teach vocabulary and guide students through Vocabulary. Use highlighted words in Muscle Voyage to reinforce meanings.

- **Performance Coach** Guide students through the Coached Example, SE 289–291.

#### LESSON FOCUS
- **LAFS: 4.RL.2.6, 4.SL.1.1, 4.L.3.5**
- **Instruction Coach**

#### Lesson 2: Reading Short Stories

- **Student Edition pp. 36–44**
- **Teacher’s Manual pp. 34–37**

**Skills**
- ✔ Recognize Short Stories
- ✔ Write about Literature
- ✔ Engage in Collaborative Discussion

**Reread**
- Secrets of the Sea and A Monumental Mystery

Have students choose a passage and write a paragraph responding to the question What can short stories teach us about the world we live in? Tell them to use two examples to support their response.

#### DIFFERENTIATION OPTIONS
- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 43. Point out that the first question is about point of view; the second question is about figurative language.

- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 44.

**Non–Assessed Skills/Strategies**
- ✔ Assessed Skills/Strategies
## Unit: Reading Short Stories

### Week 5

#### Day 1

**LESSON FOCUS**  
LAFS: 4.RL.1.1, 4.RL.1.3, 4.RL.2.6  
**Instruction Coach**  
**Lesson 2: Reading Short Stories**  
- Instruction Coach Independent  
  Leveled Practice Resource Book, pp. 21–29  
**Skills**  
✔ Make Inferences  
✔ Character  
✔ Point of View  
**Read on Your Own**  
A Helping Hoof  
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.

#### 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 the point of view from which the story is told and make inferences about the plot and explain them to each other.

#### DIFFERENTIATION OPTIONS
- **Support Coach**  
  Review Try It, SE p. 38. Reread Things That Go Thump in the Night with the first read annotations, showing students that these focus on draw inferences. Guide students to complete the Close Reading Worksheet.
- **Support Coach**  
  Use Supporting Struggling Learners scaffolding, TM p. 34. Help students understand how to make an inference about Cara by having them draw a web on the board and record clues in the text about Cara.

#### DIFFERENTIATION OPTIONS
- **Support Coach**  
  Review Try It, SE p. 39. Reread Things That Go Thump in the Night with the second read annotations, showing students that these focus on idioms, adages, and proverbs. Guide students to complete the Idioms, Adages, and Proverbs Chart.
- **Support Coach**  
  Focus on silent consonants and identifying real-life connections in Things That Go Thump in the Night using focus on Word Study and Supporting ELLs, TM pp. 37, 38. Preview Vocabulary, SE p. 45.

### Day 2

**LESSON FOCUS**  
LAFS: 4.RF.4.A, 4.RF.4.a, 4.RL.3.a, 4.RL.3.b  
**Support Coach**  
**Lesson 2: Short Stories**  
- Student Edition pp. 37–38, 40–44, 229  
- Teacher’s Manual pp. 31–34, 36–41  
**Skills**  
✔ Context Clues  
✔ Idioms, Adages, and Proverbs  
✔ Close Reading  
**Make Inferences**  
**Point of View**  
**Character**  
**Read on Your Own**  
Things That Go Thump in the Night  
Have students identify the plot and explain them to each other. Then students choose one word and make inferences about the story. Guide students to complete the Close Reading Worksheet.

#### DIFFERENTIATION OPTIONS
- **Support Coach**  
  Teach challenging vocabulary. Then students choose one word and write about its meaning in the text.
- **Support Coach**  
  Have students identify the point of view from which the story is told and make inferences about the plot and explain them to each other.

#### DIFFERENTIATION OPTIONS
- **Support Coach**  
  Review Try It, SE p. 46. Reread What Are Friends For? with the first read annotations, focusing on draw conclusions. Guide students to complete the Draw Conclusions Chart.
- **Support Coach**  
  Use Supporting Struggling Learners, TM p. 44. Help students understand how to identify details that help them draw a conclusion about Tony.
- **Performance Coach**  
  Have accelerating students work in pairs to complete Coached Example, SE pp. 45–48.

### Day 3

**LESSON FOCUS**  
LAFS: 4.RF.4.A, 4.RF.4.c, 4.RL.3.a, 4.RL.3.c  
**Support Coach**  
**Lesson 2: Short Stories**  
- Student Edition pp. 40–45, 229  
- Teacher’s Manual pp. 36–41  
**Skills**  
✔ Context Clues  
✔ Make Inferences  
✔ Greek and Latin Prefixes and Roots  
✔ Close Reading  
**Write about Literature**  
**What Are Friends For?**  
Have students complete the Close Reading Worksheet, SE p. 229. Follow with Vocabulary, SE p. 45.

#### DIFFERENTIATION OPTIONS
- **Support Coach**  
  Review Try It, SE p. 46. Reread What Are Friends For? with the first read annotations, focusing on draw conclusions. Guide students to complete the Draw Conclusions Chart.
- **Support Coach**  
  Use Supporting Struggling Learners, TM p. 44. Help students understand how to identify details that help them draw a conclusion about Tony.
- **Performance Coach**  
  Have accelerating students work in pairs to complete Coached Example, SE pp. 45–48.

### Day 4

**LESSON FOCUS**  
LAFS: 4.RL.1.1, 4.RF.4.A  
**Support Coach**  
**Lesson 2: Short Stories**  
- Student Edition pp. 46, 48–52, 231  
- Teacher’s Manual pp. 42, 44–49  
**Skills**  
✔ Draw Conclusions  
✔ Close Reading  
**Context Clues**  
**Idioms, Adages, and Proverbs**  
**Read on Your Own**  
What Are Friends For?  

#### DIFFERENTIATION OPTIONS
- **Support Coach**  
  Review Try It, SE p. 46. Reread What Are Friends For? with the first read annotations, focusing on draw conclusions. Guide students to complete the Draw Conclusions Chart.
- **Support Coach**  
  Use Supporting Struggling Learners, TM p. 44. Help students understand how to identify details that help them draw a conclusion about Tony.
- **Performance Coach**  
  Have accelerating students work in pairs to complete Coached Example, SE pp. 45–48.

### Day 5

**LESSON FOCUS**  
LAFS: 4.RL.1.1, 4.RF.4.A  
**Support Coach**  
**Lesson 2: Short Stories**  
- Student Edition pp. 46, 48–52, 231  
- Teacher’s Manual pp. 42, 44–49  
**Skills**  
✔ Close Reading  
**Write about Literature**  
**Point of View**  
**Character**  
**Make Inferences**  
**Read on Your Own**  
Things That Go Thump in the Night  
Have students complete the Close Reading Worksheet, SE p. 229. Follow with Vocabulary, SE p. 45.

#### DIFFERENTIATION OPTIONS
- **Support Coach**  
  Review Try It, SE p. 46. Reread What Are Friends For? with the first read annotations, focusing on draw conclusions. Guide students to complete the Draw Conclusions Chart.
- **Support Coach**  
  Use Supporting Struggling Learners, TM p. 44. Help students understand how to identify details that help them draw a conclusion about Tony.
- **Performance Coach**  
  Have accelerating students work in pairs to complete Coached Example, SE pp. 45–48.
# Unit: Reading Short Stories

## Lesson 2: Reading Short Stories

### Lesson Focus

**LAFS:** 4.RL.2.6, 4.RF.3.3.a, 4.RL.3.4, 4.W.1.2, 4.L.3.4

**Support Coach**

- **Lesson 2: Short Stories**
  - **Student Edition** pp. 47–52, 232
  - **Teacher’s Manual** pp. 43–49

**Skills**

- ✔️ Point of View
- ✔️ Close Reading
- ✔️ Write about Literature

**DIFFERENTIATION OPTIONS**

- ✔️ Support Coach
  - Review Try It, SE p. 47. Reread What Are Friends For? Review Point of View, SE p. 47. Read the passage **(second read)**. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 232, and Vocabulary, SE p. 53.

- ✔️ Support Coach
  - Use Supporting Struggling Learners note, TM p. 44, to reread and discuss the passage. Review Vocabulary, SE p. 53.

- ✔️ Support Coach
  - Have students write a postcard to Tony telling him why he is a good friend.

- ✔️ Support Coach

- ✔️ Performance Coach
  - Use Language Spotlight, SE p. 44 and TE p. 16, to teach multiple-meaning words. Have students choose a vocabulary word to write about.

### Lesson Focus

**LAFS:** 4.RL.2.6, 4.RF.3.3.a, 4.RL.3.4

**Support Coach**

- **Lesson 2: Short Stories**
  - **Student Edition** pp. 48–58
  - **Teacher’s Manual** pp. 44–51

**Skills**

- ✔️ Point of View
- ✔️ Close Reading
- ✔️ Write about Literature

**DIFFERENTIATION OPTIONS**

- ✔️ Support Coach
  - Guide students through Respond to Text using support, TM pp. 50–51.

- ✔️ Support Coach
  - Have students complete Lesson Practice, SE pp. 59–60. Have students share answers with partners and write.

- ✔️ Support Coach
  - Read on Your Own, The Wolf Who Cried Boy, TM pp. 50–51. Have them work with partners and write.

- ✔️ Support Coach

- ✔️ Support Coach
  - Have partners read and discuss the questions together and take a few notes about their ideas for the writing assignment.

### Lesson Focus

**LAFS:** 4.RL.2.6, 4.RF.3.3.a, 4.RL.3.4

**Support Coach**

- **Lesson 2: Reading Short Stories**
  - **Student Edition** pp. 54–58
  - **Teacher’s Manual** pp. 44–51

**Skills**

- ✔️ Point of View
- ✔️ Close Reading
- ✔️ Write about Literature

**DIFFERENTIATION OPTIONS**

- ✔️ Support Coach
  - Guide students through Respond to Text using support, TM pp. 50–51.

- ✔️ Support Coach

- ✔️ Support Coach
  - Have partners read and discuss the questions together and take a few notes about their ideas for the writing assignment.

### Review

**LAFS:** 4.RL.1.1, 4.RL.1.3, 4.RL.2.6, 4.L.3.4

**Instruction Coach**

- **Lesson 2: Reading Short Stories**
  - **Student Edition** pp. 23
  - **Teacher’s Manual** p. 21

**Skills**

- ✔️ Make Inferences
- ✔️ Point of View
- ✔️ Idioms, Adages, and Proverbs
- ✔️ Context Clues
- ✔️ Latin and Greek Roots and Prefixes

**DIFFERENTIATION OPTIONS**

- ✔️ Support Coach
  - Read Comprehension Check, SE pp. 59–60. Have students share answers and discuss the text, pointing out evidence that they find.

- ✔️ Support Coach
  - Do shared writing with students in Lesson Practice, SE p. 55 (item 6).

- ✔️ Support Coach
  - Review answers to Quiz 2 with students.

### Review and Assess Options:

**Skills**

- ✔️ Make Inferences
- ✔️ Point of View
- ✔️ Idioms, Adages, and Proverbs
- ✔️ Context Clues
- ✔️ Latin and Greek Roots and Prefixes

**DIFFERENTIATION OPTIONS**

- ✔️ Performance Coach
  - Do shared writing with students in Lesson Practice, SE p. 55 (item 6).

