Coach® Suite

Implementation and Pacing Guide

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

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

**Instruction Coach**
*Instruction and Practice*
Use **Instruction Coach** as your core instruction.

**Support Coach**
*Targeted Instruction and Practice*
Use **Support Coach** to fill gaps in student understanding with scaffolded instruction.

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

The Instructional Pathway
Regular practice with complex texts and their academic language

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

The Coach Suite provides a sequential organization to reading comprehension, exposing students to multiple genres of literature and nonfiction texts. Academic vocabulary is thoroughly covered across reading, writing, and listening strands.
2

Reading, writing, and speaking
grounded in evidence from texts

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

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

3

Knowledge building through content-rich nonfiction

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

The Coach Suite presents students with challenging, yet engaging examples of informational texts across genres, including historical texts, literary nonfiction, scientific texts, technical texts, and persuasive nonfiction.
The chart below lists skills for the grade level and their correlations to coverage in the School Specialty Coach Suite. If you find that students are struggling with a particular skill, look to the lessons indicated in these Coach programs for review and remediation.

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Using the Pacing Guide

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

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

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## Unit: Reading Myths

### Lesson 1: Reading Myths

**LESSON FOCUS**  
Instruction Coach

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

**LESSON FOCUS**  
Instruction Coach

**Student Edition pp. 10–14**  
Teacher’s Manual pp. 8–12

**Skills**  
- Character  
- Plot  
- Compare and Contrast

**Listen and Learn**  
Like Fire and Water!

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**  
- **Instruction Coach** Reread Like Fire and Water, SE pp. 10–13, noting how to compare plots. Complete the second outer circle of the Venn diagram.
- **Instruction Coach** Review the Think Aloud on comparing plot, SE p. 8.
- **Instruction Coach** Teach syllabifications TM p. 8, to address pronunciation.

**LESSON FOCUS**  
Instruction Coach

**Student Edition pp. 15–20**  
Teacher’s Manual pp. 13–16

**Skills**  
- Theme  
- Character  
- Plot  
- Vocabulary

**Listen and Learn**  
Like Fire and Water!

Have students read and discuss the passage. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 16–20.

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

**LESSON FOCUS**  
Instruction Coach

**Student Edition pp. 16–22**  
Teacher’s Manual pp. 14–16

**Skills**  
- Compare and Contrast  
- Write about Literature  
- Recognize Myth  
- Engage in Collaborative Discussion

**Listen and Learn**  
Bridge of Fire

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**  
- **Instruction Coach** Reread Bridge of Fire, guiding students to note character. Create a list of words that describe each character.
- **Instruction Coach** Reread Bridge of Fire and guide students as they use context clues.
- **Performance Coach** Have accelerating students work in pairs to complete Coached Example, SE pp. 5–8.

**LESSON FOCUS**  
Instruction Coach

**Student Edition pp. 6–9, 16–22**  
Teacher’s Manual pp. 4–7, 14–16

**Skills**  
- Character  
- Context Clues  
- Compare and Contrast Themes  
- Engage in Collaborative Discussion

**Listen and Learn**  
Fires of Pele and Bridge of Fire

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.

**DIFFERENTIATION OPTIONS**  
- **Instruction 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.
- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 22.
## Week 2

### Unit: Reading Myths

#### LESSON FOCUS

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**Skills**
- Theme
- Compare and Contrast
- Plot
- Character

**DIFFERENTIATION OPTIONS**
- Instruction Coach Independent
- Leveled Practice Resource Book

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**Discuss myths and the skills that will be reviewed, SE p. 5. Review The Gift of Fire.**

- **Skills**
  - Theme
  - Recognize Myth

**DIFFERENTIATION OPTIONS**
- **Support Coach**
  - Review Try It, SE p. 6. Reread The Gift of Fire with the **first read** annotations, showing students that these focus on determining the theme. Guide students to complete the Close Reading Worksheet.
  - **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.

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**Lesson 1: Myths**

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

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

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**Lesson 1: Myths**

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

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

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**Lesson 1: Myths**

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**Skills**
- Patterns across Cultures
- Close Reading

**DIFFERENTIATION OPTIONS**
- **Support Coach**

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**Skills**
- Patterns across Cultures
- Close Reading

**DIFFERENTIATION OPTIONS**
- **Support Coach**
  - Use Supporting Struggling Learners, TM p. 14. Help students understand the similarities between The Gift of Fire and How Coyote Brought Fire to the Animal People by having them compare the basics of the two stories, including titles, characters, and each story's beginning.
## Week 3

### Day 1

**Unit: Reading Myths**

**LESSON FOCUS**

**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

**DIFFERENTIATION OPTIONS**

- **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.
- **Support Coach** Use Supporting Struggling Learners note, TM p. 16, to reread and discuss the passage. Review Vocabulary, SE p. 21.
- **Support Coach** Have students keep track of words in the text that are unfamiliar to them. Have them work with a partner and use reference materials to help them find their meanings.

**LESSON FOCUS**

**Support Coach**

**Lesson 1: Myths**

- Teacher's Manual pp. 6–10, 14–19, 28–29
- Skills
  - Compare and Contrast
  - Close Reading
  - Write about Literature

**DIFFERENTIATION OPTIONS**

- **Support Coach** Guide students through Respond to Text using support, TM pp. 28–29. Have them work with partners and write.
- **Support Coach** Use Language Spotlight, SE p. 4 and TE p. 4, to teach context clues. Have students choose a vocabulary word to write about.

### Day 2

**LESSON FOCUS**

**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

**DIFFERENTIATION OPTIONS**

- **Support Coach** Guide students through Respond to Text using support, TM pp. 28–29. Have them work with partners and write.
- **Support Coach** Have students read [second read] How Coyote Stole Fire from the Skookums and complete the Close Reading Worksheet, SE p. 228.
- **Support 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**

**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

**DIFFERENTIATION OPTIONS**

- **Support Coach** Guide students through Respond to Text using support, TM pp. 28–29. Have them work with partners and write.
- **Support Coach** Have students read [second read] How Coyote Stole Fire from the Skookums and complete the Close Reading Worksheet, SE p. 228.
- **Support 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 4

**LESSON FOCUS**

**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

**DIFFERENTIATION OPTIONS**

- **Support Coach** Guide students through Respond to Text using support, TM pp. 28–29. Have them work with partners and write.
- **Support Coach** Have students read [second read] How Coyote Stole Fire from the Skookums and complete the Close Reading Worksheet, SE p. 228.
- **Support 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 5

**LESSON FOCUS**

**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

**DIFFERENTIATION OPTIONS**

- **Support Coach** Guide students through Respond to Text using support, TM pp. 28–29. Have them work with partners and write.
- **Support Coach** Have students read [second read] How Coyote Stole Fire from the Skookums and complete the Close Reading Worksheet, SE p. 228.
- **Support Coach** Use Language Spotlight, SE p. 4 and TE p. 4, to teach context clues. Have students choose a vocabulary word to write about.

**REVIEW**

**Instruction Coach**

**Lesson 1: Reading Myths**

- Student Edition p. 5
- Teacher's Manual p. 3
- Skills
  - Theme
  - Character
  - Plot
  - Compare and Contrast
  - Context Clues

**DIFFERENTIATION OPTIONS**

- **Support Coach** Guide students through Respond to Text using support, TM pp. 28–29. Have them work with partners and write.
- **Support Coach** Have students read [second read] How Coyote Stole Fire from the Skookums and complete the Close Reading Worksheet, SE p. 228.
- **Support Coach** Use Language Spotlight, SE p. 4 and TE p. 4, to teach context clues. Have students choose a vocabulary word to write about.

**DIFFERENTIATION OPTIONS**

- **Performance Coach** Do shared writing with students in Lesson Practice, SE pp. 9–13 (item 6).
- **Support Coach** Review answers to Quiz 1 with students.
## Unit: Reading Short Stories

### LESSON FOCUS

**Instruction Coach**

**Lesson 2: Reading Short Stories**

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

**Instruction Coach**

**Lesson 2: Reading Short Stories**

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

**Instruction Coach**

**Lesson 2: Reading Short Stories**

- **Skills**
  - Point of View
  - Context Clues
  - Make Inferences

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Teach short story features in *Secrets of the Sea*, noting and listing short story features, including character.
- **Instruction Coach** Reread *A Monumental Mystery* and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
- **Instruction Coach** Reread *A Monumental Mystery*, SE pp. 30–33, noting characters and how they feel.
- **Instruction Coach** Preview and teach the vocabulary words, SE p. 35.
- **Instruction Coach** Teach Word Analysis, TM p. 22, to address root words and affixes.
- **Performance Coach** Have students continue to read and discuss the passage, SE pp. 36–42.

