Coach® Common Core Suite

Implementation and Pacing Guide

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Program Overview

Welcome to School Specialty’s Coach® Common Core Suite Implementation and Pacing Guide! You have received this guide because you are using one or more of our Coach products: Common Core 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.

Common Core Coach
Instruction and Practice
Use Common Core 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 Instructional Shifts in ELA**

1. **Regular practice with complex texts and their academic language**

The CCSS call for increasingly complex texts, both literary and informational, as students progress through the grades, as well as for students to expand their vocabularies through direct instruction, reading, and conversation.

The Coach Common Core 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.

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**Lesson 6**

**Share and Learn**

**What was the world like thousands of years ago?**

How do people today learn about the distant past?

What was the world like thousands of years ago?

How do people today learn about the distant past?

**A Mammoth Adventure**

**Cost of Characters**

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

**Scene 1**

ACTION: Liz and Ray are at a museum in Hot Springs, South Dakota.

Ray: I love it here! Would you like to come to my school in the fall?

Liz: That sounds great! It’s almost like the real thing.

Ray: That’s why I begged Mom to bring us here. It’s a real museum, and kids could see things like this.

Liz: That sounds awesome!

Ray: We had so much fun learning about mammoths.

Liz: I would. I’d give my right arm to see all those mammoth bones!

Ray: Well, you could! They let you project to a movie that is hanging on a nearby wall. The diagram shows what happened to the mammoths through the years.

**Vocabulary**

- Mammoth
- Petrified
- Sinkhole
- Tusk
Reading, writing, and speaking grounded in evidence from texts

The CCSS expect students to be able to answer questions that depend on careful reads of text, helping them develop “the skill, concentration, and stamina to read challenging texts with understanding.” (CCSS Appendix A)

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

Knowledge building through content-rich nonfiction

The CCSS state that students must be able to internalize information about the world if they are to be prepared for successful career, college, and life experiences.

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

The chart below lists all of the Common Core Standards for the grade level and their correlations to coverage in the Coach® Common Core Suite. If you find that students are struggling with a particular standard, look to the lessons indicated in these Coach programs for review and remediation.

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Common Core Standards</th>
<th>Common Core Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading: Literature</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>RL.4.1</strong></td>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>L2, L6, L7</td>
<td>L2</td>
<td>L1</td>
</tr>
<tr>
<td><strong>RL.4.2</strong></td>
<td>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</td>
<td>L1, L2, L6, L7</td>
<td>L1, L3, L4</td>
<td>L1, L4</td>
</tr>
<tr>
<td><strong>RL.4.3</strong></td>
<td>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>
<td>L2, L6</td>
<td>L1, L3</td>
<td>L1, L3, L4</td>
</tr>
<tr>
<td><strong>RL.4.4</strong></td>
<td>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>
<td>L2, L7</td>
<td>L1</td>
<td>L1-L3</td>
</tr>
<tr>
<td><strong>RL.4.5</strong></td>
<td>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>
<td>L6, L7</td>
<td>L3, L4</td>
<td>L2, L3</td>
</tr>
<tr>
<td><strong>RL.4.6</strong></td>
<td>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</td>
<td>L2</td>
<td>L2</td>
<td>L1, L2</td>
</tr>
<tr>
<td><strong>RL.4.7</strong></td>
<td>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>
<td>L1 TM: L6</td>
<td>L1</td>
<td>L1 TE: L3, L4, L12</td>
</tr>
<tr>
<td><strong>RL.4.9</strong></td>
<td>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>RL.4.10</strong></td>
<td>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>
</tr>
<tr>
<td>Common Core Standards</td>
<td>Reading: Informational Texts</td>
<td>Common Core Coach Lesson(s)</td>
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<tr>
<td><strong>RI.4.1</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></td>
<td>L4, L9, L11</td>
<td>L8</td>
<td>L5</td>
</tr>
<tr>
<td><strong>RI.4.2</strong> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
<td></td>
<td>L4, L9, L11</td>
<td>L5, L7</td>
<td>L5, L6, L9</td>
</tr>
<tr>
<td><strong>RI.4.3</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></td>
<td>L4, L9, L11</td>
<td>L5</td>
<td>L7, L8</td>
</tr>
<tr>
<td><strong>RI.4.4</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></td>
<td>L9, L11</td>
<td>L5, L6, L7</td>
<td>L7, L8, L10</td>
</tr>
<tr>
<td><strong>RI.4.5</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></td>
<td>L4, L9, L11</td>
<td>L6, L7, L8</td>
<td>L5–L9</td>
</tr>
<tr>
<td><strong>RI.4.6</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></td>
<td>L4</td>
<td>L5, L8</td>
<td>L6, L7 TE: L8</td>
</tr>
<tr>
<td><strong>RI.4.7</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></td>
<td>L9, L11</td>
<td>L7, L8</td>
<td>L7, L8 TE: L9, L10</td>
</tr>
<tr>
<td><strong>RI.4.8</strong> Explain how an author uses reasons and evidence to support particular points in a text.</td>
<td></td>
<td>L11</td>
<td>L6</td>
<td>L6</td>
</tr>
<tr>
<td><strong>RI.4.9</strong> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</td>
<td></td>
<td>L10, L11</td>
<td>L6</td>
<td>L9, L10</td>
</tr>
</tbody>
</table>

**Reading: Foundational Skills**

| RF.4.3 **Know and apply grade-level phonics and word analysis skills in decoding words.** |                                                                                             | TM: L1, L2, L4, L6, L7, L9, L11 | TM: L1–L8               | TM: L1–L8               |
| RF.4.3.a **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.** |                                                                                             | TM: L1, L2, L4, L6, L7, L9, L11 | L1, L2, L3 TM: L1–L8    |                           |
| RF.4.4 **Read with sufficient accuracy and fluency to support comprehension.** |                                                                                             | L1–L4, L6, L7, L9, L11        | TM: L1–L8               |                           |
| RF.4.4.a **Read grade-level text with purpose and understanding.** |                                                                                             | L1, L2, L4, L6, L7, L9, L11    | TM: L1–L8               |                           |
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<tr>
<td>RF.4.4.b 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>RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
<td>L3</td>
<td>L2, L3, L7, L8</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.4.1 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>W.4.1.a 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>W.4.1.b Provide reasons that are supported by facts and details.</td>
<td>L8, L12</td>
<td>L11, L12, L16</td>
<td></td>
</tr>
<tr>
<td>W.4.1.c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</td>
<td>L8, L12</td>
<td>L11, L12, L16</td>
<td></td>
</tr>
<tr>
<td>W.4.1.d Provide a concluding statement or section related to the opinion presented.</td>
<td>L8, L12</td>
<td>L11, L12, L16</td>
<td></td>
</tr>
<tr>
<td>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td>L10</td>
<td>L11, L15</td>
<td></td>
</tr>
<tr>
<td>W.4.2.a 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.</td>
<td>L10</td>
<td>L11, L15</td>
<td></td>
</tr>
<tr>
<td>W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
<td>L10</td>
<td>L11, L15</td>
<td></td>
</tr>
<tr>
<td>W.4.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</td>
<td>L10</td>
<td>L11, L15</td>
<td></td>
</tr>
<tr>
<td>W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td>L10</td>
<td>L15</td>
<td></td>
</tr>
<tr>
<td>W.4.2.e Provide a concluding statement or section related to the information or explanation presented.</td>
<td>L10</td>
<td>L11, L15</td>
<td></td>
</tr>
<tr>
<td>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
<td>L3, L5</td>
<td>L11, L13</td>
<td></td>
</tr>
<tr>
<td>W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
<td>L3, L5</td>
<td>L11, L13</td>
<td></td>
</tr>
<tr>
<td>W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.</td>
<td>L3</td>
<td>L13</td>
<td></td>
</tr>
</tbody>
</table>
# Grade 4

## Common Core Standards

| W.4.3.c | Use a variety of transitional words and phrases to manage the sequence of events. | L5 | L11, L13 |
| W.4.3.d | Use concrete words and phrases and sensory, details to convey experiences and events precisely. | L3 | L13 |
| W.4.3.e | Provide a conclusion that follows from the narrated experiences or events. | L3, L5 | L11, L13 |
| W.4.4 | 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 |
| W.4.5 | 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 |
| W.4.6 | 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 |
| W.4.7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. | L8, L10 | L14 |
| W.4.8 | 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 |
| W.4.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | L8, L10 | L12 |
| W.4.9.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 |
| W.4.9.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 |
| 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 |

### Speaking and Listening

| SL.4.1 | 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. | L1, L2, L4, L6, L7, L9, L11 | TE: L6, L18, L19 |
## Grade 4

### Common Core Standards

<table>
<thead>
<tr>
<th>SL.4.1.a</th>
<th>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.</th>
<th>L1, L2, L4, L6, L7, L9, L11</th>
<th>L1, L2, L4, L6, L7, L9, L11</th>
<th>TE: L6, L18, L19</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.4.1.b</td>
<td>Follow agreed-upon rules for discussions and carry out assigned roles.</td>
<td>L1, L2, L4, L6, L7, L9, L11</td>
<td>L1, L2, L4, L6, L7, L9, L11</td>
<td>TE: L6, L18, L19</td>
</tr>
<tr>
<td>SL.4.1.c</td>
<td>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>L1, L2, L4, L6, L7, L9, L11</td>
<td>TE: L6, L18, L19</td>
</tr>
<tr>
<td>SL.4.1.d</td>
<td>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>L1, L2, L4, L6, L7, L9, L11</td>
<td>TE: L6, L18, L19</td>
</tr>
<tr>
<td>SL.4.2</td>
<td>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>TM: L4</td>
<td>L18, L19 TE: L2, L4, L12, L15</td>
</tr>
<tr>
<td>SL.4.3</td>
<td>Identify the reasons and evidence a speaker provides to support particular points.</td>
<td>TM: L1, L11</td>
<td>TM: L1, L11</td>
<td>TE: L13, 15</td>
</tr>
<tr>
<td>SL.4.4</td>
<td>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>TM: L1, L11</td>
<td>TE: L2, L12, L13</td>
</tr>
<tr>
<td>SL.4.5</td>
<td>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</td>
<td>TM: L11</td>
<td>TM: L11</td>
<td>TE: L16</td>
</tr>
<tr>
<td>SL.4.6</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); use formal English when appropriate to task and situation.</td>
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<td></td>
<td></td>
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</tbody>
</table>

### Language

| L.4.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | L3, L5, L8, L10, L12 | L11, L15–L17 |
| L.4.1.a | Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). | L12 | L16, L17 |
| L.4.1.b | Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. | L8 | L11, L17 |
| L.4.1.c | Use modal auxiliaries (e.g., can, may, must) to convey various conditions. | L8 | L17 |
## Grade 4

### Common Core Standards

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<tr>
<td><strong>L.4.1.d</strong> Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</td>
<td></td>
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<tr>
<td><strong>L.4.1.e</strong> Form and use prepositional phrases.</td>
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<tr>
<td><strong>L.4.1.f</strong> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</td>
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<tr>
<td><strong>L.4.1.g</strong> Correctly use frequently confused words (e.g., to, too, two; there, their).</td>
<td></td>
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<tr>
<td><strong>L.4.2</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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</tr>
<tr>
<td><strong>L.4.2.a</strong> Use correct capitalization.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.4.2.b</strong> Use commas and quotation marks to mark direct speech and quotations from a text.</td>
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<tr>
<td><strong>L.4.2.c</strong> Use a comma before a coordinating conjunction in a compound sentence.</td>
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<td></td>
</tr>
<tr>
<td><strong>L.4.2.d</strong> Spell grade-appropriate words correctly, consulting references as needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.4.3</strong> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
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<td></td>
</tr>
<tr>
<td><strong>L.4.3.a</strong> Choose words and phrases to convey ideas precisely.</td>
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<td></td>
</tr>
<tr>
<td><strong>L.4.3.b</strong> Choose punctuation for effect.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.4.3.c</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).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>L.4.4</strong> 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></td>
<td></td>
</tr>
<tr>
<td><strong>L.4.4.a</strong> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</td>
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<td><strong>L.4.4.b</strong> 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>
</tr>
<tr>
<td><strong>L.4.4.c</strong> 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>
</tr>
<tr>
<td><strong>L.4.5</strong> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td>L5–L8</td>
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<td>L2, L3, L5</td>
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<tr>
<td><strong>L.4.5.a</strong> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</td>
<td>L7, L8</td>
<td>L4</td>
<td>L2</td>
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<tr>
<td><strong>L.4.5.b</strong> Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
<td>L8</td>
<td>L2</td>
<td>L3</td>
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<tr>
<td><strong>L.4.5.c</strong> 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>
</tr>
<tr>
<td><strong>L.4.6</strong> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (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 Grade 4 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 Common Core 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 Common Core Coach Benchmark Assessments and/or Support Coach for formative assessments.
- The sequence of topics is designed to address the content of the CCSS, but you can re-sequence the content to align with the curriculum maps used in your state or district.
- Optional Speaking and Listening Projects from Common Core Coach are suggested in some units. Alternative lessons from Common Core 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

### LESSON FOCUS
- **RL.4.2, SL.4.1**
- **Common Core Coach**

**Lesson 1: Reading Myths**
- **Student Edition pp. 5–9**
- **Teacher’s Manual pp. 2–7**
- **Skills**
  - Recognize Myth
  - Engage in Collaborative Discussion

**Listen and Learn**
- *Fires of Pele*

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

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<td><em>Like Fire and Water!</em></td>
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<td><em>Bridge of Fire</em></td>
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</table>

Reread the passage with students using Think Alouds. Use compare plot Think Aloud to focus strategy instruction, TM p. 11. Then have students complete the Comprehension Check, SE p. 14.

