Florida Coach® Suite

Implementation and Pacing Guide

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Program Overview

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

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

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

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

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

The Instructional Pathway
Addressing Key Features in ELA Learning

1. Regular practice with complex texts and their academic language

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

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

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**Reading a Weather Map**

- **Weather Map of the United States**
  - High-pressure areas are marked with the letter H, which is normally in blue.
  - Low-pressure areas are marked with the letter L, which is normally in red.
  - The map shows the weather conditions across different regions, including highs and lows.

**Lesson 6**

**Reading Technical Texts**

- **Vocabulary**
  - mammoth
  - extinct
  - sinkhole
  - tusk
  - carnivore
  - petrified

**Cost of Characters**

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

**Mammoth Adventure**

**Acting**

- Liz and Ray are at the National Museum of Natural History in Washington, D.C.
- They ask a couple of questions about mammoths.
- Liz wants to go to the museum, while Ray would rather take a picture.

**Setting**

- The National Museum of Natural History is a large, sprawling building.

**Characters**

- Liz: a seven-year-old girl
- Ray: a ten-year-old boy

**Questions**

- Liz: Too bad they're extinct.
- Ray: Is that why it's called Hot Springs?
- Liz: Yes. About 26,000 years ago, the spot where this mammoth stood was a huge sinkhole. And then there were underground caves filled with gas and water. The ground sank, and the bones of the mammoth were trapped in the sinkhole.

**Dialogue**

- Liz: That's why I begged Mom to bring us here. It's a great place to visit to write my report for school.
- Ray: I knew this would be a great place to visit. It would be amazing to see mammoths alive. I could use Mom's cell phone to take a picture.
- Liz: How do you get here? It was covered in water, so you didn't get trapped in the pool?
- Ray: We went back in time! The bones were covered in mud that was brought into a sinkhole. The floodwaters froze them. "I knew this would be a great place to visit," Ray said.

**Vocabulary**

- mammoth
- extinct
- sinkhole
- tusk
- carnivore
- petrified

**My Word**

- Define: mammoth
- Domain: animal
- Sentences:
  - Mammoths are a type of prehistoric elephant.
  - Mammoths were the largest land mammals to ever live.

**My Sentence**

- "I wish I could see a live mammoth!"

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Reading, writing, and speaking grounded in evidence from texts

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

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

Knowledge building through content-rich nonfiction

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

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

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Lesson 4: Reading Historical Texts

Lesson 7: Reading Scientific and Technical Texts

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## Florida Coach® Suite Correlation

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

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<th>Grade 5</th>
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<td><strong>Reading: Literature</strong></td>
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<tr>
<td><strong>5.RL.1.1</strong> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>L1, L2, L8, L9</td>
<td>L3, L4</td>
<td>L1-L4, L10-L13, L17-L19</td>
</tr>
<tr>
<td><strong>5.RL.1.2</strong> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</td>
<td>L1, L2, L8, L9</td>
<td>L1, L2, L3, L4</td>
<td>L1-L4</td>
</tr>
<tr>
<td><strong>5.RL.1.3</strong> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</td>
<td>L1, L2, L8, L9</td>
<td>L1, L3, L5</td>
<td>L1, L3, L4</td>
</tr>
<tr>
<td><strong>5.RL.2.4</strong> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</td>
<td>L8</td>
<td>L2</td>
<td>L1-L3, L10</td>
</tr>
<tr>
<td><strong>5.RL.2.5</strong> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</td>
<td>L1, L2, L8, L9</td>
<td>L2, L3</td>
<td>L2, L3</td>
</tr>
<tr>
<td><strong>5.RL.2.6</strong> Describe how a narrator’s or speaker’s point of view influences how events are described.</td>
<td>L1</td>
<td>L5</td>
<td>L1, L2</td>
</tr>
<tr>
<td><strong>5.RL.3.7</strong> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</td>
<td>L9</td>
<td>L4</td>
<td>TE: L2, L4, L12</td>
</tr>
<tr>
<td><strong>5.RL.3.9</strong> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</td>
<td>L1</td>
<td>L1, L5</td>
<td>L4</td>
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<td>Grade 5</td>
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<td><strong>Language Arts Florida Standards</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>5.RL.4.10</strong> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</td>
<td>L1, L2, L8, L9</td>
<td>L1, L2, L3, L4, L5</td>
<td>L1–L4, L10–L13, L17–L19</td>
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<tr>
<td><strong>Reading: Informational Texts</strong></td>
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<tr>
<td><strong>5.RI.1.1</strong> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>L4, L6, L11</td>
<td>L7</td>
<td>L5–L11, L14–L19</td>
</tr>
<tr>
<td><strong>5.RI.1.2</strong> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</td>
<td>L4, L11</td>
<td>L6, L7, L10</td>
<td>L5, L9</td>
</tr>
<tr>
<td><strong>5.RI.1.3</strong> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</td>
<td>L11</td>
<td>L7, L9</td>
<td>L9</td>
</tr>
<tr>
<td><strong>5.RI.2.4</strong> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</td>
<td>L6, L11</td>
<td>L6, L8, L10</td>
<td>L17–L19</td>
</tr>
<tr>
<td><strong>5.RI.2.5</strong> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</td>
<td>L4, L6, L11</td>
<td>L7, L8</td>
<td>L5, L7–L9</td>
</tr>
<tr>
<td><strong>5.RI.2.6</strong> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</td>
<td>L4</td>
<td>L6, L10</td>
<td>L6–L9</td>
</tr>
<tr>
<td><strong>5.RI.3.7</strong> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</td>
<td>L4, L6</td>
<td>L9</td>
<td>L7–L9 TE: L7–L9, L14</td>
</tr>
<tr>
<td><strong>5.RI.3.8</strong> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</td>
<td>L4</td>
<td>L10</td>
<td>L6</td>
</tr>
<tr>
<td><strong>5.RI.3.9</strong> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</td>
<td>L4 TM: L5</td>
<td>L6, L9, L10</td>
<td>L6, L9, L10</td>
</tr>
<tr>
<td><strong>5.RI.4.10</strong> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</td>
<td>L4, L6, L11</td>
<td>L6, L7, L8, L10</td>
<td>L5–L11, L14–L19</td>
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### Grade 5

#### Language Arts Florida Standards

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<tr>
<td><strong>5.RF.3.3</strong> Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td>L12</td>
<td>TM: 1–10</td>
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<tr>
<td><strong>5.RF.3.3.a</strong> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</td>
<td>L12</td>
<td>TM: 1–10</td>
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<tr>
<td><strong>5.RF.4.4</strong> Read with sufficient accuracy and fluency to support comprehension.</td>
<td>L1, L2, L4, L6, L8, L9, L11 TM: L2, L4</td>
<td>TM: 1–10</td>
<td></td>
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<tr>
<td><strong>5.RF.4.4.a</strong> Read on-level text with purpose and understanding.</td>
<td>L1, L2, L4, L6, L8, L9, L11</td>
<td>TM: 1–10</td>
<td></td>
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<tr>
<td><strong>5.RF.4.4.b</strong> Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</td>
<td>TM: L2</td>
<td>TM: 1–10</td>
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<tr>
<td><strong>5.RF.4.4.c</strong> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
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#### Writing

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<tr>
<td><strong>5.W.1.1</strong> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
<td>L10, L12</td>
<td>L11, L12, L16</td>
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<tr>
<td><strong>5.W.1.1.a</strong> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</td>
<td>L10, L12</td>
<td>L11, L12, L16</td>
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<tr>
<td><strong>5.W.1.1.b</strong> Provide logically ordered reasons that are supported by facts and details.</td>
<td>L10, L12</td>
<td>L11, L12, L16</td>
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<tr>
<td><strong>5.W.1.1.c</strong> Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</td>
<td>L10, L12</td>
<td>L11, L12, L16</td>
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<tr>
<td><strong>5.W.1.1.d</strong> Provide a concluding statement or section related to the opinion presented.</td>
<td>L10, L12</td>
<td>L11, L12, L16</td>
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<td>5.W.1.2.e</td>
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<td>5.W.1.3.d</td>
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<tr>
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<td>L3, L5, L7, L10, L12</td>
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<td>L11</td>
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</table>

5.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

5.W.1.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

5.W.1.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

5.W.1.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

5.W.1.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

5.W.1.2.e Provide a concluding statement or section related to the information or explanation presented.

5.W.1.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

5.W.1.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

5.W.1.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

5.W.1.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

5.W.1.3.e Provide a conclusion that follows from the narrated experiences or events.

5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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<tr>
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<tr>
<td>5.SL.1.1.a</td>
<td>L1–L12</td>
<td></td>
<td>L1 TE: L14, L18, L19</td>
</tr>
<tr>
<td>5.SL.1.1.b</td>
<td>L1–L12</td>
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<td>TE: L1, L18, L19</td>
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<td>Grade 5</td>
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<tr>
<td><strong>5.SL.1.c</strong></td>
<td>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</td>
<td>L1–L12</td>
<td></td>
</tr>
<tr>
<td><strong>5.SL.1.d</strong></td>
<td>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</td>
<td>L1–L12</td>
<td></td>
</tr>
<tr>
<td><strong>5.SL.1.2</strong></td>
<td>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td>TM: L12</td>
<td>L18, L19 TE: L2, L15</td>
</tr>
<tr>
<td><strong>5.SL.1.3</strong></td>
<td>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</td>
<td>TM: L3, L11, L12</td>
<td></td>
</tr>
<tr>
<td><strong>5.SL.2.4</strong></td>
<td>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</td>
<td>TM: L6, L11</td>
<td></td>
</tr>
<tr>
<td><strong>5.SL.2.5</strong></td>
<td>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</td>
<td>TM: L6</td>
<td></td>
</tr>
<tr>
<td><strong>5.SL.2.6</strong></td>
<td>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards for specific expectations.)</td>
<td>TM: L6, L11</td>
<td></td>
</tr>
</tbody>
</table>

**Language**

| **5.L.1.1** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | L3, L4, L7, L12 | L11, L12, L15–L17 |
| **5.L.1.1.b** | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. | L3, L4 | L11, L12, L17 |
| **5.L.1.1.c** | Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. | L7 | L16, L17 |
| **5.L.1.1.d** | Use verb tense to convey various times, sequences, states, and conditions. | L7 | L17 |
| **5.L.1.1.e** | Recognize and correct inappropriate shifts in verb tense. | L7 | L15, L17 |
## Grade 5

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<tr>
<td>5.L.1.1.f Use correlative conjunctions (e.g., either/or, neither/nor).</td>
<td>L12</td>
<td>L11</td>
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<tr>
<td>5.L.1.2 Demonstrate command of the conventions of standard English</td>
<td>L7, L10, L12</td>
<td>L13, L14, L17</td>
<td></td>
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<tr>
<td>capitalization, punctuation, and spelling when writing.</td>
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<tr>
<td>5.L.1.2.a Use punctuation to separate items in a series.</td>
<td>L12</td>
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</tr>
<tr>
<td>5.L.1.2.b Use a comma to separate an introductory element from the rest</td>
<td>L7, L12</td>
<td>L13, L17</td>
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<tr>
<td>of the sentence.</td>
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<tr>
<td>5.L.1.2.c Use a comma to set off the words <em>yes</em> and <em>no</em> (e.g., Yes,</td>
<td>L7</td>
<td>L13, L17</td>
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<tr>
<td>thank you), to set off a tag question from the rest of the sentence</td>
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<tr>
<td>(e.g., it’s true, isn’t it?), and to indicate direct address (e.g.,</td>
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<tr>
<td>Is that you, Steve?).</td>
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<tr>
<td>5.L.1.2.d Use underlining, quotation marks, or italics to indicate</td>
<td>L12</td>
<td>L14, L17</td>
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<tr>
<td>titles of works.</td>
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<tr>
<td>5.L.1.2.e Spell grade-appropriate words correctly, consulting references</td>
<td>L10</td>
<td>L17</td>
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<td>as needed.</td>
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<tr>
<td>5.L.2.3 Use knowledge of language and its conventions when writing,</td>
<td>L5, L10</td>
<td>L17 TE: L3</td>
<td></td>
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<tr>
<td>speaking, reading, or listening.</td>
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<tr>
<td>5.L.2.3.a Expand, combine, and reduce sentences for meaning, reader/</td>
<td>L5, L10</td>
<td>L17</td>
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<tr>
<td>listener interest, and style.</td>
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<tr>
<td>5.L.2.3.b Compare and contrast the varieties of English (e.g., dialects</td>
<td>L10</td>
<td>TE: L3</td>
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<tr>
<td>registers) used in stories, dramas, or poems.</td>
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<tr>
<td>5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning</td>
<td>L5, L7, L12 TM: 2</td>
<td>L1–L4, L7, L8, L10,</td>
<td></td>
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<tr>
<td>words and phrases based on grade 5 reading and content, choosing</td>
<td></td>
<td>L13, L18</td>
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<tr>
<td>flexibly from a range of strategies.</td>
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<tr>
<td>5.L.3.4.a Use context (e.g., cause/effect relationships and comparisons</td>
<td>L7</td>
<td>L1–L4, L7, L8, L10</td>
<td></td>
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<tr>
<td>in text) as a clue to the meaning of a word or phrase.</td>
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<tr>
<td>5.L.3.4.b Use common, grade-appropriate Greek and Latin affixes and</td>
<td>L12 TM: 2</td>
<td>L13</td>
<td></td>
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<tr>
<td>roots as clues to the meaning of a word (e.g., <em>photograph</em>, *</td>
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<td><em>photosynthesis</em>).</td>
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### Grade 5