**Instruction Coach**

**Lesson 2: Reading Short Stories**

- **Skills**
  - Point of View
  - Engage in Collaborative Discussion

**Instruction Coach**

**Lesson 2: Reading Short Stories**

- **Skills**
  - Recognize Short Stories
  - Write about Literature

**Instruction Coach**

**Lesson 2: Reading Short Stories**

- **Skills**
  - Recognize Short Stories
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- **Skills**
  - Recognize Short Stories

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**Lesson 2: Reading Short Stories**

- **Skills**
  - Engage in Collaborative Discussion
## Unit: Reading Short Stories

### Week 5

#### Day 1

**LESSON FOCUS**

- **Support Coach** Review Try It, SE p. 39. Reread Things That Go Thump in the Night with the **third read** annotations, showing students that these focus on draw inferences. Guide students to complete the Draw Conclusions Chart.

- **Support Coach** Have students identify the point of view from which the story is told and make inferences about the plot and explain them to each other.

#### Day 2

**LESSON FOCUS**

- **Support Coach** Focus on silent consonants and identifying realife connections in Things That Go Thump in the Night using Focus on Word Study and Supporting ELs, TM pp. 37, 38. Preview Vocabulary, SE p. 45.

- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 34. Help students understand how to make an inference about Cara by having them draw a web on the board and record clues in the text about Cara.

#### Day 3

**DIFFERENTIATION OPTIONS**

- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 34. Help students understand how to make an inference about Cara by having them draw a web on the board and record clues in the text about Cara.

- **Support Coach** Review Try It, SE p. 39. Reread Things That Go Thump in the Night with the **second read** annotations, showing students that these focus on draw inferences. Guide students to complete the Draw Conclusions Chart.

#### Day 4

**DIFFERENTIATION OPTIONS**

- **Support Coach** Focus on silent consonants and identifying realife connections in Things That Go Thump in the Night using Focus on Word Study and Supporting ELs, TM pp. 37, 38. Preview Vocabulary, SE p. 45.

- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 34. Help students understand how to make an inference about Cara by having them draw a web on the board and record clues in the text about Cara.

#### Day 5

**DIFFERENTIATION OPTIONS**

- **Support Coach** Review Try It, SE p. 39. Reread Things That Go Thump in the Night with the **second read** annotations, showing students that these focus on draw inferences. Guide students to complete the Draw Conclusions Chart.

- **Support Coach** Have students identify the point of view from which the story is told and make inferences about the plot and explain them to each other.

### Non-Assessed Skills/Strategies

- Make Inferences
- Character
- Point of View

### Assessed Skills/Strategies

- Context Clues
- Idioms, Adages, and Proverbs
- Close Reading
- Write about Literature
- Reading Short Stories
- Make Inferences
- Context Clues

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## Unit: Reading Short Stories

### LESSON FOCUS

**Support Coach**  
**Lesson 2: Short Stories**  
- Teacher’s Manual pp. 43–49  

**Skills**  
- Point of View  
- Latin and Greek Prefixes and Roots  
- Close Reading

**DIFFERENTIATION OPTIONS**
- **Support Coach**  
  - Review Try It, SE p. 47, Reread What Are Friends For? with the second read annotations, showing students that these focus on point of view. Guide students to complete the Close Reading Worksheet.
  
  - **Support Coach**  
    - Use Supporting Struggling Learners note, TM p. 44, to reread and discuss the passage. Review Vocabulary, SE p. 53.
  
  - **Support Coach**  
    - Have students write a postcard to Tony telling him why he is a good friend.

**LESSON FOCUS**

**Support Coach**  
**Lesson 2: Short Stories**  
- Student Edition pp. 48–58, 54  
- Teacher’s Manual pp. 44–51  

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

**DIFFERENTIATION OPTIONS**
- **Support Coach**  
  - Guide students through Respond to Text using support, TM pp. 50–51. Have them work with partners and write.
  
  - **Support Coach**  
  
  - **Support Coach**  
    - Use Language Spotlight, SE p. 44 and TE p. 16, to teach multiple-meaning words. Have students choose a vocabulary word to write about.

**LESSON FOCUS**

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

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

**DIFFERENTIATION OPTIONS**
- **Support Coach**  
  - Guide students to complete the Close Reading Worksheet, SE p. 232. Follow with Respond to Text, SE p. 54.

**LESSON FOCUS**

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

**Skills**  
- Make Inferences  
- Context Clues  
- Character  
- Point of View

**DIFFERENTIATION OPTIONS**
- **Instruction Coach**  
  - Review Comprehension Check, SE pp. 59–60. Have students share answers and discuss the text, pointing out evidence that they find.

**LESSON FOCUS**

**Support Coach**  
**Lesson 2: Reading Short Stories**  
- Student Edition pp. 56–60  
- Teacher’s Manual p. 52  

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

**DIFFERENTIATION OPTIONS**
- **Performance Coach**  
  - Do shared writing with students in Lesson Practice, SE p. 55 (item 6).
  
  - **Support Coach**  
    - Review answers to Quiz 2 with students.

## REVIEW AND ASSESS OPTIONS:

**Support Coach**  
**Lesson 2: Short Stories**  
- Student Edition pp. 56–60  
- Teacher’s Manual p. 52  

**Skills**  
- Make Inferences  
- Point of View  
- Identifying characters and their traits  
- Identifying the point of view from which the story is told

**DIFFERENTIATION OPTIONS**
- **Performance Coach**  
  - Review Comprehension Check, SE pp. 59–60. Have students share answers and discuss the text, pointing out evidence that they find.

**Support Coach**  
**Lesson 2: Short Stories**  
- Student Edition pp. 56–60  
- Teacher’s Manual p. 52  

**Skills**  
- Make Inferences  
- Context Clues  
- Character  
- Point of View

**DIFFERENTIATION OPTIONS**
- **Performance Coach**  
  - Do shared writing with students in Lesson Practice, SE p. 55 (item 6).
  
  - **Support Coach**  
    - Review answers to Quiz 2 with students.

## REVIEW AND ASSESS OPTIONS:

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

**Skills**  
- Make Inferences  
- Context Clues  
- Character  
- Point of View

**DIFFERENTIATION OPTIONS**
- **Performance Coach**  
  - Do shared writing with students in Lesson Practice, SE p. 55 (item 6).
  
  - **Support Coach**  
    - Review answers to Quiz 2 with students.
# Unit: Writing Fictional Narratives

## WEEK 7

### DAY 1

**LESSON FOCUS**

**Instruction Coach**

**Lesson 3: Writing Fictional Narratives**

- **Skills**
  - **Write a Fictional Narrative**
  - **Engage in Collaborative Discussion**
  - **Analyze a Mentor Text**
  - **Use the Glossary in the SE and show students how to use it. Help students find the entries for characters, fictional narrative, and setting. Have students explain how a dictionary are alike and different.**

**DIFFERENTIATION OPTIONS**

- **Instruction Coach**
  - Use notes, TM p. 42, to introduce the purpose and elements of a fictional narrative.
  - **Review Muscle Voyage on SE pp. 36–42 and identify and discuss the beginning, middle, and end of that text.**
  - **Instruction Coach**
    - As an alternate lesson for this unit, use Lesson 8: Writing Responses to Literature, SE pp. 145–170.

### DAY 2

**LESSON FOCUS**

**Instruction Coach**

**Lesson 3: Writing Fictional Narratives**

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

**DIFFERENTIATION OPTIONS**

- **Instruction Coach**
  - Use the graphic organizer for brainstorming provided to complete the assignments.

### DAY 3

**LESSON FOCUS**

**Instruction Coach**

**Lesson 3: Writing Fictional Narratives**

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

**DIFFERENTIATION OPTIONS**

- **Instruction Coach**
  - As an option, introduce the Speaking and Listening Project, TM pp. 17–19.

### DAY 4

**LESSON FOCUS**

**Instruction Coach**

**Lesson 3: Writing Fictional Narratives**

- **Skills**
  - **Write a Fictional Narrative**
  - **Characters**
  - **Setting**

**DIFFERENTIATION OPTIONS**

- **Instruction Coach**
  - Take a deeper dive into SE pp. 51–53 with students who need extra support as they use the graphic organizer for brainstorming provided to complete the assignment.