- ✔️ Support Coach
  - Review answers to Quiz 2 with students.
Unit: Writing Fictional Narratives

LESSON FOCUS
LAFS: 4.W.1.3, 4.W.2.4
Instruction Coach
Lesson 3: Writing Fictional Narratives
- Student Edition pp. 46–48
- Teacher’s Manual pp. 43–46

Skills
- Write a Fictional Narrative
- Beginning, Middle, End
- Character
- Setting

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

DIFFERENTIATION OPTIONS
- **Instruction Coach** Use the graphic on SE p. 46 to help students understand the characteristics and structure of fictional narrative.
- **Instruction Coach** Have accelerating students identify the beginning, middle, and end of the mentor text.
- **Instruction Coach** As an option, introduce the Speaking and Listening Project, TM pp. 17–19.

LESSON FOCUS
LAFS: 4.W.1.3, 4.W.2.4
Instruction Coach
Lesson 3: Writing Fictional Narratives
- Student Edition pp. 50–52
- Teacher’s Manual pp. 46–47

Skills
- Write a Fictional Narrative
- Characters
- Setting

Writing Process: Step 1
After reviewing the steps in the writing process, read the Writing Assignment. Discuss the task along with the purpose and elements of a fictional narrative. Then guide students through SE pp. 51–53 using the annotations. Students complete SE p. 51.

DIFFERENTIATION OPTIONS
- **Instruction Coach** Take a deeper dive into SE pp. 51–53 with students who need extra support as they use the graphic organizer for brainstorming provided to complete Try It.
- **Instruction Coach** Have students work in pairs or small groups to generate questions about the Writing Assignment topic. Allow students time to research and find the answers to questions on SE p. 51 so they can add relevant information to their writing.

DIFFERENTIATION OPTIONS
- **Instruction Coach** Review Discussion Questions, TE p. 58. Guide students to explain how the author of a narrative keeps the reader engaged and interested.
- **Instruction Coach** As an option, continue working with students on the Speaking and Listening Project, TM pp. 17–19.

Non-Assessed Skills/Strategies
- **Instruction Coach** Review Muscle Voyage on SE pp. 36–42 and identify and discuss the beginning, middle, and end of that text.

Assessed Skills/Strategies
- **Instruction Coach** Use notes, TM p. 42, to introduce the purpose and elements of a fictional narrative.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Review the Writing Process: Step 1, and discuss questions, TM p. 41, focusing on the Essential Question, What makes a fictional narrative entertaining? Then read SE p. 46 with students.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Engage in Collaborative Discussion, 4th–5th grade.
- **Instruction Coach** As an alternate lesson for this unit, use Lesson 8: Writing Responses to Literature, SE pp. 145–170.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Ask students how to use it. Help students find the entries for characters, fictional narrative, and setting. Have students explain how a glossary and dictionary are alike and different.
- **Instruction Coach** Have students explain how a glossary and dictionary are alike and different.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Engage in Collaborative Discussion, 4th–5th grade.
- **Instruction Coach** As an alternate lesson for this unit, use Lesson 8: Writing Responses to Literature, SE pp. 145–170.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Monitor students who need extra support through SE pp. 51–53 using the annotations. Students complete SE p. 51.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Engage in Collaborative Discussion, 4th–5th grade.
- **Instruction Coach** As an alternate lesson for this unit, use Lesson 8: Writing Responses to Literature, SE pp. 145–170.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Monitor students who need extra support through SE pp. 51–53 using the annotations. Students complete SE p. 51.
# Unit: Writing Fictional Narratives

**LESSON FOCUS**


Instruction Coach

Lesson 3: Writing Fictional Narratives
- Student Edition pp. 56–61
- Teacher’s Manual pp. 49–52
Skills
- Write a Fictional Narrative
- Using Dialogue

Writing Process: Steps 3, 4
With students read the Writer’s Craft section, SE p. 56. Have students share their efforts to use dialogue. Then read SE pp. 56–60.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** For students who need extra support with SE pp. 60–61, spend less time on pp. 58–59. Model responses for Try It sections.
- **Performance Coach** Have students complete the Coached Example, SE pp. 198–201.

---

**LESSON FOCUS**


Instruction Coach

Lesson 3: Writing Fictional Narratives
- Student Edition pp. 58–63
- Teacher’s Manual pp. 51–53
Skills
- Revise a Fictional Narrative
- Using Sensory Language

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. 62–63.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Have students read aloud portions of their writing. Model Think Alouds about beginning, middle, and end of their drafts. Provide students with support as they revise.
- **Performance Coach** Have students complete the Lesson Practice, SE pp. 202–209.

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**LESSON FOCUS**


Instruction Coach

Lesson 3: Writing Fictional Narratives
- Student Edition pp. 62–67
- Teacher’s Manual pp. 53–54
Skills
- Edit a Fictional Narrative
- Complete Sentences

Writing Process: Steps 5, 6
Read SE pp. 64–65. 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 beginning, middle, and end to demonstrate how to critique and improve writing.
- **Instruction Coach** As an option, continue working with students on the Speaking and Listening Project, TM pp. 17–19.

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**LESSON FOCUS**


Instruction Coach

Lesson 3: Writing Fictional Narratives
- Student Edition pp. 64–68
- Teacher’s Manual pp. 54–55
Skills
- Write a Fictional Narrative
- Sensory Language

Writing Process: Steps 6, 7
Read SE pp. 66–67. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 68.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Use SE pp. 50–60 as a springboard for students to discuss strategies for developing characters, setting, and plot in their writing.
- **Instruction Coach** As an option, allow students to share their Speaking and Listening Project, TM pp. 17–19.

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**PUBLISH AND ASSESS OPTIONS:**

Instruction Coach

Benchmark Assessment 1
- Teacher’s Manual p. 55
Skills
- Write a Fictional 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** Students may use alternative media for their writing, especially if it includes images and text features.
- **Performance Coach** Do shared writing with students in Lesson Practice, SE pp. 202–209 (item 6).
- **Instruction Coach** Review answers to Benchmark Assessment 1 with students.
- **Instruction Coach** As an option, allow students to share their Speaking and Listening Project, TM pp. 17–19.

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# Literature Nonfiction: Biography and Autobiography

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<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 4.RI.3.1, 4.RF.4.4, 4.SL.1.1&lt;br&gt;<strong>Support Coach</strong>&lt;br&gt;Lesson 8: Biography and Autobiography&lt;br&gt;<strong>Skills</strong>&lt;br&gt;- Draw Inferences&lt;br&gt;- Engage in Collaborative Discussion&lt;br&gt;- Discuss biography and autobiography with the <strong>Support Coach</strong>&lt;br&gt;- Read Abraham Lincoln: A Biography&lt;br&gt;<strong>Differentiation Options</strong>&lt;br&gt;- Review Try It, SE p. 193. Reread Abraham Lincoln: A Biography with the first read annotations, showing students that these focus on drawing inferences.&lt;br&gt;- Focus on context clues in Abraham Lincoln: A Biography using Vocabulary: Context Clues, TM p. 178. Preview Vocabulary, SE p. 199.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 4.RL.3.7, 4.SL.1.1&lt;br&gt;<strong>Support Coach</strong>&lt;br&gt;Lesson 8: Biography and Autobiography&lt;br&gt;<strong>Skills</strong>&lt;br&gt;- Time Lines&lt;br&gt;- Close Reading&lt;br&gt;- Engage in Collaborative Discussion&lt;br&gt;- Read the passage [second read]. Then have students complete the Close Reading Worksheet, SE p. 256. &lt;br&gt;<strong>Differentiation Options</strong>&lt;br&gt;- Review Try It, SE p. 193. Reread Abraham Lincoln: A Biography with the second read annotations, showing students that these focus on drawing inferences.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 4.RI.1.1, 4.RI.2.6, 4.RF.4.4&lt;br&gt;<strong>Support Coach</strong>&lt;br&gt;Lesson 8: Biography and Autobiography&lt;br&gt;<strong>Skills</strong>&lt;br&gt;- Context Clues&lt;br&gt;- Close Reading&lt;br&gt;- Engage in Collaborative Discussion&lt;br&gt;- Read the passage [third read]. Then have students complete the Close Reading Worksheet, SE p. 257.&lt;br&gt;<strong>Differentiation Options</strong>&lt;br&gt;- Review Try It, SE p. 200. Reread Rebecca Fire Fox: A Sculptor of Wood with the third read annotations, focusing on biography vs. autobiography.&lt;br&gt;- Use Supporting Struggling Learners annotations, showing students that these focus on text structure. Guide students to complete the Close Reading Worksheet.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 4.RI.3.3.a, 4.L.3.4.a&lt;br&gt;<strong>Support Coach</strong>&lt;br&gt;Lesson 8: Biography and Autobiography&lt;br&gt;<strong>Skills</strong>&lt;br&gt;- Time Lines&lt;br&gt;- Close Reading&lt;br&gt;- Engage in Collaborative Discussion&lt;br&gt;- Read the passage [fourth read]. Then have students complete the Close Reading Worksheet, SE p. 258.&lt;br&gt;<strong>Differentiation Options</strong>&lt;br&gt;- Review Try It, SE p. 200. Reread Rebecca Fire Fox: A Sculptor of Wood with the fourth read annotations, showing students that these focus on text structure. Guide students to complete the Close Reading Worksheet.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 4.RI.3.3.a, 4.RI.2.5, 4.SL.1.1, 4.L.2.3.a&lt;br&gt;<strong>Support Coach</strong>&lt;br&gt;Lesson 8: Biography and Autobiography&lt;br&gt;<strong>Skills</strong>&lt;br&gt;- Choose Precise Words&lt;br&gt;- Chronological Order&lt;br&gt;- Engage in Collaborative Discussion&lt;br&gt;- Read the passage [second read]. Then have students complete the Close Reading Worksheet, SE p. 258. Review Vocabulary, SE p. 207.&lt;br&gt;<strong>Differentiation Options</strong>&lt;br&gt;- Review Try It, SE p. 201. Reread Rebecca Fire Fox: A Sculptor of Wood with the second read annotations, showing students that these focus on text structure. Guide students to complete the Close Reading Worksheet.</td>
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### Unit: Literary Nonfiction: Biography and Autobiography

#### LESSON FOCUS

**LAFS:** 4.RI.1.3, 4.RI.2.5, 4.RF.3.3.a, 4.L.2.3.a, 4.L.3.6

**Support Coach**

**Lesson 8: Biography and Autobiography**
- Student Edition pp. 208–209
- Teacher’s Manual pp. 188–189

**Skills**
- Chronological Order
- Close Reading
- Choose Precise Words

**Rebecca Fire Fox: A Sculptor of Wood**

Read the passage [third read]. Then have students complete the Close Reading Worksheet, SE p. 257.

**DIFFERENTIATION OPTIONS**

- **Support Coach** Guide students through identifying words that signal chronological order using support, TM p. 181.
- **Performance Coach** Use Language Spotlight, SE p. 139 and TE p. 44, to teach general academic vocabulary. Have students choose a vocabulary word to write about.