### DIFFERENTIATION OPTIONS
- **Common Core 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!*
- **Common Core Coach** Review the Think Aloud on comparing plot, SE p. 8.
- **Common Core Coach** Teach syllabifications TM p. 8, to address pronunciation.

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**Day 1**
- **Performance Coach** *Bridge of Fire*
- **Common Core Coach** *Fires of Pele*
- **Performance Coach** *Like Fire and Water!*

Have students continue to read and discuss the passage. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 21–22.

### DIFFERENTIATION OPTIONS
- **Common Core Coach** Guide students through Anchor Standard Discussion Questions, SE p. 21. Point out that the first question is about character; the second question is about connecting text and illustrations.
- **Common Core Coach** *Like Fire and Water!* Have students choose a passage and write a paragraph responding to the Essential Question, *How do myths help people understand the world around them?* Tell them to use two examples of text features to support their response.

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**Day 2**
- **Performance Coach** *Bridge of Fire*
- **Common Core Coach** *Fires of Pele*
- **Performance Coach** *Like Fire and Water!*

Share and discuss the passage. Then have students respond to the Anchor Standard Discussion Questions, SE pp. 21–22.

### DIFFERENTIATION OPTIONS
- **Common Core Coach** *Bridge of Fire*
- **Common Core Coach** *Fires of Pele*
- **Performance Coach** *Like Fire and Water!*

Have students continue to read and discuss the passage. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 21–22.

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**Day 3**
- **Performance Coach** *Bridge of Fire*
- **Common Core Coach** *Fires of Pele*
- **Performance Coach** *Like Fire and Water!*

Have students continue to read and discuss the passage. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 21–22.

### DIFFERENTIATION OPTIONS
- **Common Core Coach** *Bridge of Fire*
- **Common Core Coach** *Fires of Pele*
- **Performance Coach** *Like Fire and Water!*

Have students continue to read and discuss the passage. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 21–22.

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**Day 4**
- **Performance Coach** *Bridge of Fire*
- **Common Core Coach** *Fires of Pele*
- **Performance Coach** *Like Fire and Water!*

Have students continue to read and discuss the passage. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 21–22.

### DIFFERENTIATION OPTIONS
- **Common Core Coach** *Bridge of Fire*
- **Common Core Coach** *Fires of Pele*
- **Performance Coach** *Like Fire and Water!*

Have students continue to read and discuss the passage. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 21–22.

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**Day 5**
- **Performance Coach** *Bridge of Fire*
- **Common Core Coach** *Fires of Pele*
- **Performance Coach** *Like Fire and Water!*

Have students continue to read and discuss the passage. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 21–22.

### DIFFERENTIATION OPTIONS
- **Common Core Coach** *Bridge of Fire*
- **Common Core Coach** *Fires of Pele*
- **Performance Coach** *Like Fire and Water!*

Have students continue to read and discuss the passage. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 21–22.

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**Unit: Reading Myths**

- **LESSON FOCUS**
  - **RL.4.2, SL.4.1**
  - **Common Core Coach**
  - **Lesson 1: Reading Myths**
    - **Student Edition pp. 5–9**
    - **Teacher’s Manual pp. 2–7**
    - **Skills**
      - Recognize Myth
      - Engage in Collaborative Discussion

- **DIFFERENTIATION OPTIONS**
  - **Common Core Coach** Teach elements of a myth in *Fires of Pele*, noting and listing the myth elements, including the forces of nature.
  - **Common Core Coach** Reread *Fires of Pele*, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

- **LESSON FOCUS**
  - **RL.4.3, RL.4.7, RL.4.9, SL.4.1**
  - **Common Core Coach**
  - **Lesson 1: Reading Myths**
    - **Student Edition pp. 10–14**
    - **Teacher’s Manual pp. 8–12**
    - **Skills**
      - Character
      - Plot
      - Compare and Contrast
      - Engage in Collaborative Discussion

- **DIFFERENTIATION OPTIONS**
  - **Common Core Coach** Reread *Like Fire and Water!*, SE pp. 10–13, noting how to compare plots. Complete the second outer circle of the Venn diagram.
  - **Common Core Coach** Review the Think Aloud on comparing plot, SE p. 8.
  - **Common Core Coach** Teach syllabifications TM p. 8, to address pronunciation.
## Unit: Reading Myths

### LESSON FOCUS

**RL.4.2, RL.4.3, RL.4.9, SL.4.1**

**Common Core Support Coach**

**Lesson 1: Reading Myths**

- **Student Edition pp. 5–6, 8–12, 223**
- **Teacher’s Manual pp. 1–4, 6–11**

**Skills**

- Theme
- Compare and Contrast
- Plot
- Character
- Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach Independent Leveled Practice Resource Book**
  - Teach challenging vocabulary. Have students choose one word and write about its meaning in the text.

- **Common Core Support Coach Independent Leveled Practice Resource Book**
  - Have students identify the relationship between the setting, events, and characters and explain them to each other.

**LESSON FOCUS**

**RL.4.2, RL.4.3, RF.4.4**

**Common Core Support Coach**

**Lesson 1: Myths**

- **Student Edition pp. 7–12, 224**
- **Teacher’s Manual pp. 5–11**

**Skills**

- Character
- Theme
- Greek and Latin Roots
- Close Reading

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach**
  - Review Try It, SE p. 6. Reread The Gift of Fire with the ** annotations, focusing on determining the theme. Guide students to complete the Close Reading Worksheet.**

- **Common Core 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.

- **Common Core Support Coach**

### LESSON FOCUS

**RL.4.2, RL.4.3, RF.4.3.a, SL.4.1, L.4.4.b**

**Common Core Support Coach**

**Lesson 1: Myths**

- **Student Edition pp. 8–13, 223**
- **Teacher’s Manual pp. 6–11**

**Skills**

- Greek and Latin Roots
- Close Reading
- Write about Literature

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach**
  - Review Try It, SE p. 7. Reread The Gift of Fire with the ** annotations, showing students that these focus on describing a character. Guide students to complete the Character Web.**

- **Common Core Support Coach**
  - Guide students through the Coached Example, SE pp. 5–8.

- **Performance Coach**
  - Guide students to complete the Close Reading Worksheet.**

**LESSON FOCUS**

**RL.4.2, RF.4.3.a, W.4.2, L.4.4.b**

**Common Core Support Coach**

**Lesson 1: Myths**

- **Student Edition pp. 14, 16–20, 225**
- **Teacher’s Manual pp. 12, 14–19**

**Skills**

- Patterns across Cultures
- Close Reading

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach**
  - Review Try It, SE p. 14. Reread How Coyote Brought Fire to the Animal People with the ** annotations, focusing on patterns across cultures. Guide students to complete the Close Reading Worksheet.**

- **Common Core 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

### Week 3

#### Day 1

**LESSON FOCUS**  
RL.4.3, L.4.4.c  
**Common Core 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. 225. Follow with Respond to Text, Close Reading Worksheet, SE p. 228.  
Then have students complete the relevant questions. Have them work with a partner and use reference materials to help them find their meanings.  
**DIFFERENTIATION OPTIONS**  
- **Common Core Support Coach**  
  Review Try It, SE p. 15. Reread How Coyote Brought Fire to the Animal People with the second read annotations, showing students that these focus on plot and setting. Guide students to complete the Plot Chart.  
- **Common Core Support Coach**  
  Use Supporting Struggling Learners note, TM p. 16, to reread and discuss the passage. Review Vocabulary, SE p. 21.  
- **Common Core 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.

#### Day 2

**LESSON FOCUS**  
RL.4.7, RL.4.9, W.4.2  
**Common Core Support Coach**  
Lesson 1: Myths  
- Teacher’s Manual pp. 6–10, 14–19, 28–29  
**Skills**  
- Compare and Contrast  
- Close Reading  
- Write about Literature  
How Coyote Brought Fire to the Animal People  
Read the passage (first read). Then have students complete the Close Reading Worksheet, SE p. 225. Follow with Respond to Text, SE p. 30.  
**DIFFERENTIATION OPTIONS**  
- **Common Core Support Coach**  
  Guide students through Respond to Text using support, TM pp. 28–29. Have them work with partners and write.  
- **Common Core Support Coach**  
- **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.

#### Day 3

**LESSON FOCUS**  
RL.4.7, RL.4.9, L.4.3, W.4.2  
**Common Core Support Coach**  
Lesson 1: Myths  
- Student Edition pp. 8–12, 16–20, 23–31, 228  
- Teacher’s Manual pp. 22–26, 28–29  
**Skills**  
- Allusions to Mythology  
- Precise Language  
- Close Reading  
- Write about Literature  
How Coyote Brought Fire to the Animal People  
Respond to Text Review SE p. 30 and discuss the writing task on p. 31 before students draft and complete their writing.  
**DIFFERENTIATION OPTIONS**  
- **Common Core Support Coach**  
  Guide students through Respond to Text using support, TM pp. 28–29. Have them work with partners and use reference materials to 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  
- **Common Core 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.

#### Day 4

**LESSON FOCUS**  
RL.4.2, RL.4.3, RL.4.7, RL.4.9, L.4.4.a  
**Common Core Support Coach**  
Lesson 1: Reading Myths  
- Student Edition p. 5  
- Teacher’s Manual p. 3  
**Skills**  
- Theme  
- Character  
- Plot  
- Compare and Contrast  
- Context Clues  
How Coyote Stole Fire from the Skookums  
Read on Your Own  
King Midas and the Golden Touch  
Review Comprehension Check, SE pp. 35–36. 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. 9–13 (item 6).  
- **Common Core Support Coach**  
  Review answers to Quiz 1 with students.

#### Day 5

**LESSON FOCUS**  
RL.4.2, RL.4.3, RL.4.7, RL.4.9, L.4.4.a  
**Common Core Support Coach**  
Lesson 1: Reading Myths  
- Student Edition p. 5  
- Teacher’s Manual p. 3  
**Skills**  
- Theme  
- Character  
- Plot  
- Compare and Contrast  
- Context Clues  
How Coyote Brought Fire to the Animal People  
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).  
- **Common Core Support Coach**  
  Review answers to Quiz 1 with students.
## Unit: Reading Short Stories

### LESSON FOCUS
**RL.4.1, SL.4.1**
**Common Core 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

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

### LESSON FOCUS
**RL.4.1, RL.4.3, SL.4.1**
**Common Core 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

### DIFFERENTIATION OPTIONS
- **Common Core Coach** Reread A Monumental Mystery, SE pp. 30–33, noting characters and how they feel.
- **Common Core Coach** Preview and teach the vocabulary words, SE p. 35.
- **Common Core 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
**RL.4.6, RF.4.4.c, SL.4.1, L.4.4.a**
**Common Core 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

### DIFFERENTIATION OPTIONS
- **Common Core 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
**RL.4.6, SL.4.1, L.4.5**
**Common Core Coach**
**Lesson 2: Reading Short Stories**
- **Student Edition pp. 36–44**
- **Teacher’s Manual pp. 33–37**
**Skills**
- ✔ Point of View
- ✔ Engage in Collaborative Discussion

### DIFFERENTIATION OPTIONS
- **Common Core Coach** Reread Muscle Voyage, guiding students to note point of view.
- **Common Core Coach** Reread Muscle Voyage and guide students as they unpack the theme.