### DAY 5

**LESSON FOCUS**

**Instruction Coach**

**Lesson 3: Writing Fictional Narratives**

- **Skills**
  - **Write a Fictional Narrative**
  - **Beginning, Middle, End**
  - **Dialogue**
  - **Characters**
  - **Setting**

**DIFFERENTIATION OPTIONS**

- **Instruction Coach**
  - Allow time for students to draft independently or in pairs. Conference with students who need extra support.

**Performance Coach**

Review Discussion Questions, TE p. 58. Guide students to explain how the author of a narrative keeps the reader engaged and interested.

- **Instruction Coach**
  - As an option, continue working with students on the Speaking and Listening Project, TM pp. 17–19.
# Unit: Writing Fictional Narratives

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- Student Edition pp. 56–61
- Teacher’s Manual pp. 49–52

Skills
- Write a Fictional Narrative
- Using Dialogue

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

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

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- Student Edition pp. 58–63
- Teacher’s Manual pp. 51–53

Skills
- Revise a Fictional Narrative
- Using Sensory Language

Writing Process: Steps 4, 5
Allow time for students to complete their peer reviews and record their peer comments before they begin to revise. Read SE pp. 62–63.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** 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.

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- Student Edition pp. 62–67
- Teacher’s Manual pp. 53–54

Skills
- Edit a Fictional Narrative
- Complete Sentences

Writing Process: Steps 5, 6
Read SE pp. 64–65. Provide time for students to finish revising and begin editing.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Have students read aloud portions of their writing. Model Think Alouds about beginning, middle, and end to demonstrate how to critique and improve writing.

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- Student Edition pp. 64–68
- Teacher’s Manual pp. 54–55

Skills
- Write a Fictional Narrative
- Sensory Language

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

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Use SE pp. 50–60 as a springboard for students to discuss strategies for developing characters, setting, and plot in their writing.

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- Student Edition pp. 64–68
- Teacher’s Manual pp. 54–55

Skills
- Write a Fictional Narrative
- Sensory Language

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

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Use SE pp. 50–60 as a springboard for students to discuss strategies for developing characters, setting, and plot in their writing.

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## Unit: Literary Nonfiction: Biography and Autobiography

### Week 9

#### Day 1
**LESSON FOCUS**
Support Coach
Lesson 8: Biography and Autobiography
- **Skills**
  - Time Lines
  - Close Reading
  - Engage in Collaborative Discussion
- **DIFFERENTIATION OPTIONS**
  - **Support Coach** Review Try It, SE p. 193. Read the passage _Abraham Lincoln: A Biography_ and then have students complete the Close Reading Worksheet, SE p. 256.

#### Day 2
**LESSON FOCUS**
Support Coach
Lesson 8: Biography and Autobiography
- **Skills**
  - Context Clues
  - Close Reading
  - Abraham Lincoln: A Biography
  - Read the passage _third read_. Then have students complete the Close Reading Worksheet, SE p. 256. Follow with Vocabulary, SE p. 199.

#### Day 3
**LESSON FOCUS**
Support Coach
Lesson 8: Biography and Autobiography
- **Skills**
  - Context Clues
  - Close Reading
  - Abraham Lincoln: A Biography
  - Read the passage _third read_. Then have students complete the Close Reading Worksheet, SE p. 256. Follow with Vocabulary, SE p. 199.

#### Day 4
**LESSON FOCUS**
Support Coach
Lesson 8: Biography and Autobiography
- **Skills**
  - Context Clues
  - Close Reading
  - Abraham Lincoln: A Biography
  - Read the passage _third read_. Then have students complete the Close Reading Worksheet, SE p. 256. Follow with Vocabulary, SE p. 199.

#### Day 5
**LESSON FOCUS**
Support Coach
Lesson 8: Biography and Autobiography
- **Skills**
  - Context Clues
  - Close Reading
  - Abraham Lincoln: A Biography
  - Read the passage _third read_. Then have students complete the Close Reading Worksheet, SE p. 256. Follow with Vocabulary, SE p. 199.

---

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review Try It, SE p. 200. Read the passage _second read_. Then have students complete the Close Reading Worksheet, SE p. 257.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 187. Help students understand the organization of _Rebecca Fire Fox: A Sculptor of Wood_ by having them identify the event that is described in the two texts.

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## Unit: Literary Nonfiction: Biography and Autobiography

### LESSON FOCUS Support Coach

**Lesson 8: Biography and Autobiography**
- **Student Edition** pp. 202–206, 257
- **Teacher’s Manual** pp. 182–187

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

*Rebecca Fire Fox: A Sculptor of Wood*

Read the passage *(third read)*. Then have students complete the Close Reading Worksheet, SE p. 257.

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

### LESSON FOCUS Support Coach

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

**Skills**
- ✔ Draw Inferences
- ✔ Context Clues

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

**DIFFERENTIATION OPTIONS**
- **Support Coach** Guide students through Respond to Text using support, TM pp. 188–189. Have them work with partners and write.
- **Performance Coach** Guide students to complete the Coached Example, SE pp. 140–143.

### LESSON FOCUS Performance Coach

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

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

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

**DIFFERENTIATION OPTIONS**
- **Performance Coach** Use Language Spotlight, SE pp. 144–149.

### LESSON FOCUS Performance Coach

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

**Skills**
- ✔ Summarize
- ✔ Shades of Meaning

**Lesson Overview**

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

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

### LESSON FOCUS Performance Coach

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

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

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

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

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

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

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**DIFFERENTIATION OPTIONS**

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

**DIFFERENTIATION OPTIONS**

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

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Teach making inferences in *Jim Lovell: Stranded in Space* and guide students through Comprehension Check, SE pp. 80–84.
- **Instruction Coach** Teach vocabulary and guide students through vocabulary. Use highlighted words in *Jim Lovell: Stranded in Space* to reinforce meanings.
- **Performance Coach** Have accelerating students read SE pp. 94–95 about firsthand and secondhand accounts, and have students answer the question at the bottom of p. 94.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Reread *Jim Lovell: Stranded in Space*, guiding students to note use of making inferences. Discuss why the crew could not have made it home safely without Mission Control.
- **Instruction Coach** Reread *Jim Lovell: Stranded in Space* and guide students as they make inferences.
- **Performance Coach** Have accelerating students work in pairs to complete Coached Example, SE pp. 99–101.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 85. Point out that the first question is about drawing inferences; the second question is about main idea and details.
- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 86.

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✔ Non–Assessed Skills/Strategies  ✔ Assessed Skills/Strategies
# Unit: Reading Historical Nonfiction

## LESSON FOCUS

**Lesson 4: Reading Historical Nonfiction**
- **Student Edition** pp. 109–110, 112–116, 241
- **Teacher’s Manual** pp. 95–98, 100–105
- **Skills**
  - Author’s Viewpoint
  - Cause and Effect

## DIFFERENTIATION OPTIONS

- **Instruction Coach Independent Leveled Practice Resource Book**
  - Teach challenging vocabulary.
  - Have students identify details that support that this is a secondhand account and explain them to each other.

- **Instruction Coach Independent Leveled Practice Resource Book**
  - Have students complete the Main Idea and Details Chart, SE p. 241.