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#### LESSON FOCUS

**LAFS:** 4.RI.1.1, 4.L.3.4.a

**Support Coach**

**Lesson 8: Biography and Autobiography**
- Student Edition pp. 208–209
- Teacher’s Manual pp. 188–189

**Skills**
- Draw Inferences
- Context Clues

**Respond to Text**

Reread Abraham Lincoln: A Biography. Then discuss with students what qualities people have always admired about Abraham Lincoln. Follow with Respond to Text, SE p. 208.

**DIFFERENTIATION OPTIONS**

- **Support Coach** Guide students through Respond to Text using support, TM pp. 188–189.
- **Performance Coach** Guide students to complete the Coached Example, SE pp. 140–143.

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#### LESSON FOCUS

**LAFS:** 4.RI.1.1, 4.RI.2.5, 4.W.1.2, 4.W.2.4

**Support Coach**

**Lesson 8: Biography and Autobiography**
- Student Edition pp. 208–209
- Teacher’s Manual pp. 188–189

**Skills**
- Draw Inferences
- Write about Nonfiction

**Respond to Text**

Review SE p. 208 and discuss the writing task on p. 209 before students draft and complete their writing.

**DIFFERENTIATION OPTIONS**

- **Support Coach** Guide students through Respond to Text using support, TM pp. 188–189. Have them work with partners and write.
- **Performance Coach** Guide students through the Lesson Practice, SE pp. 144–149.

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#### LESSON FOCUS

**LAFS:** 4.RI.1.2, 4.RI.2.5, 4.RI.3.9, 4.L.3.5

**Performance Coach**

**Lesson 9: Analyze Informational Texts**
- Student Edition p. 122
- Teacher’s Manual p. 38

**Skills**
- Summarize
- Shades of Meaning

**Lesson Overview**

Use Discussion Questions, TE p. 38. Have students share their ideas about how to analyze texts about the same topic. Then read SE p. 122.

**DIFFERENTIATION OPTIONS**

- **Performance Coach** Use Language Spotlight, SE p. 124 and TE p. 40, to teach shades of meaning. Have students choose a vocabulary word to write about.
- **Performance Coach** Use Lesson Support, TE p. 38, to help struggling students integrate information.

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#### LESSON FOCUS

**LAFS:** 4.RI.1.2, 4.RI.2.5, 4.RI.3.9

**Performance Coach**

**Lesson 9: Analyze Informational Texts**
- Student Edition p. 122
- Teacher’s Manual pp. 38–39

**Skills**
- Summarize
- Text Structure
- Main Idea and Details

**Getting the Idea: Analyze Informational Texts, Analyzing, Summarizing**

Discuss with students the steps involved in summarizing a text. Then read SE p. 122.

**DIFFERENTIATION OPTIONS**

- **Performance Coach** Guide students through the steps for summarizing a text using TE p. 39.
- **Performance Coach** Emphasize for students that a summary is short and should be stated in their own words.
### Unit: Literary Nonfiction: Biography and Autobiography

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| **LESSON FOCUS**  
LAFS: 4.RI.1.2, 4.RI.2.5, 4.RI.3.9  
Performance Coach  
Lesson 9: Analyze Informational Texts  
- Student Edition pp. 123–124  
- Teacher’s Manual pp. 38–39  
Skills  ✓ Make Comparisons  ✓ Make Connections  ✓ Main Idea and Details  
Getting the Idea: Making Comparisons and Making Connections  
Discuss with students the key features of different types of texts and how they might be different.  
**DIFFERENTIATION OPTIONS**  
- **Performance Coach**  
  Guide students through circling elements that are alike and underlining the elements that are different in the text in the purple boxes on SE pp. 123–124.  
- **Performance Coach**  
  Guide students through summarizing the text in the purple boxes on SE pp. 123–124.  | **LESSON FOCUS**  
LAFS: 4.RI.1.2, 4.RI.2.5, 4.RI.3.9  
Performance Coach  
Lesson 9: Analyze Informational Texts  
- Student Edition pp. 125–128  
- Teacher’s Manual p. 40  
Skills  ✓ Summarize  ✓ Main Idea and Details  ✓ Make Connections  
Coached Example  
Guide students the complete the Coached Example, SE pp. 125–128.  
**DIFFERENTIATION OPTIONS**  
- **Support Coach**  
- **Performance Coach**  
  Activate prior knowledge about food labels before beginning the Coached Example, SE pp. 125–128.  
- **Performance Coach**  
  Have pairs of accelerating students complete the Coached Example, SE pp. 125–128.  | **LESSON FOCUS**  
LAFS: 4.RI.1.2, 4.RI.2.5, 4.RI.3.9, 4.W.1.2, 4.L.2.3.a  
Performance Coach  
Lesson 9: Analyze Informational Texts  
- Student Edition pp. 129–135  
- Teacher’s Manual p. 41  
Skills  ✓ Main Idea and Details  ✓ Choose Precise Words  ✓ Make Connections  ✓ Write about Nonfiction  
Lesson Practice  
Guide students through the Lesson Practice, SE pp. 129–135.  
**DIFFERENTIATION OPTIONS**  
- **Support Coach**  
- **Performance Coach**  
  Have pairs of accelerating students complete the Lesson Practice, SE pp. 129–135.  | **REVIEW**  
LAFS: 4.RI.1.2, 4.RI.2.5, 4.RI.3.9, 4.L.3.4  
Performance Coach  
Lesson 9: Analyze Informational Texts  
- Student Edition pp. 129–135  
- Teacher’s Manual p. 41  
Skills  ✓ Context Clues  ✓ Summarize  ✓ Main Idea and Details  
Review Lesson Practice  
**DIFFERENTIATION OPTIONS**  
- **Support Coach**  
  Have students read **[third read]** Gertrude Ederle: Queen of the Waves and do Comprehension Check, SE pp. 215–216.  
- **Performance Coach**  
  Have pairs of accelerating students review the Lesson Practice, SE pp. 129–135.  
- **Performance Coach**  
  Have accelerating students present their oral presentations on the importance of food labels, based on their response to Lesson Practice, SE p. 135.  | **REVIEW AND ASSESS OPTIONS:**  
- **Support Coach**  
  Quiz 8  
  Skills  ✓ Chronological Order  ✓ Choose Words and Phrases to Convey Ideas  ✓ Draw Inferences  ✓ Context Clues  ✓ Interpret Visual Information  
- **Support Coach**  
  Lesson 8: Biography and Autobiography  
  - Student Edition pp. 210–216  
  - Teacher’s Manual p. 190  
  Read on Your Own  
  Gertrude Ederle: Queen of the Waves  
  Review Comprehension Check, SE pp. 215–216. Have students share answers and discuss the text, pointing out evidence that they find.  
- **Performance Coach**  
  Do shared writing with students in Lesson Practice, SE pp. 129–135 (item 6).  
- **Support Coach**  
  Review answers to Quiz 8 with students.  |

✓ Non-Assessed Skills/Strategies  
✓ Assessed Skills/Strategies
Unit: Reading Historical Nonfiction

Lesson Focus
LAFS: 4.RI.1.1, 4.RI.2.5, 4.RI.2.6, 4.W.1.2

Instruction Coach
Lesson 4: Reading Historical Nonfiction
- Student Edition pp. 69–73
- Teacher’s Manual pp. 56–61

Skills
✓ Historical Nonfiction
✓ Engage in Collaborative Discussion

Listen and Learn
This Time Was Different
Introduce historical nonfiction and discuss questions, TM p. 61, focusing on the Essential Question, How does historical nonfiction help us understand the world today? Then read This Time Was Different with students.

Differentiation Options
- **Instruction Coach** Teach cause and effect in This Time Was Different, noting and listing cause and effect in the selection.
- **Instruction Coach** Reread This Time Was Different, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

Differentiation Options
- **Instruction Coach** Reread President Roosevelt’s Fireside Chat, SE pp. 74–77, noting firsthand account. Emphasize that this selection is about President Roosevelt’s own experiences.
- **Instruction Coach** Preview and teach the vocabulary words, SE p. 79.
- **Instruction Coach** Teach Roots and Affixes, TM p. 63, to address using root words to determine the meaning of new words.

Differentiation Options
- **Instruction Coach** Teach making inferences in Jim Lovell: Stranded in Space and guide students through Comprehension Check, SE p. 86.
- **Instruction Coach** Teach vocabulary and guide students through vocabulary. Use highlighted words in Jim Lovell: Stranded in Space to reinforce meanings.
- **Performance Coach** Have accelerating students read SE pp. 94–95 about firsthand and secondhand accounts, and have students answer the question at the bottom of p. 94.

Differentiation Options
- **Instruction Coach** Reread Jim Lovell: Stranded in Space, guiding students to note use of making inferences. Discuss why the crew could not have made it home safely without Mission Control.
- **Instruction Coach** Reread Jim Lovell: Stranded in Space and guide students as they make inferences.
- **Performance Coach** Have accelerating students work in pairs to complete Coached Example, SE pp. 98–101.

Differentiation Options
- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 85. Point out that the first question is about drawing inferences; the second question is about main idea and details.
- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 86.
LESSON FOCUS
LAFS: 4.RI.1.3, 4.RI.2.5, 4.RI.2.6
Instruction Coach
Lesson 4: Reading Historical Nonfiction
- Instruction Coach Independent Leveled Practice Resource Book, pp. 30–38
Skills
  ✔ Author’s Viewpoint
  ✔ Cause and Effect
Read on Your Own
A Meeting of Minds
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.

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 details that support that this is a secondhand account and explain them to each other.

LESSON FOCUS
LAFS: 4.RI.1.2, 4.RF.4.4
Support Coach
Lesson 5: Historical Nonfiction
- Teacher’s Manual pp. 95–98, 100–105
Skills
  ✔ Main Idea and Details
Letter from a Chinese Railroad Worker
Discuss historical nonfiction and the skills that will be reviewed, SE p. 109. Review Main Idea and Details, SE p. 110. Read the passage (first read). Have students complete the Main Idea and Details Chart, SE p. 241.

DIFFERENTIATION OPTIONS
- Support Coach
- Support Coach
  Use Supporting Struggling Learners scaffolding, TM pp. 98, 100. Help students understand main idea and details in Letter from a Chinese Railroad Worker by modeling how to determine the main idea and a detail that supports it.

LESSON FOCUS
LAFS: 4.RI.2.6, 4.RF.4.4, 4.L.3.4.a
Support Coach
Lesson 5: Historical Nonfiction
- Student Edition pp. 111–116, 242
- Teacher’s Manual pp. 99–105
Skills
  ✔ Firsthand Account
  ✔ Close Reading
Letter from a Chinese Railroad Worker
Review Firsthand Account, SE p. 111. Read the passage (second read). Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 242.

DIFFERENTIATION OPTIONS
- Support Coach
  Review Try It, SE p. 111. Reread Letter from a Chinese Railroad Worker with the annotations, focusing on how to distinguish between major and minor details. Guide students to complete the Close Reading Worksheet.
- Support Coach
  Focus on history terms in Letter from a Chinese Railroad Worker using Vocabulary and Supporting ELLs, TM p. 104. Preview Vocabulary, SE p. 117.