### LESSON FOCUS
**RL.4.1, W.4.2, SL.4.1, SL.4.4**
**Common Core Coach**
**Lesson 2: Reading Short Stories**
- **Student Edition pp. 24–29, 30–33**
- **Teacher’s Manual pp. 22–27, 28–31**
**Skills**
- ✔ Recognize Short Stories
- ✔ Write about Literature
- ✔ Engage in Collaborative Discussion

### LESSON FOCUS
**RL.4.6, SL.4.1, L.4.5**
**Common Core Coach**
**Lesson 2: Reading Short Stories**
- **Student Edition pp. 36–44**
- **Teacher’s Manual pp. 33–37**
**Skills**
- ✔ Point of View
- ✔ Engage in Collaborative Discussion

### DIFFERENTIATION OPTIONS
- **Common Core 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.
- **Common Core Coach** Guide students through Anchor Standard Discussion Questions, SE p. 44. Point out that the first question is about point of view; the second question is about figurative language.

### DIFFERENTIATION OPTIONS
- **Common Core Coach** Have students work in pairs to complete the Comprehension Check, SE p. 44.

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

### Week 5

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;RL.4.1, RF.4.4, RF.4.4.c, L.4.4.a,  &lt;br&gt;<strong>Common Core Support Coach</strong>&lt;br&gt;Lesson 2: Reading Short Stories</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;RF.4.4, RF.4.4.c, L.4.4.a, L.4.5.b  &lt;br&gt;<strong>Common Core Support Coach</strong>&lt;br&gt;Lesson 2: Reading Short Stories</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;RL.4.1, RF.4.4, RF.4.4.c, W.4.2,  &lt;br&gt;SL.4.1, L.4.4.a, L.4.4.c  &lt;br&gt;<strong>Common Core Support Coach</strong>&lt;br&gt;Lesson 2: Reading Short Stories</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;RL.4.1, RF.4.4  &lt;br&gt;<strong>Common Core Support Coach</strong>&lt;br&gt;Lesson 2: Reading Short Stories</td>
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- **Common Core Coach** Independent Leveled Practice Resource Book: Teach challenging vocabulary. Then students choose one word and write about its meaning in the text.
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## Unit: Reading Short Stories

### LESSON FOCUS

**Lesson 2: Short Stories**

- **Skills**
  - Point of View
  - Close Reading
  - Writing about Literature

**Common Core Support Coach**

- **Lesson 2: Short Stories**
  - **Skills**
    - Point of View
    - Close Reading
    - Writing about Literature

**Lesson Focus**

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

### DIFFERENTIATION OPTIONS

**Common Core Support Coach**

- **Lesson 2: Short Stories**
  - **Differentiation Options**
    - Identifying the point of view from the text.
    - Identifying characters and their traits.
    - Using context clues.
    - Identifying short stories and their characteristics.
    - Making inferences.

**Lesson Focus**

- **Differentiation Options**
  - Identifying the point of view from which the story is told.
  - Identifying characters and their traits.

### REVIEW

**Lesson 2: Short Stories**

- **Skills**
  - Identifying the point of view from which the story is told.
  - Identifying the point of view from which the story is told.

**Common Core Support Coach**

- **Review and Assess Options**
  - **Skills**
    - Identifying the point of view from which the story is told.
    - Identifying the point of view from which the story is told.

### Non-Assessed Skills/Strategies

- **Day 1**
  - Teacher’s Manual pp. 43–49
  - Vocabulary, SE p. 53.
  - Reading Worksheet, SE p. 232, and relevant questions on the Close Reading.

- **Day 2**
  - Have students complete the Read the passage.
  - Review Point of View, SE p. 47.
  - What Are Friends For? Review Point of View, SE p. 47.

- **Day 3**

- **Day 4**
  - Have students complete the Close Reading Worksheet, SE p. 232.
  - Follow with Respond to Text, Close Reading Worksheet, SE pp. 56–58.

- **Day 5**
  - Have students complete the Close Reading Worksheet, SE p. 232. Follow with Respond to Text, Close Reading Worksheets, SE pp. 56–58.

**Teacher’s Manual**

- **Skills**
  - Identifying the point of view from which the story is told.

**Common Core Support Coach**

- **Lesson 2: Short Stories**
  - **Skills**
    - Identifying the point of view from which the story is told.

- **Lesson Focus**
  - **Skills**
    - Identifying the point of view from which the story is told.

**Performance Coach**

- **Skills**
  - Identifying the point of view from which the story is told.

**Common Core Support Coach**

- **Lesson 2: Short Stories**
  - **Skills**
    - Identifying the point of view from which the story is told.

- **Lesson Focus**
  - **Skills**
    - Identifying the point of view from which the story is told.

**Quiz 2**

- **Skills**
  - Identifying the point of view from which the story is told.
  - Identifying the point of view from which the story is told.

**Common Core Support Coach**

- **Lesson 2: Short Stories**
  - **Skills**
    - Identifying the point of view from which the story is told.

- **Lesson Focus**
  - **Skills**
    - Identifying the point of view from which the story is told.

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# Unit: Writing Fictional Narratives

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;W.4.3, SL.4.1&lt;br&gt;<strong>Common Core Coach</strong>&lt;br&gt;Lesson 3: Writing Fictional Narratives&lt;br&gt;Student Edition pp. 36–42, 45–46&lt;br&gt;Teacher’s Manual pp. 34–35, 40–42&lt;br&gt;Skills&lt;br&gt;✓ Write a Fictional Narrative&lt;br&gt;✓ Engage in Collaborative Discussion&lt;br&gt;✓ Introduce writing fictional narratives and discuss questions, TM p. 41, focusing on the Essential Question, What makes a fictional narrative entertaining? Then read SE p. 46 with students.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;W.4.3, W.4.4&lt;br&gt;<strong>Common Core Coach</strong>&lt;br&gt;Lesson 3: Writing Fictional Narratives&lt;br&gt;Student Edition pp. 46–48&lt;br&gt;Teacher’s Manual pp. 42–44&lt;br&gt;Skills&lt;br&gt;✓ Write a Fictional Narrative&lt;br&gt;✓ Beginning, Middle, End&lt;br&gt;✓ Character&lt;br&gt;✓ Setting&lt;br&gt;Analyze a Mentor Text&lt;br&gt;Read aloud the mentor text using the annotations. Help students analyze the text and mark up as noted.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;W.4.3, W.4.4&lt;br&gt;<strong>Common Core Coach</strong>&lt;br&gt;Lesson 3: Writing Fictional Narratives&lt;br&gt;Student Edition p. 47–49&lt;br&gt;Teacher’s Manual pp. 43–46&lt;br&gt;Skills&lt;br&gt;✓ Write a Fictional Narrative&lt;br&gt;✓ Beginning, Middle, End&lt;br&gt;✓ Setting&lt;br&gt;Analyze a Mentor Text&lt;br&gt;Vocabulary Study&lt;br&gt;Discuss the Think About It Questions, TM p. 44. Focus on what makes this text a good model for study. Then read the Vocabulary Study and have students complete SE p. 49.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;W.4.3, W.4.4&lt;br&gt;<strong>Common Core Coach</strong>&lt;br&gt;Lesson 3: Writing Fictional Narratives&lt;br&gt;Student Edition pp. 50–53&lt;br&gt;Teacher’s Manual pp. 46–47&lt;br&gt;Skills&lt;br&gt;✓ Write a Fictional Narrative&lt;br&gt;✓ Characters&lt;br&gt;✓ Setting&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 elements of a fictional narrative. Then guide students through SE pp. 51–53 using the annotations. Students complete SE p. 51.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;W.4.3, W.4.4&lt;br&gt;<strong>Common Core Coach</strong>&lt;br&gt;Lesson 3: Writing Fictional Narratives&lt;br&gt;Student Edition pp. 54–57&lt;br&gt;Teacher’s Manual pp. 48–50&lt;br&gt;Skills&lt;br&gt;✓ Write a Fictional Narrative&lt;br&gt;✓ Beginning, Middle, End&lt;br&gt;✓ Dialogue&lt;br&gt;✓ Characters&lt;br&gt;✓ Setting&lt;br&gt;✓ Events and Problems&lt;br&gt;Writing Process: Steps 2, 3&lt;br&gt;Read SE p. 54 with students to help them understand how the writer of the mentor text organized the beginning, middle, and end of the story. Then read and discuss drafting process before students begin to write.</td>
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<td><strong>Common Core Coach</strong> Use notes, TM p. 42, to introduce the purpose and elements of a fictional narrative.</td>
<td><strong>Common Core Coach</strong> Use the graphic on SE p. 46 to help students understand the characteristics and structure of fictional narrative.</td>
<td><strong>Common Core Coach</strong> Have accelerating students identify the beginning, middle, and end of the mentor text.</td>
<td><strong>Common Core Coach</strong> 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.</td>
<td><strong>Common Core Coach</strong> Allow time for students to draft independently or in pairs. Conference with students who need extra support.</td>
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<td><strong>Common Core Coach</strong> Review Muscle Voyage on SE pp. 36–42 and identify and discuss the beginning, middle, and end of that text.</td>
<td><strong>Common Core Coach</strong> As an option, introduce the Speaking and Listening Project, TM pp. 17–19.</td>
<td><strong>Common Core Coach</strong> 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.</td>
<td><strong>Common Core Coach</strong> Review Discussion Questions, TE p. 58. Guide students to explain how the author of a narrative keeps the reader engaged and interested.</td>
<td><strong>Common Core Coach</strong> As an option, continue working with students on the Speaking and Listening Project, TM pp. 17–19.</td>
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# Unit: Writing Fictional Narratives

**LESSON FOCUS**

- **Day 1**
  - W.4.3, W.4.4, W.4.5
  - Common Core 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.

- **Day 2**
  - W.4.3, W.4.4, W.4.5
  - Common Core 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.

- **Day 3**
  - W.4.3, W.4.4, W.4.5
  - Common Core 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.

- **Day 4**
  - W.4.3, W.4.4, W.4.5
  - Common Core 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.

- **Day 5**
  - W.4.3, W.4.4, W.4.5
  - W.4.6, W.4.10
  - Common Core 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.

- **PUBLISH AND ASSESS OPTIONS: Common Core 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**
  - Common Core Coach
    - Identify sentences that students should revise in order to improve the 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.
  - Common Core Coach
    - Use SE pp. 50–60 as a springboard for students to discuss strategies for developing characters, setting, and plot in their writing.
  - Common Core Coach
    - As an option, continue working with students on the Speaking and Listening Project, TM pp. 17–19.
  - Common Core Coach
    - Review answers to Benchmark Assessment 1 with students.
  - Common Core Coach
    - As an option, allow students to share their Speaking and Listening Project, TM pp. 17–19.
Week 9