## LESSON 4: Reading Historical Nonfiction

- **Lesson 5: Historical Nonfiction**
  - **Student Edition** pp. 111–116, 242
  - **Teacher’s Manual** pp. 99–105
  - **Skills**
    - Firsthand Account
    - Close Reading

- **Read the passage [first read]**
- **Letter from a Chinese Railroad Worker**
- **Discuss historical nonfiction and the skills that will be reviewed, SE p. 109.**
- **Review Main Idea and Details, SE p. 110.**
- **Read the passage [second read].**
- **Have students complete the relevant questions on the Close Reading Worksheet, SE p. 242.**

## DIFFERENTIATION OPTIONS

- **Support Coach**
  - **Review Try It, SE p. 110.**
  - **Reread Letter from a Chinese Railroad Worker with the firsthand account.**
  - **Guide students to complete the Main Idea and Details Chart, SE p. 241.**

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

- **Support Coach**
  - **Focus on history terms in Letter from a Chinese Railroad Worker using Vocabulary and Supporting ELLs, TM p. 104.**

## LESSON FOCUS

**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

- **Read the passage [third read].**
- **Then have students complete the Close Reading Worksheet, SE p. 242.**
- **Follow with Vocabulary, SE p. 117.**

## DIFFERENTIATION OPTIONS

- **Support Coach**
  - **Review Try It, SE p. 111.**
  - **Reread Letter from a Chinese Railroad Worker with the secondhand account.**
  - **Guide students to complete the Close Reading Worksheet.**

- **Performance Coach**
  - **Use Discussion Questions, TE p. 30.**
  - **Review the key characteristics of historical texts in the passages they have read.**

## LESSON FOCUS

**Support Coach**

- **Lesson 5: Historical Nonfiction**
  - **Student Edition** pp. 118, 120–124, 243
  - **Teacher’s Manual** pp. 106, 108–113
  - **Skills**
    - Firsthand Account
    - Summarize

- **Building the Transcontinental Railroad**
  - **Review Summarize. Read the passage [first read].**
  - **Have students complete the Summary Chart, SE p. 243.**

- **Building the Transcontinental Railroad**
  - **Review Try It, SE p. 118.**
  - **Reread Building the Transcontinental Railroad with the firsthand account.**
  - **Guide students to complete the Summary Chart.**

- **Support Coach**
  - **Use Supporting Struggling Learners, TM p. 106.**
  - **Help students understand how to distinguish between major and minor details in Building the Transcontinental Railroad.**
## Unit: Reading Historical Nonfiction

### LESSON FOCUS: Reading Historical Nonfiction

#### Lesson 5: Historical Nonfiction
- **Support Coach**
- **Lesson 5:** Historical Nonfiction
- **Student Edition pp. 119–125, 244**
- **Teacher's Manual pp. 107–113**
- **Skills**
  - Events and Ideas
  - Use a Dictionary
  - Secondhand Account
  - Close Reading
- **DIFFERENTIATION OPTIONS**
  - **Support Coach**
    - Review Try It, SE p. 119. Reread the passage. Then have students complete the Close Reading Worksheet, SE p. 244, and Vocabulary, SE p. 125.
  - **Support Coach**
    - Use Supporting Struggling Learners note, TM p. 110, to reread and discuss the passage. Review Vocabulary, SE p. 125.
  - **Support Coach**
    - Have students write words that have unfamiliar meanings. Have partners use a dictionary to look up meaning.

#### LESSON FOCUS: Reading Historical Nonfiction
- **Support Coach**
- **Lesson 5:** Historical Nonfiction
- **Student Edition pp. 120–126, 244**
- **Skills**
  - Summarize
  - Events and Ideas
  - Secondhand Account
  - Close Reading
- **DIFFERENTIATION OPTIONS**
  - **Support Coach**
    - Have students read **first read** The Vasa: A Mighty Ship Recovered, SE pp. 128–130.
  - **Support Coach**
    - Guide students through Respond to Text using support, TM pp. 114–115. Have them work with partners and write.
  - **Support Coach**
    - Have partners read and discuss their My Comparison and Contrast of the Texts Charts on SE p. 127.
  - **Support Coach**
    - Use Language Spotlight, SE p. 97 and TE p. 32, to teach domain-specific vocabulary. Have students choose a vocabulary word to write about.

### LESSON FOCUS: Reading Historical Nonfiction
- **Support Coach**
- **Lesson 5:** Historical Nonfiction
- **Student Edition pp. 126–127**
- **Teacher's Manual pp. 114–115**
- **Skills**
  - Compare and Contrast
  - Write about Informational Text
  - Close Reading
- **DIFFERENTIATION OPTIONS**
  - **Support Coach**
    - Guide students through Respond to Text using support, TM pp. 114–115. Have them work with partners and write.
  - **Support Coach**
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  - **Support Coach**
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### REVIEW: Reading Historical Nonfiction
- **Instruction Coach**
- **Lesson 4:** Reading Historical Nonfiction
- **Student Edition pp. 69**
- **Teacher's Manual p. 57**
- **Skills**
  - Make Inferences
  - Cause and Effect
  - Author's Viewpoint
  - Roots and Affixes
- **DIFFERENTIATION OPTIONS**
  - **Support Coach**
    - Review Comprehension Check, SE pp. 102–107. Have students share answers and discuss the text, pointing out evidence that they find.
  - **Support Coach**
    - 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

### REVIEW AND ASSESS OPTIONS: Reading Historical Nonfiction
- **Support Coach**
- **Lesson 5:** Historical Nonfiction
- **Student Edition pp. 130–132**
- **Teacher's Manual p. 116**
- **Skills**
  - Main Idea and Details
  - Domain-Specific Vocabulary
  - Use a Dictionary
  - Explain Events and Ideas
  - Summarize
  - Compare and Contrast Primary and Secondary Sources
- **Support Coach**
  - Read on Your Own The Vasa: A Mighty Ship Recovered
  - Review Comprehension Check, SE pp. 131–132. 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. 102–107 (item 6).
- **Support Coach**
  - Review answers to Quiz 5 with students.
### Week 15

**Unit: Writing Personal Narratives**

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<td>Skills ✓ Write a Personal Narrative ✓ Characters</td>
<td>Skills ✓ Write a Personal Narrative ✓ Beginning, Middle, Ending</td>
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<td>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.</td>
<td>Analyze a Mentor Text Read aloud the mentor text using the annotations. Help students analyze the text and mark up as noted.</td>
<td>Analyze a Mentor Text 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>
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<td>DIFFERENTIATION OPTIONS</td>
<td>Use notes, TM p. 76, to introduce the purpose and structure of a personal narrative.</td>
<td>Use the graphic on SE p. 88 to help students understand the characteristics and structure of personal narratives.</td>
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<td>Support Coach Review Rebecca Fire Fox: A Sculptor of Wood, SE p. 202, and identify and discuss the beginning, middle, and ending.</td>
<td>Support Coach Have accelerating students identify the beginning, middle, and ending of the mentor text.</td>
<td>Support Coach As an option, continue working with students on the Speaking and Listening Project, TM pp. 72–73.</td>
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<td>Instruction Coach Guide students through the Speaking and Listening Project, TM pp. 72–73.</td>
<td>Instruction Coach Have accelerating students identify the beginning, middle, and ending of the mentor text.</td>
<td>Instruction Coach As an option, continue working with students on the Speaking and Listening Project, TM pp. 72–73.</td>
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## Unit: Writing Personal Narratives

### LESSON FOCUS

**Instruction Coach**

**Lesson 5: Writing Personal Narratives**

- **Student Edition** pp. 98–103
- **Teacher's Manual** pp. 83–86

**Skills**

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

**Writing Process:** Steps 3, 4

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

### DIFFERENTIATION OPTIONS

- **Instruction Coach** For students who need extra support with SE pp. 102–103, spend less time on pp. 100–101. Model responses for Try It sections.
- **Performance Coach** Use the first discussion question, TE p. 74. Review what a first draft is.

### LESSON FOCUS

**Instruction Coach**

**Lesson 5: Writing Personal Narratives**

- **Student Edition** pp. 100–105
- **Teacher's Manual** pp. 85–87

**Skills**

- ✔ Write a Personal Narrative
- ✔ Punctuation

**Writing Process:** Steps 4, 5

Allow time for students to complete their peer reviews and record their peer comments before they begin to revise. Read SE pp. 104–105.

### DIFFERENTIATION OPTIONS

- **Instruction Coach** 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.
- **Performance Coach** Have students complete the Lesson Practice, SE pp. 202–209.

### LESSON FOCUS

**Instruction Coach**

**Lesson 5: Writing Personal Narratives**

- **Student Edition** pp. 104–109
- **Teacher's Manual** pp. 87–88

**Skills**

- ✔ Write a Personal Narrative
- ✔ Prepositional Phrases

**Writing Process:** Steps 5, 6

Read SE pp. 106–107. Provide time for students to finish revising and begin editing.

### DIFFERENTIATION OPTIONS

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

### LESSON FOCUS

**Instruction Coach**

**Lesson 5: Writing Personal Narratives**

- **Student Edition** pp. 106–110
- **Teacher's Manual** pp. 88–89

**Skills**

- ✔ Write a Personal Narrative
- ✔ Complete Sentences

**Writing Process:** Steps 6, 7

Read SE pp. 108–109. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 110.