#### Language Arts Florida Standards

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<th>Standard</th>
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<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
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<tr>
<td>5.L.3.4.c</td>
<td>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</td>
<td>L5</td>
<td>L2, L4</td>
<td>L18</td>
</tr>
<tr>
<td>5.L.3.5</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td>L3, L7</td>
<td></td>
<td>L2, L3, L6, L10, L19</td>
</tr>
<tr>
<td>5.L.3.5.a</td>
<td>Interpret figurative language, including similes and metaphors, in context.</td>
<td>L3</td>
<td>L6</td>
<td>L2, L3, L6</td>
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<tr>
<td>5.L.3.5.b</td>
<td>Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
<td>TM: 3</td>
<td>L4, L5</td>
<td>L3</td>
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<tr>
<td>5.L.3.5.c</td>
<td>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</td>
<td>L7</td>
<td>L4, L7</td>
<td>L10, L19</td>
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<tr>
<td>5.L.3.6</td>
<td>Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</td>
<td>L3</td>
<td>L5, L8, L10</td>
<td>L7–L9</td>
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Using the Pacing Guide

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

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

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<td>3 Writing Fictional Narratives</td>
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<td>4 Writing Personal Narratives</td>
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<td>6 Writing Informative/Explanatory Texts</td>
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<td>10 Reading Scientific Nonfiction</td>
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<td>11 Reading Persuasive Nonfiction</td>
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<td>12 Writing Opinion Pieces</td>
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### Unit: Reading Short Stories

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<td>LAFS: 5.RL.1.3, 5.RL.2.5, 5.SL.1.1, 5.L.3.4.b</td>
<td>LAFS: 5.RL.1.3, 5.L.3.4.b, 5.SL.1.1</td>
<td>LAFS: 5.RL.1.3, 5.RL.3.9, 5.SL.1.1</td>
<td>LAFS: 5.RL.2, 5.RL.1.3, 5.RL.3.9, 5.SL.1.1, 5.W.3.9.a</td>
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<td>✔ Short Story</td>
<td>✔ Make Connections between Texts</td>
<td>✔ Character Traits</td>
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<td>✔ Short Story</td>
<td>✔ Make Connections between Texts</td>
<td>✔ Write about Literature</td>
<td>✔ Create a Visual Essay</td>
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<td>✔ Create a Visual Essay</td>
<td>✔ Root Words and Affixes</td>
<td>✔ Sequence of Events</td>
<td>✔ Engage in Collaborative Discussion</td>
<td>✔ Read Alouds to focus strategy instruction</td>
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<td>✔ Engage in Collaborative Discussion</td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
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<td><strong>Instruction Coach</strong></td>
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<td></td>
<td>Use the Think Alouds to teach the parts of a short story, focusing on plot, in A Snare for Srayosi.</td>
<td>Reread A Snare for Srayosi and have students identify vocabulary words that they do not understand. Teach the vocabulary words.</td>
<td>Use Speaking and Listening Project, TM pp. 16–17, during this unit.</td>
<td>Guide students through Anchor Standard Discussion Questions, SE pp. 23–24.</td>
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<td><strong>Instruction Coach</strong></td>
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<td>Reread A Snare for Srayosi and have students identify vocabulary words that they do not understand. Teach the vocabulary words.</td>
<td>Review the focus skills and teach the vocabulary words, SE p. 13.</td>
<td>Teach character traits in Into the Maze and guide students through Comprehension Check, SE p. 24.</td>
<td>Guide students through Anchor Standard Discussion Questions, SE pp. 23.</td>
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<td>Teach the vocabulary words, SE p. 13.</td>
<td>Teach vocabulary and guide students through Vocabulary. Use highlighted words in Into the Maze to reinforce meanings.</td>
<td>Reread into the Maze, guiding students to make connections between this story and A Snare for Srayosi.</td>
<td>Have students work in pairs to complete the Comprehension Check, SE p. 24.</td>
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<td><strong>Instruction Coach</strong></td>
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<td>Teach Word Analysis, TM p. 8, to address root words and affixes.</td>
<td>Have accelerating students read SE pp. 2–4 and identify the features of a short story also used in A Snare for Srayosi and Into the Maze.</td>
<td>Reread Into the Maze and guide students to identify character traits.</td>
<td>Have students work in pairs to do Coached Example, SE pp. 5–9.</td>
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<tr>
<td></td>
<td><strong>Performance Coach</strong></td>
<td><strong>Performance Coach</strong></td>
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<td>Work with the class to do the Coached Example, SE pp. 285–287</td>
<td>Have accelerating students work in pairs to do Coached Example, SE pp. 5–9.</td>
<td>Have accelerating students work in pairs to do Coached Example, SE pp. 23–24.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
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</table>

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Use the Think Alouds to teach the parts of a short story, focusing on plot, in A Snare for Srayosi.
- **Instruction Coach** Reread A Snare for Srayosi and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
- **Instruction Coach** Use Speaking and Listening Project, TM pp. 16–17, during this unit.
- **Performance Coach** Have students read SE pp. 282–284 and identify ways to listen carefully to literature.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Teach character traits in Into the Maze and guide students through Comprehension Check, SE p. 24.
- **Instruction Coach** Reread into the Maze, guiding students to make connections between this story and A Snare for Srayosi.
- **Instruction Coach** Reread into the Maze and guide students to identify character traits.
- **Performance Coach** Have accelerating students work in pairs to do Coached Example, SE pp. 5–9.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 23.
- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 24.
## Unit: Reading Short Stories

| LESSON FOCUS | LAFS: 5.RL.1.1, 5.RL.1.2, 5.RL.2.5, 5.RL.2.6, 5.RL.3.9<br>Instruction Coach<br>Lesson 1: Reading Stories<br>Skills ✚ Plot and Setting ✚ Point of View<br>Read on Your Own<br>The Famous Merkel<br>Have students read the passage at their levels and answer the questions independently. Then have them discuss the questions and their answers in small groups. |
| LESSON FOCUS | LAFS: 5.RL.1.2, 5.RL.1.3, 5.RF.4.4<br>Support Coach<br>Lesson 1: Short Stories<br>Skills ✚ Compare and Contrast ✚ Close Reading<br>The Star<br>Discuss the features of a short story, SE p. 5, and the skills that will be reviewed. Review Compare and Contrast, SE p. 6. Read the passage [first read]. Have students complete the Close Reading Worksheet, SE p. 253. |
| LESSON FOCUS | LAFS: 5.RL.1.2, 5.RL.1.3, 5.RF.4.4<br>Support Coach<br>Lesson 1: Short Stories<br>Skills ✚ Characters<br>The Star<br>Review characters, SE p. 7. Read the passage [second read]. Then have students complete the relevant questions on the Character Web, SE p. 254. |
| LESSON FOCUS | LAFS: 5.RL.1.2<br>Support Coach<br>Lesson 1: Short Stories<br>Skills ✚ Compare and Contrast ✚ Context Clues ✚ Close Reading ✚ Write about Literature<br>The Star<br>Read the passage [third read]. Then have students complete the Close Reading Worksheet, SE p. 253. Follow with Vocabulary, SE p. 13. |

### DIFFERENTIATION OPTIONS
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM pp. 4, 6. Help students find clues to allow them to compare and contrast settings and characters.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM pp. 5, 9. Help students find clues to allow them to see how the characters are changing in the story.
- **Performance Coach** Work with students to do the Lesson Practice, questions 1–4, SE pp. 288–290.

### DIFFERENTIATION OPTIONS
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 12. Help students distinguish between main ideas and minor details.
- **Performance Coach** Use Discussion Questions, TE p. 2, to review the characteristics of fiction. Have students write about specific characteristics in the stories they have read.

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

### Day 1

**LESSON FOCUS**
LAFS: 5.RL.1.2, 5.RL.1.3, 5.L.3.4

**Support Coach**
*Lesson 1: Short Stories*
- Student Edition pp. 15–21, 256
- Teacher’s Manual pp. 13–18

**Skills**
- Plot and Setting
- Greek and Latin Roots
- Close Reading

**Sing Me a Friend**
Review plot and setting, SE p. 15. Read the passage *second read*. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 256, and Vocabulary, SE p. 21.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review Try It, SE p. 15. Reread *Sing Me a Friend* using the *second read* annotations to focus on plot and setting. Guide students to complete the Close Reading Worksheet.
- **Support Coach** Have students find the root of another word from this story, such as *transporting*, SE p. 18.

### Day 2

**LESSON FOCUS**
LAFS: 5.RL.3.9, 5.W.3.9

**Support Coach**
*Lesson 1: Short Stories*
- Student Edition pp. 16–23, 256
- Teacher’s Manual pp. 14–21

**Skills**
- Characters
- Plot and Setting
- Compare and Contrast
- Close Reading
- Write about Literature

**Respond to Text**
Review SE p. 22 and discuss the writing task on p. 23 before students draft and complete their writing.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Guide students through Respond to Text using support, TM pp. 20–21. Have them work with partners and write.

### Day 3

**LESSON FOCUS**
LAFS: 5.RL.3.9, 5.W.3.9.a

**Support Coach**
*Lesson 1: Reading Stories*
- Student Edition pp. 22–23
- Teacher’s Manual pp. 20–21

**Skills**
- Compare and Contrast
- Close Reading
- Write about Literature

**Respond to Text**
Review SE p. 22 and discuss the Essential Question and the following focus skills:
- how to identify short stories
- the elements of short stories: plot, characters, narrator, sequence of events, chapters
- how to make connections between texts
- root words

**DIFFERENTIATION OPTIONS**
- **Support Coach** Guide students through Respond to Text using support, TM pp. 20–21.

### Day 4

**REVIEW**
LAFS: 5.RL.1.2, 5.RL.1.3, 5.RL.3.9, 5.L.3.4.b

**Instruction Coach**
*Lesson 1: Reading Stories*
- Student Edition p. 5
- Teacher’s Manual p. 3

**Skills**
- Characters
- Compare and Contrast
- Context Clues
- Plot and Setting
- Summarize
- Greek and Latin Roots

**Short Story**
Listen and Learn
Review and discuss the Essential Question and the following focus skills:
- how to identify short stories
- the elements of short stories: plot, characters, narrator, sequence of events, chapters
- how to make connections between texts
- root words

**DIFFERENTIATION OPTIONS**
- **Performance Coach** Do shared writing with students in Lesson Practice, SE p. 15 (question 6).
- **Support Coach** Review answers to Quiz 1 with students.