### Unit: Literary Nonfiction: Biography and Autobiography

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;RL.4.7, SL.4.1&lt;br&gt;Common Core Support Coach&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;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;Review Try It, SE p. 193. Reread Abraham Lincoln: A Biography with the <strong>second read annotations</strong>, showing students that these focus on context clues. Guide students with the <strong>third read annotations</strong>, have students choose one of the questions in the annotations, write their answer, and discuss with the group.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;RF.4.3.a, L.4.4.a&lt;br&gt;Common Core Support Coach&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;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;Review Try It, SE p. 200. Reread Rebecca Fire Fox: A Sculptor of Wood with the <strong>first read annotations</strong>, focusing on biography vs. autobiography. Guide students to complete the Close Reading Worksheet.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;RI.4.1, RI.4.6, RF.4.4&lt;br&gt;Common Core Support Coach&lt;br&gt;Lesson 8: Biography and Autobiography&lt;br&gt;<strong>Skills</strong>&lt;br&gt;Choose Precise Words&lt;br&gt;CLOSE Reading&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 <strong>second read annotations</strong>, 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;RI.4.3, RI.4.5, SL.4.1, L.4.3.a&lt;br&gt;Common Core Support Coach&lt;br&gt;Lesson 8: Biography and Autobiography&lt;br&gt;<strong>Skills</strong>&lt;br&gt;Use Supporting Struggling Learners scaffolding, TM p. 172. Help students understand drawing an inference based on information in the text.</td>
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<td><strong>Lesson 8: Biography and Autobiography</strong>&lt;br&gt;RI.4.1, RI.4.4.a&lt;br&gt;<strong>Common Core Support Coach</strong>&lt;br&gt;Lesson 8: Biography and Autobiography&lt;br&gt;Student Edition pp. 208–209&lt;br&gt;Teacher’s Manual pp. 188–189&lt;br&gt;Skills&lt;br&gt;✔ Draw Inferences&lt;br&gt;✔ Context Clues&lt;br&gt;Respond to Text&lt;br&gt;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.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;✔ Common Core Support Coach&lt;br&gt;Guide students through Respond to Text using support, TM pp. 188–189. Have them work with partners and write.&lt;br&gt;✔ Performance Coach&lt;br&gt;Guide students through the Coached Example, SE pp. 140–143.</td>
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<td><strong>Day 2</strong></td>
<td>LESSON FOCUS: Literary Nonfiction: Biography and Autobiography</td>
<td><strong>Lesson 9: Analyze Informational Texts</strong>&lt;br&gt;RI.4.2, RI.4.5, RI.4.9, L.4.5&lt;br&gt;<strong>Performance Coach</strong>&lt;br&gt;Lesson 9: Analyze Informational Texts&lt;br&gt;Student Edition p. 122&lt;br&gt;Teacher’s Manual p. 38&lt;br&gt;Skills&lt;br&gt;✔ Summarize&lt;br&gt;✔ Text Structure&lt;br&gt;✔ Main Idea and Details&lt;br&gt;Getting the Idea: Analyze Informational Texts, Analyzing, Summarizing&lt;br&gt;Discuss with students the steps involved in summarizing a text. Then read SE p. 122.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;✔ Performance Coach&lt;br&gt;Use Language Spotlight, SE p. 124 and TE p. 40, to teach shades of meaning. Have students choose a vocabulary word to write about.&lt;br&gt;✔ Performance Coach&lt;br&gt;Use Lesson Support, TE p. 38, to help struggling students integrate information.</td>
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<td><strong>Day 3</strong></td>
<td>LESSON FOCUS: Literary Nonfiction: Biography and Autobiography</td>
<td><strong>Lesson 8: Biography and Autobiography</strong>&lt;br&gt;RI.4.1, RI.4.5, W.4.2, W.4.4&lt;br&gt;<strong>Common Core Support Coach</strong>&lt;br&gt;Lesson 8: Biography and Autobiography&lt;br&gt;Student Edition pp. 208–209&lt;br&gt;Teacher’s Manual pp. 188–189&lt;br&gt;Skills&lt;br&gt;✔ Draw Inferences&lt;br&gt;✔ Write about Nonfiction&lt;br&gt;Respond to Text&lt;br&gt;Review SE p. 208 and discuss the writing task on p. 209 before students draft and complete their writing.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;✔ Common Core Support Coach&lt;br&gt;Guide students through Respond to Text using support, TM pp. 188–189. Have them work with partners and write.&lt;br&gt;<strong>Performance Coach</strong>&lt;br&gt;Guide students through the Lesson Practice, SE pp. 144–149.</td>
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### Week 11

#### Day 1

**LESSON FOCUS**
- **RI.4.2, RI.4.5, RI.4.9**
- **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

**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**.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach** Have students read *Gertrude Ederle: Queen of the Waves*, SE pp. 210–214.
  - **[first read]**
- **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**.

**REVIEW**
- **RI.4.2, RI.4.5, RI.4.9, L.4.4**
- **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

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach** Have students read *Gertrude Ederle: Queen of the Waves* and do Comprehension Check, **SE pp. 215–216**.
  - **[third read]**

#### Day 2

**LESSON FOCUS**
- **RI.4.2, RI.4.5, RI.4.9**
- **Performance Coach**
- **Lesson 9: Analyze Informational Texts**
  - **Student Edition pp. 125–128**
  - **Teacher’s Manual p. 40**
- **Skills**
  - ✔ Main Idea and Details
  - ✔ Choose Precise Words
  - ✔ Make Connections
  - ✔ Write about Nonfiction

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach** Have students read *Gertrude Ederle: Queen of the Waves*.
  - **[second read]**
- **Performance Coach** Have pairs of accelerating students complete the Lesson Practice, **SE pp. 129–135**.

**REVIEW AND ASSESS OPTIONS:**
- **Common Core 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.**

#### Day 3

**LESSON FOCUS**
- **RI.4.2, RI.4.5, RI.4.9, W.4.2, L.4.3.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

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach** Have students read *Gertrude Ederle: Queen of the Waves* and do Comprehension Check, **SE pp. 215–216**.
  - **[third read]**
- **Performance Coach** Have pairs of accelerating students review the Lesson Practice, **SE pp. 129–135**.

**DIFFERENTIATION OPTIONS**
- **Performance Coach** Have pairs of accelerating students present their oral presentations on the importance of food labels, based on their response to Lesson Practice, **SE p. 135**.

#### Day 4

**LESSON FOCUS**
- **RI.4.2, RI.4.5, RI.4.9, L.4.4**
- **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

**DIFFERENTIATION OPTIONS**
- **Performance Coach** Have shared writing with students in Lesson Practice, **SE pp. 129–135**.
- **Common Core Support Coach** Review answers to Quiz 8 with students.

#### Day 5

**LESSON FOCUS**
- **RI.4.2, RI.4.5, RI.4.9, L.4.4**
- **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

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach** Have students read *Gertrude Ederle: Queen of the Waves*.
  - **[third read]**
- **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**.

**DIFFERENTIATION OPTIONS**
- **Performance Coach** Do shared writing with students in Lesson Practice, **SE pp. 129–135**.
- **Common Core Support Coach** Review answers to Quiz 8 with students.
## Unit: Reading Historical Nonfiction

### Day 1

**LESSON FOCUS**
- **RI.4.1, SL.4.1**

**Common Core Coach**
- **Lesson 4: Reading Historical Nonfiction**
  - **Skills**
    - ✔ Exclude 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**
- **Common Core Coach** Teach cause and effect in **This Time Was Different**, noting and listing cause and effect in the selection.
- **Common Core Coach** Reread **This Time Was Different**, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

### Day 2

**LESSON FOCUS**
- **RI.4.3, RI.4.5, RI.4.6, SL.4.1, L.4.4.b**

**Common Core Coach**
- **Lesson 4: Reading Historical Nonfiction**
  - **Skills**
    - ✔ Engage in Collaborative Discussion
    - ✔ Author’s Viewpoint
    - ✔ Cause and Effect
    - ✔ Roots and Affixes
    - ✔ Engage in Collaborative Discussion

**Listen and Learn**
- **President Roosevelt’s Fireside Chat**
  - Reread the passage with students using Think Alouds. Use main idea and firsthand account Think Alouds to focus strategy instruction, TM p. 62. Then have students complete the Comprehension Check on cause and effect, SE p. 78.

**DIFFERENTIATION OPTIONS**
- **Common Core Coach** Teach making inferences in **Jim Lovell: Stranded in Space**.
- **Common Core Coach** Teach vocabulary and guide students through Comprehension Check, SE p. 86.

### Day 3

**LESSON FOCUS**
- **RI.4.1, RI.4.5, SL.4.1**

**Common Core Coach**
- **Lesson 4: Reading Historical Nonfiction**
  - **Skills**
    - ✔ Engage in Collaborative Discussion
    - ✔ Cause and Effect
    - ✔ Engage in Collaborative Discussion

**Listen and Learn**
- **Jim Lovell: Stranded in Space**
  - Have students continue to read and discuss the passage. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 85–86.

**DIFFERENTIATION OPTIONS**
- **Common Core Coach** Reread **Jim Lovell: Stranded in Space**.
- **Common Core Coach** Guide students through Comprehension Check, SE pp. 84–86.

### Day 4

**LESSON FOCUS**
- **RI.4.1, RI.4.5, SL.4.1**

**Common Core Coach**
- **Lesson 4: Reading Historical Nonfiction**
  - **Skills**
    - ✔ Engage in Collaborative Discussion
    - ✔ Author’s Viewpoint
    - ✔ Cause and Effect
  - **Performance Coach** Have accelerating students answer the question at the bottom of p. 94.

**DIFFERENTIATION OPTIONS**
- **Common Core Coach** Teach vocabulary and guide students as they make inferences.
  - **Performance Coach** Have accelerating students work in pairs to complete the Comprehension Check, SE p. 86.

### Day 5

**LESSON FOCUS**
- **RI.4.1, W.4.2, SL.4.1**

**Common Core Coach**
- **Lesson 4: Reading Historical Nonfiction**
  - **Skills**
    - ✔ Engage in Collaborative Discussion
    - ✔ Author’s Viewpoint
    - ✔ Cause and Effect
    - ✔ Engage in Collaborative Discussion

**Listen and Learn**
- **Jim Lovell: Stranded in Space**
  - Have students choose a passage and write a paragraph responding to the Essential Question, How does historical nonfiction help us understand the world today? Tell them to use two examples from the text to support their response.

**DIFFERENTIATION OPTIONS**
- **Common Core 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.
- **Common Core Coach** Have students work in pairs to complete the **Coached Example**, SE p. 86.
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<th>Day 4</th>
<th>Day 5</th>
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<td><strong>Unit: Reading Historical Nonfiction</strong></td>
<td><strong>LESSON FOCUS</strong></td>
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<tr>
<td><strong>Lesson 4: Reading Historical Nonfiction</strong></td>
<td>RI.4.3, RI.4.5, RI.4.6</td>
<td>RI.4.2, RF.4.4</td>
<td>RI.4.6, RF.4.4, c, L.4.4a</td>
<td>RI.4.2, RI.4.6, RF.4.4</td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td>Review Try It, SE p. 110. Reread Letter from a Chinese Railroad Worker with the annotations, showing students that these focus on main idea and details.</td>
<td>Review Try It, SE p. 111. Reread Letter from a Chinese Railroad Worker with the annotations, showing students that these focus on main idea and details.</td>
<td>Review Try It, SE p. 111. Reread Letter from a Chinese Railroad Worker with the annotations, showing students that these focus on main idea and details.</td>
<td>Review Try It, SE p. 118. Reread Building the Transcontinental Railroad with the first annotations, focusing on summarizing.</td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td>Use Supporting Struggling Learners scaffold.</td>
<td>Use Supporting Struggling Learners scaffold.</td>
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<td>Use Supporting Struggling Learners scaffold.</td>
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<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td>Focus on history terms in Letter from a Chinese Railroad Worker by modeling how to determine the main idea and a detail that supports it.</td>
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<td>Focus on history terms in Letter from a Chinese Railroad Worker by modeling how to determine the main idea and a detail that supports it.</td>
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**Skills**
- Author’s Viewpoint
- Cause and Effect
- Discuss firsthand account
- Discuss historical nonfiction
- Focus on main idea and details
- Identify key characteristics of the text
- Identify major and minor details
- Recognize cause and effect
- Summarize

**LESSON FOCUS**
- RI.4.4, RF.4.4, W.4.2, L.4.4.a
- Common Core 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 **[first read]**. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 242.
- Close Reading
- When have students complete the **[second read]**. Then have students complete the Close Reading Worksheet, SE p. 242. Follow with Vocabulary, SE p. 117.
- Non–Assessed Skills/Strategies

**Assessed Skills/Strategies**
- ✔
- ✔

**Non–Assessed Skills/Strategies**
- ✔
- ✔

**Unit/Module**
- Reading Historical Nonfiction

**Book**
- Building the Transcontinental Railroad

**Resource**
- Building the Transcontinental Railroad

**Vocabulary**
- Common Core Coach Independent Leveled Practice Resource Book
- Student Edition pp. 118, 120–124, 243
- Teacher’s Manual pp. 106, 108–113
- Vocabulary
- Building the Transcontinental Railroad
- Summarize
- Building the Transcontinental Railroad

**Language:**
- English

**Grade Level:**
- 4th Grade
LESSON FOCUS
RI.4.3, RF.4.4, L.4.4.c
Common Core Support Coach
Lesson 5: Historical Nonfiction
Skills
✔ Events and Ideas
✔ Use a Dictionary
✔ Secondhand Account
✔ Close Reading
Building the Transcontinental Railroad
Review Secondhand Account, SE p. 119. Read the passage. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 244, and Vocabulary, SE p. 125.

DIFFERENTIATION OPTIONS
✔ Common Core Support Coach
Review Try It, SE p. 119. Reread Building the Transcontinental Railroad with the Close Reading annotations. Guide students to complete the Close Reading Worksheet.

✔ Common Core Support Coach
Use Supporting Struggling Learners note, TM p. 110, to reread and discuss the passage. Review Vocabulary, SE p. 125.

✔ Common Core Support Coach
Have students write words that have unfamiliar meanings. Have partners use a dictionary to look up meaning.

LESSON FOCUS
RI.4.2, RI.4.3, RF.4.4, W.4.2
Common Core Support Coach
Lesson 5: Historical Nonfiction
Skills
✔ Summarize
✔ Events and Ideas
✔ Secondhand Account
✔ Write about Informational Text
✔ Close Reading
Respond to Text
Building the Transcontinental Railroad
Read the passage (second read). Then have students complete the Close Reading Worksheet, SE p. 244. Follow with Respond to Text, SE p. 126.