LESSON FOCUS
LAFS: 4.RI.2.4, 4.RF.4.4, 4.W.1.2, 4.L.3.4.a
Support Coach
Lesson 5: Historical Nonfiction
- Student Edition pp. 112–117, 242
- Teacher’s Manual pp. 100–105
Skills
  ✔ History Terms
  ✔ Write about Informational Text
  ✔ Close Reading
Letter from a Chinese Railroad Worker
Read the passage (third read). Then have students complete the Close Reading Worksheet. SE p. 242. Follow with Vocabulary, SE p. 117.

DIFFERENTIATION OPTIONS
- Support Coach
  Review Try It, SE p. 112. Reread Building the Transcontinental Railroad with the annotations, focusing on summarizing. Guide students to complete the Summary Chart.
- Support Coach
  Use Supporting Struggling Learners, TM p. 106. Help students understand how to distinguish between major and minor details in Building the Transcontinental Railroad.

LESSON FOCUS
LAFS: 4.RI.1.2, 4.RI.2.6, 4.RF.4.4
Support Coach
Lesson 5: Historical Nonfiction
- Student Edition pp. 118, 120–124, 243
- Teacher’s Manual pp. 106, 108–113
Skills
  ✔ Firsthand Account
  ✔ Summarize
Building the Transcontinental Railroad
Review Summarize. Read the passage (first read). Have students complete the Summary Chart, SE p. 243.
### Unit: Reading Historical Nonfiction

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<tr>
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<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 4.RI.1.2, 4.RI.1.3, 4.RF.4.4, 4.W.1.2&lt;br&gt;<strong>Support Coach</strong>&lt;br&gt;Lesson 5: Historical Nonfiction&lt;br&gt;• Student Edition pp. 120–126, 244&lt;br&gt;• Teacher’s Manual pp. 108–115&lt;br&gt;Skills&lt;br&gt;✔ Summarize&lt;br&gt;✔ Events and Ideas&lt;br&gt;✔ Secondhand Account&lt;br&gt;✔ Close Reading&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Support Coach Have students read [first read] The Vasa: A Mighty Ship Recovered, SE pp. 128–130.&lt;br&gt;• Support Coach Guide students through Respond to Text using support, TM pp. 114–115.&lt;br&gt;• Performance Coach Use Language Spotlight, SE p. 97 and TE p. 32, to teach domain-specific vocabulary. Have students choose a vocabulary word to write about.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 4.RI.2.5, 4.RI.2.6, 4.RI.3.9, 4.W.1.2, 4.W.2.4&lt;br&gt;<strong>Support Coach</strong>&lt;br&gt;Lesson 5: Historical Nonfiction&lt;br&gt;• Student Edition pp. 126–127&lt;br&gt;• Teacher’s Manual pp. 114–115&lt;br&gt;Skills&lt;br&gt;✔ Compare and Contrast&lt;br&gt;✔ Write about Informational Text&lt;br&gt;✔ Close Reading&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Support Coach Guide students through Respond to Text using support, TM pp. 114–115. Have them work with partners and write.&lt;br&gt;• Support Coach Have partners read and discuss their My Comparison and Contrast of the Texts Charts on SE p. 127.&lt;br&gt;• Support Coach Have students read [second read] The Vasa: A Mighty Ship Recovered, SE pp. 128–130.</td>
<td><strong>REVIEW</strong>&lt;br&gt;LAFS: 4.RI.1.1, 4.RI.1.3, 4.RI.2.5, 4.RI.2.6, 4.L.3.4.b&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 4: Reading Historical Nonfiction&lt;br&gt;• Student Edition p. 69&lt;br&gt;• Teacher’s Manual p. 57&lt;br&gt;Skills&lt;br&gt;✔ Make Inferences&lt;br&gt;✔ Cause and Effect&lt;br&gt;✔ Author’s Viewpoint&lt;br&gt;✔ Roots and Affixes&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Performance Coach Do shared writing with students in Lesson Practice, SE pp. 102–107 (item 6).&lt;br&gt;• Support Coach Review answers to Quiz 5 with students.</td>
<td><strong>REVIEW AND ASSESS OPTIONS:</strong>&lt;br&gt;<strong>Support Coach</strong>&lt;br&gt;Quiz 5&lt;br&gt;<strong>Skills</strong>&lt;br&gt;✔ Main Idea and Details&lt;br&gt;✔ Domain-Specific Vocabulary&lt;br&gt;✔ Use a Dictionary&lt;br&gt;✔ Explain Events and Ideas&lt;br&gt;✔ Summarize&lt;br&gt;✔ Compare and Contrast Primary and Secondary Sources&lt;br&gt;<strong>Support Coach</strong>&lt;br&gt;Lesson 5: Historical Nonfiction&lt;br&gt;• Student Edition pp. 130–132&lt;br&gt;• Teacher’s Manual p. 116&lt;br&gt;Read on Your Own&lt;br&gt;<strong>The Vasa: A Mighty Ship Recovered</strong>&lt;br&gt;Review Comprehension Check, SE pp. 131–132. Have students share answers and discuss the text, pointing out evidence that they find.</td>
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### Unit: Writing Personal Narratives

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 4.W.1.3, 4.W.2.4&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 5: Writing Personal Narratives&lt;br&gt;• Student Edition pp. 89–92&lt;br&gt;  • Teacher’s Manual p. 77–80&lt;br&gt;Skills&lt;br&gt;✔ Write a Personal Narrative&lt;br&gt;✔ Main Idea and Details&lt;br&gt;✔ Text Structure&lt;br&gt;● Instruction Coach Use the graphic on SE p. 88 to help students understand the characteristics and structure of personal narratives.&lt;br&gt;● Instruction Coach Have accelerating students identify the beginning, middle, and ending of the mentor text.&lt;br&gt;● Instruction Coach As an option, continue working with students on the Speaking and Listening Project, TM pp. 72–73.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 4.W.1.3, 4.W.2.4&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 5: Writing Personal Narratives&lt;br&gt;• Student Edition pp. 89–92&lt;br&gt;  • Teacher’s Manual p. 77–80&lt;br&gt;Skills&lt;br&gt;✔ Write a Personal Narrative&lt;br&gt;✔ Main Idea and Details&lt;br&gt;✔ Text Structure&lt;br&gt;✔ Use a Dictionary&lt;br&gt;● Instruction Coach Review the mentor text organized the beginning, middle, and ending. Then read SE p. 91.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 4.W.1.3, 4.W.2.4, 4.W.2.5&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 5: Writing Personal Narratives&lt;br&gt;• Student Edition pp. 92–95&lt;br&gt;  • Teacher’s Manual pp. 80–81&lt;br&gt;Skills&lt;br&gt;✔ Write a Personal Narrative&lt;br&gt;✔ Characters&lt;br&gt;• Writing Process: Step 1&lt;br&gt;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. 92–95 using the annotations. Students complete SE p. 95.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Instruction Coach Allow time for students to draft independently or in pairs. Conference with students who need extra support.&lt;br&gt;● Instruction Coach As an option, continue working with students on the Speaking and Listening Project, TM pp. 72–73.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 4.W.1.3, 4.W.2.4, 4.W.2.5&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 5: Writing Personal Narratives&lt;br&gt;• Student Edition pp. 96–99&lt;br&gt;  • Teacher’s Manual pp. 82–84&lt;br&gt;Skills&lt;br&gt;✔ Write a Personal Narrative&lt;br&gt;✔ Beginning, Middle, Ending&lt;br&gt;• Writing Process: Steps 2, 3&lt;br&gt;Read SE p. 96 with students to help them understand how the writer of the mentor text organized the beginning, middle, and ending. Then read and discuss the drafting process before students begin to write.</td>
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</table>
# Unit: Writing Personal Narratives

## Day 1

### LESSON FOCUS

**LAFS:** 4.W.1.3, 4.W.2.4, 4.W.2.5  
**Instruction Coach**  
**Lesson 5: Writing Personal Narratives**
- Student Edition pp. 98–103  
- Teacher's Manual pp. 83–86  

**Skills**
- **✔ Write a Personal Narrative**  
- **✔ Beginning, Middle, End**  
- **✔ Transitional Words and Phrases**  

**Writing Process:** Steps 3, 4  
With students, read the Writer's Craft section, SE p. 98. Have students share their efforts to use transitional words and phrases. Then read SE pp. 98–103.

### DIFFERENTIATION OPTIONS

- **Instruction Coach** For students who need extra support with SE pp. 102–103, spend less time on pp. 100–101. Model responses for Try It sections.
- **Performance Coach** Have students complete the Lesson Practice, SE pp. 202–209.

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## Day 2

### LESSON FOCUS

**LAFS:** 4.W.1.3, 4.W.2.4, 4.W.2.5  
**Instruction Coach**  
**Lesson 5: Writing Personal Narratives**
- Student Edition pp. 100–105  
- Teacher's Manual pp. 85–87  

**Skills**
- **✔ Write a Personal Narrative**  
- **✔ Punctuation**  

**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. 104–105.

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Have students read aloud portions of their writing. Model Think Alouds about beginning, middle, and end to demonstrate how to talk about the use of prepositional phrases.
- **Performance Coach** Have students complete the Speaking and Listening Project, TM pp. 72–73.

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## Day 3

### LESSON FOCUS

**LAFS:** 4.W.1.3, 4.W.2.4, 4.W.2.5, 4.L.1.b–g, 4.L.2.3  
**Instruction Coach**  
**Lesson 5: Writing Personal Narratives**
- Student Edition pp. 104–109  
- Teacher's Manual pp. 87–88  

**Skills**
- **✔ Write a Personal Narrative**  
- **✔ Prepositional Phrases**  

**Writing Process:** Steps 5, 6  
Read SE pp. 106–107. Provide time for students to finish revising and begin editing.

### DIFFERENTIATION OPTIONS

- **Instruction Coach** As an option, continue working with students on the Speaking and Listening Project, TM pp. 72–73.

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## Day 4

### LESSON FOCUS

**Instruction Coach**  
**Lesson 5: Writing Personal Narratives**
- Student Edition pp. 106–110  
- Teacher's Manual pp. 88–89  

**Skills**
- **✔ Write a Personal Narrative**  
- **✔ Complete Sentences**  

**Writing Process:** Steps 6, 7  
Read SE pp. 108–109. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 110.

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Use SE pp. 98–108 as a springboard for students to discuss strategies for improving prepositional phrases in their writing.
- **Instruction Coach** As an option, continue working with students on the Speaking and Listening Project, TM pp. 72–73.