### Day 5

**REVIEW AND ASSESS OPTIONS:**
**Support Coach**
*Quiz 1*

**Skills**
- Characters
- Compare and Contrast
- Context Clues
- Plot and Setting
- Summarize
- Greek and Latin Roots

**Support Coach**
*Lesson 1: Short Stories*
- Student Edition pp. 24–28
- Teacher’s Manual p. 22

**Read on Your Own**
*The Railway Children*
Review Comprehension Check, SE pp. 27–28. 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 p. 15 (question 6).
- **Support Coach** Review answers to Quiz 1 with students.
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<td>✓ Illustrations</td>
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<td>✓ Engage in Collaborative Discussion</td>
<td>✓ Root Words and Affixes</td>
<td>✓ Engage in Collaborative Discussion</td>
<td>✓ Make Inferences</td>
<td>✓ Illustrations</td>
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<td>Listen and Learn Sir Gawain and the Green Knight, Part 1</td>
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<td>Listen and Learn Sir Gawain and the Green Knight, Part 2</td>
<td>Engage in Collaborative Discussion</td>
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<tr>
<td>Introduce reading literature in graphic form and discuss questions, TM p. 131, focusing on the Essential Question, How can pictures help to tell a story? Then read Sir Gawain and the Green Knight, Part 1</td>
<td>Reread the passage with students. Use the Think Alouds to focus on making inferences to support them, TM pp. 132–133. Then have students complete the Comprehension Check on citing evidence, SE p. 182.</td>
<td>Have students read and discuss the passage, SE pp. 184–190, using the Think Alouds and margin notes to focus on the targeted skills.</td>
<td>Have students choose Part 1 or Part 2 and write a paragraph responding to the Essential Question, How can pictures help to tell a story? Tell them to use two examples of text features to support their response.</td>
<td>Have students choose Part 1 or Part 2 and write a paragraph responding to the Essential Question, How can pictures help to tell a story? Tell them to use two examples of text features to support their response.</td>
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<tr>
<td>• Instruction Coach Teach the features of a graphic novel in Sir Gawain and the Green Knight, including structure and illustrations.</td>
<td>• Instruction Coach Reread Sir Gawain and the Green Knight, Part 1, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.</td>
<td>• Instruction Coach Teach making inferences in Sir Gawain and the Green Knight, Part 2 and guide students through Comprehension Check, SE, p. 192.</td>
<td>• Instruction Coach Guide students through Anchor Standard Discussion Questions, SE, p. 191. Point out that the questions ask them to cite evidence to support their answers.</td>
<td>• Instruction Coach Have students work in pairs to complete the Comprehension Check, SE, p. 192.</td>
</tr>
<tr>
<td>• Instruction Coach Reread Sir Gawain and the Green Knight, Part 1, SE pp. 178–181, noting the features of a graphic novel.</td>
<td>• Instruction Coach Preview and teach the vocabulary words and review the skills, SE p. 183.</td>
<td>• Instruction Coach Teach vocabulary and guide students through Vocabulary. Use highlighted words in Sir Gawain and the Green Knight, Part 2 to reinforce meanings.</td>
<td>• Instruction Coach Reread Sir Gawain and the Green Knight, Part 2, guiding students to make inferences as they read.</td>
<td>• Instruction Coach Reread Sir Gawain and the Green Knight, Part 2, and guide students to describe the features of a graphic novel.</td>
</tr>
<tr>
<td>• Instruction Coach Teach Word Analysis, TM p. 134, to address root words and affixes.</td>
<td>• Instruction Coach Teach Word Analysis, TM p. 134, to address root words and affixes.</td>
<td>• Instruction Coach Teach vocabulary and guide students through Vocabulary. Use highlighted words in Sir Gawain and the Green Knight, Part 2 to reinforce meanings.</td>
<td>• Performance Coach Have accelerating students work in pairs to do the Lesson Practice, questions 1–5, SE pp. 48–52.</td>
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<td>• Performance Coach Have accelerating students work in pairs to complete the Coached Example, SE pp. 45–47.</td>
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# Unit: Reading Literature in Graphic Form

## LESSON FOCUS

**Week 5**

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<th>Skills</th>
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<tr>
<td>Day 1</td>
<td>Lesson 9: Reading Literature in Graphic Form</td>
<td>Instruction Coach Independent</td>
<td>LAFS: 5.RL.2.4, 5.RL.2.5, 5.RL.2.6, 5.RL.3.7</td>
<td>Support Coach Independent Leveled Practice Resource Book, pp. 57–62</td>
</tr>
</tbody>
</table>

### DIFFERENTIATION OPTIONS

- **Support Coach** Review Try It, SE p. 76. Reread "The Last Training Mission, Part 1," using the annotations to focus on sequence of events. Guide students to complete the Sequence of Events Chart.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 66, to help students understand the sequence of events.
- **Performance Coach** Have accelerating students work in pairs to do the Lesson Practice, question 6, SE p. 53.

<table>
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<tr>
<th>Day 2</th>
<th>Lesson 4: Graphic Novel</th>
<th>Support Coach</th>
<th>Skills</th>
<th>DIFFERENTIATION OPTIONS</th>
</tr>
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### DIFFERENTIATION OPTIONS

- **Support Coach** Review Try It, SE p. 76. Reread "The Last Training Mission, Part 1," using the annotations to focus on sequence of events. Guide students to complete the Sequence of Events Chart.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 66, to help students understand the sequence of events.
- **Performance Coach** Have accelerating students work in pairs to do the Lesson Practice, question 6, SE p. 53.

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<tr>
<th>Day 4</th>
<th>Lesson 4: Graphic Novel</th>
<th>Support Coach</th>
<th>Skills</th>
<th>DIFFERENTIATION OPTIONS</th>
</tr>
</thead>
</table>

### DIFFERENTIATION OPTIONS

- **Support Coach** Review Try It, SE p. 84. Reread "The Last Training Mission, Part 2," using the annotations to focus on sequence of events. Guide students to complete the Sequence of Events Chart.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 76, to help students practice making inferences.

**Non-Assessed Skills/Strategies**

- ✔ Non–Assessed Skills/Strategies
- ✔ Assessed Skills/Strategies
## Unit: Reading Literature in Graphic Form

### Lesson Focus

**LAFS:** 5.RL.1.2, 5.RL.3.7, 5.L.3.5.b

**Support Coach**

**Lesson 4: Graphic Novel**

- **Student Edition pp. 85–91, 268**
- **Teacher’s Manual pp. 76–84**

**Skills**
- ✔ Theme
- ✔ Idioms
- ✔ Close Reading

**The Last Training Mission, Part 2**

Review theme, SE p. 85. Read the passage [second read]. Then have students complete the Close Reading Worksheet, SE p. 268. Follow with Respond to Text, SE pp. 92–93.

**Differentiation Options**
- **Support Coach** Review Try It, SE p. 85. Reread The Last Training Mission, Part 2 using the second read annotations to focus on the theme. Guide students to complete the Close Reading Worksheet.
- **Support Coach** Review Vocabulary, SE p. 91.
- **Support Coach** Have students each write a sentence containing an idiom. Ask them to explain the idiom to a partner.

### Lesson Focus

**LAFS:** 5.RL.3.7, 5.L.3.5.b

**Support Coach**

**Lesson 4: Graphic Novel**

- **Student Edition pp. 92–96**
- **Teacher’s Manual pp. 82–84**

**Skills**
- ✔ How Visual Elements Contribute to Meaning, Beauty, and Tone
- ✔ Close Reading
- ✔ Write about Literature

Respond to Text

**The Last Training Mission, Part 2**

Read the passage [third read]. Then have students complete the Close Reading Worksheet, SE p. 268. Follow with Respond to Text, SE pp. 92–93.

**Differentiation Options**
- **Support Coach** Guide students through Respond to Text using support, TM pp. 82–83. Have them work with partners and write.
- **Support Coach** Have students read [second read] Sammy Gets His Act Together, SE pp. 94–96.
- **Performance Coach** Use Language Spotlight, SE p. 44 and TE p. 16, to teach multiple-meaning words. Have students choose a vocabulary word to write about.

### Review

**LAFS:** 5.RL.1.1, 5.RL.1.2, 5.RL.2.5, 5.RL.3.7, 5.RL.4.10, 5.L.3.4.b, c

**Instruction Coach**

**Lesson 9: Reading Literature in Graphic Form**

- **Student Edition p. 177**
- **Teacher’s Manual p. 131**

**Skills**
- ✔ Make Inferences
- ✔ Illustrations
- ✔ Graphic Novel

**Listen and Learn**

Review and discuss the Essential Question and the following focus skills:
- how to make inferences
- the purpose of illustrations
- how to identify characteristics of a graphic novel

**Differentiation Options**
- **Support Coach** Review answers to Quiz 4 with students.
- **Support Coach** Have students work in pairs to complete the Standards Focus, TM p. 16.
- **Performance Coach** Have students work in pairs to complete the Standards Focus, TM p. 16.
Unit: Writing Fictional Narratives

Lesson Focus
LAFS: 5.W.1.3, 5.SL.1.1
Instruction Coach
Lesson 3: Writing Fictional Narratives

- Student Edition pp. 45–48
- Teacher’s Manual pp. 35–38

Skills
✓ Write a Fictional Narrative
✓ Engage in Collaborative Discussion

Essential Question
Introduce writing fictional narratives and discuss questions, TM p. 35, focusing on the Essential Question, What makes a fictional narrative interesting?

Then read SE p. 45 with students who need extra support.

Have students complete Lesson Practice, SE pp. 166–169.

Differentiation Options
- Instruction Coach Use notes, TM p. 36, to introduce the purpose and audience for a fictional narrative.
- Instruction Coach Review A Snare for Srayosi, SE pp. 6–11, and identify and discuss the beginning, middle, and ending of that text.
- Instruction Coach For an alternative writing lesson, Use Lesson 7: Writing Personal Narratives.
- Performance Coach Have students read SE pp. 160–162 to learn about the writing process. Have students complete the Coached Example, SE pp. 163–165.

Lesson Focus
LAFS: 5.W.1.3, 5.SL.1.1
Instruction Coach
Lesson 3: Writing Fictional Narratives

- Student Edition pp. 46–48
- Teacher’s Manual pp. 36–38

Skills
✓ Write a Fictional Narrative
✓ Character
✓ Plot
✓ Narration
✓ Setting

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

Differentiation Options
- Instruction Coach Use the graphic on SE p. 46 to help students understand the characteristics and structure of a fictional narrative.
- Instruction Coach Have students identify the beginning, middle, and ending of the mentor text.
- Performance Coach Have students complete the Lesson Practice, SE pp. 166–169.

Lesson Focus
LAFS: 5.W.1.3, 5.L.3.a, 5.SL.1.1
Instruction Coach
Lesson 3: Writing Fictional Narratives

- Student Edition pp. 48–50
- Teacher’s Manual pp. 38–39

Skills
✓ Write a Fictional Narrative
✓ Figurative Language
✓ Character
✓ Plot
✓ Narration
✓ Setting

Analyze a Mentor Text
Vocabulary Study
Discuss the Think About It questions, TM p. 38. Focus on what makes this text a good model for study. Then read the Vocabulary Study and have students complete SE p. 49.

Differentiation Options
- Instruction Coach Guide students to complete the charts on SE p. 49 to practice identifying and using figurative language.
- Instruction Coach Review the writing process, SE p. 50, for students who need extra support.

Lesson Focus
LAFS: 5.W.1.3, 5.SL.1.1
Instruction Coach
Lesson 3: Writing Fictional Narratives

- Student Edition pp. 50–53
- Teacher’s Manual pp. 40–41

Skills
✓ Write a Fictional Narrative
✓ Plot
✓ Character

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. 51–53 using the annotations. Students complete SE p. 53.

Differentiation Options
- Instruction Coach Have students work in pairs or small groups to generate questions about someone who learns something that changes his or her view of a situation. Allow students time to discuss these questions and generate ideas for their writing assignment.