DIFFERENTIATION OPTIONS
✔ Common Core Support Coach
Have students read The Vasa: A Mighty Ship Recovered, SE pp. 128–130.

✔ Common Core Support Coach
Guide students through Respond to Text using support, TM pp. 114–115. Have them work with partners and write.

✔ Common Core Support Coach
Have partners read and discuss their My Comparison and Contrast of the Texts Charts on SE p. 127.

✔ Common Core Support Coach
Have students read The Vasa: A Mighty Ship Recovered, SE pp. 128–130.

LESSON FOCUS
RI.4.5, RI.4.6, RI.4.9, W.4.2, W.4.4
Common Core Support Coach
Lesson 5: Historical Nonfiction
Skills
✔ Compare and Contrast
✔ Write about Informational Text
✔ Close Reading
Respond to Text
Review SE p. 126 and discuss the writing task on p. 127 before students draft and complete their writing.

DIFFERENTIATION OPTIONS
✔ Common Core Support Coach
Guide students through Respond to Text using support, TM pp. 114–115. Have them work with partners and write.

✔ Common Core Support Coach
Have students read The Vasa: A Mighty Ship Recovered, SE pp. 128–130.

✔ Common Core Support Coach
Have students read The Vasa: A Mighty Ship Recovered and do Comprehension Check, SE pp. 131–132.

✔ Common Core Support Coach
To review author’s viewpoint, have students complete Lesson Practice, SE pp. 102–107.

REVIEW
RI.4.1, RI.4.3, RI.4.5, RI.4.6, L.4.4.b
Common Core Support Coach
Lesson 4: Reading Historical Nonfiction
Skills
✔ Make Inferences
✔ Cause and Effect
✔ Author’s Viewpoint
✔ Roots and Affixes

Review and discuss the Essential Question on SE p. 69: How does historical nonfiction help us understand the world today? Discuss the following focus skills:

• make inferences from the text
• identify cause and effect
• identify author’s viewpoint
• recognize common roots and affixes

DIFFERENTIATION OPTIONS
✔ Common Core Support Coach
Have students read The Vasa: A Mighty Ship Recovered, SE pp. 128–130.

✔ Common Core Support Coach
Guide students through Respond to Text using support, TM pp. 114–115. Have them work with partners and write.

✔ Common Core Support Coach
Have partners read and discuss their My Comparison and Contrast of the Texts Charts on SE p. 127.

✔ Common Core Support Coach
Have students read The Vasa: A Mighty Ship Recovered, SE pp. 128–130.

✔ Common Core Support Coach
To review author’s viewpoint, have students complete Lesson Practice, SE pp. 102–107.

REVIEW AND ASSESS OPTIONS:
Common Core Support Coach
Quiz 5
Skills
✔ Main Idea and Details
✔ Domain-Specific Vocabulary
✔ Use a Dictionary
✔ Explain Events and Ideas
✔ Summarize

✔ Compare and Contrast Primary and Secondary Sources

Common Core Support Coach
Lesson 5: Historical Nonfiction
Skills
✔ Main Idea and Details
✔ Domain-Specific Vocabulary
✔ Use a Dictionary
✔ Explain Events and Ideas
✔ Summarize

✔ Compare and Contrast Primary and Secondary Sources

UNIT: Reading Historical Nonfiction

- Non-Assessed Skills/Strategies
- Assessed Skills/Strategies
## Unit: Writing Personal Narratives

### LESSON FOCUS

**W.4.3, SL.4.1**

**Common Core Coach**

**Lesson 5: Writing Personal Narratives**

- **Student Edition** p. 87–88
- **Teacher’s Manual** pp. 75–76

**Skills**
- ✔ Write a Personal Narrative
- ✔ Engage in Collaborative Discussion

**Essential Question**

Introduce Writing Personal Narratives and discuss questions, TM p. 75, focusing on the Essential Question, "Why do people enjoy reading personal narratives?" Then read SE p. 88 with students.

### DIFFERENTIATION OPTIONS

- **Common Core Coach** Use notes, TM p. 76, to introduce the purpose and structure of a personal narrative.
- **Common Core Support Coach** Review Rebecca Fire Fox: A Sculptor of Wood, SE p. 202, and identify and discuss the beginning, middle, and ending.
- **Common Core Coach** Guide students through the Speaking and Listening Project, TM pp. 72–73.

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<th>Day 1</th>
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<td><strong>LESSON FOCUS</strong></td>
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<tr>
<td><strong>W.4.3, W.4.4</strong></td>
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<tr>
<td><strong>Common Core Coach</strong></td>
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<tr>
<td><strong>Lesson 5: Writing Personal Narratives</strong></td>
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<tr>
<td>- <strong>Student Edition</strong> pp. 88–90</td>
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<tr>
<td>- <strong>Teacher’s Manual</strong> pp. 77–78</td>
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<tr>
<td><strong>Skills</strong></td>
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<tr>
<td>✔ Write a Personal Narrative</td>
</tr>
<tr>
<td>✔ Main Idea and Details</td>
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<tr>
<td>✔ Text Structure</td>
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<tr>
<td><strong>Analyze a Mentor Text</strong></td>
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<tr>
<td>Read aloud the mentor text using the annotations. Help students analyze the text and mark up as noted.</td>
</tr>
</tbody>
</table>

### DIFFERENTIATION OPTIONS

- **Common Core Coach** Use the graphic on SE p. 88 to help students understand the characteristics and structure of personal narratives.
- **Common Core Coach** Have accelerating students identify the beginning, middle, and ending of the mentor text.
- **Common Core Coach** As an option, continue working with students on the Speaking and Listening Project, TM pp. 72–73.

<table>
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<tr>
<td><strong>LESSON FOCUS</strong></td>
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<tr>
<td><strong>W.4.3, W.4.4</strong></td>
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<td><strong>Common Core Coach</strong></td>
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<tr>
<td><strong>Lesson 5: Writing Personal Narratives</strong></td>
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<tr>
<td>- <strong>Student Edition</strong> p. 89–92</td>
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<tr>
<td>- <strong>Teacher’s Manual</strong> p. 77–80</td>
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<td><strong>Skills</strong></td>
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<td>✔ Use a Dictionary</td>
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<tr>
<td><strong>Analyze a Mentor Text</strong></td>
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<tr>
<td>Discuss the Think About It questions, TM p. 78. Focus on what makes this text a good model for study. Then read the vocabulary study and have students complete SE p. 91.</td>
</tr>
</tbody>
</table>

### DIFFERENTIATION OPTIONS

- **Common Core Coach** Have pairs of students write sentences for the word urge and its synonym and the word favorite and its antonym on SE p. 91.
- **Common Core Coach** Review Writing Process, SE p. 92, for students who need extra support.

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<tr>
<td><strong>LESSON FOCUS</strong></td>
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<td><strong>W.4.3, W.4.4, W.4.5</strong></td>
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<tr>
<td><strong>Common Core Coach</strong></td>
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<td><strong>Lesson 5: Writing Personal Narratives</strong></td>
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<td>- <strong>Student Edition</strong> pp. 92–96</td>
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<td>- <strong>Teacher’s Manual</strong> pp. 80–81</td>
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<tr>
<td><strong>Skills</strong></td>
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<tr>
<td>✔ Write a Personal Narrative</td>
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<tr>
<td>✔ Characters</td>
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<tr>
<td><strong>Writing Process: Step 1</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

### DIFFERENTIATION OPTIONS

- **Common Core Coach** Take a deeper dive into SE pp. 94–95 with students who need extra support as they use the brainstorming chart provided to complete the Try It.
- **Common Core Coach** As an option, continue working with students on the Speaking and Listening Project, TM pp. 72–73.
Unit: Writing Personal Narratives

### LESSON FOCUS

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<tr>
<td>✔ Beginning, Middle, End</td>
<td>✔ Transitional Words and Phrases</td>
<td>✔ Prepositional Phrases</td>
<td>✔ Complete Sentences</td>
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<tr>
<td>Writing Process: Steps 3, 4</td>
<td>Writing Process: Steps 4, 5</td>
<td>Writing Process: Steps 5, 6</td>
<td>Writing Process: Steps 6, 7</td>
<td>Writing Process: Steps 7, 8</td>
</tr>
<tr>
<td>Allow time for students to complete their peer reviews and record their peer comments before they begin to revise. Read SE pp. 104–105.</td>
<td>Allow time for students to complete their peer reviews and record their peer comments before they begin to revise. Read SE pp. 106–107.</td>
<td>Allow time for students to finish revising and begin editing.</td>
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<tr>
<td>[\text{Common Core 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.</td>
<td>[\text{Common Core Coach}] Identify sentences that students should revise in order to improve the beginning, middle, and end, as well as use of transitions. Provide students with support as they revise.</td>
<td>[\text{Common Core Coach}] Use SE pp. 98–108 as a springboard for students to discuss strategies for improving prepositional phrases in their writing.</td>
<td>[\text{Common Core Coach}] Review answers to Benchmark Assessment 2 with students.</td>
<td>[\text{Common Core Coach}] As an option, continue working with students on the Speaking and Listening Project, TM pp. 72–73.</td>
</tr>
<tr>
<td>[\text{Performance Coach}] Use the first discussion question, TE p. 74. Review what a first draft is.</td>
<td>[\text{Performance Coach}] Have students complete the Lesson Practice, SE pp. 202–209.</td>
<td>[\text{Performance Coach}] As an option, continue working with students on the Speaking and Listening Project, TM pp. 72–73.</td>
<td>[\text{Performance Coach}] Have accelerating students complete the Lesson Practice, SE pp. 264–273.</td>
<td>[\text{Common Core Coach}] As an option, continue working with students on the Speaking and Listening Project, TM pp. 72–73.</td>
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### PUBLISH AND ASSESS OPTIONS:

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<tr>
<td>[\text{PUBLISH AND ASSESS OPTIONS}: \text{Common Core Coach}] Benchmark Assessment 2</td>
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<td>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.</td>
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### DIFFERENTIATION OPTIONS

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# Unit: Reading Drama

## Lesson Focus
### Lesson 6: Reading Drama
#### Common Core Coach
- **RL.4.3, RL.4.5, RL.4.7, SL.4.1**

#### Lesson Focus
- **RL.4.3, RL.4.5, RL.4.7, RF.4.4, SL.4.1**

### Common Core Coach

#### Lesson 6: Reading Drama
- **Student Edition pp. 112–115**
- **Teacher’s Manual pp. 90–95**

### Skills
- ✓ Elements of Drama
- ✓ Engage in Collaborative Discussion

### Introduce Drama and Discuss Questions
- **Teacher’s Manual pp. 96–104**

### Common Core Coach

#### Lesson 6: Reading Drama
- **Student Edition pp. 111–115**

### Common Core Coach

#### Lesson 6: Reading Drama
- **Teacher’s Manual pp. 101–104**

### Skills
- ✓ Drama: Characters
- ✓ Engage in Collaborative Discussion

### Listen and Learn
- **Teacher’s Manual pp. 91–95**

### Essential Question

#### Common Core Coach

#### Lesson 6: Reading Drama
- **Teacher’s Manual pp. 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
- **Common Core Coach** Teach The Hare and the Hedgehog, TM pp. 92–95, introducing elements such as cast of characters, setting, and dialogue.

### Common Core Coach

#### Lesson 6: Reading Drama
- **Student Edition pp. 116–121**
- **Teacher’s Manual pp. 96–100**

### Skills
- ✓ Elements of Drama
- ✓ Synonyms and Antonyms
- ✓ Drama: Dialogue
- ✓ Engage in Collaborative Discussion

### Differentiation Options
- **Common Core Coach** Teach The Hare and the Hedgehog, TM pp. 92–95.

### Differentiation Options
- **Common Core Coach** Teach The Tale of Mr. Jeremy Fisher, SE pp. 120. Then have students complete the Comprehension Check on setting, character, dialogue, and plot, SE p. 120.

### Differentiation Options
- **Common Core Coach** Reread The Tale of Mr. Jeremy Fisher, SE pp. 116–119, noting characters. Complete the list of text features used.

### Differentiation Options
- **Common Core Coach** Teach Synonyms and Antonyms, TM p. 97 to address synonyms and antonyms.

### Differentiation Options

### Differentiation Options
- **Common Core Coach** Guide students through the vocabulary. Use highlighted words in The Pot of Gold to reinforce meanings.