### DIFFERENTIATION OPTIONS

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

### PUBLISH AND ASSESS OPTIONS:

**Instruction Coach**

**Benchmark Assessment 2**

- **Teacher's Manual** p. 89

**Skills**

- ✔ Write a Personal Narrative

**Writing Process:** Step 7

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

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Students may use alternative media for their writing, especially if it includes images and text features.
- **Performance Coach** Have accelerating students complete the Lesson Practice, SE pp. 264–273.

**Instruction Coach** Review answers to Benchmark Assessment 2 with students.

**Instruction Coach** As an option, continue working with students on the Speaking and Listening Project, TM pp. 72–73.
### Week 17

#### Unit: Reading Drama

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- **Skills**
  - Elements of Drama
  - Engage in Collaborative Discussion
  - Listen and Learn
  - The Hare and the Hedgehog

- **The Hare and the Hedgehog**
  - Introduce drama and discuss questions, TM p. 91, focusing on the Essential Question, How is a play a special way of telling a story? Discuss how the experience of watching a drama onstage differs from that of reading a story in a book. Then read The Hare and the Hedgehog with students.

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

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

- **DIFFERENTIATION OPTIONS**
  - **Instruction Coach** Teach characters in The Pot of Gold and guide students through Comprehension Check, SE p. 128.
  - **Instruction Coach** Guide students through the vocabulary. Use highlighted words in The Pot of Gold to reinforce meanings.
  - **Performance Coach** Have accelerating students read SE pp. 28–29 and compare the elements of drama also used in The Tale of Mr. Jeremy Fisher.

- **DIFFERENTIATION OPTIONS**
  - **Instruction Coach** Reread The Pot of Gold, guiding students to discuss the Make Inferences Think Aloud.
  - **Instruction Coach** Reread The Pot of Gold and guide students as they think about how setting, character, dialogue, and plot are presented.
  - **Performance Coach** Have accelerating students work in pairs to complete the Coached Example, SE pp. 31–34.

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

- **DIFFERENTIATION OPTIONS**
  - **Instruction 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 6: Reading Drama

**LESSON FOCUS**

- **Instruction Coach**
- **Support Coach**

**Lesson 3: Reading Drama**

- **Student Edition pp. 61–62, 64–68, 233**
- **Teacher’s Manual pp. 53–56, 58–63**

**Skills**

- Elements of Drama
- Summarize

**DIFFERENTIATION OPTIONS**

- **Instruction Coach Independent**
- **Leveled Practice Resource Book**

Teach challenging vocabulary. Then students choose one word and write about its meaning in the passage.

**Instruction Coach Independent**

Have students identify elements of drama in the passage and explain them to each other.

**Support Coach**

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

**Support Coach**

- **Review Try It, SE p. 63. Reread The Case of the Missing Ring with the second read annotations,** showing students that these focus on elements of drama, including acts and scenes, dialogue, and stage directions. Guide students to complete the Close Reading Worksheet.
- **Focus on multiple-meaning words and concepts in The Case of the Missing Ring using Vocabulary and Supporting ELLs, TM p. 62. Preview Vocabulary, SE p. 69.**

**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.
- **Guide students to complete Coached Example, SE pp. 31–34.**
- **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**

- **Instruction Coach Support Coach**

**Lesson 3: Drama**

- **Student Edition pp. 64–69, 234**
- **Teacher’s Manual pp. 58–63**

**Skills**

- Dramatic Structure
- Close Reading

**DIFFERENTIATION OPTIONS**

- **Support Coach**
- **Review Try It, SE p. 63. Reread The Case of the Missing Ring**

- **Close Reading**

**Support Coach**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach**
- **After discussing the second read annotations,** have students choose one of the questions in the annotations, write their answer, and discuss with the group.
- **Guide students to complete Coached Example, SE pp. 31–34.**
- **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**

- **Instruction Coach Support Coach**

**Lesson 3: Drama**

- **Student Edition pp. 70, 72–76, 235**
- **Teacher’s Manual pp. 64, 66–71**

**Skills**

- Summarize
- Close Reading

**DIFFERENTIATION OPTIONS**

- **Support Coach**
- **Review Try It, SE p. 70. Reread The Money Goes Missing with the first read annotations,** focusing on summarizing. Guide students to complete the Close Reading Worksheet.
- **Use Supporting Struggling Learners, TM p. 64. Help students understand how to differentiate between important and unimportant details in The Money Goes Missing by asking them probing questions about the text.**

**Performance Coach**

- **Guide students to complete Coached Example, SE pp. 31–34.**
- **Review the elements of drama. Have students write about specific characteristics in the passages they have read.**

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# Unit: Reading Drama

## Lesson Focus

### Support Coach - Lesson 3: Drama
- **Student Edition pp. 71–78, 235**
- **Teacher’s Manual pp. 66–71**

**Skills**
- ✔ Character Motivation
- ✔ Greek and Latin Suffixes and Roots

**Drama**
- **Review Character Motivation, SE p. 236.**
- **Read the drama (second read).**
- **Have students complete the relevant questions on the Character Motivation Chart, SE p. 236, and Vocabulary, SE p. 77.**

### Differentiation Options
- **Support Coach** Review Try It, SE p. 71. Reread The Money Goes Missing with the annotations, showing students that these focus on character motivation. Guide students to complete the Close Reading Worksheet.
- **Support Coach** Use Supporting Struggling Learners note, TM p. 65, to guide students through Try It, SE p. 71. Review Vocabulary, SE p. 77.
- **Support Coach** Have students write a list of words with the root aud.

### Lesson Focus

### Support Coach - Lesson 3: Drama
- **Student Edition pp. 72–79**
- **Teacher’s Manual pp. 66–73**

**Skills**
- ✔ Dramatic Structure
- ✔ Write a Response to Literature
- ✔ Close Reading

**Drama**
- **Review SE p. 78 and discuss the writing task on p. 79 before students draft and complete their writing.**

### Differentiation Options
- **Support Coach** Have students read (second read) Eloisa’s Best Friend, SE pp. 80–84.
- **Support Coach** Guide students through Respond to Text using support, TM pp. 72–73. Have them work with partners and write.
- **Support Coach** Have accelerating students read and discuss the questions in the Try It, SE p. 78.

### Lesson Focus

### Support Coach - Lesson 3: Drama
- **Student Edition pp. 80–86**
- **Teacher’s Manual p. 74**

**Read on Your Own**
- **Eloisa’s Best Friend**

**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).
- **Support Coach** Review answers to Quiz 3 with students.

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## Review and Assess Options

**Support Coach - Lesson 6: Reading Drama**
- **Student Edition p. 111**
- **Teacher’s Manual p. 91**

**Skills**
- ✔ Summarize
- ✔ Dramatic Structure
- ✔ Multiple-Meaning Words
- ✔ Greek and Latin Suffixes and Roots

**Drama**
- **Listen and Learn**
- **Review and discuss the Essential Question and the following focus skills:**
  - identify elements of drama
  - summarize
  - use synonyms and antonyms to determine word meaning

### Differentiation Options
- **Performance Coach** To review elements of drama, have students complete Lesson Practice, SE pp. 85–86.
- **Support Coach** Have students reread The First Labor of Hercules, SE pp. 31–32, and Snake on a Bus: A One-Act Play, SE pp. 35–37. Then have pairs of accelerating students read and review their responses (item 6) for Lesson Practice, SE p. 41.

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**Support Coach - Lesson 4: Drama**
- **Student Edition pp. 80–86**
- **Teacher’s Manual p. 74**

**Read on Your Own**
- **Eloisa’s Best Friend**

**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).
- **Support Coach** Review answers to Quiz 3 with students.
## Unit: Reading Poetry

### LESSON FOCUS: Lesson 7: Reading Poetry

#### Instruction Coach
- **Day 1**: Read to Apply
- **Day 2**: Read to Apply
- **Day 3**: Read to Apply
- **Day 4**: Read to Apply
- **Day 5**: Read to Apply

### DIFFERENTIATION OPTIONS

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

### LESSON FOCUS: Lesson 7: Reading Poetry

#### Instruction Coach
- **Day 1**: Read to Apply
- **Day 2**: Read to Apply
- **Day 3**: Read to Apply
- **Day 4**: Read to Apply
- **Day 5**: Read to Apply

### DIFFERENTIATION OPTIONS

- **Instruction Coach**: Teach simile in A Narrow Fellow in the Grass and guide students through Comprehension Check, SE p. 138.
- **Instruction Coach**: Reread The Hen/The Arrow and the Song, SE pp. 134–137, noting figurative language. Complete the list of text features used.
- **Instruction Coach**: Preview and teach the vocabulary words, SE p. 139.
- **Instruction Coach**: Teach Metaphor, TM p. 117, to address how two unlike things are compared.