Lesson Focus
LAFS: 5.W.1.3, 5.W.2.4, 5.SL.1.1
Instruction Coach
Lesson 3: Writing Fictional Narratives

- Student Edition pp. 54–57
- Teacher’s Manual pp. 42–44

Skills
✓ Write a Fictional Narrative
✓ Transitional Words and Phrases
✓ Beginning, Middle, End

Writing Process: Steps 2, 3
Read SE pp. 54–55 with students to help them understand how the writer of the mentor text organized the beginning, middle, and end of the narrative. Then read and discuss the drafting process, SE pp. 56–57, 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.
## Unit: Writing Fictional Narratives

### LESSON FOCUS

**LAFS:** 5.W.1.3, 5.W.2.4, 5.W.2.5, 5.L.3.1, 5.L.1.2.a, 5.L.1.2.b, 5.L.1.2.c

**Instruction Coach**

**Lesson 3: Writing Fictional Narratives**
- Student Edition pp. 56–61
- Teacher’s Manual pp. 43–46

**Skills**
- Write a Fictional Narrative
- Transitional Words and Phrases
- Beginning, Middle, Ending

**Writing Process:** Steps 3, 4

### DIFFERENTIATION OPTIONS

- **Instruction Coach** For students who need extra support with SE pp. 58–61, spend less time on pp. 56–57. Model responses for Try It sections.
- **Performance Coach** Have students read SE pp. 192–194 to learn about the features of narrative writing. Have students complete the Coached Example, SE pp. 195–198.

### LESSON FOCUS

**LAFS:** 5.W.1.3, 5.W.2.4, 5.W.2.5, 5.L.3.4.a, 5.L.1.2.a, 5.L.1.2.b, 5.L.1.2.c

**Instruction Coach**

**Lesson 3: Writing Fictional Narratives**
- Student Edition pp. 58–63
- Teacher’s Manual pp. 45–47

**Skills**
- Transitional Words and Phrases
- Revise a Fictional Narrative
- Sensory Language

**Writing Process:** Steps 4, 5

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Identify sentences that students should revise in order to use sensory language and transitional words and phrases. Provide students with support as they revise.
- **Performance Coach** Have students complete the Lesson Practice, questions 1–5, SE pp. 199–203.

### LESSON FOCUS

**LAFS:** 5.W.1.3, 5.W.2.4, 5.W.2.5, 5.L.1.2.a, 5.L.1.2.b, 5.L.1.2.c

**Instruction Coach**

**Lesson 3: Writing Fictional Narratives**
- Student Edition pp. 62–67
- Teacher’s Manual pp. 47–48

**Skills**
- Conjunctions
- Prepositions
- Interjections
- Edit a Fictional Narrative

**Writing Process:** Steps 5, 6

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Have students read aloud portions of their writing. Model Think Alouds about the beginning, middle, and ending to demonstrate how to talk about writing.
- **Instruction Coach** Guide students to complete the Language Focus activity and Try It, SE pp. 65–66, to practice using conjunctions, prepositions, and interjections.

### LESSON FOCUS

**LAFS:** 5.W.1.3, 5.W.2.4, 5.W.2.5, 5.W.2.6, 5.W.4.10, 5.L.1.2.a, 5.L.1.2.b, 5.L.1.2.c

**Instruction Coach**

**Lesson 3: Writing Fictional Narratives**
- Student Edition pp. 64–68
- Teacher’s Manual pp. 49–49

**Skills**
- Write a Fictional Narrative
- Prepositions
- Interjections
- Sensory Language

**Writing Process:** Steps 6, 7

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Use SE pp. 56–67 as a springboard for students to discuss strategies for improving the sensory language, transitions, and other parts of their writing.
- **Performance Coach** Have students complete the Lesson Practice, question 5, pp. 170–173.

### PUBLISH AND ASSESS OPTION

**Instruction Coach**

**Lesson 3: Writing Fictional Narratives**
- **Skills** Translational Words and Phrases
- **Skills** Conjunctions
- **Skills** Prepositions
- **Skills** Interjections
- **Skills** Sensory Language

**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 students complete the Lesson Practice, question 5, SE pp. 204–207.
Unit: Reading Historical Nonfiction

LESSON FOCUS
LAFS: 5.RI.2.5, 5.SL.1.1
Instruction Coach
Lesson 4: Reading Historical Nonfiction
- Student Edition pp. 69–77
- Teacher’s Manual pp. 51–59
Skills
- Chronological Order
- Historical Nonfiction
- Engage in Collaborative Discussion
- Historical Biography Sketch

Listen and Learn
Tenochtitlán: Life in the Aztec Capital
Introduce reading historical nonfiction and discuss questions, TM p. 51, focusing on the Essential Question, How does historical nonfiction help us understand the world today? Then read Tenochtitlán: Life in the Aztec Capital with students.

DIFFERENTIATION OPTIONS
- Instruction Coach Teach the text features in Tenochtitlán, including chronological order, maps, and illustrations.
- Instruction Coach Reread Tenochtitlán, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
- Instruction Coach Have students complete the Speaking and Listening Project for this unit, TM pp. 66–67.

DIFFERENTIATION OPTIONS
- Instruction Coach Reread Tenochtitlán, SE pp. 70–77, noting the text features and their purposes.
- Instruction Coach Preview and teach the vocabulary words, SE p. 79.
- Instruction Coach Teach Word Analysis, TM p. 54, to address compound words.

LESSON FOCUS
LAFS: 5.RI.2.5, 5.SL.1.1
Instruction Coach
Lesson 4: Reading Historical Nonfiction
- Student Edition pp. 80–88, 90
- Teacher’s Manual pp. 61–64
Skills
- Compare and Contrast Points of View
- Engage in Collaborative Discussion

DIFFERENTIATION OPTIONS
- Instruction Coach Teach compare and contrast and guide students through Comprehension Check, SE p. 90.
- Instruction Coach Teach vocabulary and guide students through Vocabulary. Use highlighted words in The Rise and Fall of Tenochtitlán to reinforce meanings.
- Performance Coach Have accelerating students read SE pp. 92–95 and identify the text features also used in Tenochtitlán: Life in the Aztec Capital and The Rise and Fall of Tenochtitlán.

LESSON FOCUS
LAFS: 5.RI.1.1, 5.RI.2.5, 5.RI.2.6, 5.SL.1.1
Instruction Coach
Lesson 4: Reading Historical Nonfiction
- Student Edition pp. 80–90
- Teacher’s Manual pp. 62–64
Skills
- Compare and Contrast
- Cite Evidence
- Make Inferences
- Engage in Collaborative Discussion

DIFFERENTIATION OPTIONS
- Instruction Coach Reread The Rise and Fall of Tenochtitlán and guide students as they study the inferences and evidence to support inferences.
- Performance Coach Have students work in pairs to complete the Comprehension Check, SE p. 90.

DIFFERENTIATION OPTIONS
- Instruction Coach Guide students through Anchor Standard Discussion Questions and Comprehension Check, SE pp. 89–90.
- Instruction Coach Reread Tenochtitlán: Life in the Aztec Capital or The Rise and Fall of Tenochtitlán

Have students choose a passage and write a paragraph responding to the Essential Question, How does historical nonfiction help us understand the world today? Tell them to use two examples of text features to support their response.

DIFFERENTIATION OPTIONS
- Instruction Coach Guide students through Anchor Standard Discussion Questions, SE p. 89. Point out that the first question is about citing evidence; the second question is about comparing and contrasting.
- Instruction Coach Have students work in pairs to complete the Comprehension Check, SE p. 90.

Non-Assessed Skills/Strategies
- Chronological Order
- Historical Nonfiction
- Write about Informational Text
- Engage in Collaborative Discussion
## Unit: Reading Historical Nonfiction

### Day 1

**Lesson Focus**
LAFS: 5.RI.1.1

**Instruction Coach**
Lesson 7: Historical Nonfiction
- Use Supporting Struggling Learners scaffolding, TM pp. 132, 135, to help students practice using clues to make inferences.
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- Use Supporting Struggling Learners scaffolding, TM pp. 132, 135, to help students practice using clues to make inferences.

**Differentiation Options**
- Support Coach: Review Try It, SE p. 149, Reread Alaska and Hawaii, using the **first read** annotations to focus on making inferences. Guide students to complete the Make Inferences Chart.
- Support Coach: Use Supporting Struggling Learners scaffolding, TM pp. 132, 135, to help students practice using clues to make inferences.
- Support Coach: Use Supporting Struggling Learners scaffolding, TM pp. 132, 135, to help students practice using clues to make inferences.

**Assessed Skills/Strategies**
- Make inferences
- Relationships between ideas
- Close Reading
- Cause-and-Effect Relationships
- Write about Informational Text
- Historical Biography Sketch

**Non-Assessed Skills/Strategies**
- Main Idea and Details
- The American Flag: A Long, Colorful History

### Day 2

**Lesson Focus**
LAFS: 5.RI.2.5

**Instruction Coach**
Lesson 7: Historical Nonfiction
- Use Supporting Struggling Learners scaffolding, TM pp. 132, 135, to help students identify main ideas and details.
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- Use Supporting Struggling Learners scaffolding, TM pp. 132, 135, to help students identify main ideas and details.
- Use Supporting Struggling Learners scaffolding, TM pp. 132, 135, to help students identify main ideas and details.

**Differentiation Options**
- Support Coach: Review Try It, SE p. 149, Reread Alaska and Hawaii, using the **second read** annotations to focus on relationships between ideas. Guide students to complete the Close Reading Worksheet.
- Performance Coach: Have students complete the Lesson Practice, SE pp. 101–106.

**Assessed Skills/Strategies**
- Close Reading
- Cause-and-Effect Relationships
- Write about Informational Text
- Historical Biography Sketch

**Non-Assessed Skills/Strategies**
- Main Idea and Details
- The American Flag: A Long, Colorful History

### Day 3

**Lesson Focus**
LAFS: 5.RI.1.3

**Instruction Coach**
Lesson 7: Historical Nonfiction
- Use Supporting Struggling Learners scaffolding, TM pp. 132, 135, to help students identify main ideas and details.
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- Use Supporting Struggling Learners scaffolding, TM pp. 132, 135, to help students identify main ideas and details.

**Differentiation Options**
- Support Coach: Review Try It, SE p. 149, Reread Alaska and Hawaii, using the **third read** annotations to focus on main ideas and details. Guide students to complete the Make Main Idea and Details Chart.
- Support Coach: Use Supporting Struggling Learners scaffolding, TM pp. 132, 135, to help students identify main ideas and details.
- Support Coach: Use Supporting Struggling Learners scaffolding, TM pp. 132, 135, to help students identify main ideas and details.
- Support Coach: Use Supporting Struggling Learners scaffolding, TM pp. 132, 135, to help students identify main ideas and details.

**Assessed Skills/Strategies**
- Close Reading
- Cause-and-Effect Relationships
- Write about Informational Text
- Historical Biography Sketch

**Non-Assessed Skills/Strategies**
- Main Idea and Details
- The American Flag: A Long, Colorful History

### Day 4

**Lesson Focus**
LAFS: 5.L.3.4.a

**Instruction Coach**
Lesson 7: Historical Nonfiction
- Use Supporting Struggling Learners scaffolding, TM pp. 132, 135, to help students identify main ideas and details.
- Use Supporting Struggling Learners scaffolding, TM pp. 132, 135, to help students identify main ideas and details.
- Use Supporting Struggling Learners scaffolding, TM pp. 132, 135, to help students identify main ideas and details.
- Use Supporting Struggling Learners scaffolding, TM pp. 132, 135, to help students identify main ideas and details.

**Differentiation Options**
- Support Coach: Review Try It, SE p. 149, Reread Alaska and Hawaii, using the **fourth read** annotations to focus on relationships between ideas. Guide students to complete the Close Reading Worksheet.
- Performance Coach: Have students complete the Lesson Practice, SE pp. 107 (item 6).
- Instruction Coach: Have students continue working on the Speaking and Listening Project for this unit, TM pp. 66–67.

**Assessed Skills/Strategies**
- Close Reading
- Cause-and-Effect Relationships
- Write about Informational Text
- Historical Biography Sketch

**Non-Assessed Skills/Strategies**
- Main Idea and Details
- The American Flag: A Long, Colorful History

### Day 5

**Lesson Focus**
LAFS: 5.RI.1.2

**Instruction Coach**
Lesson 7: Historical Nonfiction
- Use Supporting Struggling Learners scaffolding, TM pp. 132, 135, to help students identify main ideas and details.
- Use Supporting Struggling Learners scaffolding, TM pp. 132, 135, to help students identify main ideas and details.
- Use Supporting Struggling Learners scaffolding, TM pp. 132, 135, to help students identify main ideas and details.
- Use Supporting Struggling Learners scaffolding, TM pp. 132, 135, to help students identify main ideas and details.