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## Day 5

### LESSON FOCUS

**Instruction Coach**  
**Lesson 5: Writing Personal Narratives**
- Student Edition pp. 108–110  
- Teacher's Manual pp. 88–89  

**Skills**
- **✔ Write a Personal Narrative**  

**Writing Process:** 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. 264–273.
- **Instruction Coach** Review answers to Benchmark Assessment 2 with students.
- **Instruction Coach** As an option, continue working with students on the Speaking and Listening Project, TM pp. 72–73.
### Week 17

#### Day 1

**Unit: Reading Drama**

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<td><strong>Instruction Coach</strong></td>
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<tr>
<td><strong>Lesson 6: Reading Drama</strong></td>
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<tr>
<td><strong>Student Edition pp. 111–115</strong></td>
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<tr>
<td><strong>Teacher’s Manual pp. 90–95</strong></td>
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<tr>
<td><strong>Skills</strong></td>
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<tr>
<td>✓ Elements of Drama</td>
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<tr>
<td>✓ Engage in Collaborative Discussion</td>
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<td><strong>Listen and Learn</strong></td>
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<td><em>The Hare and the Hedgehog</em></td>
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Introduce drama and discuss questions, TM p. 91, focusing on the Essential Question, *How is a play a special way of telling a story?* Discuss how the experience of watching a drama onstage differs from that of reading a story in a book. Then read *The Hare and the Hedgehog* with students.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Teach *The Hare and the Hedgehog*, TM pp. 92–95, introducing elements such as cast of characters, setting, and dialogue.
- **Instruction Coach** Reread *The Hare and the Hedgehog*, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

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<td><strong>Student Edition pp. 116–121</strong></td>
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<td><strong>Teacher’s Manual pp. 96–100</strong></td>
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<tr>
<td><strong>Skills</strong></td>
<td></td>
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<tr>
<td>✓ Drama: Characters</td>
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<tr>
<td>✓ Engage in Collaborative Discussion</td>
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**Listen and Learn**

*The Tale of Mr. Jeremy Fisher*

Reread the drama with students using Think Alouds. Use Characters Think Aloud to focus strategy instruction, TM p. 97. Then have students complete the Comprehension Check on setting, character, dialogue, and plot, SE p. 120.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Teach characters in *The Pot of Gold* and guide students through Comprehension Check, SE pp. 122–126.

**Lesson 6: Reading Drama**

- **Student Edition pp. 121–128**
- **Teacher’s Manual pp. 101–104**
- **Skills**
  - ✓ Dramatic Structure
  - ✓ Engage in Collaborative Discussion

**Listen and Learn**

*The Pot of Gold*

Have students continue to read and discuss the drama. Then have students respond to the Anchor Standard Discussion Question and Comprehension Check, SE pp. 127–128.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Reread *The Tale of Mr. Jeremy Fisher*, SE pp. 116–119, noting characters. Complete the list of text features used.
- **Instruction Coach** Preview and teach the Vocabulary, SE p. 121.
- **Instruction Coach** Teach Synonyms and Antonyms, TM p. 97 to address synonyms and antonyms.

**Lesson 6: Reading Drama**

- **Student Edition pp. 102–104**
- **Teacher’s Manual pp. 92–95, 101–104**
- **Skills**
  - ✓ Elements of Drama
  - ✓ Write about Literature

**Listen and Learn**

*The Tale of Mr. Jeremy Fisher* or *The Pot of Gold*

Have students choose a drama and write a paragraph responding to the question *How is a play a special way of telling a story?* Tell them to use two examples of text features to support their response.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Guide students through Anchor Standard Discussion Question, SE p. 127. Point out that the question is about the structure of a story compared with a drama.
- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 128.
### Unit: Reading Drama

#### Lesson 3: Drama

**LESSON FOCUS**
LAFS: 4.RL.1.2, 4.RL.2.5

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

**Assessed Skills/Strategies**
- Elements of Drama
- Multiple-Meaning Words
- Write about Literature
- Close Reading
- Summarize

**DIFFERENTIATION OPTIONS**
- Instruction Coach Independent Leveled Practice Resource Book
- Have students identify elements of drama in the passage and explain them to each other.

**LESSON FOCUS**
LAFS: 4.RF.4.4

**Support Coach**
Lesson 3: Drama

- Review Try It, SE p. 62. Reread The Case of the Missing Ring with the annotations, showing students that these focus on making predictions. Guide students to complete the Make Predictions Chart.
- Use Supporting Struggling Learners scaffolding, TM p. 58. Help students understand making predictions in The Case of the Missing Ring by guiding them through using text evidence to make a prediction.

**Skills**
- Dramatic Structure
- Close Reading
- Summarize
- Multiple-Meaning Words
- Write about Literature
- Close Reading

**DIFFERENTIATION OPTIONS**
- Support Coach**
- After discussing the annotations, have students choose one of the questions in the annotations, write their answer, and discuss with the group.
- **Performance Coach**
- Use Supporting Struggling Learners, TM p. 64. Help students understand how to differentiate between important and unimportant details in The Money Goes Missing by asking them probing questions about the text.
Unit: Reading Drama

LESSON FOCUS
LAFS: 4.RL.1.3, 4.RL.3.4.b
Support Coach
Lesson 3: Drama
● Student Edition pp. 71–77, 236
● Teacher’s Manual pp. 65–71
Skills
✓ Character Motivation
✓ Greek and Latin Suffixes and Roots
The Money Goes Missing
Review Character Motivation, SE p. 71. Read the drama [second read]. Then have students complete the relevant questions on the Character Motivation Chart, SE p. 236, and Vocabulary, SE p. 77.

DIFFERENTIATION OPTIONS
● Support Coach Review Try It, SE p. 71. Reread The Money Goes Missing with the [second read] annotations, showing students that these focus on character motivation. Guide students to complete the Close Reading Worksheet.
● Support Coach Have students write a list of words with the root aud.

LESSON FOCUS
LAFS: 4.RL.2.5, 4.W.1.2
Support Coach
Lesson 3: Drama
● Student Edition pp. 71–78, 235
● Teacher’s Manual pp. 65–71
Skills
✓ Dramatic Structure
✓ Write a Response to Literature
✓ Close Reading
Respond to Text
The Money Goes Missing
Read the drama [third read]. Then have students complete the Close Reading Worksheet, SE p. 235. Follow with Respond to Text, SE p. 78.

DIFFERENTIATION OPTIONS
● Support Coach Have students read [second read] Eloisa’s Best Friend, SE pp. 80–84.
● Support Coach Guide students through Respond to Text using support, TM pp. 72–73.
● Performance Coach Use Language Spotlight, SE p. 30 and TE p. 12, to teach affixes. Have students choose a vocabulary word to write about.

LESSON FOCUS
LAFS: 4.RL.2.5, 4.W.1.2
Support Coach
Lesson 3: Drama
● Student Edition pp. 72–79
● Teacher’s Manual pp. 66–73
Skills
✓ Dramatic Structure
✓ Write a Response to Literature
Respond to Text
Review SE p. 78 and discuss the writing task on p. 79 before students draft and complete their writing.

DIFFERENTIATION OPTIONS
● Support Coach Have students read [second read] Eloisa’s Best Friend, SE pp. 80–84.
● Support Coach Guide students through Respond to Text using support, TM pp. 72–73. Have them work with partners and write.
● Support Coach Have accelerating students read and discuss the questions in the Try It, SE p. 78.

LESSON FOCUS
LAFS: 4.RL.1.3, 4.RL.2.5, 4.RL.3.7, 4.RL.4.10
Instruction Coach
Lesson 6: Reading Drama
● Student Edition p. 111
● Teacher’s Manual p. 91
Skills
✓ Elements of Drama
✓ Summarize
✓ Synonyms and Antonyms
Listen and Learn
Review and discuss the Essential Question and the following focus skills:
• identify elements of drama
• summarize
• use synonyms and antonyms to determine word meaning

DIFFERENTIATION OPTIONS
● Support Coach Have students read [third read] Eloisa’s Best Friend and do Comprehension Check, SE pp. 85–86.
● Performance Coach To review elements of drama, have students complete Lesson Practice, SE pp. 35–41.

DIFFERENTIATION OPTIONS
● Performance Coach Do shared writing with students in Lesson Practice, SE pp. 35–41 (item 6).
● Support Coach Review answers to Quiz 3 with students.
## Unit: Reading Poetry

### Day 1

#### LESSON FOCUS
LAFS: 4.RL.2.5, 4.RF.4.4.b, 4.SL.1.1

**Instruction Coach**
**Lesson 7: Reading Poetry**
- **Student Edition pp. 129–133**
- **Teacher’s Manual pp. 108–113**

**Skills**
- ✓ Elements of Poetry
- ✓ Engage in Collaborative Discussion
- ✓ Differentiation Options

**Listen and Learn**
*Windy Nights/Wind*

Introduce elements of poetry and discuss questions, TM p. 109, focusing on the Essential Question, *How does poetry help us communicate ideas and feelings about the world?* Then read *Windy Nights/Wind* with students.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Teach elements of poetry featured in *Windy Nights/Wind*, noting and listing elements such as stanzas, rhyme, and rhythm.
- **Instruction Coach** Reread *Windy Nights/Wind*, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

### Day 2

#### LESSON FOCUS
LAFS: 4.RL.2.4, 4.RL.2.5, 4.L.3.5.a

**Instruction Coach**
**Lesson 7: Reading Poetry**
- **Student Edition pp. 134–138**
- **Teacher’s Manual pp. 114–118**

**Skills**
- ✓ Figurative Language
- ✓ Rhyme
- ✓ Rhythm
- ✓ Engage in Collaborative Discussion

**Listen and Learn**
*The Hen/The Arrow and the Song*

Reread the poem with students using Think Alouds. Use Figurative Language Think Aloud to focus strategy instruction, TM p. 114. Then have students complete the Comprehension Check on figurative language, SE p. 138.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Teach simile in *A Narrow Fellow in the Grass* and guide students through Comprehension Check, SE p. 144.

### Day 3

#### LESSON FOCUS
LAFS: 4.RL.1.1, 4.RF.4.4.c

**Instruction Coach**
**Lesson 7: Reading Poetry**
- **Student Edition pp. 139–141**
- **Teacher’s Manual pp. 119–122**

**Skills**
- ✓ Make Inferences
- ✓ Engage in Collaborative Discussion

**Share and Learn**
*A Narrow Fellow in the Grass*

Preview Vocabulary, SE p. 139. Then have students read and discuss the poem, SE pp. 140–141.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Teach metaphor in *A Narrow Fellow in the Grass* and guide students through vocabulary. Use highlighted words in *A Narrow Fellow in the Grass* to reinforce meanings.

**Performance Coach**

Have accelerating students read SE p. 18 and identify the figurative language also used in *A Narrow Fellow in the Grass*.

### Day 4

#### LESSON FOCUS
LAFS: 4.RL.2.5, 4.RF.4.4.c, 4.SL.1.1

**Instruction Coach**
**Lesson 7: Reading Poetry**
- **Student Edition pp. 142–144**
- **Teacher’s Manual pp. 119–123**

**Skills**
- ✓ Elements of Poetry
- ✓ Mood

**Share and Learn**
*I’m Nobody! Who Are You?*

Have students continue to read and discuss the poem. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 143–144.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Reread *I’m Nobody! Who Are You?* and discuss the poem. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 143–144.

### Day 5

#### LESSON FOCUS
LAFS: 4.RL.2.5, 4.W.1.2, 4.SL.1.1

**Instruction Coach**
**Lesson 7: Reading Poetry**
- **Student Edition pp. 130–133**
- **Teacher’s Manual pp. 109–113**

**Skills**
- ✓ Elements of Poetry
- ✓ Write a Response to Literature

**Reread**
*Windy Nights/Wind*

Have students choose a poem and write a paragraph responding to the question *How does poetry help us communicate ideas and feelings about the world?* Tell them to use two examples from their chosen poem to support their response.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 143. Point out that the first question is about mood; the second question is about main idea and details.
- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 144.
Unit: Reading Poetry

Week 21

Day 1

LESSON FOCUS
LAFS: 4.RL.2.5, 4.RF.4.4
Instruction Coach
Lesson 7: Reading Poetry

• Instruction Coach Independent Leveled Practice Resource Book, pp. 48–53

Skills
✔ Elements of Poetry
✔ Rhyme
✔ Mood

Read on Your Own
What Is Pink?/Brown and Furry/Some One
Have students read the poems at their levels and answer the questions independently. Then have them discuss the questions and their answers in small groups.