### LESSON FOCUS: Lesson 7: Reading Poetry

#### Instruction Coach
- **Day 1**: Read to Apply
- **Day 2**: Read to Apply
- **Day 3**: Read to Apply
- **Day 4**: Read to Apply
- **Day 5**: Read to Apply

### DIFFERENTIATION OPTIONS

- **Instruction Coach**: Reread I'm Nobody! Who Are You? guiding students to note elements of poetry. Create an elements of poetry chart.
- **Instruction 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 Coached Example, SE pp. 18–21.
## Unit: Reading Poetry

### LESSON FOCUS

#### Instruction Coach

**Lesson 7: Reading Poetry**

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

**Skills**
- Elements of Poetry
- Rhyme
- Mood

**Read on Your Own**

What Is Pink?/Brown and Furry/Some One

Have students read the poems at their levels and answer the questions independently. Then have them discuss the questions and their answers in small groups.

#### DIFFERENTIATION OPTIONS

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

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

### LESSON FOCUS

#### Support Coach

**Lesson 4: Poetry**

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

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

**The Wind and the Moon**


#### DIFFERENTIATION OPTIONS

- Support Coach
  - Review Try It, SE p. 89. Reread The Wind and the Moon with the [(first read)](https://example.com) annotations, showing students that these focus on visualizing. Guide students to complete the Visualize Chart.

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

### LESSON FOCUS

#### Support Coach

**Lesson 4: Poetry**

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

**Skills**
- Elements of Poetry
- Synonyms
- Write a Response to Literature
- Close Reading

**The Wind and the Moon**

- Read the poem [(second read)](https://example.com). Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 238. Follow with Vocabulary, SE p. 95.

#### DIFFERENTIATION OPTIONS

- Support Coach
  - Review Try It, SE p. 96. Reread The Wind and the Moon with the [(second read)](https://example.com) annotations, focusing on determining the theme. Guide students to complete the Close Reading Worksheet.

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

### LESSON FOCUS

#### Support Coach

**Lesson 4: Poetry**

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

**Skills**
- Determine the Theme
- Close Reading

**The Wind Tapped Like a Tired Man/Winter**

- Review Determine the Theme, SE p. 96. Read the poem [(third read)](https://example.com). Have students complete the Close Reading Worksheet, SE p. 239.

#### DIFFERENTIATION OPTIONS

- Support Coach
  - Review Try It, SE p. 96. Reread The Wind Tapped Like a Tired Man/Winter with the [(third read)](https://example.com) annotations, focusing on determining the theme. Guide students to complete the Close Reading Worksheet.

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

#### Lesson Focus: Poetry

**Support Coach**  
**Lesson 4: Poetry**

- **Skills**
  - Figurative Language
  - Compare and Contrast
  - Write a Response to Literature
  - Close Reading

**DIFFERENTIATION OPTIONS**

- **Support Coach** Read of accelerating students read and discuss the text, pointing out evidence that they find.  
- **Support Coach** Do shared writing with students in Lesson Practice, SE pp. 22–27 (item 6).  
- **Instruction Coach** Review answers to Benchmark Assessment 3 with students.  
- **Support Coach** Review answers to Quiz 4 with students.

**Review**

- **Instruction Coach**  
  - Student Edition pp. 129  
  - Teacher’s Manual p. 109  
  - Skills  
  - Elements of Poetry
  - Figurative Language

**DIFFERENTIATION OPTIONS**

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

**Lesson Practice, SE pp. 22–27**

- **Support Coach** Have students share their work with partners and write together.

**Benchmark Assessment 3**

- **Support Coach** Have students complete Lesson Practice, SE pp. 22–27.

**Quiz 4**

- **Support Coach** Review answers to Quiz 4 with students.

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## Week 23

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### LESSON FOCUS

**Instruction Coach**

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

- **Student Edition** pp. 120–125, 189–190
- **Teacher’s Manual** pp. 156–158

**Skills**

- Informative/Explanatory Texts
- Topic/Important Idea
- Conclusion

**DIFFERENTIATION OPTIONS**

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

### DIFFERENTIATION OPTIONS

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

### Writing Process: Step 1

After reviewing the steps in the writing process, read the Writing Assignment. Discuss the task along with the purpose and audience. Then guide students through SE pp. 195–197 using the annotations. Students complete SE p. 197.

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Take a deeper dive into SE pp. 195–197 with students who need extra support as they use the research provided to complete the Try It.
- **Instruction Coach** Have students work in pairs or small groups to generate questions about the invention of the safety pin. Allow students time to research and find the answers to these questions so they can add relevant information to their writing.

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Allow time for students to draft independently or in pairs. Conference with students who need extra support.
- **Instruction Coach** As an option, continue working with students on the Speaking and Listening Project, **TM** pp. 184–185.
# Unit: Writing Informative/Explanatory Texts

## Day 1

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

## Day 2

**LESSON FOCUS**
- **Instruction 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 4, 5

Allow time for students to complete their Peer Reviews and record their peer comments before they begin to revise. Read SE pp. 208–209.

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

## Day 3

**LESSON FOCUS**
- **Instruction Coach** Lesson 10: Writing Informative/Explanatory Texts
- Student Edition pp. 208–213
- Teacher’s Manual pp. 169–170

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

**Writing Process:** Steps 5, 6

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

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Have students read aloud portions of their writing. Model Think Alouds about the introduction, the body, and/or the conclusion, to demonstrate how to talk about writing.
- **Affirmative Coach** As an option, continue working with students on the Speaking and Listening Project, TM pp. 184–185.

## Day 4

**LESSON FOCUS**
- **Instruction 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**
- **Instruction Coach** Use SE pp. 202–212 as a springboard for students to discuss strategies for improving precise and domain-specific language in their writing.
- **Affirmative Coach** As an option, have students share their Speaking and Listening Project, TM pp. 184–185.

## Day 5

**PUBLISH AND ASSESS OPTIONS:**
- **Instruction Coach**
  - 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**
- **Instruction Coach** Students may use alternative media for their writing, especially if it includes images and text features.
- **Performance Coach** Have accelerating students complete the Lesson Practice, SE pp. 234–241.
- **Instruction Coach** As an option, have students share their Speaking and Listening Project, TM pp. 184–185.
## Unit: Reading Technical Texts

### LESSON FOCUS

**Instruction 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**


### DIFFERENTIATION OPTIONS

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

---

### LESSON FOCUS

**Instruction 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

- **Instruction Coach** Teach main idea and details in Tools of the Fossil Hunter and guide students through Comprehension Check, SE p. 188.
- **Instruction Coach** Reread Talking Underwater, SE pp. 172–177, noting diagrams and charts. Complete the list of text features used.
- **Instruction Coach** Preview and teach the vocabulary words, SE p. 179.
- **Instruction Coach** Teach Word Analysis, TM p. 145, to address root words and affixes.

---

### LESSON FOCUS

**Instruction 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

**Share 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

- **Instruction Coach** Teach main idea and details in Tools of the Fossil Hunter and guide students to note cause and effect. Create a cause and effect chart.
- **Instruction Coach** Reread Tools of the Fossil Hunter and guide students as they unpack the technical texts features.
- **Performance Coach** Have accelerating students read SE pp. 110–111 and identify the graphic features also used in Talking Underwater and Tools of the Fossil Hunter.

---

### LESSON FOCUS

**Instruction 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

**Share 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

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

---

### LESSON FOCUS

**Instruction 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

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.