**Differentiation Options**
- Support Coach: Review Try It, SE p. 149, Reread Alaska and Hawaii, using the **fifth read** annotations to focus on main ideas and details. Guide students to complete the Make Main Idea and Details Chart.
- Support Coach: Use Supporting Struggling Learners scaffolding, TM pp. 132, 135, to help students identify main ideas and details.
- Support Coach: Use Supporting Struggling Learners scaffolding, TM pp. 132, 135, to help students identify main ideas and details.
- Support Coach: Use Supporting Struggling Learners scaffolding, TM pp. 132, 135, to help students identify main ideas and details.

**Assessed Skills/Strategies**
- Close Reading
- Cause-and-Effect Relationships
- Write about Informational Text
- Historical Biography Sketch

**Non-Assessed Skills/Strategies**
- Main Idea and Details
- The American Flag: A Long, Colorful History
### Unit: Reading Historical Nonfiction

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<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
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#### LESSON FOCUS
**LAFS: 5.RI.2.5, 5.RI.3.9, 5.W.3.9.b**

**Support Coach**

**Lesson 7: Historical Nonfiction**
- Student Edition pp. 157–163, 280
- Teacher’s Manual pp. 141–147

**Skills**
- Text Structure
- Homographs
- Close Reading

**DIFFERENTIATION OPTIONS**
- Support Coach Review Try It, SE p. 157. Reread The American Flag using the **second read** annotations to focus on text structure. Guide students to complete the Close Reading Worksheet.
- Support Coach Use Supporting Struggling Learners note, TM p. 141, to reread and discuss the passage. Review Vocabulary, SE p. 163.
- Performance Coach Guide students through the Coached Example, SE pp. 137–140.

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#### LESSON FOCUS
**LAFS: 5.RI.2.5, 5.RI.3.9, 5.W.3.9.b**

**Support Coach**

**Lesson 7: Historical Nonfiction**
- Student Edition pp. 158–168, 280
- Teacher’s Manual pp. 142–150

**Skills**
- Compare the Text Structure of Two Selections
- Close Reading
- Write about Informational Text

**DIFFERENTIATION OPTIONS**
- Support Coach Guide students through Respond to Text using support, TM pp. 148–149.
- Support Coach Have students read **first read** The Heavenly Horses of Han Wudi, SE pp. 166–168.
- Performance Coach Use Language Spotlight, SE p. 95 and TE p. 32, to teach domain-specific vocabulary. Have students choose a vocabulary word to write about.

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#### LESSON FOCUS
**LAFS: 5.RI.2.5, 5.RI.3.9, 5.W.3.9.b**

**Support Coach**

**Lesson 7: Historical Nonfiction**
- Student Edition pp. 164–170
- Teacher’s Manual pp. 148–150

**Skills**
- Compare the Text Structure of Two Selections
- Close Reading
- Write about Informational Text

**DIFFERENTIATION OPTIONS**
- Support Coach Guide students through Respond to Text using support, TM pp. 148–149.
- Support Coach Have students read **second read** The Heavenly Horses of Han Wudi, SE pp. 166–168.
- Performance Coach Have students complete the Lesson Practice, questions 1–5, SE pp. 141–146

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#### REVIEW
**LAFS: 5.RI.1.1, 5.RI.1.2, 5.RI.1.3, 5.RI.2.5, 5.RI.3.7, 5.RI.3.9, 5.RI.4.10, 5.L.3.4.a, c**

**Instruction Coach**

**Lesson 4: Reading Historical Nonfiction**
- Student Edition p. 69
- Teacher’s Manual p. 51

**Skills**
- Make Inferences
- Main Idea and Details
- Chronological Order
- Compare and Contrast
- Context Clues

**DIFFERENTIATION OPTIONS**
- Support Coach Review and discuss the Essential Question and the following focus skills:
  - how to make inferences.
  - how to identify main idea and details.
  - how to identify chronological order.
  - how to use context clues.

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**DIFFERENTIATION OPTIONS**
- **Unit: Reading Technical Texts**

## Lesson 6: Reading Technical Texts

**LESSON FOCUS**  
LAFS: 5.RI.1.1, 5.RI.2.5, 5.SL.1.1  
**Instruction Coach**  
Lesson 6: Reading Technical Texts  
- Student Edition pp. 118–124  
- Teacher’s Manual pp. 86–92  

**Skills**  
- Chronological Order  
- Technical Text  
- Engage in Collaborative Discussion

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Teach technical text features in *How a Meteorologist Predicts the Weather*, noting the charts, diagrams, and other graphics.

- **Instruction Coach** Reread *How a Meteorologist Predicts the Weather*, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Teach the features of technical texts using *Reading a Weather Map* and guide students through Comprehension Check, SE p. 134.

  - **Instruction Coach** Teach vocabulary and guide students through Vocabulary. Use highlighted words in *Reading a Weather Map* to reinforce meanings.

  - **Performance Coach** Have accelerating students work in pairs to do Coached Example, SE pp. 112–115.

## DIFFERENTIATION OPTIONS

- **Instruction Coach** Reread *Reading a Weather Map*, guiding students to focus on using context clues to make inferences.

  - **Instruction Coach** Reread *Reading a Weather Map* and guide students as they unpack the text features.

  - **Performance Coach** Have accelerating students work in pairs to complete the Comprehension Check, SE p. 134.
## Unit: Reading Technical Texts

### Lesson 6: Reading Technical Texts

**Support Coach**

**Skills**
- Context Clues
- Text Structure: Problem and Solution
- Write about Informational Text

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

**DIFFERENTIATION OPTIONS**
- Support Coach
  - Review Try It, SE p. 171. Reread How to Start a Community Garden using the first read annotations to focus on compare and contrast. Guide students to complete the Close Reading Worksheet.

**DIFFERENTIATION OPTIONS**
- Support Coach
  - Use Supporting Struggling Learners scaffolding, TM pp. 154, 156, to help students practice comparing and contrasting different things.

**DIFFERENTIATION OPTIONS**
- Performance Coach
  - Guide students through the Lesson Practice, questions 1–5, SE pp. 116–120.

### Lesson 7: Technical Texts

**Support Coach**
- Teacher’s Manual pp. 155–160

**Skills**
- Academic Vocabulary
- Close Reading
- Write about Informational Text

**DIFFERENTIATION OPTIONS**
- Support Coach
  - Review Try It, SE p. 173. Reread How to Start a Community Garden using the second read annotations to focus on the problem and solution type of text structure. Guide students to complete the Problem-and-Solution Chart.

**DIFFERENTIATION OPTIONS**
- Support Coach
  - Preview Vocabulary, SE p. 179.

**DIFFERENTIATION OPTIONS**
- Performance Coach
  - Review Discussion Questions, TE p. 34. Review the characteristics of scientific and technical texts. Have students write about specific characteristics in the passages they have read.

### Lesson 8: Technical Texts

**Support Coach**
- Student Edition pp. 174–179, 281
- Teacher’s Manual pp. 155–160

**Skills**
- Academic Vocabulary
- Close Reading
- Write about Informational Text

**DIFFERENTIATION OPTIONS**
- Support Coach
  - Review Try It, SE p. 180. Reread The Art of Video Games using the first read annotations to focus on previewing, skimming, and scanning.

**DIFFERENTIATION OPTIONS**
- Support Coach
  - Use Supporting Struggling Learners, TM pp. 164, 167, to help students practice previewing a passage.

**DIFFERENTIATION OPTIONS**
- Performance Coach
### Unit: Reading Technical Texts

#### Lesson 8: Technical Texts

**LAFS:** 5.RI.2.5, 5.RI.2.4, 5.L.3.6

**Support Coach**
- **Lesson 8: Technical Texts**
  - Student Edition pp. 181–187, 284
  - Teacher’s Manual pp. 163–169

**Skills**
- ✔ Text Structure: Cause and Effect
- ✔ Domain-Specific Vocabulary

**The Art of Video Games**
Review cause and effect, SE p. 181. Read the passage [second read]. Have students complete the Cause and Effect Chart, SE p. 284. Then have students complete the relevant questions and Vocabulary, SE p. 187.

**DIFFERENTIATION OPTIONS**
- ✔ Support Coach: Review Try It, SE p. 181. Reread The Art of Video Games using the second read annotations to focus on cause and effect. Guide students to complete the Cause and Effect Chart.
- ✔ Performance Coach: Have students complete the Lesson Practice, questions 1–5, SE pp. 128–132.

**LESSON FOCUS**

**LAFS:** 5.RI.2.5, 5.RI.3.9, 5.W.3.9.b

**Support Coach**
- **Lesson 8: Technical Texts**
  - Student Edition pp. 182–194, 283
  - Teacher’s Manual pp. 164–171

**Skills**
- ✔ Comparing Text Structures
- ✔ Close Reading
- ✔ Write about Informational Text

**Respond to Text**
The Art of Video Games
Read the passage [third read]. Then have students complete the Close Reading Worksheet, SE p. 283. Follow with Respond to Text, SE pp. 188–189.

**DIFFERENTIATION OPTIONS**
- ✔ Support Coach: Guide students through Respond to Text using support, TM pp. 170–171. Have them work with partners and write.
- ✔ Support Coach: Have students read From Snurfers to Snowboards, SE pp. 190–194 [second read].
- ✔ Performance Coach: Use Discussion Questions, TE p. 38. Review ways two informational texts about the same topic may differ. Have students write about strategies they used to analyze the informational texts they have read.

**LESSON FOCUS**

**LAFS:** 5.RI.2.5, 5.RI.3.9, 5.W.3.9.b

**Support Coach**
- **Lesson 8: Technical Texts**
  - Student Edition pp. 188–194
  - Teacher’s Manual pp. 164–172

**Skills**
- ✔ Comparing Text Structures
- ✔ Close Reading
- ✔ Write about Informational Text

**Respond to Text**
Review SE p. 188 and discuss the writing task on p. 189 before students draft and complete their writing.

**DIFFERENTIATION OPTIONS**
- ✔ Support Coach: Review and discuss the Essential Question and the following focus skills:
  - how context clues can help in understanding terms and ideas.
  - how to identify chronological order.
- ✔ Support Coach: Have students read From Snurfers to Snowboards, SE pp. 195–196. Have students share answers and discuss the text, pointing out evidence that they find.

**LESSON 8: Technical Texts**

**Domain-Specific Vocabulary**
- ✔ How to identify chronological order.
- ✔ How context clues can help in understanding terms and ideas.
- ✔ Academic Words

**Listen and Learn**
Review Comprehension Check, SE pp. 195–196. Have students share answers and discuss the text, pointing out evidence that they find.

**DIFFERENTIATION OPTIONS**
- ✔ Support Coach: Have students read From Snurfers to Snowboards [third read] and do Comprehension Check, SE pp. 195–196.
- ✔ Performance Coach: Do shared writing with students, Lesson Practice question 6, SE p. 121.
- ✔ Performance Coach: Do shared writing with students, question 6, SE p. 133.

**REVIEW**

**LAFS:** 5.RI.2.5, 5.RI.2.4, 5.RI.4.10, 5.L.3.4.a, 5.L.3.6

**Instruction Coach**
- **Lesson 6: Reading Technical Texts**
  - Student Edition p. 117
  - Teacher’s Manual p. 85

**Skills**
- ✔ Domain-Specific Vocabulary
- ✔ Text Structure: Compare and Contrast
- ✔ Academic Words

**Lesson 8: Technical Texts**
- ✔ Domain-Specific Vocabulary
- ✔ Text Structure: Compare and Contrast
- ✔ Academic Words

**Read On Your Own**
From Snurfers to Snowboards
Review Comprehension Check, SE pp. 195–196. Have students share answers and discuss the text, pointing out evidence that they find.