DIFFERENTIATION OPTIONS
• Instruction Coach Independent Leveled Practice Resource Book Teach challenging vocabulary. Then students choose one word and write about its meaning in the poem.

• Instruction Coach Independent Leveled Practice Resource Book Have students identify elements of poetry in the poems and explain them to each other.

Day 2

LESSON FOCUS
LAFS: 4.RF.4.4
Support Coach
Lesson 4: Poetry

• Student Edition pp. 87–88, 90–94, 237
• Teacher’s Manual pp. 75–78, 80–85

Skills
✔ Visualize
✔ Close Reading

The Wind and the Moon
Discuss elements of poetry and the skills that will be reviewed, SE p. 87. Review Visualize, SE p. 88. Read the poem (first read). Have students complete the Visualize Chart, SE p. 237.

DIFFERENTIATION OPTIONS
• Support Coach Review Try It, SE p. 89. Reread The Wind and the Moon with the annotations, showing students that these focus on visualizing. Guide students to complete the Visualize Chart.

• Support Coach Use Supporting Struggling Learners scaffolding, TM p. 78. Help students understand how to visualize The Wind and the Moon by having them look through books and magazines that show autumn.

Day 3

LESSON FOCUS
LAFS: 4.RL.2.5
Support Coach
Lesson 4: Poetry

• Student Edition pp. 89–95, 238
• Teacher’s Manual pp. 79–85

Skills
✔ Elements of Poetry
✔ Close Reading

The Wind and the Moon
Review Elements of Poetry, SE p. 89. Read the poem (second read). Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 238.

DIFFERENTIATION OPTIONS
• Support Coach Review Try It, SE p. 89. Reread The Wind and the Moon with the annotations, showing students that these focus on elements of poetry. Guide students to complete the Close Reading Worksheet.

• Support Coach Focus on synonyms in The Wind and the Moon using Vocabulary and Supporting ELLs, TM p. 84. Preview Vocabulary, SE p. 95.

Day 4

LESSON FOCUS
LAFS: 4.RL.2.4, 4.RF.4.4, 4.W.1.2
Support Coach
Lesson 4: Poetry

• Student Edition pp. 90–95, 238
• Teacher’s Manual pp. 80–85

Skills
✔ Synonyms
✔ Write a Response to Literature
✔ Close Reading

The Wind and the Moon
Read the poem (third read). Then have students complete the Close Reading Worksheet, SE p. 238. Follow with Vocabulary, SE p. 95.

DIFFERENTIATION OPTIONS
• Support Coach After discussing the annotations, have students choose one of the questions in the annotations, write their answer, and discuss with the group.

• Performance Coach Guide students through the Coached Example, SE pp. 18–21.

• Performance Coach Use discussion questions, TE p. 6. Review the elements of poetry, figurative language, and mood in the poems they have read.

Day 5

LESSON FOCUS
LAFS: 4.RL.1.2
Support Coach
Lesson 4: Poetry

• Student Edition pp. 96, 98–100, 239
• Teacher’s Manual pp. 86, 88–91

Skills
✔ Determine the Theme
✔ Close Reading

The Wind Tapped Like a Tired Man/Winter
Review Determine the Theme, SE p. 96. Read the poem (first read). Have students complete the Close Reading Worksheet, SE p. 239.

DIFFERENTIATION OPTIONS
• Support Coach Reread The Wind Tapped Like a Tired Man/Winter annotations, focusing on determining the theme. Guide students to complete the Close Reading Worksheet.

• Support Coach Use Supporting Struggling Learners, TM p. 86. Help students understand the theme of The Wind Tapped Like a Tired Man/Winter by asking them questions about the theme of the poems.
**Unit: Reading Poetry**

### LESSON FOCUS

**Support Coach**

- **Lesson 4: Poetry**
  - Student Edition pp. 98–102, 239
  - Teacher’s Manual pp. 92–93
  - LAFS: 4.RL.2.4, 4.RL.2.5, 4.L.3.5

**Skills**

- Figurative Language
- Identify elements of poetry
- Choose Words and Phrases to Convey Ideas
- Close Reading

**DIFFERENTIATION OPTIONS**

- **Support Coach** Review Try It, SE p. 97. Reread the poems and use annotations, showing students that these focus on figurative language. Guide students to complete the Figurative Language Chart.

- **Support Coach** Use Supporting Struggling Learners notes, TM p. 87, as you reread and discuss the poems. Review Vocabulary, SE p. 101.

- **Support Coach** Have students complete the Close Reading Worksheet, SE p. 239. Follow with Respond to Text, SE p. 102.

**DIFFERENTIATION OPTIONS**

- **Support Coach** Have students complete the Close Reading Worksheet, SE p. 239. Follow with Respond to Text, SE p. 102.

- **Support Coach** Read the poem **A Bird Came Down the Walk**, SE pp. 104–106.

- **Support Coach** Guide students through Respond to Text using support, TM pp. 92–93.

- **Performance Coach** Use Language Spotlight, SE p. 17 and TE p. 8, to teach Greek and Latin roots. Have students choose a vocabulary word to write about.

- **Support Coach** Have students write about how a journey is different than a trip and why they think the word journey is used in line 7 of Winter.

**DIFFERENTIATION OPTIONS**

- **Support Coach** Have students read **A Bird Came Down the Walk**, SE pp. 104–106.

- **Support Coach** Guide students through Respond to Text using support, TM pp. 92–93. Have them work with partners and write together.

- **Support Coach** Have accelerating students read and discuss the questions in the Try It, SE p. 102, and take notes together.

- **Performance Coach** To review elements of poetry, have students complete Lesson Practice, SE pp. 22–27.

- **Performance Coach** Have pairs of students respond to the Essential Question and the following focus skills:
  - how to identify elements of poetry
  - the use of figurative language

**DIFFERENTIATION OPTIONS**

- **Support Coach** Review Try It, SE p. 102 and discuss the writing task on p. 103 before students draft and complete their writing.

- **Support Coach** Review SE p. 102 and discuss the writing task on p. 103 before students draft and complete their writing.

- **Support Coach** Read on Your Own A Bird Came Down the Walk, SE pp. 104–108. Have students share answers and discuss the text, pointing out evidence that they find.

- **Performance Coach** Do shared writing with students in Lesson Practice, SE pp. 22–27 (item 6).

- **Instruction Coach** Review answers to Benchmark Assessment 3 with students.

- **Support Coach** Review answers to Quiz 4 with students.
## Unit: Writing Informative/Explanatory Texts

### Week 23

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#### DIFFERENTIATION OPTIONS
- **Instruction Coach** Use notes, TM p. 158 to introduce the purpose and audience for an informative/explanatory text.
- **Instruction Coach** Review Building the Transcontinental Railroad and identify and discuss the introduction, body, and conclusion of that text.
- **Instruction Coach** Guide students through the Speaking and Listening Project, Multigenre Research Project, TM pp. 184–185.

#### DIFFERENTIATION OPTIONS
- **Instruction Coach** Use the graphic on SE p. 190 to help students understand the characteristics and structure of informative/explanatory text.
- **Instruction Coach** Have accelerating students identify the introduction, body, and conclusion of the mentor text.
- **Instruction Coach** As an option, continue working with students on the Speaking and Listening Project, TM pp. 184–185.

#### DIFFERENTIATION OPTIONS
- **Instruction Coach** Use the mentor text in the SE, pp. 191–192, and guide students to find two words with Greek or Latin roots. Help students use a dictionary to check each word’s meaning.
- **Instruction Coach** Review the Writing Process, SE p. 194, for students who need extra support.

#### DIFFERENTIATION OPTIONS
- **Instruction Coach** Take a deeper dive into SE pp. 195–197 with students who need extra support as they use the research provided to complete the Try It.
- **Instruction Coach** Have students work in pairs or small groups to generate questions about the invention of the safety pin. Allow students time to research and find the answers to these questions so they can add relevant information to their writing.
- **Instruction Coach** As an option, continue working with students on the Speaking and Listening Project, TM pp. 184–185.
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### Unit: Writing Informative/Explanatory Texts

#### LESSON FOCUS

- **Instruction Coach**

#### Lesson 10: Writing Informative/Explanatory Texts

**Skills**
- Informative/Explanatory Texts
- Use Linking Words and Phrases

**Writing Process:** Steps 3, 4

With students, read the Writer’s Craft section, SE p. 202. Have students share their efforts to use linking words. Then read SE p. 203.

#### DIFFERENTIATION OPTIONS

- **Instruction Coach** For students who need extra support with SE pp. 206–207, spend less time on pp. 204–205. Model responses for Try It sections.
- **Performance Coach** Have students complete the Coached Example, SE pp. 231–233.

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#### LESSON FOCUS

- **Instruction Coach**

#### Lesson 10: Writing Informative/Explanatory Texts

**Skills**
- Revise Informative/Explanatory Texts
- Use Linking Words and Phrases

**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. 208–209.

#### DIFFERENTIATION OPTIONS

- **Instruction Coach** Identify sentences that students should revise in order to improve the introduction, the body, and/or the conclusion. Provide students with support as they revise.
- **Performance Coach** Have students complete the Lesson Practice, SE pp. 234–241.

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#### LESSON FOCUS

- **Instruction Coach**

#### Lesson 10: Writing Informative/Explanatory Texts

**Skills**
- Edit Informative/Explanatory Texts
- Use Linking Words and Phrases
- Punctuation

**Writing Process:** Steps 5, 6

Read SE pp. 210–211. 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, the body, and/or the conclusion, to demonstrate how to talk about writing.
- **Instruction Coach** As an option, continue working with students on the Speaking and Listening Project, TM pp. 184–185.

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#### LESSON FOCUS

- **LAFS:** 4.W.1.2, 4.L.3.6
- **Instruction Coach**

#### Lesson 10: Writing Informative/Explanatory Texts

**Skills**
- Use Precise and Domain-Specific Language

**Writing Process:** Steps 6, 7

Read SE pp. 212–213. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 214.

#### DIFFERENTIATION OPTIONS

- **Instruction Coach** Use SE pp. 202–212 as a springboard for students to discuss strategies for improving precise and domain-specific language in their writing.
- **Performance Coach** Have accelerating students complete the Lesson Practice, SE pp. 234–241.
- **Instruction Coach** As an option, have students share their Speaking and Listening Project, TM pp. 184–185.