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### Unit: Reading Technical Texts

#### LESSON FOCUS

**Instruction Coach**
- **Lesson 9: Reading Technical Texts**
  - Teacher’s Manual pp. 139–142, 144–149

**Support Coach**
- **Lesson 7: Technical Texts**
  - Student Edition pp. 159–165, 250
  - Teacher’s Manual pp. 144–149

#### DIFFERENTIATION OPTIONS

**Instruction Coach Independent**
- **Leveled Practice Resource Book**

**Support Coach**
- **Leveled Practice Resource Book**

### Week 26

#### Day 1

**LESSON FOCUS**

**Instruction Coach**
- **Lesson 9: Reading Technical Texts**

**Support Coach**
- **Lesson 7: Technical Texts**

#### DIFFERENTIATION OPTIONS

**Instruction Coach Independent**
- **Leveled Practice Resource Book**

#### Day 2

**LESSON FOCUS**

**Instruction Coach**
- **Lesson 9: Reading Technical Texts**

**Support Coach**
- **Lesson 7: Technical Texts**

#### DIFFERENTIATION OPTIONS

**Instruction Coach Independent**
- **Leveled Practice Resource Book**

#### Day 3

**LESSON FOCUS**

**Instruction Coach**
- **Lesson 9: Reading Technical Texts**

**Support Coach**
- **Lesson 7: Technical Texts**

#### DIFFERENTIATION OPTIONS

**Instruction Coach Independent**
- **Leveled Practice Resource Book**

#### Day 4

**LESSON FOCUS**

**Instruction Coach**
- **Lesson 9: Reading Technical Texts**

**Support Coach**
- **Lesson 7: Technical Texts**

#### DIFFERENTIATION OPTIONS

**Instruction Coach Independent**
- **Leveled Practice Resource Book**

#### Day 5

**LESSON FOCUS**

**Instruction Coach**
- **Lesson 9: Reading Technical Texts**

**Support Coach**
- **Lesson 7: Technical Texts**

#### DIFFERENTIATION OPTIONS

**Instruction Coach Independent**
- **Leveled Practice Resource Book**

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- ✔ Non–Assessed Skills/Strategies
- ✔ Assessed Skills/Strategies
## Unit: Reading Technical Texts

### LESSON FOCUS

**Support Coach**

**Lesson 7: Technical Texts**

- Student Edition pp. 167–173, 252
- Teacher’s Manual pp. 151–157

Skills
- ✔ Graphs
- ✔ Domain Specific Vocabulary
- ✔ Close Reading

*Making Maple Syrup*

Review Bar Graphs, SE p. 167. Read the passage [(second read)](). Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 252, and Vocabulary, SE p. 173.

### DIFFERENTIATION OPTIONS

- **Support Coach** Review Try It, SE p. 167. Reread *Making Maple Syrup* with the [second read] annotations, showing students that these focus on bar graphs. Guide students to complete the Close Reading Worksheet.
- **Support Coach** Use Supporting Struggling Learners note, TM p. 151, to reread and discuss the passage. Review Vocabulary, SE p. 173.
- **Support Coach** Have students look up vocabulary words in a dictionary or glossary and write the meaning and an illustration on cards.

---

### LESSON FOCUS

**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

*Making Maple Syrup*

Respond to Text

Making Maple Syrup

Read the passage [(third read)](). Then have students complete the Close Reading Worksheet, SE p. 182.

### DIFFERENTIATION OPTIONS

- **Support Coach** Guide students through Respond to Text using support, TM pp. 166–167.
- **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

**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

*Making Maple Syrup*

Respond to Text

Review SE p. 182 and discuss the writing task on p. 183 before students draft and complete their writing.

### DIFFERENTIATION OPTIONS

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

---

### REVIEW

**Instruction 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

- **Support Coach** Have students read [(third read)](Curling: The Roaring Game, SE pp. 184–190).
- **Performance Coach** To review cause and effect and text structure, have students complete Lesson Practice, SE pp. 116–121.

---

### REVIEW AND ASSESS OPTIONS:

**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 pp. 184–190. Have students share answers and discuss the text, pointing out evidence that they find.

### DIFFERENTIATION OPTIONS

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

#### LESSON FOCUS

**Lesson 11: Reading Scientific Nonfiction**
- **Student Edition pp. 216–219**
- **Teacher’s Manual pp. 174–178**

**Skills**
- ✓ Scientific Nonfiction
- ✓ Make Inferences
- ✓ Read and write evidence

**Listen and Learn**
- Introduction to scientific nonfiction
- Question
- **Worst Storms**
- Nature's Worst Storms

**Skills**
- ✓ Read and write evidence
- ✓ Make inferences
- ✓ Read and write evidence

**DIFFERENTIATION OPTIONS**
- **Lesson 11: Reading Scientific Nonfiction**
  - **Instruction Coach** Teach diagrams in Nature's Worst Storms, noting and listing diagrams.
  - **Instruction Coach** Reread Nature's Worst Storms, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

---

#### LESSON FOCUS

**Lesson 11: Reading Scientific Nonfiction**
- **Student Edition pp. 221–228**
- **Teacher’s Manual pp. 179–182**

**Skills**
- ✓ Sequencing
- ✓ Make Inferences
- ✓ Organize information

**Listen and Learn**
- Introduction to scientific nonfiction
- Question
- **Worst Storms**
- Nature's Worst Storms

**Skills**
- ✓ Sequencing
- ✓ Make Inferences
- ✓ Organize information

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Teach supporting details in Adapting to Survive and guide students through Comprehension Check, SE p. 230.
- **Instruction Coach** Reread Adapting to Survive, guiding students to note sequence. Create a sequence chart.

---

#### LESSON FOCUS

**Lesson 11: Reading Scientific Nonfiction**
- **Student Edition pp. 221–230**
- **Teacher’s Manual pp. 216–219, 221–228**

**Skills**
- ✓ Scientific Nonfiction
- ✓ Read and write evidence
- ✓ Make Inferences

**Listen and Learn**
- Introduction to scientific nonfiction
- Question
- **Worst Storms**
- Nature's Worst Storms

**Skills**
- ✓ Scientific Nonfiction
- ✓ Read and write evidence
- ✓ Make Inferences

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Teach diagrams in Adapting to Survive and guide students through Comprehension Check, SE pp. 222–228.
- **Instruction Coach** Reread Adapting to Survive, guiding students to note sequence. Create a sequence chart.

---

#### LESSON FOCUS

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

**Skills**
- ✓ Text Structure
- ✓ Sequence
- ✓ Main idea and details

**Listen and Learn**
- Introduction to scientific nonfiction
- Question
- **Worst Storms**
- Nature's Worst Storms

**Skills**
- ✓ Text Structure
- ✓ Sequence
- ✓ Main idea and details

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Teach Word Analysis, TM p. 175, to address root words and affixes.
- **Instruction Coach** Teach vocabulary and guide students through vocabulary. Use highlighted words in Adapting to Survive to reinforce meanings.

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### Week 28

**Day 1**

**Day 2**

**Day 3**

**Day 4**

**Day 5**

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## LESSON FOCUS

### Instruction Coach

**Lesson 11: Reading Scientific Nonfiction**

- **Leveled Practice Resource Book, pp. 53–71**

### Support Coach

**Lesson 6: Scientific Nonfiction**

- **Student Edition pp. 133–134, 136–140, 246**
- **Teacher’s Manual pp. 117–120, 122–127**
- **Domain Specific Vocabulary**
- **Main Idea and Details**

### DIFFERENTIATION OPTIONS

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

### DIFFERENTIATION OPTIONS

- **Support Coach** Review Try It, SE p. 134. Reread Coral Reef: Amazing Ecosystems with the **first read** annotations, showing students that these focus on cause and effect. Guide students to complete the Close Reading Worksheet.
- **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.
- **Support Coach** Review the ways to do research and the ways to take notes on research in the passages they have read.

### DIFFERENTIATION OPTIONS

- **Support Coach** Review Try It, SE p. 135. Reread Coral Reef: Amazing Ecosystems with the **first read** annotations, showing students that these focus on causes and evidence. Guide students to complete the Reasons and Evidence Chart.
- **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.

### DIFFERENTIATION OPTIONS

- **Support Coach** Review Try It, SE p. 142. Reread Sea Horses: Unique Creatures of the Sea with the **first read** annotations, focusing on drawing conclusions. Guide students to complete the Close Reading Worksheet.
- **Support Coach** Use Supporting Struggling Learners, 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

**Support Coach**

**Lesson 6: Scientific Nonfiction**
- Student Edition pp. 143–149, 248
- Teacher’s Manual pp. 129–135

**Skills**
- ✔ Text Structure
- ✔ Cause and Effect
- ✔ Antonyms

**Sea Horses: Unique Creatures of the Sea**
- Review Text Structure, SE p. 143.
- Read the passage [second read](#).
- Then have students complete the relevant questions on the Cause-and-Effect Chart, SE p. 248, and Vocabulary, SE p. 149.