**DIFFERENTIATION OPTIONS**
- ✔ Support Coach: Review answers to Quiz 8 with students.

**REVIEW AND ASSESS OPTIONS:**
- ✔ Support Coach: Review answers to Quiz 8 with students.
- **Unit: Writing Informative/Explanatory Texts**

### LESSON FOCUS

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Focus</th>
<th>Skills</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
<th>Assessment</th>
<th>Differentiation Options</th>
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<tr>
<td>5: Writing Informative/Explanatory Texts</td>
<td>LAFS: 5.W.1.2, 5.W.2.4, L.5.9</td>
<td>✔ Write an Informative/Explanatory Text</td>
<td>✔ Engage in Collaborative Discussion</td>
<td>✔ Research</td>
<td>✔ Supporting Details and Paragraphs</td>
<td>✔ Multigenre Research Project</td>
<td>✔</td>
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**Instruction Coach**

- **Lesson 5: Writing Informative/Explanatory Texts**
  - **Skills**:
    - Write an Informative/Explanatory Text
    - Topic
    - Supporting Details
  - **DIFFERENTIATION OPTIONS**:
    - **Instruction Coach** Use the graphic on SE p. 92 to help students understand the characteristics and structure of informative/explanatory text.
    - **Instruction Coach** Have students identify the introduction, body, and conclusion of that text.
    - **Instruction Coach** Guide students through the Speaking and Listening Project, TM pp. 98–99.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Use TM p. 70 to introduce the purpose and audience for an informative/explanatory text.
- **Instruction Coach** Review The Rise and Fall of Tenochtitlán, SE pp. 80–88, and identify and discuss the introduction, body, and conclusion of that text.
- **Instruction Coach** Guide students through the Speaking and Listening Project, TM pp. 98–99.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Take a deeper dive into SE pp. 97–98 with students who need extra support as they use the research provided to complete Try It.
- **Instruction Coach** Have students work in pairs or small groups to generate questions about the Yeti crab topic. Allow students time to research and find the answers to these questions so they can add relevant information to their writing.
### Unit: Writing Informative/Explanatory Texts

<table>
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<tr>
<th>Day 1</th>
<th>Day 2</th>
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<td>• <strong>Instruction Coach</strong> Identify sentences that students should</td>
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<td>SE pp. 106–109, spend less time on pp. 104–105.</td>
<td>revise in order to improve the introduction, the body, and/or the conclusion. Provide students with support as they examine precise language.</td>
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<td>students to discuss strategies for improving specific sentences in their writing.</td>
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<td>• <strong>Performance Coach</strong> Have students read SE pp. 254–256 to learn about revising and editing. Have students complete the Coached Example, SE pp. 257–260.</td>
<td>• <strong>Performance Coach</strong> Have students complete the Lesson Practice, questions 1–5, SE pp. 261–265.</td>
<td>• <strong>Instruction Coach</strong> Use SE pp. 98–99.</td>
<td>• <strong>Instruction Coach</strong> Ask students to read and complete the Language Focus, SE pp. 113–114, to help them vary their sentence style.</td>
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<td>• <strong>Instruction Coach</strong> 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.</td>
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<td>• <strong>Performance Coach</strong> Do shared writing with students, Lesson Practice, question 6, SE pp. 266–269.</td>
<td>• <strong>Instruction Coach</strong> Ask students to read and complete the Language Focus, SE pp. 113–114, to help them vary their sentence style.</td>
<td>• <strong>Performance Coach</strong> Do shared writing with students, question 6, SE pp. 236–239.</td>
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<td>• <strong>Instruction Coach</strong> Students may use alternative media for their writing, especially if it includes images and text features.</td>
<td>• <strong>Performance Coach</strong> Do shared writing with students, Lesson Practice, question 6, SE pp. 266–269.</td>
<td>• <strong>Instruction Coach</strong> Do shared writing with students, question 6, SE pp. 236–239.</td>
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<td>• <strong>Instruction Coach</strong> Speaking and Listening Project, TM pp. 98–99.</td>
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✔ Non–Assessed Skills/Strategies ✔ Assessed Skills/Strategies
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<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 5.RL.2.5, 5.SL.1.1&lt;br&gt;<strong>Instruction Coach</strong></td>
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<tr>
<td>Lesson 2: Reading Drama</td>
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<tr>
<td><strong>Skills</strong>&lt;br&gt;✔ Drama: Scenes&lt;br&gt;✔ Engage in Collaborative Discussion</td>
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<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
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<tr>
<td><strong>Instruction Coach</strong> Teach dramatic text features in Stage Fright, noting and listing text features, including stage directions.</td>
</tr>
<tr>
<td><strong>Instruction Coach</strong> Reread Stage Fright, SE pp. 26–33, noting text features and their purposes. Complete the list of text features used.</td>
</tr>
<tr>
<td><strong>Instruction Coach</strong> Preview and teach the vocabulary words in context. Complete Word Map, SE p. 35. Help students complete word maps.</td>
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### Week 18

#### Unit: Reading Drama

<table>
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<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 5.RL.1.1, 5.RL.1.3, 5.RL.2.5&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;<strong>Lesson 2: Reading Drama</strong>&lt;br&gt;● Instruction Coach Independent Leveled Practice Resource Book, pp. 21–29&lt;br&gt;Skill&lt;br&gt;✔ Make Inferences&lt;br&gt;✔ Compare and Contrast&lt;br&gt;Read on Your Own Bright Mistakes&lt;br&gt;Have students read the drama at their levels and answer the questions independently. Then have students discuss the questions and their answers in small groups.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Instruction Coach Independent Leveled Practice Resource Book&lt;br&gt;Teach challenging vocabulary. Then students choose one word and write about its meaning in the text.&lt;br&gt;● Instruction Coach Independent Leveled Practice Resource Book&lt;br&gt;Have students identify and explain the relationships between dialogue, character, and plot to each other.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 5.RL.1.1&lt;br&gt;<strong>Support Coach</strong>&lt;br&gt;<strong>Lesson 3: Drama</strong>&lt;br&gt;● Student Edition pp. 49–50, 52–56, 261&lt;br&gt;● Teacher’s Manual pp. 43–44, 46–51&lt;br&gt;Skill&lt;br&gt;✔ Make Inferences&lt;br&gt;<strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 5.RL.1.2&lt;br&gt;<strong>Support Coach</strong>&lt;br&gt;<strong>Lesson 3: Drama</strong>&lt;br&gt;● Student Edition pp. 51–56, 262&lt;br&gt;● Teacher’s Manual pp. 45, 46–50, 51&lt;br&gt;Skill&lt;br&gt;✔ Theme&lt;br&gt;✔ Close Reading&lt;br&gt;<strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 5.L.3.A.6&lt;br&gt;<strong>Support Coach</strong>&lt;br&gt;<strong>Lesson 3: Drama</strong>&lt;br&gt;● Student Edition pp. 52–57, 262&lt;br&gt;● Teacher’s Manual pp. 45–51&lt;br&gt;Skill&lt;br&gt;✔ Greek and Latin Prefixes&lt;br&gt;✔ Close Reading&lt;br&gt;<strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 5.RL.1.3&lt;br&gt;<strong>Support Coach</strong>&lt;br&gt;<strong>Lesson 3: Drama</strong>&lt;br&gt;Let Freedom Ring, Act 1&lt;br&gt;Discuss drama and the skills that will be reviewed, SE p. 49. Review the let Freedom Ring, Act 1 discussion. SE p. 50. Read the passage (first read). Have students complete the Inferences Chart, SE p. 261.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● <strong>Support Coach</strong>&lt;br&gt;Review Try It, SE p. 50. Reread Let Freedom Ring, Act 1 with the first read annotations, showing students that these focus on inferences. Guide students to complete the Inferences Chart.&lt;br&gt;● <strong>Support Coach</strong>&lt;br&gt;Use Supporting Struggling Learners scaffolding, TM p. 44, to help students identify clues that help them make inferences in Let Freedom Ring, Act 1.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● <strong>Support Coach</strong>&lt;br&gt;Review Try It, SE p. 51. Reread Let Freedom Ring, Act 1 with the second read annotations, showing students that these focus on theme. Guide students to complete the Close Reading Worksheet.&lt;br&gt;● <strong>Support Coach</strong>&lt;br&gt;For students who need extra support, focus on the vowel combination –ou in Let Freedom Ring, Act 1 using Word Study, TM p. 49. Preview Vocabulary, SE p. 57.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● <strong>Support Coach</strong>&lt;br&gt;After discussing the third read annotations, have students choose one of the questions in the annotations, write their answer, and discuss with the group.&lt;br&gt;● <strong>Performance Coach</strong>&lt;br&gt;Guide students through the Coached Example, SE pp. 31–34.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● <strong>Support Coach</strong>&lt;br&gt;Use Supporting Struggling Learners scaffolding, TM p. 54. Help students understand the concept of making predictions about the next scene in Let Freedom Ring, Act 2 by guiding them to make text-to-self connections.</td>
</tr>
</tbody>
</table>
## Unit: Reading Drama

### LESSON FOCUS

**LAFS: 5.RL.2.5, 5.L.3.4.b**

**Support Coach**

**Lesson 3: Drama**
- Student Edition pp. 59–64, 264
- Teacher’s Manual pp. 53–59

**Skills**
- Dramatic Structure
- Greek and Latin Suffixes
- Close Reading

**Let Freedom Ring, Act 2**
Review dramatic structure, SE p. 59. Read the drama. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 264, and Vocabulary, SE p. 65.

### DIFFERENTIATION OPTIONS

- **Support Coach** Review Try It, SE p. 59. Reread Let Freedom Ring, Act 2 annotations, showing students that these focus on dramatic structure. Guide students to complete the Close Reading Worksheet.

- **Support Coach** Use Supporting Struggling Learners note, TM p. 53 to reread and discuss the drama. Review Vocabulary, SE p. 65.

### LESSON FOCUS

**LAFS: 5.RL.1.3, 5.W.3.9.a**

**Support Coach**

**Lesson 3: Drama**
- Student Edition pp. 60–67, 264
- Teacher’s Manual pp. 54–61

**Skills**
- Compare Characters
- Close Reading
- Write about Literature

**Respond to Text**
Let Freedom Ring, Act 2
Read the drama (third read). Then have students complete the Close Reading Worksheet, SE p. 264. Follow with Respond to Text, SE pp. 66–67.

### DIFFERENTIATION OPTIONS

- **Support Coach** Guide students through Respond to Text using support, TM pp. 60–61. Have them work with partners and write.

- **Support Coach** Have students read (second read) The Red Shadow, SE pp. 68–72.

### LESSON FOCUS

**LAFS: 5.RL.1.3, 5.W.3.9.a**

**Support Coach**

**Lesson 3: Drama**
- Student Edition pp. 66–67
- Teacher’s Manual pp. 60–61

**Skills**
- Compare Characters
- Close Reading
- Write about Literature

**Respond to Text**
Review SE p. 66 and discuss the writing task on p. 67 before students draft and complete their writing.

### DIFFERENTIATION OPTIONS

- **Support Coach** Guide students through Respond to Text using support, TM pp. 60–61. Have them work with partners and write.

- **Support Coach** Have students read (second read) The Red Shadow, SE pp. 68–72.

### REVIEW

**LAFS: 5.RL.1.1, 5.RL.1.2, 5.RL.1.3, 5.RL.2.5, 5.L.3.4.b**

**Instruction Coach**

**Lesson 2: Reading Drama**
- Student Edition p. 25
- Teacher’s Manual p. 19

**Skills**
- Dramatic Structure
- Make Inferences
- Compare and Contrast Characters
- Theme
- Greek and Latin Suffixes
- Greek and Latin Prefixes

**Support Coach**

**Lesson 3: Reading Drama**
- Student Edition pp. 68–74
- Teacher’s Manual p. 62

**Read on Your Own**
The Red Shadow
Review Comprehension Check, SE pp. 73–74. 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. 41 (question 6).

- **Instruction Coach** Review answers to Benchmark Assessment 1 with students.