### Differentiation Options
- **Common Core Coach** Guide students through the vocabulary. Use highlighted words in The Pot of Gold to reinforce meanings.

### Differentiation Options
- **Common Core Coach** Reread The Pot of Gold, guiding students to discuss the Make Inferences Think Aloud.

### Differentiation Options
- **Common Core Coach** Reread The Pot of Gold and guide students as they think about how setting, character, dialogue, and plot are presented.

### Differentiation Options
- **Common Core Coach** Reread The Pot of Gold and guide students as they think about how setting, character, dialogue, and plot are presented.

### Differentiation Options

### Differentiation Options

### Differentiation Options
- **Common Core Coach** 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
- **Common Core Coach** 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.
# Unit: Reading Drama

## Lesson Focus

**Lesson 6: Reading Drama**
- **Common Core Coach**
  - **Skills**
    - Elements of Drama
    - Summarize
  - **Read on Your Own**
  - **Taking Action**
  - **Skills**
    - Make Predictions
- **Differentiation Options**
  - **Common Core Coach** Independent Leveled Practice Resource Book: Teach challenging vocabulary. Then students choose one word and write about its meaning in the passage.
  - **Common Core Coach** Independent Leveled Practice Resource Book: Have students identify elements of drama in the passage and explain them to each other.

## Differentiation Options

- **Common Core Coach** Independent Leveled Practice Resource Book: Teach challenging vocabulary. Then students choose one word and write about its meaning in the passage.
- **Common Core Coach** Independent Leveled Practice Resource Book: Have students identify elements of drama in the passage and explain them to each other.

## Lesson Focus

**Lesson 3: Drama**
- **Common Core Support Coach**
  - **Skills**
    - Make Predictions
  - **Read the drama** The Case of the Missing Ring
  - **Discussion questions**
    - 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 to complete Coached Example, SE pp. 31–34.
  - **Performance Coach**
    - Use discussion questions, TE p. 10. Review the elements of drama. Have students write about specific characteristics in the passages they have read.

---

**Lesson Focus**
- **Common Core Support Coach**
  - **Skills**
    - Summarize
    - Close Reading
  - **Read the drama** The Case of the Missing Ring
  - **Discussion questions**
    - 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 to complete Coached Example, SE pp. 31–34.
  - **Performance Coach**
    - Use discussion questions, TE p. 10. Review the elements of drama. Have students write about specific characteristics in the passages they have read.

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    - Guide students to complete Coached Example, SE pp. 31–34.
  - **Performance Coach**
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# Week 19

## Unit: Reading Drama

### LESSON FOCUS
**Lesson 3: Drama**
- **Skills:** Character Motivation, Vocabulary, Common Core Support Coach
- **Common Core Support Coach**
  - **Lesson 3: Drama**
  - **Teacher’s Manual pp. 65–71**
  - **Student Edition pp. 71–78, 235**

### DIFFERENTIATION OPTIONS
- **Common Core 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, SE p. 235. Follow with Respond to Text, SE p. 78.
- **Common Core Support Coach**
- **Common Core Support Coach**
  - Have students write a list of words with the root aud.

#### Lesson 3: Drama
- **Skills:** Dramatic Structure, Write a Response to Literature
- **Lesson 3: Drama**
  - Review Try It, 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**
  - **Common Core Support Coach**
    - Have students read [third read] Eloisa’s Best Friend, SE pp. 80–84.
  - **Common Core Support Coach**
    - Guide students through Respond to Text using support, TM pp. 72–73. Have them work with partners and write.
  - **Common Core Support Coach**
    - Have accelerating students read and discuss the questions in the Try It, SE p. 78.

### LESSON FOCUS
**Lesson 3: Drama**
- **Skills:** Dramatic Structure, Write a Response to Literature
- **Lesson 3: Drama**
  - Student Edition pp. 72–79
  - Teacher’s Manual pp. 66–73

### DIFFERENTIATION OPTIONS
- **Common Core Support Coach**
  - Respond to Text
  - Review SE p. 78 and discuss the writing task on p. 79 before students draft and complete their writing.
- **DIFFERENTIATION OPTIONS**
  - **Common Core Support Coach**
    - Have students write a list of words with the root aud.

### LESSON FOCUS
**Lesson 4: Drama**
- **Skills:** Elements of Drama, Summarize, Synonyms and Antonyms
- **Lesson 4: Drama**
  - Common Core Coach
  - **Student Edition pp. 80–86**
  - **Teacher’s Manual p. 74**

### REVIEW AND ASSESS OPTIONS:
**Common Core Support Coach**
- **Lesson 4: Drama**
  - **Quiz 3**
  - **Skills:** Summarize, Dramatic Structure, Character Motivation, Multiple-Meaning Words, Greek and Latin Suffixes and Roots

- **Common Core Support Coach**
  - **Lesson 4: Drama**
    - **Review Comprehension Check, SE pp. 85–86.** 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. 35–41 (item 6).
- **Common Core Support Coach**
  - Review answers to Quiz 3 with students.
## Unit: Reading Poetry

### Lesson 7: Reading Poetry

**LESSON FOCUS**  
RL.4.5, RF.4.4.b, SL.4.1  
Common Core Coach

### Common Core Coach

#### Lesson 7: Reading Poetry
- **Skills**  
  - Elements of Poetry
  - Engage in Collaborative Discussion

#### Lesson Focus
- **Skills**  
  - Elements of Poetry
  - Make Inferences
  - Engage in Collaborative Discussion

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

**DIFFERENTIATION OPTIONS**
- **Common Core Coach**  
  - Reread The Hen/The Arrow and the Song, SE pp. 134–137, noting figurative language. Complete the list of text features used.
- **Common Core Coach**  
  - Preview and teach the vocabulary words, SE p. 139.
- **Common Core Coach**  
  - Teach Metaphor, TM p. 117, to address how two unlike things are compared.

**DIFFERENTIATION OPTIONS**
- **Common Core Coach**  
  - Teach simile in A Narrow Fellow in the Grass and guide students through Comprehension Check, SE p. 144.
- **Common Core Coach**  
  - Vocabulary and guide students through vocabulary. Use highlighted words in A Narrow Fellow in the Grass to reinforce meanings.
- **Performance Coach**  
  - Have accelerating students work in pairs to complete Coached Example, SE pp. 18–21.

**DIFFERENTIATION OPTIONS**
- **Common Core Coach**  
  - Reread I’m Nobody! Who Are You? guiding students to note elements of poetry. Create an elements of poetry chart.
- **Common Core Coach**  
  - Reread I’m Nobody! Who Are You? and guide students as they unpack the elements of poetry and figurative language. Have students identify lines that illustrate the concepts.
- **Performance Coach**  
  - Have accelerating students work in pairs to complete the Comprehension Check, SE p. 144.

**DIFFERENTIATION OPTIONS**
- **Common Core Coach**  

### 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.

### Engage in Collaborative Discussion

- **Elements of Poetry**  
  - How does poetry help us communicate ideas and feelings about the world? Then read Windy Nights/Wind.

### Common Core Coach

- **LESSON FOCUS**  
  - RL.4.4, RF.4.4c, SL.4.1

### Performance Coach

- **LESSON FOCUS**  
  - RL.4.5, W.4.2, SL.4.1
### Unit: Reading Poetry

#### Lesson Focus

**Lesson 7: Reading Poetry**
- **RL.4.5, RF.4.4**
- **Common Core Coach**

#### Differentiation Options
- **Common Core Coach Independent Leveled Practice Resource Book** Teach challenging vocabulary. Then students choose one word and write about its meaning in the poem.
- **Common Core Coach Independent Leveled Practice Resource Book** Have students identify elements of poetry in the poems and explain them to each other.

#### Lesson 4: Poetry

**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**
- **Common Core Coach Independent Leveled Practice Resource Book** Teach challenging vocabulary. Then students choose one word and write about its meaning in the poem.
- **Common Core Coach Independent Leveled Practice Resource Book** Have students identify elements of poetry in the poems and explain them to each other.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - **Lesson 4: Poetry**
  - **Skills**
    - Elements of Poetry
    - Rhyme
    - Mood
  - **Read on Your Own**
    - *What Is Pink?/Brown and Furry/Some One*
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  - **DIFFERENTIATION OPTIONS**
    - **Common Core Support Coach**
      - **Lesson 4: Poetry**
      - **Skills**
        - Elements of Poetry
        - Rhyme
        - Mood

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - **Lesson 4: Poetry**
  - **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**
    - **Common Core Support Coach**
      - **Lesson 4: Poetry**
      - **Skills**
        - Elements of Poetry
        - Rhyme
        - Mood

**Lesson 8: Reading Poetry**
- **RL.4.4, RF.4.4, W.4.2**
- **Common Core Support Coach**

#### Lesson 4: Poetry

**Skills**
- Elements of Poetry
- Close Reading

**The Wind and the Moon**
- **Review**
  - **Elements of Poetry**
  - **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**
    - **Common Core Support Coach**
      - **Lesson 4: Poetry**
      - **Skills**
        - Elements of Poetry
        - Rhyme
        - Mood

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - **Lesson 4: Poetry**
  - **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**
    - **Common Core Support Coach**
      - **Lesson 4: Poetry**
      - **Skills**
        - Elements of Poetry
        - Rhyme
        - Mood

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - **Lesson 4: Poetry**
  - **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**
    - **Common Core Support Coach**
      - **Lesson 4: Poetry**
      - **Skills**
        - Elements of Poetry
        - Rhyme
        - Mood

**Lesson 5: Reading Poetry**
- **RL.4.2**
- **Common Core Support Coach**

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - **Lesson 4: Poetry**
  - **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**
    - **Common Core Support Coach**
      - **Lesson 4: Poetry**
      - **Skills**
        - Elements of Poetry
        - Rhyme
        - Mood

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - **Lesson 4: Poetry**
  - **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**
    - **Common Core Support Coach**
      - **Lesson 4: Poetry**
      - **Skills**
        - Elements of Poetry
        - Rhyme
        - Mood

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - **Lesson 4: Poetry**
  - **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**
    - **Common Core Support Coach**
      - **Lesson 4: Poetry**
      - **Skills**
        - Elements of Poetry
        - Rhyme
        - Mood

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - **Lesson 4: Poetry**
  - **Skills**
    - Elements of Poetry
    - Rhyme
    - Mood
  - **Read on Your Own**
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    - **Common Core Support Coach**
      - **Lesson 4: Poetry**
      - **Skills**
        - Elements of Poetry
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        - Mood

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - **Lesson 4: Poetry**
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    - **Common Core Support Coach**
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        - Elements of Poetry
        - Rhyme
        - Mood
Unit: Reading Poetry

LESSON FOCUS
L.4.3.a, L.4.5
Common Core Support Coach
Lesson 4: Poetry
- Student Edition pp. 97–101, 240
- Teacher’s Manual pp. 87–91
Skills
✓ Figurative Language
✓ Choose Words to Convey Ideas Precisely
✓ Close Reading

DIFFERENTIATION OPTIONS
- Common Core Support Coach
  Review Try It, SE p. 97.
Reread The Wind Tapped Like a Tired Man/Winter with the annotations, showing students that these focus on figurative language. Guide students through the Figurative Language Chart.

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

LESSON FOCUS
RL.4.9, L.4.3, L.4.5
Common Core Support Coach
Lesson 4: Poetry
- Student Edition pp. 98–102, 239
- Teacher’s Manual pp. 92–93
Skills
✓ Compare and Contrast
✓ Write a Response to Literature
✓ Close Reading
Respond to Text
The Wind Tapped Like a Tired Man/Winter
Read the poem [third read]. Then have students complete the Close Reading Worksheet, SE p. 239. Follow with Respond to Text, SE p. 102.

DIFFERENTIATION OPTIONS
- Common Core Support Coach
  Have students read [third read]. A Bird Came Down the Walk, SE pp. 104–106.
- Common Core Support Coach
  Guide students through Respond to Text using support, TP 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.
- Common Core 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.

LESSON FOCUS
RL.4.9, W.4.2
Common Core Support Coach
Lesson 4: Poetry
- Student Edition pp. 102–103
- Teacher’s Manual pp. 92–93
Skills
✓ Compare and Contrast
✓ Write a Response to Literature
✓ Close Reading
Respond to Text
Review SE p. 102 and discuss the poems. Review Try It, SE p. 97, explaining the difference between simile and metaphor. Read the poem [second read].

DIFFERENTIATION OPTIONS
- Common Core Support Coach
  Have students read [third read]. A Bird Came Down the Walk, SE pp. 104–106.
- Common Core Support Coach
  Guide students through Respond to Text using support, TM pp. 92–93. Have them work with partners and write together.
- Common Core Support Coach
  Have accelerating students read and discuss the questions in the Try It, SE p. 102, and take notes together.