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

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#### LESSON FOCUS

**Support Coach**

**Lesson 6: Scientific Nonfiction**
- Student Edition pp. 144–150, 247
- Teacher’s Manual pp. 130–135

**Skills**
- ✔ Text Structure
- ✔ Close Reading

**Respond to Text**
- **Sea Horses: Unique Creatures of the Sea**
- Read the passage [third read](#).
- Then have students complete the Close Reading Worksheet, SE p. 247. Follow with Respond to Text, SE p. 150.

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

---

#### LESSON FOCUS

**Support Coach**

**Lesson 6: Scientific Nonfiction**
- Student Edition pp. 150–151
- Teacher’s Manual pp. 136–137

**Skills**
- ✔ Write a Response
- ✔ Use Information from Two Texts

**Respond to Text**
- **Review SE p. 150 and discuss the writing task on p. 151 before students draft and complete their writing.

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

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#### REVIEW

**Instruction Coach**

**Lesson 11: Reading Scientific Nonfiction**
- Student Edition p. 215
- Teacher’s Manual p. 173

**Skills**
- ✔ Sequence
- ✔ Text Structure
- ✔ Domain Specific Vocabulary

**Listen and Learn**
- Review and discuss the Essential Question and the following focus skills:
  - identify sequence of events
  - analyze the elements of text structure (diagrams, photos, etc.)
  - use domain specific vocabulary

**DIFFERENTIATION OPTIONS**
- **Performance Coach** To review cause and effect and text features, have students complete Lesson Practice, SE pp. 76–81.
- **Support Coach** Review answers to Quiz 8 with students.

---

#### REVIEW AND ASSESS OPTIONS:

**Support Coach**

**Lesson 6: Scientific Nonfiction**
- Student Edition pp. 152–156
- Teacher’s Manual pp. 138

**Skills**
- ✔ Reasons and Evidence
- ✔ Cause and Effect
- ✔ Text Structure
- ✔ Domain Specific Vocabulary
- ✔ Antonyms

**Support Coach**
- Review answers to Quiz 8 with students.
- To review cause and effect and text features, have students complete Lesson Practice, SE pp. 76–81 (item 6).
- Do shared writing with students in Lesson Practice, SE pp. 76–81 (item 6).
### Week 31

#### Unit: Writing Opinion Pieces

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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</table>

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

**Skills**  
✔ Write an Opinion Piece  
✔ Engage in Collaborative Discussion  

**Essential Question**  

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

---

**LESSON FOCUS**  
**Instruction Coach**  
**Lesson 12: Writing Opinion Pieces**  
- Student Edition pp. 233–234  
- Teacher’s Manual pp. 189–192  

**Skills**  
✔ Main Idea and Details  
✔ Supporting Details  
✔ Supporting Reasons  

**Analyze a Mentor Text**  
Vocabulary Study  
Discuss the Think About It questions, TM p. 190. Focus on what makes this text a good model for study. Then read the Vocabulary Study and have students complete SE p. 235.

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

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**LESSON FOCUS**  
**Instruction Coach**  
**Lesson 12: Writing Opinion Pieces**  
- Student Edition pp. 236–239  
- Teacher’s Manual pp. 192–193  

**Skills**  
✔ Write an Opinion Piece  
✔ Supporting Reasons  

**Writing Process: Step 1**  
After reviewing the steps in the writing process, read the Writing Assignment. Discuss the task along with the purpose and audience. Then guide students through SE pp. 237–239 using the annotations. Students complete SE p. 239.

**DIFFERENTIATION OPTIONS**  
- **Instruction Coach** Take a deeper dive into SE pp. 238–239 with students who need extra support as they use the brainstorm chart provided to complete Try It.  
- **Instruction Coach** Have students work in pairs or small groups to generate questions about the new rule or policy topic. Allow students time to research and find the answers to these questions so they can add relevant information to their writing.

---

**LESSON FOCUS**  
**Instruction Coach**  
**Lesson 12: Writing Opinion Pieces**  
- Student Edition pp. 240–243  
- Teacher’s Manual pp. 194–196  

**Skills**  
✔ Write an Opinion Piece  
✔ Conclusion  

**Writing Process: Steps 2, 3**  
Read SE p. 240 with students to help them understand how the writer of the mentor text organized the opinion, supporting reasons, and conclusion. Then read and discuss the drafting process before students begin to write.

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

<table>
<thead>
<tr>
<th>Day 1</th>
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<th>Day 3</th>
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<th>Day 5</th>
</tr>
</thead>
</table>
| **LESSON FOCUS**  
**Instruction Coach**  
Lesson 12: Writing Opinion Pieces  
- Student Edition pp. 242–247  
- Teacher’s Manual pp. 195–198  
**Skills**  
✔ Write Opinion Pieces  
✔ Linking Words and Phrases  
**Writing Process:** Steps 3, 4  
- With students read the Writer’s Craft section, SE p. 242. Have students share their efforts to use linking words and phrases. Then read SE pp. 244–246. |
| **DIFFERENTIATION OPTIONS**  
- **Instruction Coach**  
  For students who need extra support with SE pp. 246–247, spend less time on pp. 244–245. Model responses for the Try It! sections.  
- **Performance Coach**  
  Have students complete the Coached Example, SE pp. 245–247. |
| **LESSON FOCUS**  
**Instruction Coach**  
Lesson 12: Writing Opinion Pieces  
- Student Edition pp. 248–253  
- Teacher’s Manual pp. 199–200  
**Skills**  
✔ Revise an Opinion Piece  
✔ Linking Words and Phrases  
**Writing Process:** Steps 4, 5  
- Allow time for students to complete their Peer Reviews and record their peer comments before they begin to revise. Read SE pp. 248–249. |
| **DIFFERENTIATION OPTIONS**  
- **Instruction Coach**  
  Identify sentences that students should revise in order to improve the introduction, the body, and/or the conclusion. Provide students with support as they revise.  
- **Instruction Coach**  
  Use the graphic on SE p. 244 to help students understand the characteristics and structure of opinion pieces.  
- **Instruction Coach**  
  Have accelerating students identify the opinion, supporting reasons, and conclusion of the mentor text. |
| **LESSON FOCUS**  
**Instruction Coach**  
Lesson 12: Writing Opinion Pieces  
- Student Edition pp. 250–254  
- Teacher’s Manual pp. 200–201  
**Skills**  
✔ Edit an Opinion Piece  
✔ Precise Language  
**Writing Process:** Steps 5, 6  
- Read SE pp. 250–251. Provide time for students to finish revising and begin editing. |
| **DIFFERENTIATION OPTIONS**  
- **Instruction Coach**  
  Have students read aloud portions of their writing. Model Think Alouds about the opinion, supporting reasons, and conclusion to demonstrate how to talk about writing.  
- **Performance Coach**  
  Use SE pp. 242–252 as a springboard for students to discuss strategies for improving dependent clauses in their writing. |
| **LESSON FOCUS**  
**Instruction Coach**  
Lesson 12: Writing Opinion Pieces  
- Student Edition pp. 252–253  
- Teacher’s Manual pp. 206–207  
**Skills**  
✔ Write an Opinion Piece  
✔ Dependent Clauses  
**Writing Process:** Steps 6, 7  
- Read SE pp. 252–253. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 254. |
| **DIFFERENTIATION OPTIONS**  
- **Instruction Coach**  
  As an option, continue working with students on the Speaking and Listening Project, TM pp. 106–107.  
- **Instruction Coach**  
  As an option, have students share their Speaking and Listening Project, TM pp. 106–107. |
| **PUBLISH AND ASSESS OPTIONS:**  
**Instruction Coach**  
**Benchmark Assessment 4**  
- Teacher’s Manual p. 201  
**Skills**  
✔ Write an Opinion Piece  
**Writing Process:** Step 7  
- This stage of the process should allow students to share their writing in a meaningful way. If possible, designate a time and/or space for reading aloud, posting or displaying writing, and sharing with family members and/or the school community. |
| **DIFFERENTIATION OPTIONS**  
- **Instruction Coach**  
  Students may use alternative media for their writing, especially if it includes images and text features.  
- **Instruction Coach**  
  Review answers to Benchmark Assessment 4 with students.  
- **Instruction Coach**  
  As an option, have students share their Speaking and Listening Project, TM pp. 106–107. |