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

## Lesson 8: Reading Poetry

### Lesson Focus
- **LAFS: 5.RL.2.5, 5.SL.1.1**
- **Instruction Coach**

### Lesson 8: Reading Poetry
- **Student Edition pp. 159–165**
- **Teacher’s Manual pp.117–123**

### Skills
- ✓ Poetry Structure
- ✓ Engage in Collaborative Discussion

### Differentiation Options
- **Instruction Coach** Teach poetry features in *Hiawatha’s Fishing*, noting and listing text features.
- **Instruction Coach** Reread *Hiawatha’s Fishing*, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

### Lesson Focus
- **LAFS: 5.RL.2.4, 5.RL.2.5, 5.SL.1.1**
- **Instruction Coach**

### Lesson 8: Reading Poetry
- **Student Edition pp. 160–166**
- **Teacher’s Manual pp. 118–124**

### Skills
- ✓ Figurative Language
- ✓ Poetry Structure
- ✓ Engage in Collaborative Discussion

### Differentiation Options
- **Instruction Coach** Teach poetry features in *Hiawatha’s Fishing*, noting and listing text features.
- **Instruction Coach** Reread *Hiawatha’s Fishing*, pp. 160–165, noting text features and their purposes. Complete the list of text features used.
- **Instruction Coach** Preview and teach the vocabulary words in context. Complete the word map on SE p. 167.
- **Instruction Coach** Teach Word Analysis, TM p. 119, to address letter-sound correspondence.

### Lesson Focus
- **LAFS: 5.RL.2.4, 5.RL.2.5, 5.SL.1.1**
- **Instruction Coach**

### Lesson 8: Reading Poetry
- **Student Edition pp. 167–176**
- **Teacher’s Manual pp. 125–127**

### Skills
- ✓ Figurative Language
- ✓ Engage in Collaborative Discussion
- ✓ Theme

### Differentiation Options
- **Instruction Coach** Teach using context clues to determine the meaning of figurative language, TM p. 126 and SE pp. 172–173. Then guide students through Comprehension Check, SE p. 176.
- **Instruction Coach** Teach vocabulary and guide students through SE p. 167. Use highlighted words in *Hiawatha’s Fishing* to reinforce meanings.
- **Instruction Coach** Teach Word Analysis, TM p. 119, to address letter-sound correspondence.

### Lesson Focus
- **LAFS: 5.RL.1.1, 5.RL.1.2, 5.SL.1.1**
- **Instruction Coach**

### Lesson 8: Reading Poetry
- **Student Edition pp. 168–176**
- **Teacher’s Manual pp. 126–127**

### Skills
- ✓ Make Inferences
- ✓ Cite Evidence
- ✓ Theme

### Differentiation Options
- **Instruction Coach** Reread *Hiawatha’s Fishing* (cont.), guiding students to make inferences and cite the evidence within the poem. Chart the inferences along with the text evidence.
- **Instruction Coach** Reread *Hiawatha’s Fishing* (cont.) and guide students as they unpack the relevant details that support the theme.

### Lesson Focus
- **LAFS: 5.RL.2.5, 5.RL.3.9, 5.SL.1.1**
- **Instruction Coach**

### Lesson 8: Reading Poetry
- **Student Edition pp. 159–176**
- **Teacher’s Manual pp. 117–128**

### Skills
- ✓ Poetry Structure
- ✓ Write about Literature
- ✓ Engage in Collaborative Discussion

### Differentiation Options
- **Instruction Coach** Guide students through Anchor Standard Discussion Questions and Comprehension Check, SE pp. 175–176.
- **Instruction Coach** Reread *Hiawatha’s Fishing or Hiawatha’s Fishing* (cont.)

### Lesson Focus
- **LAFS: 5.RL.1.1, 5.RL.1.2, 5.SL.1.1**
- **Instruction Coach**

### Lesson 8: Reading Poetry
- **Student Edition pp. 168–176**
- **Teacher’s Manual pp. 126–127**

### Skills
- ✓ Make Inferences
- ✓ Cite Evidence
- ✓ Theme

### Differentiation Options
- **Instruction Coach** Guide students through Anchor Standard Discussion Questions and Comprehension Check, SE pp. 175–176.
- **Instruction Coach** Have students choose a poem and write a paragraph responding to the Essential Question, *How can a poem tell a story in a unique way?* 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. 175. Point out that the first question is about the speaker’s point of view; the second question is about character’s motives.
- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 176.

### Differentiation Options
- **Instruction Coach** Guide students through Anchor Standard Discussion Questions and Comprehension Check, SE pp. 175–176.
# Week 21

## Unit: Reading Poetry

### Lesson Focus

**LAFS: 5.RL.1.2, 5.RL.2.4, 5.RL.2.5**

**Instruction Coach Independent Leveled Practice Resource Book**

**Lesson 2: Poetry**

- **Support Coach**
  - **Lesson 2: Poetry**
    - **Skills**
      - Theme
      - Poetic Structure
    - **Read on Your Own**
      - Have students read the poem at their levels and answer the questions independently. Then have them discuss the questions and their answers in small groups.

### Differentiation Options

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

### Lesson Focus

**LAFS: 5.RL.2.5**

**Support Coach**

- **Lesson 2: Poetry**
  - **Skills**
    - Visualize
  - **Read on Your Own**
    - Have students complete the Visualize Chart, SE p. 257.

### Differentiation Options

- **Support Coach**
  - **Review Try It, SE p. 30. Reread The Road Not Taken/By the Arno annotations, showing students that these focus on visualization. Guide students to complete the Visualize Chart.**
  - **Support Coach**
    - **Use Supporting Struggling Learners scaffolding, TM p. 26. Help students understand the visualization in The Road Not Taken/By the Arno by building background with pictures or photographs.**

### Lesson Focus

**LAFS: 5.RL.2.5**

**Support Coach**

- **Lesson 2: Poetry**
  - **Skills**
    - Poetic Structure
    - Close Reading
  - **Read on Your Own**
    - **The Road Not Taken/By the Arno**
      - Review poetic structure, SE p. 31. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 258.

### Differentiation Options

- **Support Coach**
  - **Review Try It, SE p. 31. Reread The Road Not Taken/By the Arno annotations, showing students that these focus on poetic structure. Guide students to complete the Close Reading Worksheet.**
  - **Support Coach**
    - **Focus on connotation and unfamiliar language in The Road Not Taken/By the Arno using Word Study and Supporting ELLs, TM pp. 29, 28. Preview Vocabulary, SE p. 35.**

### Lesson Focus

**LAFS: 5.RL.2.5, 5.L.3.4.c, 5.W.3.9.a**

**Support Coach**

- **Lesson 2: Poetry**
  - **Skills**
    - Consult a Dictionary
    - Close Reading
    - Write about Literature
  - **Read on Your Own**
    - **My Castle**
      - Review figurative language, SE p. 36. Read the poem **first read**. Have students complete relevant questions on the Figurative Language Chart, SE p. 259.

### Differentiation Options

- **Support Coach**
  - **Review Try It, SE p. 36. Reread My Castle with the annotations, focusing on figurative language. Guide students to complete the relevant questions on the Figurative Language Chart.**
  - **Support Coach**
    - **Use Supporting Struggling Learners, TM p. 32. Help students understand how figurative language helps them visualize the poem My Castle by having students relate pictures to the poem.**

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

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## Unit: Reading Poetry

### LESSON FOCUS
**LAFS: 5.RL.1.2, 5.L.3.4.a**

**Support Coach**
**Lesson 2: Poetry**
- Student Edition pp. 37–41, 260
- Teacher’s Manual pp. 33–37

**Skills**
- Speaker’s Point of View
- Context Clues
- Close Reading

**My Castle**
Review the speaker’s point of view, SE p. 37. Read the poem (second read). Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 260, and Vocabulary, SE p. 41.

### DIFFERENTIATION OPTIONS
- **Support Coach** Review Try It, SE p. 37. Reread My Castle with the (second read) annotations, showing students that these focus on the speaker. Guide students to complete the Close Reading Worksheet.
- **Support Coach** Use Supporting English Language Learners note, TM p. 34, to reread and discuss the poem. Review Vocabulary, SE p. 41.

### LESSON FOCUS
**LAFS: 5.RL.1.2, 5.RL.2.5, 5.W.3.9.a**

**Support Coach**
**Lesson 2: Poetry**
- Student Edition pp. 38–43, 260
- Teacher’s Manual pp. 34–39

**Skills**
- How Speakers Reflect on a Topic
- Close Reading
- Write about Literature

**Respond to Text**
Review SE p. 42 and discuss the writing task on p. 43 before students draft and complete their writing.

### DIFFERENTIATION OPTIONS
- **Support Coach** Guide students through Respond to Text using support, TM pp. 38–39. Have them work with partners and write.
- **Support Coach** Have students read (second read) Lady Icicle/Snow-Flakes, SE pp. 44–46.

### REVIEW
**LAFS: 5.RL.2.4, 5.RL.2.5, 5.L.3.4.a,c**

**Instruction Coach**
**Lesson 8: Reading Poetry**
- Student Edition p. 159
- Teacher’s Manual p. 117

**Skills**
- Poetic Structure
- Figurative Language
- Context Clues
- Use a Dictionary
- Speaker

**Listen and Learn**
Review and discuss the Essential Question and the following focus skills:
- explain how a series of stanzas fits together to provide the overall structure of a poem.
- interpret figurative language, including similes and metaphors, in context.
- use context or reference materials to understand antiquated language.

### DIFFERENTIATION OPTIONS
- **Performance Coach** Do shared writing with students in Lesson Practice, SE p. 27 (question 7).
- **Support Coach** Review answers to Quiz 2 with students.
- **Instruction Coach** Review answers to Benchmark Assessment 2 with students.
## Week 23

### Unit: Writing Responses to Literature

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<th>Day 1</th>
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### DIFFERENTIATION OPTIONS

- **Instruction Coach** Use notes, TM p. 144, to introduce the purpose and audience for a response to literature.
- **Instruction Coach** Review Stage Fright, SE pp. 26–33, to identify and discuss the problem and resolution as well as examples of why a play is a unique way of telling a story. Have students discuss the reasons for the examples given.
- **Instruction Coach** Use the graphic on SE p. 194 to help students understand the characteristics and structure of responses to literature.
- **Instruction Coach** Have accelerating students identify the main idea and supporting details of the mentor text.
- **Performance Coach** Initiate a whole class discussion about the Discuss Questions, TE p. 54, with students to talk about what makes an effective response to literature.
- **Instruction Coach** Using the chart, SE p. 199, discuss other dialects with which they may be familiar and add them to the chart. Guide students in completing the activity.
- **Instruction Coach** Use Know Your Audience, TE p. 150, to help students understand the importance of writing to a target audience.
- **Instruction Coach** Review the writing process, SE p. 200, for students who need extra support.
- **Instruction Coach** Take a deeper dive into SE pp. 201–203 with students who need extra support as they use the brainstorm graphic organizers provided to complete Try It.
- **Instruction Coach** Have students work in pairs or small groups to generate possible questions about the characters and their traits in “Rip Van Winkle.” Allow students time to research and find the answers to these questions so they can add relevant information to their writing.
- **Instruction Coach** Allow time for students to draft independently or in pairs. Conference with students who need extra support.
- **Performance Coach** Have students read and complete the interactive Getting the Idea, SE pp. 174–176. Have students list the features of responses to literature that are also found in the mentor text.

**Non–Assessed Skills/Strategies**

**Assessed Skills/Strategies**
## Unit: Writing Responses to Literature

### Lesson Focus

**LESSON FOCUS**

LAFS: 5.W.2.4, 5.W.2.5, 5.W.3.9.a, 5.SL.1.1

**Instruction Coach**

Lesson 10: Writing Responses to Literature

- Student Edition pp. 206–211
- Teacher’s Manual pp. 154–156

**Skills**

✔ Write a Response to Literature
✔ Linking Words

**Writing Process:** Steps 3, 4

With students, read the Writer's Craft section, SE p. 206. Have students share their efforts to use linking words and phrases. Then read SE pp. 208–210.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** For students who need extra support with SE pp. 210–211, spend less time on pp. 208–209. Model responses for Try It sections.
- **Performance Coach** Have students complete the Coached Example, SE pp. 177–181.
- **Performance Coach** Have students complete the Journal Prompt, TE p. 55.

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**LESSON FOCUS**

LAFS: 5.W.2.4, 5.W.2.5, 5.W.3.9.a, 5.SL.1.1

**Instruction Coach**

Lesson 10: Writing Responses to Literature

- Student Edition pp. 208–213
- Teacher’s Manual pp. 155–157

**Skills**

✔ Revise a Response to Literature
✔ Using Precise 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. 212–213.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Review Try It, SE p. 213. Then identify sentences that students should revise using more precise language. Provide students with support as they revise.
- **Performance Coach** Have students complete the Lesson Practice, questions 1–5, SE pp. 182–187.
- **Performance Coach** Review the Language Spotlight, SE p. 176, TE p. 55, to teach about prepositions.