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#### PUBLISH AND ASSESS OPTIONS:

- **Instruction Coach**

**Skills**
- Informative/Explanatory Texts

**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. 234–241.
- **Instruction Coach** As an option, have students share their Speaking and Listening Project, TM pp. 184–185.
## Lesson Focus

### LAFS: 4.RI.1.2, 4.RI.2.5, 4.RI.3.7, 4.RF.4.4, 4.SL.1.1

**Instruction Coach**

**Lesson 9: Reading Technical Texts**
- Student Edition pp. 179–188
- Teacher’s Manual pp. 151–154

**Skills**
- Technical Texts
- Engage in Collaborative Discussion
- Tools of the Fossil Hunter

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Teach main idea and details in Tools of the Fossil Hunter and guide students through Comprehension Check, SE p. 188.
- **Instruction Coach** Teach vocabulary and guide students through vocabulary. Use highlighted words in Tools of the Fossil Hunter to reinforce meanings.
- **Performance Coach** Have accelerating students work in pairs to do Coached Example, SE pp. 112–115.

### LAFS: 4.RI.1.3, 4.RI.2.4, 4.RI.2.5, 4.RI.3.7, 4.RF.4.4, 4.SL.1.1

**Instruction Coach**

**Lesson 9: Reading Technical Texts**
- Student Edition pp. 180–184

**Skills**
- Diagrams
- Main Ideas and Details
- Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Teach main idea and details in Tools of the Fossil Hunter and guide students through Comprehension Check, SE p. 187–188.

### LAFS: 4.RI.1.3, 4.RI.2.4, 4.RF.4.4, 4.SL.1.1

**Instruction Coach**

**Lesson 9: Reading Technical Texts**
- Student Edition pp. 185–186

**Skills**
- Main Ideas and Details
- Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Guide students through Anchor Standard Discussion Question, SE p. 187. Point out that the question is about main idea and details.
- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 188.
## Unit: Reading Technical Texts

### Lesson 7: Technical Texts

**Support Coach**

- **LAFS:** 4.RI.1.2, 4.RI.1.3, 4.R.I.3.7
- **Skills**
  - Domain Specific Vocabulary
  - Write about Informational Text
  - Close Reading
- **Differentiation Options**
  - **Support Coach**
    - Review Try It, SE p. 159. Reread with the second read annotations, showing students that these focus on diagrams. Guide students to complete the Close Reading Worksheet.
  - **Support Coach**
    - Focus on domain-specific terms and concepts in Trapped using Supporting ELLs, TM pp. 146, 148. Preview Vocabulary, SE p. 165.
  - **Performance Coach**
    - Guide students through the Coached Example, SE pp. 112–115.
  - **Performance Coach**
    - Use discussion questions, TE p. 34. Review the characteristics of scientific and technical texts. Have students write about specific characteristics in the passages they have read.

### Lesson 8: Technical Texts

**Support Coach**

- **LAFS:** 4.W.1.2, 4.L.3.6
- **Skills**
  - Cause and Effect
  - Sequence
- **Differentiation Options**
  - **Support Coach**
    - Review Try It, SE p. 159. Reread Making Maple Syrup with the third read annotations, focusing on main idea and details. Guide students to complete the Main Idea and Details Chart.
  - **Support Coach**
    - Use Supporting Struggling Learners, TM p. 150. Help students understand how details support the main idea in Making Maple Syrup by having them take turns reading the sentences in the paragraph.
Unit: Reading Technical Texts

LESSON FOCUS
LAFS: 4.RI.3.7, 4.L.3.6
Support Coach
Lesson 7: Technical Texts
- Student Edition pp. 167–173, 252
- Teacher’s Manual pp. 151–157
Skills
✔ Graphs
✔ Domain Specific Vocabulary
✔ Close Reading
Making Maple Syrup
Review Bar Graphs, SE p. 167. Read the passage [second read]. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 252, and Vocabulary, SE p. 173.

DIFFERENTIATION OPTIONS
- Support Coach Review Try It, SE p. 167. Reread Making Maple Syrup with the second read annotations, showing students that these focus on bar graphs. Guide students to complete the Close Reading Worksheet.
- Support Coach Have students look up vocabulary words in a dictionary or glossary and write the meaning and an illustration on cards.

LESSON FOCUS
LAFS: 4.RI.3.7, 4.W.1.2
Support Coach
Lesson 7: Technical Texts
- Student Edition pp. 168–172, 252
- Teacher’s Manual pp. 152–157
Skills
✔ Text Structure
✔ Write about Informational Text
✔ Close Reading
Respond to Text Making Maple Syrup
Read the passage [third read]. Then have students complete the Close Reading Worksheet, SE p. 252. Follow with Respond to Text, SE pp. 182.

DIFFERENTIATION OPTIONS
- Support Coach Guide students through Respond to Text using support, TM pp. 166–167. Have them work with partners and write.
- Performance Coach Use Language Spotlight, SE p. 111 and TE p. 36, to teach domain-specific vocabulary. Have students choose a vocabulary word to write about.

LESSON FOCUS
LAFS: 4.RI.2.5, 4.W.1.2
Support Coach
Lesson 7: Technical Texts
- Student Edition pp. 182–183
- Teacher’s Manual pp. 166–167
Skills
✔ Text Structure
✔ Write about Informational Text
✔ Close Reading
Respond to Text
Review SE p. 182 and discuss the writing task on p. 183 before students draft and complete their writing.

DIFFERENTIATION OPTIONS
- Support Coach Guide students through Respond to Text using support, TM pp. 166–167. Have them work with partners and write.
- Support Coach Have students read [second read] Curling: The Roaring Game, SE pp. 184–188.

LESSON FOCUS
LAFS: 4.RI.1.3, 4.RI.2.5, 4.RI.3.7
Instruction Coach
Lesson 9: Reading Technical Texts
- Student Edition pp. 171, 176–180
- Teacher’s Manual p. 143, 160–164
Skills
✔ Text Structure
✔ Charts
✔ Graphs
✔ Cause and Effect
✔ Domain Specific Vocabulary
Support Coach
Lesson 7: Technical Texts
- Student Edition pp. 184–190
- Teacher’s Manual p. 168
Read on Your Own Curling: The Roaring Game
Review Comprehension Check, SE p. 184–190. Have students share answers and discuss the text, pointing out evidence that they find.

DIFFERENTIATION OPTIONS
- Performance Coach Do shared writing with students in Lesson Practice, SE pp. 116–121 (item 6).
- Support Coach Review answers to Quiz 7 with students.

REVIEW AND ASSESS OPTIONS:
Support Coach
Quiz 7
Skills
✔ Text Structure
✔ Charts
✔ Graphs
✔ Main Idea and Details
✔ Domain Specific Vocabulary
Support Coach
Lesson 7: Technical Texts
- Student Edition pp. 184–190
- Teacher’s Manual p. 168
Read on Your Own Curling: The Roaring Game
Review Comprehension Check, SE p. 184–190. Have students share answers and discuss the text, pointing out evidence that they find.

DIFFERENTIATION OPTIONS
- Performance Coach Do shared writing with students in Lesson Practice, SE pp. 116–121 (item 6).
- Support Coach Review answers to Quiz 7 with students.
**Unit: Reading Scientific Nonfiction**

**LESSON FOCUS**
LAFS: 4.RI.2.5, 4.RI.3.7, 4.RI.3.8, 4.RI.3.9, 4.RF.4.4, 4.SL.1.1

**Instruction Coach**
Lesson 11: Reading Scientific Nonfiction
- Student Edition pp. 216–219
- Teacher's Manual pp. 172–177

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

**Listen and Learn**
- Nature's Worst Storms

**Differentiation Options**
- Instruction Coach
  - Teach diagrams in Nature's Worst Storms, noting and listing diagrams.
- Instruction Coach
  - Reread Nature's Worst Storms, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

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**LESSON FOCUS**
LAFS: 4.RI.1.1, 4.RI.2.5, 4.RF.4.4, 4.SL.1.1

**Instruction Coach**
Lesson 11: Reading Scientific Nonfiction
- Student Edition pp. 221–230
- Teacher's Manual pp. 179–182

**Skills**
- ✔ Sequence
- ✔ Make Inferences
- ✔ Engage in Collaborative Discussion

**Differentiation Options**
- Instruction Coach
  - Teach supporting details in Adapting to Survive and guide students through Comprehension Check, SE p. 230.
- Instruction Coach
  - Teach vocabulary and guide students through vocabulary. Use highlighted words in Adapting to Survive to reinforce meanings.
- Performance Coach
  - Have accelerating students read SE pp. 210–212 and identify the text features also used in Nature's Worst Storms and Adapting to Survive.

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**LESSON FOCUS**
LAFS: 4.RI.1.2, 4.RI.2.5, 4.RI.3.8, 4.RF.4.4, 4.SL.1.1

**Instruction Coach**
Lesson 11: Reading Scientific Nonfiction
- Student Edition pp. 221–230

**Skills**
- ✔ Text Structure
- ✔ Sequence
- ✔ Main Idea and Details
- ✔ Engage in Collaborative Discussion

**Differentiation Options**
- Instruction Coach
  - Guide them to use two examples of text features to support their response.
- Instruction Coach
  - Reread Nature's Worst Storms or Adapting to Survive
  - Have students choose a passage and write a paragraph responding to the Essential Question, How does scientific nonfiction help us understand the world around us? Tell them to use two examples of text features to support their response.

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**LESSON FOCUS**
LAFS: 4.RI.1.2, 4.RI.3.7, 4.RI.3.8, 4.RI.3.9, 4.RF.4.4, 4.W.1.2, 4.SL.1.1

**Instruction Coach**
Lesson 11: Reading Scientific Nonfiction
- Student Edition pp. 216–219, 221–228

**Skills**
- ✔ Scientific Nonfiction
- ✔ Write about Informational Text
- ✔ Engage in Collaborative Discussion

**Differentiation Options**
- Instruction Coach
  - Adapting to Survive, guiding students to note sequence. Create a sequence chart.
- Instruction Coach
  - Adapting to Survive and guide students as they unpack the text structure features.
- Performance Coach
  - Have accelerating students work in pairs to do Coached Example, SE pp. 112–115.

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**LESSON FOCUS**
LAFS: 4.RI.1.2, 4.RI.3.7, 4.RI.3.8, 4.RI.3.9, 4.RF.4.4, 4.W.1.2, 4.SL.1.1

**Instruction Coach**
Lesson 11: Reading Scientific Nonfiction
- Student Edition pp. 221–230
- Teacher's Manual pp. 179–182

**Skills**
- ✔ Text Structure
- ✔ Sequence
- ✔ Main Idea and Details
- ✔ Engage in Collaborative Discussion

**Differentiation Options**
- Instruction Coach
  - Guide them to use two examples of text features to support their response.
- Instruction Coach
  - Reread Nature's Worst Storms or Adapting to Survive
  - Have students choose a passage and write a paragraph responding to the Essential Question, How does scientific nonfiction help us understand the world around us? Tell them to use two examples of text features to support their response.