LESSON FOCUS
RL.4.4, RL.4.5, L.4.5.a
Common Core Coach
Lesson 7: Poetry
- Student Edition p. 129
- Teacher’s Manual p. 109
Skills
✓ Elements of Poetry
✓ Figurative Language

DIFFERENTIATION OPTIONS
- Common Core Support Coach
  Have students read [third read] A Bird Came Down the Walk and do Comprehension Check, SE pp. 107–108.
- Performance Coach
  To review elements of poetry, have students complete Lesson Practice, SE pp. 22–27.
- Performance Coach
  Have pairs of accelerating students read and review their responses (item 6) for Lesson Practice, SE p. 27.

REVIEW
RL.4.4, RL.4.5, L.4.5.a
Common Core Coach
Benchmark Assessment 3
Quiz 4
Skills
✓ Figurative Language
✓ Elements of Poetry
✓ Synonyms
✓ Theme
✓ Compare and Contrast
✓ Choose Words to Convey Ideas

DIFFERENTIATION OPTIONS
- Benchmark Assessment 3
  Review answers to Quiz 4 with students.
- Common Core Coach
  Review Comprehension Check, SE p. 107–108. Have students share answers to Benchmark Assessment 3 with students.
- Common Core Coach
  Review answers to Quiz 4 with students.

REVIEW AND ASSESS OPTIONS:
- Student Edition pp. 104–108
- Teacher’s Manual p. 94
- A Bird Came Down the Walk
  Read on Your Own
  A Bird Came Down the Walk Review Comprehension Check, SE p. 107–108. 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. 22–27 (item 6).
- Common Core Coach
  Review answers to Benchmark Assessment 3 with students.
- Common Core Coach
  Review answers to Quiz 4 with students.
## Unit: Writing Informative/Explanatory Texts

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<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;W.4.2, SL.4.1&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 10: Writing Informative/Explanatory Texts&lt;br&gt;* Student Edition pp. 120–125, 189–190&lt;br&gt;* Teacher’s Manual pp. 156–158&lt;br&gt;Skills&lt;br&gt;✔ Informative/Explanatory Texts&lt;br&gt;✔ Engage in Collaborative Discussion&lt;br&gt;<strong>Essential Question</strong>&lt;br&gt;Introduce writing informative/explanatory texts and discuss questions, TM p. 157, focusing on the explanatory texts and discuss&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Use notes, TM p. 156 to introduce the purpose and audience for an informative/explanatory text.&lt;br&gt;● Review Building the Transcontinental Railroad and identify and discuss the introduction, body, and conclusion of that text.&lt;br&gt;● Guide students through the Speaking and Listening Project, Multigenre Research Project, TM pp. 184–185.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;W.4.2, W.4.9&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 10: Writing Informative/Explanatory Texts&lt;br&gt;* Student Edition pp. 190–192&lt;br&gt;* Teacher’s Manual pp. 159–160&lt;br&gt;Skills&lt;br&gt;✔ Informative/Explanatory Texts&lt;br&gt;✔ Topic/Important Idea&lt;br&gt;✔ Conclusion&lt;br&gt;<strong>Analyze a Mentor Text</strong>&lt;br&gt;Read aloud the mentor text using the annotations. Help students analyze the text and mark up as noted.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Use the graphic on SE p. 190 to introduce the purpose and audience. Then guide students complete SE p. 193.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;W.4.2, W.4.9, L.4.4.b&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 10: Writing Informative/Explanatory Texts&lt;br&gt;* Student Edition pp. 191–193&lt;br&gt;* Teacher’s Manual pp. 159–161&lt;br&gt;Skills&lt;br&gt;✔ Informative/Explanatory Texts&lt;br&gt;✔ Topic/Important Idea&lt;br&gt;✔ Conclusion&lt;br&gt;✔ Greek and Latin Roots&lt;br&gt;<strong>Analyze a Mentor Text</strong>&lt;br&gt;Vocabulary Study&lt;br&gt;Discuss the Think About It Questions, TM p. 160. Focus on what makes this text a good model for study. Then read the Vocabulary Study and have students complete SE p. 193.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;W.4.2, W.4.7, W.4.8, W.4.9&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 10: Writing Informative/Explanatory Texts&lt;br&gt;* Student Edition pp. 194–199&lt;br&gt;* Teacher’s Manual pp. 163–164&lt;br&gt;Skills&lt;br&gt;✔ Informative/Explanatory Texts&lt;br&gt;✔ Research and Sources&lt;br&gt;<strong>Writing Process: Step 1</strong>&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. 195–197 using the annotations. Students complete SE p. 197.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● 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.&lt;br&gt;● 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.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;W.4.2, W.4.7, W.4.8, W.4.9&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 10: Writing Informative/Explanatory Texts&lt;br&gt;* Student Edition pp. 200–203&lt;br&gt;* Teacher’s Manual pp. 165–166&lt;br&gt;Skills&lt;br&gt;✔ Informative/Explanatory Texts&lt;br&gt;✔ Supporting Details and Paragraphs&lt;br&gt;<strong>Writing Process: Steps 2, 3</strong>&lt;br&gt;Read SE p. 200 with students to help them understand how the writer of the mentor text organized the introduction (introducing the topic), the supporting paragraphs (containing the main ideas and details), and the conclusion. Then read and discuss drafting process before students begin to write.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Allow time for students to draft independently or in pairs. Conference with students who need extra support.&lt;br&gt;● As an option, continue working with students on the Speaking and Listening Project, TM pp. 184–185.</td>
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# LESSON FOCUS

**W.4.2, W.4.7, W.4.8, W.4.9**

**Common Core Coach**

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

- Student Edition pp. 202–207
- Teacher’s Manual pp. 166–168

**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**
- **Common Core 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**

**W.4.2, W.4.7, W.4.8, W.4.9**

**Common Core Coach**

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

- Student Edition pp. 204–209
- Teacher’s Manual pp. 167–169

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

**Writing Process:** Steps 3, 4

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**
- **Common Core 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**

**W.4.2, W.4.7, W.4.8, W.4.9, L.4.2**

**Common Core Coach**

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

- Student Edition pp. 208–213
- Teacher’s Manual pp. 169–170

**Skills**
- Edit Informative/Explanatory Texts
- Punctuation

**Writing Process:** Steps 5, 6

Read SE pp. 210–211. Provide time for students to finish revising and begin editing.

**DIFFERENTIATION OPTIONS**
- **Common Core 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.
- **Performance Coach** Have accelerating students complete the Lesson Practice, SE pp. 234–241.

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**LESSON FOCUS**

**W.4.2, L.4.6**

**Common Core Coach**

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

- Student Edition pp. 210–214
- Teacher’s Manual pp. 170–171

**Skills**
- Informative/Explanatory Texts
- Using 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**
- **Common Core 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 share their Speaking and Listening Project, TM pp. 184–185.

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**PUBLISH AND ASSESS OPTIONS:**

- Teacher’s Manual p. 171

**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**
- **Common Core 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.
- **Common Core Coach** As an option, have students share their Speaking and Listening Project, TM pp. 184–185.
# Unit: Reading Technical Texts

## Week 25

### Day 1

**LESSON FOCUS**
- **RI.4.3, RI.4.4, RF.4.4, SL.4.1**
- **Common Core Coach**
- **Lesson 9: Reading Technical Texts**
  - **Student Edition pp. 171–177**
  - **Teacher's Manual pp. 142–149**
- **Skills**
  - ✓ Technical Texts
  - ✓ Engage in Collaborative Discussion
- **Listen and Learn**
  - **Talking Underwater**
  - Introduce technical texts and discuss questions, **TM p. 143**, focusing on the **Essential Question**, **How do technical texts help us understand new technologies?** Then read **Talking Underwater** with students.

### DIFFERENTIATION OPTIONS
- **Common Core Coach** Teach technical texts features in **Talking Underwater**, noting and listing features such as diagrams.
- **Common Core Coach** Reread **Talking Underwater**, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

### Day 2

**LESSON FOCUS**
- **RI.4.3, RI.4.4, RI.4.5, RF.4.4, SL.4.1**
- **Common Core Coach**
- **Lesson 9: Reading Technical Texts**
  - **Student Edition pp. 172–178**
  - **Teacher's Manual pp. 144–150**
- **Skills**
  - ✓ Technical Texts
  - ✓ Root Words and Affixes
  - ✓ Engage in Collaborative Discussion
- **Listen and Learn**
  - **Talking Underwater**
  - Reread the passage with students using **Think Alouds**. Use technical texts **Think Aloud to focus strategy instruction**, **TM p. 144**. Then have students complete the **Comprehension Check** on problem and solution, **SE p. 178**.

### DIFFERENTIATION OPTIONS
- **Common Core Coach** Reread **Talking Underwater**, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

### Day 3

**LESSON FOCUS**
- **RI.4.2, RI.4.5, RF.4.4, SL.4.1**
- **Common Core Coach**
- **Lesson 9: Reading Technical Texts**
  - **Student Edition pp. 179–188**
  - **Teacher's Manual pp. 151–154**
- **Skills**
  - ✓ Diagrams
  - ✓ Main Ideas and Details
  - ✓ Engage in Collaborative Discussion
- **Listen and Learn**
  - **Tools of the Fossil Hunter**
  - Preview Vocabulary, **SE p. 179**. Then have students read and discuss the passage, **SE pp. 180–186**.

### DIFFERENTIATION OPTIONS
- **Common Core Coach** Teach main idea and details in **Tools of the Fossil Hunter** and guide students through **Comprehension Check**, **SE p. 188**.
- **Common Core Coach** Reread **Talking Underwater** and have students identify vocabulary words in **Tools of the Fossil Hunter**.
- **Common Core Coach** Teach vocabulary and guide students through vocabulary. Use highlighted words in **Tools of the Fossil Hunter** to reinforce meanings.
- **Performance Coach** Have students identify text features used in **Talking Underwater** and **Tools of the Fossil Hunter**.

### Day 4

**LESSON FOCUS**
- **RI.4.2, RI.4.5, RF.4.4, SL.4.1**
- **Common Core Coach**
- **Lesson 9: Reading Technical Texts**
  - **Student Edition pp. 180–188**
  - **Teacher's Manual pp. 152–154**
- **Skills**
  - ✓ Main Ideas and Details
  - ✓ Engage in Collaborative Discussion
  - ✓ Write about Informational Text
- **Listen and Learn**
  - **Tools of the Fossil Hunter**
  - Have students continue to read and discuss the passage. Then have students respond to the **Anchor Standard Discussion Question** and **Comprehension Check**, **SE pp. 187–188**.

### DIFFERENTIATION OPTIONS
- **Common Core Coach** Reread **Tools of the Fossil Hunter**, guiding students to note cause and effect. Create a cause and effect chart.
- **Common Core Coach** Reread **Tools of the Fossil Hunter** and guide students as they unpack the technical text features.
- **Performance Coach** Have students work in pairs to do **Coached Example**, **SE pp. 112–115**.

### Day 5

**LESSON FOCUS**
- **RI.4.3, RI.4.5, RF.4.4, W.4.2, SL.4.1**
- **Common Core Coach**
- **Lesson 9: Reading Technical Texts**
  - **Student Edition pp. 172–177, 180–186**
  - **Teacher's Manual pp. 144–149, 152–154**
- **Skills**
  - ✓ Technical Texts
  - ✓ Write about Informational Text
  - ✓ Engage in Collaborative Discussion
- **Listen and Learn**
  - **Talking Underwater or Tools of the Fossil Hunter**
  - Reread **Talking Underwater** or **Tools of the Fossil Hunter** and have students choose a passage and write a paragraph responding to the **Essential Question**, **How do technical texts help us understand new technologies?** Tell them to use two examples of text features to support their response.

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

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## Unit: Reading Technical Texts

### Lesson 7: Technical Texts

**LESSON FOCUS**
RI.4.3, RI.4.7, RF.4.4

**Common Core Coach**

- **Lesson 7: Technical Texts**
  - Student Edition pp. 159–165, 250
  - Teacher’s Manual pp. 143–149

**Skills**
- **Cause and Effect**
- **Sequence**
- **Diagrams**
- **Close Reading**

**DIFFERENTIATION OPTIONS**
- **Common Core Coach**
  - Independent Leveled Practice Resource Book
    - **Teach challenging vocabulary.** Then students choose one word and write about its meaning in the text.
- **Common Core Support Coach**
  - **Independent Leveled Practice Resource Book**
    - **Have students identify cause and effect and identify elements of text structure and explain them to each other.**

**LESSON FOCUS**
RI.4.7, RF.4.4

**Common Core Support Coach**

- **Lesson 7: Technical Texts**
  - Student Edition pp. 159–165, 250
  - Teacher’s Manual pp. 143–149

**Skills**
- **Diagrams**
- **Close Reading**

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - **Review Try It, SE p. 159**: Reread Trapped! with the first read annotations, showing students that these focus on sequence. Guide students to complete the Sequence Chart.
- **Common Core Support Coach**
  - **Focus on domain-specific terms and concepts in Trapped using Supporting ELLs, TM pp. 146, 148.** Review Vocabulary, SE p. 165.