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**LESSON FOCUS**
LAFS: 4.RI.1.2, 4.RI.3.7, 4.RI.3.8, 4.RI.3.9, 4.RF.4.4, 4.W.1.2, 4.SL.1.1

**Instruction Coach**
Lesson 11: Reading Scientific Nonfiction
- Student Edition pp. 221–230

**Skills**
- ✔ Text Structure
- ✔ Sequence
- ✔ Main Idea and Details
- ✔ Engage in Collaborative Discussion

**Differentiation Options**
- Instruction Coach
  - Adapting to Survive, guiding students to note sequence. Create a sequence chart.
- Instruction Coach
  - Adapting to Survive and guide students as they unpack the text structure features.
- Performance Coach
  - Have accelerating students work in pairs to do Coached Example, SE pp. 112–115.
## Unit: Reading Scientific Nonfiction

### Week 29

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### Lesson 6: Scientific Nonfiction

#### LAFS
- 4.RI.1.2
- 4.RI.1.3
- 4.RI.2.4
- 4.RI.3.8
- 4.L.3.6

#### Support Coach
- **Lesson 6: Scientific Nonfiction**
  - **Support Coach**
  - **Lesson 6: Scientific Nonfiction**
  - **Support Coach**
  - **Lesson 6: Scientific Nonfiction**
  - **Support Coach**

#### 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 main idea and details and explain them to each other.**

### DIFFERENTIATION OPTIONS

- **Support Coach**
  - **Review Try It**
  - **Review Try It**
  - **Review Try It**
  - **Review Try It**
- **Support Coach**
  - **Use Supporting Struggling Learners scaffolding, TM pp. 120. Help students understand a cause or reason in Coral Reef: Amazing Ecosystems by guiding them to recall information in the text.**
- **Support Coach**
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- **Support Coach**
  - **Use Supporting Struggling Learners scaffolding, TM pp. 120. Help students understand a cause or reason in Coral Reef: Amazing Ecosystems by guiding them to recall information in the text.**

#### LAFS
- 4.RF.4.4
- 4.L.3.6
- 4.W.1.2
- 4.RF.4.4
- 4.L.3.6
- 4.W.1.2

#### Support Coach
- **Lesson 6: Scientific Nonfiction**
  - **Support Coach**
  - **Lesson 6: Scientific Nonfiction**
  - **Support Coach**
  - **Lesson 6: Scientific Nonfiction**
  - **Support Coach**

#### DIFFERENTIATION OPTIONS

- **Support Coach**
  - **Review Try It**
  - **Review Try It**
  - **Review Try It**
  - **Review Try It**
- **Support Coach**
  - **Use Supporting Struggling Learners scaffolding, TM pp. 120. Help students understand a cause or reason in Coral Reef: Amazing Ecosystems by guiding them to recall information in the text.**
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### Additional Resources

- **Student Edition pp. 133–134, 136–141, 142, 144–148**
- **Leveled Practice Resource Book, pp. 63–71**
- **Use Supporting Domain Specific Vocabulary**
- **Write about Informational Text**
- **Close Reading**
- **Coral Reef: Amazing Ecosystems**
- **Sea Horses: Unique Creatures of the Sea**

### Additional Activities

- **Read on Your Own**
- **Discussion questions, TE p. 62.**
- **Preview Vocabulary, SE pp. 142, 144–148, 247**
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Unit: Reading Scientific Nonfiction

LESSON FOCUS
LAFS: 4.RI.2.5, 4.L.3.5,c
Support Coach
Lesson 6: Scientific Nonfiction
- Student Edition pp. 143–149, 248
- Teacher’s Manual pp. 129–135
Skills
✔ Text Structure
✔ Cause and Effect
✔ Antonyms
Sea Horses: Unique Creatures of the Sea
Review Text Structure, SE p. 143. Read the passage [second read]. Then have students complete the relevant questions on the Cause-and-Effect Chart, SE p. 248, and Vocabulary, SE p. 149.

DIFFERENTIATION OPTIONS
- Support Coach Review Try It, SE p. 143. Reread Sea Horses: Unique Creatures of the Sea with the second read annotations, showing students that these focus on text structure. Guide students to complete the Cause-and-Effect Chart.
- Support Coach Use Supporting Struggling Learners note, TM p. 129, to reread and discuss the passage. Review Vocabulary, SE p. 149.
- Support Coach Have students write pairs of sentences with antonyms.

LESSON FOCUS
LAFS: 4.RI.2.5, 4.RF.3.3, 4.L.3.5,c
Support Coach
Lesson 6: Scientific Nonfiction
- Student Edition pp. 144–150, 247
- Teacher’s Manual pp. 130–135
Skills
✔ Text Structure
✔ Close Reading
Respond to Text
Sea Horses: Unique Creatures of the Sea
Read the passage [third read]. Then have students complete the Close Reading Worksheet, SE p. 247. Follow with Respond to Text, SE p. 150.

DIFFERENTIATION OPTIONS
- Support Coach Guide students through Respond to Text using support, TM pp. 136–137. Have them work with partners and write.
- Support Coach Have accelerating students read and discuss the questions in the Try It, SE p. 150, and take notes together.

LESSON FOCUS
LAFS: 4.RI.3.8, 4.RI.3.9, 4.W.1.2
Support Coach
Lesson 6: Scientific Nonfiction
- Student Edition pp. 150–151
- Teacher’s Manual pp. 136–137
Skills
✔ Write a Response
✔ Use Information from Two Texts
Respond to Text
Review SE p. 150 and discuss the writing task on p. 151 before students draft and complete their writing.

DIFFERENTIATION OPTIONS
- Support Coach Review SE p. 150 and discuss the writing task on p. 151 before students draft and complete their writing.
- Support Coach Guide students through Respond to Text using support, TM pp. 136–137. Have them work with partners and write.

LESSON FOCUS
LAFS: 4.RI.2.5, 4.RI.3.7, 4.L.3.6
Support Coach
Lesson 6: Scientific Nonfiction
- Student Edition pp. 152–156
- Teacher’s Manual pp. 138
Read on Your Own
Killer Plants!
Review Comprehension Check, SE pp. 155–156. Have students share answers and discuss the text, pointing out evidence that they find.

DIFFERENTIATION OPTIONS
- Performance Coach Do shared writing with students in Lesson Practice, SE pp. 76–81. Have accelerating students read and review their responses (item 6) for Lesson Practice, SE p. 81.
- Support Coach Review answers to Quiz 8 with students.
## Unit: Writing Opinion Pieces

<table>
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### LESSON FOCUS
LAFS: 4.W.1.1, 4.W.2.4, 4.L.1.1, 4.L.1.2

#### Instruction Coach
Lesson 12: Writing Opinion Pieces
- Student Edition pp. 231–232
- Teacher’s Manual pp. 186–188

### Skills
- Write an Opinion Piece
- Engage in Collaborative Discussion

### Essential Question

### DIFFERENTIATION OPTIONS
- **Instruction Coach** Use notes, TM p. 124, to introduce the purpose and audience for an opinion piece.
- **Instruction Coach** Review Coral Reefs: Amazing Ecosystems and identify and discuss the introduction, body, and conclusion of that text.
- **Performance Coach** Have students read SE pp. 82–84 and identify the features of a persuasive text.
- **Performance Coach** Have students complete Try It.

#### LESSON FOCUS
LAFS: 4.W.1.1, 4.W.2.4, 4.L.3.4.b

#### Instruction Coach
Lesson 12: Writing Opinion Pieces
- Student Edition pp. 233–234
- Teacher’s Manual pp. 189–190

### Skills
- Main Idea and Details
- Write an Opinion Piece
- Supporting Reasons

#### Differentiation Options
- **Instruction Coach** Use the graphic on SE p. 232 to help students understand the characteristics and structure of opinion pieces.

#### Instruction Coach
Have accelerating students identify the opinion, supporting reasons, and conclusion of the mentor text.

#### Performance Coach
Guide students to complete the Coached Example, SE pp. 85–87.

#### 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. 237–239 using the annotations. Students complete SE p. 239.

### DIFFERENTIATION OPTIONS
- **Instruction Coach** Use the opinion piece on school vacations in the SE and guide students to find two words with prefixes. Help students use a dictionary to check each word’s meaning.
- **Instruction Coach** Review the writing process, SE p. 236, for students who need extra support.

#### Instruction Coach
Have students work in pairs or small groups to generate questions about the new rule or policy topic. Allow students time to research and find the answers to these questions so they can add relevant information to their writing.

### DIFFERENTIATION OPTIONS
- **Instruction Coach** Allow time for students to draft independently or in pairs. Conference with students who need extra support.
- **Instruction Coach** Guide students through the Speaking and Listening Project, Connecting Text to Media, TM pp. 106–107.
- **Performance Coach** Have accelerating students complete the Lesson Practice, SE pp. 88–93.

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Unit: Writing Opinion Pieces

**LESSON FOCUS**

**LAFS:** 4.W.1.1, 4.W.2.4, 4.L.1.1, 4.L.1.2

*Instruction Coach*

**Lesson 12: Writing Opinion Pieces**

- **Student Edition pp. 242–247**
- **Teacher’s Manual pp. 195–198**

**Skills**

✔ Write Opinion Pieces
✔ Linking Words and Phrases

*Writing Process:* Steps 3, 4

With students read the Writer’s Craft section, SE p. 242. Have students share their efforts to use linking words and phrases. Then read SE pp. 244–246.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** For students who need extra support with SE pp. 246–247, spend less time on pp. 244–245. Model responses for the Try It sections.
- **Performance Coach** Have students complete the Coached Example, SE pp. 245–247.

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**LESSON FOCUS**

**LAFS:** 4.W.1.1, 4.W.2.4, 4.W.2.5, 4.L.1.1, 4.L.1.2

*Instruction Coach*

**Lesson 12: Writing Opinion Pieces**

- **Student Edition pp. 248–253**
- **Teacher’s Manual pp. 199–200**

**Skills**

✔ Revise an Opinion Piece
✔ Linking Words and Phrases

*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. 248–249.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Identify sentences that students should revise in order to improve the introduction, the body, and/or the conclusion. Provide students with support as they revise.
- **Instruction Coach** Use the graphic on SE p. 244 to help students understand the characteristics and structure of opinion pieces.
- **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 12: Writing Opinion Pieces**

- **Student Edition pp. 250–254**
- **Teacher’s Manual pp. 200–201**

**Skills**

✔ Edit an Opinion Piece
✔ Precise Language

*Writing Process:* Steps 5, 6

Read SE pp. 250–251. 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 opinion, supporting reasons, and conclusion to demonstrate how to talk about writing.
- **Instruction Coach** Use SE pp. 242–252 as a springboard for students to discuss strategies for improving dependent clauses in their writing.
- **Instruction Coach** As an option, continue working with students on the Speaking and Listening Project, TM pp. 106–107.

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**LESSON FOCUS**


*Instruction Coach*

**Lesson 12: Writing Opinion Pieces**

- **Student Edition pp. 250–255**
- **Teacher’s Manual pp. 200–201**

**Skills**

✔ Write an Opinion Piece
✔ Dependent Clauses

*Writing Process:* Steps 6, 7

Read SE pp. 252–253. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 254.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Students may use alternative media for their writing, especially if it includes images and text features.
- **Instruction Coach** Review answers to Benchmark Assessment 4 with students.
- **Instruction Coach** As an option, have students share their Speaking and Listening Project, TM pp. 106–107.

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**PUBLISH AND ASSESS OPTIONS:**

*Instruction Coach*

**Benchmark Assessment 4**

- **Teacher’s Manual p. 201**

**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** Use SE pp. 242–252 as a springboard for students to discuss strategies for improving dependent clauses in their writing.
- **Instruction Coach** Review answers to Benchmark Assessment 4 with students.
- **Instruction Coach** As an option, have students share their Speaking and Listening Project, TM pp. 106–107.