**DIFFERENTIATION OPTIONS**
- **Common Core 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. 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: Making Maple Syrup

**LESSON FOCUS**
W.4.2, L.4.6

**Common Core Support Coach**

- **Lesson 7: Technical Texts**
  - Student Edition pp. 160–165, 250
  - Teacher’s Manual pp. 150, 152–157

**Skills**
- **Main Idea and Details**
- **Sequence**

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - **Make Maple Syrup with the first read annotations, focusing on main idea and details.** Guide students to complete the Main Idea and Details Chart.
- **Common Core 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
**RI.4.7, L.4.6**
Common Core 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 Graph, 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**
- Common Core 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.
- Common Core Support Coach
  Use Supporting Struggling Learners, TM p. 151, to reread and discuss the passage. Review Vocabulary, SE p. 173.
- Common Core Support Coach
  Have students look up vocabulary words in a dictionary or glossary and write the meaning and an illustration on cards.

### LESSON FOCUS
**RI.4.7, W.4.2**
Common Core 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 p. 182.

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach
  Guide students through Respond to Text using support, TM pp. 166–167. Have them work with partners and write.
- Common Core Support Coach
  Have students read [FIRST READ] Curling: The Roaring Game, SE pp. 184–188.
- 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
**RI.4.5, W.4.2**
Common Core 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**
- Common Core Support Coach
  Guide students through Respond to Text using support, TM pp. 166–167. Have them work with partners and write.
- Common Core Support Coach
  Have students read [SECOND READ] Curling: The Roaring Game, SE pp. 184–188.

### REVIEW
**RI.4.3, RI.4.5, RI.4.7**
Common Core Support Coach
Lesson 9: Reading Technical Texts
- Student Edition pp. 171, 176–180
- Teacher’s Manual pp. 143, 160–164
Skills
✔ Cause and Effect
✔ Technical Texts
✔ Charts and Diagrams
Listen and Learn
Review and discuss the Essential Question and the following focus skills:
- the use of cause and effect
- the purpose of text structure
- the use of charts and diagrams

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

### REVIEW AND ASSESS OPTIONS:
Common Core Support Coach
Quiz 7
Skills
✔ Text Structure
✔ Charts
✔ Graphs
✔ Main Idea and Details
✔ Domain Specific Vocabulary
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.
- Common Core Support Coach
  Review answers to Quiz 7 with students.
# Unit: Reading Scientific Nonfiction

## Day 1
- **DIFFERENTIATION OPTIONS**
  - Common Core Coach: Reread Nature's Worst Storms, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

## Day 2
- **LESSON FOCUS**
  - RI.4.5, RI.4.7, RI.4.8, RI.4.9, RF.4.4, SL.4.1
  - Common Core Coach: Lesson 11: Reading Scientific Nonfiction
    - Student Edition pp. 216–220
  - Skills
    - Scientific Nonfiction
    - Root Words and Affixes
    - Engage in Collaborative Discussion

## Day 3
- **LESSON FOCUS**
  - RI.4.1, RI.4.5, RF.4.4, SL.4.1
  - Common Core 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

## Day 4
- **LESSON FOCUS**
  - RI.4.2, RI.4.5, RI.4.8, RF.4.4, SL.4.1
  - Common Core Coach: Lesson 11: Reading Scientific Nonfiction
    - Student Edition pp. 221–230
  - Skills
    - Text Structure
    - Sequence
    - Main Idea and Details
    - Engage in Collaborative Discussion

## Day 5
- **LESSON FOCUS**
  - RI.4.3, RI.4.7, RI.4.8, RI.4.9, RF.4.4, W.4.2, SL.4.1
  - Common Core Coach: Lesson 11: Reading Scientific Nonfiction
    - Student Edition pp. 216–219, 221–228
  - Skills
    - Scientific Nonfiction
    - Write Informational Text
    - Engage in Collaborative Discussion

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**DIFFERENTIATION OPTIONS**
- Common Core Coach: Teach supporting details in Adapting to Survive and guide students through Comprehension Check, SE p. 230.
- Common Core Coach: Reread vocabulary and guide students through vocabulary. Use highlighted words in Adapting to Survive to reinforce meanings.
- Common Core 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.
- Common Core Coach: Guide students through Anchor Standard Discussion Questions, SE p. 229. Point out that the first question is about main idea and details; the second question is about reasons and evidence.
- Common Core Coach: Have students work in pairs to complete the Comprehension Check, SE p. 230.
**Unit: Reading Scientific Nonfiction**

**LESSON FOCUS**

**RI.4.2, RI.4.3, RI.4.4, RI.4.8, L.4.6**

**Common Core Coach**

**Lesson 11: Reading Scientific Nonfiction**

- **Common Core Coach Independent Leveled Practice Resource Book**, pp. 63–71

**Skills**

- ✔ Domain Specific Vocabulary
- ✔ Main Idea and Details

**DIFFERENTIATION OPTIONS**

- **Common Core Coach Independent Leveled Practice Resource Book** Teach challenging vocabulary. Then students choose one word and write about its meaning in the text.
- **Common Core Coach Independent Leveled Practice Resource Book** Have students identify main idea and details and explain them to each other.

**LESSON FOCUS**

**RI.4.5**

**Common Core Support Coach**

**Lesson 6: Scientific Nonfiction**

- **Student Edition pp. 133–134, 136–140, 245**
- **Teacher’s Manual pp. 117–120, 122–127**

**Skills**

- ✔ Cause and Effect
- ✔ Close Reading

**Coral Reef: Amazing Ecosystems Review**

Discuss scientific nonfiction and the skills that will be reviewed, SE p. 133. Review Cause and Effect, SE p. 134. Read the passage (first read). Then have students complete the Close Reading Worksheet, SE p. 245.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach**
  - **Review Try It, SE p. 135. Reread Coral Reef: Amazing Ecosystems with the second read annotations**, showing students that these focus on cause and effect. Guide students to complete the Close Reading Worksheet.
- **Common Core Support Coach**
  - **Use Supporting Struggling Learners Scaffolding, TM p. 120**. Help students understand a cause or reason in *Coral Reef: Amazing Ecosystems* by guiding them to recall information in the text.

**LESSON FOCUS**

**RI.4.8**

**Common Core Support Coach**

**Lesson 6: Scientific Nonfiction**

- **Student Edition pp. 135–140, 246**
- **Teacher’s Manual pp. 121–127**

**Skills**

- ✔ Reasons and Evidence

**Coral Reef: Amazing Ecosystems Review**

Read the passage (second read). Then have students complete the relevant questions on the Reasons and Evidence Chart, SE p. 246.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach**
  - **Review Try It, SE p. 135. Reread Coral Reef: Amazing Ecosystems with the second read annotations**, showing students that these focus on reasons and evidence. Guide students to complete the Reasons and Evidence Chart.
- **Common Core Support Coach**
  - **Focus on domain-specific terms and concepts in Coral Reef: Amazing Ecosystems using Word Study and Supporting ELLs, TM pp. 123–124, Preview Vocabulary, SE p. 141.**

**LESSON FOCUS**

**RF.4.4, L.4.6, W.4.2**

**Common Core Support Coach**

**Lesson 6: Scientific Nonfiction**

- **Student Edition pp. 136–141, 245**
- **Teacher’s Manual pp. 122–127**

**Skills**

- ✔ Domain Specific Vocabulary
- ✔ Write about Informational Text
- ✔ Close Reading

**Coral Reef: Amazing Ecosystems Review**

Read the passage (third read). Then have students complete the Close Reading Worksheet, SE p. 245. Follow with Vocabulary, SE p. 141.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach**
  - **Use Supporting Struggling Learners Scaffolding, TM p. 128, 130–135**.

**LESSON FOCUS**

**RI.4.5**

**Common Core Support Coach**

**Lesson 6: Scientific Nonfiction**

- **Student Edition pp. 142, 144–148, 247**
- **Teacher’s Manual pp. 128, 130–135**

**Skills**

- ✔ Scientific Nonfiction
- ✔ Write about Informational Text

**Sea Horses: Unique Creatures of the Sea**

Review Draw Conclusions, SE p. 142. Read the passage with the first read. Have students complete the Close Reading Worksheet, SE p. 247.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach**
- **Common Core Support Coach**
  - **Use Supporting Struggling Learners Scaffolding, TM p. 128. Help students understand prior knowledge and the information from Sea Horses: Unique Creatures of the Sea by asking and answering questions about the text.**
# Unit: Reading Scientific Nonfiction

## Lesson Focus

### Lesson 6: Scientific Nonfiction
- **RI.4.5, L.4.5.c**
- **Common Core Support Coach**
- **Lesson 6: Scientific Nonfiction**
  - Student Edition pp. 144–150, 247
  - Teacher's Manual pp. 130–135
- **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 Cause-and-Effect Chart, SE p. 248, and Vocabulary, SE p. 149.

### Differentiation Options
- **Common Core 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.
- **Common Core Support Coach**
  - Use Supporting Struggling Learners note, TM p. 129, to reread and discuss the passage. Review Vocabulary, SE p. 149.
- **Common Core Support Coach**
  - Have students write pairs of sentences with antonyms.

### Lesson Focus

### Lesson 6: Scientific Nonfiction
- **RI.4.8, RI.4.9, W.4.2**
- **Common Core 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

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

## Review

### Lesson 11: Reading Scientific Nonfiction
- **RI.4.5, RI.4.7, L.4.6**
- **Common Core Support Coach**
- **Lesson 11: Reading Scientific Nonfiction**
  - Student Edition p. 215
  - Teacher's Manual p. 173
- **Skills**
  - ✔ Sequence
  - ✔ Domain Specific Vocabulary

### Differentiation Options
- **Common Core Support Coach**
  - To review cause and effect and text features, have students complete Lesson Practice, SE pp. 76–81.
- **Common Core Support Coach**
  - Review answers to Quiz 8 with students.

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✔ Non–Assessed Skills/Strategies ✔ Assessed Skills/Strategies
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<tr>
<td>● Common Core Coach Use the graphic on SE p. 232 to help students understand the characteristics and structure of opinion pieces.</td>
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<td>● Common Core 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.</td>
<td>● Common Core Coach Allow time for students to draft independently or in pairs. Conference with students who need extra support.</td>
<td>● Common Core Coach Use notes, TM p. 124, to introduce the purpose and audience for an opinion piece.</td>
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<td>● Performance Coach Have students read SE pp. 82–84 and identify the features of a persuasive text.</td>
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<td>● Performance Coach Guide students to complete the Coached Example, SE pp. 85–87.</td>
<td>● Performance Coach Have accelerating students complete the Lesson Practice, SE pp. 88–93</td>
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</tbody>
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# Unit: Writing Opinion Pieces

### Day 1

**LESSON FOCUS**
- **W.4.1, W.4.4, L.4.1, L.4.2**
- **Common Core 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. 244–249.

### Day 2

**LESSON FOCUS**
- **W.4.1, W.4.4, L.4.1, L.4.2**
- **Common Core Coach**
- **Lesson 12: Writing Opinion Pieces**
  - **Student Edition pp. 244–249**
  - **Teacher’s Manual pp. 197–199**

**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.

### Day 3

**DIFFERENTIATION OPTIONS**
- **Common Core 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.

### Day 4

**LESSON FOCUS**
- **W.4.1, W.4.4, W.4.5, L.4.1, L.4.2**
- **Common Core Coach**
- **Lesson 12: Writing Opinion Pieces**
  - **Student Edition pp. 248–253**
  - **Teacher’s Manual pp. 199–200**

**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.

### Day 5

**DIFFERENTIATION OPTIONS**
- **Common Core 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.
- **Common Core Coach**
  - Use the graphic on SE p. 244 to help students understand the characteristics and structure of opinion pieces.
- **Common Core Coach**
  - Have accelerating students complete the Lesson Practice, SE pp. 248–255.

### PUBLISH AND ASSESS OPTIONS:

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