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**LESSON FOCUS**

LAFS: 5.W.2.5, 5.W.3.9.a, L.5.2.e, 5.SL.1.1

**Instruction Coach**

Lesson 10: Writing Responses to Literature

- Student Edition pp. 212–217
- Teacher’s Manual pp. 157–158

**Skills**

✔ Edit a Response to Literature
✔ Spelling Rules

**Writing Process:** Steps 5, 6

Read SE pp. 214–215. Provide time for students to finish revising and begin editing.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Have students read aloud portions of their writing. Model thinking aloud about using precise language and correct spelling to demonstrate how to talk about writing.
- **Performance Coach** Review the Finishing Up checklist, SE p. 176, and Common Errors feature, TE p. 55, to show students examples of what to look for when they revise their writing.

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**LESSON FOCUS**

LAFS: 5.W.2.5, 5.W.2.6, 5.W.3.9.a, 5.W.4.10, L.5.2.e, 5.SL.1.1.a

**Instruction Coach**

Lesson 10: Writing Responses to Literature

- Student Edition pp. 214–218
- Teacher’s Manual pp. 158–159

**Skills**

✔ Write a Response to Literature
✔ Spelling Rules

**Writing Process:** Steps 6, 7

Read SE pp. 216–217. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 218.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Use SE pp. 214–215 as a springboard for students to discuss strategies for improving specific sentences in their writing.
- **Performance Coach** Do shared writing with students to complete the Lesson Practice, SE pp. 188–191 (question 6).
- **Instruction Coach** Review answers to Benchmark Assessment 3 with students.

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**PUBLISH AND ASSESS OPTIONS:**

**Instruction Coach**

Benchmark Assessment 3

- Teacher’s Manual p. 159

**Skills**

✔ Write a Response to Literature

**Writing Process:** Step 7

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

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Students may use alternative media for their writing, especially if it includes images and text features.
- **Performance Coach** Do shared writing with students to complete the Lesson Practice, SE pp. 188–191 (question 6).
- **Instruction Coach** Review answers to Benchmark Assessment 3 with students.
### Unit: Reading Scientific Nonfiction

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 5.RI.2.5, 5.SL.1.1&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 11: Reading Scientific Nonfiction&lt;br&gt;Skills: Identify Science Fiction, Text Structure: Problem and Solution, Compound Words, Engage in Collaborative Discussion&lt;br&gt;- Student Edition pp. 220–224&lt;br&gt;- Teacher’s Manual pp. 162–166&lt;br&gt;- Read the article with students using Think Alouds. Use the Problem and Solution Think Aloud to focus strategy instruction, TM p. 164. Then have students complete the Comprehension Check, SE p. 224.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 5.RI.2.4, 5.L.3.4.c, 5.SL.1.1&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 11: Reading Scientific Nonfiction&lt;br&gt;Skills: Using Glossaries, Engage in Collaborative Discussion, Share and Learn&lt;br&gt;- Student Edition pp. 225–232&lt;br&gt;- Teacher’s Manual pp. 167–169&lt;br&gt;- Preview Vocabulary, SE p. 225. Then have students read and discuss the article, SE pp. 226–232.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 5.RI.1.1, 5.RI.2.5, 5.SL.1.1&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 11: Reading Scientific Nonfiction&lt;br&gt;Skills: Make Inferences, Text Structure: Problem and Solution, Engage in Collaborative Discussion&lt;br&gt;- Student Edition pp. 226–234&lt;br&gt;- Teacher’s Manual pp. 168–170&lt;br&gt;- Engage in Collaborative Discussion, Share and Learn, Preview Vocabulary, SE p. 225. Then have students read and discuss the article, SE pp. 226–232.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 5.RI.1.1, 5.SL.1.1&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 11: Reading Scientific Nonfiction&lt;br&gt;Skills: Identify Science Fiction, Write about Informational Text, Engage in Collaborative Discussion&lt;br&gt;- Student Edition pp. 226–234&lt;br&gt;- Teacher’s Manual pp. 162–170&lt;br&gt;- Read Leafcutter Ants or Elephant Seals&lt;br&gt;- Have students choose an article and write a paragraph responding to the Essential Question, How do articles about science and nature differ from narrative stories? Tell students to use two examples of text features to support their response.</td>
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## Unit: Reading Scientific Nonfiction

### LESSON FOCUS

**LAFS:** 5.RI.1.3, 5.RI.2.4, 5.RI.2.5, 5.RI.4.10

**Instruction Coach**
- **Lesson 9: Scientific Nonfiction**

**Skills**
- Interaction between Ideas/Concepts in Text
- Locate Information
- Close Reading

**Using Silver in Medicine**
Discuss scientific nonfiction and the skills that will be reviewed, SE p. 197. Review locating information, SE p. 198. Read the passage ([first read]). Have students complete the relevant questions on the Close Reading Worksheet, SE p. 285.

### 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 student pairs compare two records and discuss reasons people would want to know about them.

### LESSON FOCUS

**LAFS:** 5.RI.1.3

**Support Coach**
- **Lesson 9: Scientific Nonfiction**
  - Student Edition pp. 199–204, 286
  - Teacher’s Manual pp. 177–183

**Skills**
- Interaction between Ideas/Concepts in Text
- Locate Information
- Close Reading

**Using Silver in Medicine**
Review interaction between ideas and concepts in a text, SE p. 199. Read the passage ([second read]). Then have students complete the relevant questions on the Interaction between Ideas Chart, SE p. 286.

### DIFFERENTIATION OPTIONS

**Support Coach**
- Review Try It, SE p. 198. Reread Using Silver in Medicine with the [first read] annotations, showing students that these focus on locating information. Guide students to complete the relevant questions on the Close Reading Worksheet.
- Use Supporting Struggling Learners scaffolding, TM p. 176. Help students understand how to differentiate the title from the subheading.

**Support Coach**
- Review Try It, SE p. 199. Reread Using Silver in Medicine with the [second read] annotations, showing students that these focus on interaction between ideas. Guide students to complete the Interaction between Ideas 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. 69–72.

**Performance Coach**
- Use Discussion Questions, TE p. 22. Review the characteristics of scientific nonfiction texts. Have students write about specific characteristics in the passages they have read.

**Performance Coach**
- Use Supporting Struggling Learners scaffolding, TM p. 184. Help students understand how to use their personal knowledge and text evidence to draw a conclusion by guiding students to tap into their prior knowledge as they reread Titanium: Metal of the Future.

**Titanium: Metal of the Future**
Review drawing conclusions, SE p. 206. Read the passage ([first read]). Have students complete the relevant questions on the Draw Conclusions Chart, SE p. 287.
### Unit: Reading Scientific Nonfiction

#### Lesson Focus

**LAFS: 5.RI.1.3, 5.RI.3.7, 5.L.3.4.c**

**Support Coach**

**Lesson 9: Scientific Nonfiction**
- *Student Edition pp. 207–213, 288*
- *Teacher's Manual pp. 185–191*

**Skills**
- ✔ Graphics
- ✔ Consult Dictionaries and Glossaries
- ✔ Close Reading

**Titanium: Metal of the Future**
Review graphics, SE p. 207. Read the passage (second read). Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 288, and Vocabulary, SE p. 213.

**Differentiation Options**
- **Support Coach** Review Try It, SE p. 207. Reread *Titanium: Metal of the Future* with the second read annotations, showing students that these focus on graphics. Guide students to complete the Close Reading Worksheet.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 185, to assess students’ ability to read diagrams. Read and discuss the diagram.
- **Support Coach** Re-teach consulting dictionaries and glossaries, TM p. 190. Review Vocabulary, SE p. 213

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**LESSON FOCUS**

**LAFS: 5.RI.3.7, 5.RI.3.9, 5.W.3.9.b**

**Support Coach**

**Lesson 9: Scientific Nonfiction**
- *Student Edition pp. 208–215, 288*
- *Teacher’s Manual pp. 192–193*

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

**Titanium: Metal of the Future**
Review the passage. Then have students complete the Close Reading Worksheet, SE p. 214 and discuss the writing task on p. 215 before students draft and complete their writing.

**Differentiation Options**
- **Support Coach** Guide students through Respond to Text using support, TM pp. 192–193.
- **Support Coach** Have students read (second read) *Sleep and Dreams*, SE pp. 216–218.

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**LESSON FOCUS**

**LAFS: 5.RI.3.7, 5.RI.3.9, 5.W.3.9.b**

**Support Coach**

**Lesson 9: Scientific Nonfiction**
- *Student Edition pp. 214–215*
- *Teacher’s Manual pp. 192–193*

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

**Titanium: Metal of the Future**
Read the passage (third read). Then have students complete the Close Reading Worksheet, SE p. 214. Follow with Respond to Text, SE p. 215.

**Differentiation Options**
- **Support Coach** Guide students through Respond to Text using support, TM pp. 192–193. Have them work with partners and write.
- **Support Coach** Have students read (second read) *Sleep and Dreams*, SE pp. 216–218.

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**LESSON FOCUS**

**LAFS: 5.RI.1.1, 5.RI.1.3, 5.RI.3.7, 5.RI.3.9, 5.RI.4.10, 5.L.3.4.a, c**

**Instruction Coach**

**Lesson 11: Reading Scientific Nonfiction**
- *Student Edition p. 219*
- *Teacher’s Manual p. 161*

**Skills**
- ✔ Relationship between Ideas
- ✔ Dictionaries and Glossaries
- ✔ Context Clues
- ✔ Locate Information
- ✔ Make and Support Inferences
- ✔ Integrate Information

**Sleep and Dreams**
Review and discuss the Essential Question and the following focus skills:
- Use context as clues to determine meaning of words and phrases
- Consult a glossary to define unknown words

**Differentiation Options**
- **Support Coach** Guide students through Respond to Text using support, TM pp. 192–193. Have them work with partners and write.
- **Performance Coach** Do shared writing with students in Lesson Practice, SE p. 77 (question 6).

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**REVIEW**

**LAFS: 5.RI.1.1, 5.RI.1.3, 5.RI.3.7, 5.RI.3.9, 5.RI.4.10, 5.L.3.4.a, c**

**Instruction Coach**

**Lesson 11: Reading Scientific Nonfiction**
- *Student Edition p. 219–220*
- *Teacher’s Manual p. 194*

**Read on Your Own**
- *Sleep and Dreams*

Review Comprehension Check, SE pp. 219–220. 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 p. 77 (question 6).
- **Support Coach** Review answers to Quiz 9 with students.

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**REVIEW AND ASSESS OPTIONS:**

**Support Coach**

**Quiz 9**

**Skills**
- ✔ Relationship between Ideas
- ✔ Dictionaries and Glossaries
- ✔ Context Clues
- ✔ Locate Information
- ✔ Make and Support Inferences
- ✔ Integrate Information

**Support Coach**

**Lesson 9: Scientific Nonfiction**
- *Student Edition pp. 216–220*
- *Teacher’s Manual p. 194*

**Sleep and Dreams**
Review Comprehension Check, SE pp. 219–220. Have students share answers and discuss the text, pointing out evidence that they find.

**Differentiation Options**
- **Performance Coach** Do shared reading with students in Lesson Practice, SE p. 77 (question 6).
- **Support Coach** Review answers to Quiz 9 with students.
## Unit: Reading Persuasive Nonfiction

### LESSON FOCUS

**LAFS: 5.RI.3.8, 5.SL.1.1**

**Performance Coach**

**Lesson 6: Persuasive Texts**
- **Student Edition pp. 78–80**
- **Teacher’s Edition pp. 26–28**

**Skills**
- ✔ Persuasive Structure
- ✔ Engage in Collaborative Discussion
- ✔ Analyzing a Speech

### DIFFERENTIATION OPTIONS

- **Performance Coach** Teach persuasive nonfiction features in Getting the Idea, noting and listing text features.
- **Performance Coach** Reread Getting the Idea, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
- **Performance Coach** Preview shared text with readers, SE pp. 81–82.
- **Instruction Coach** Speaking and Listening Project; Use TM pp. 190–191.

### LESSON FOCUS

**LAFS: 5.RI.3.8, 5.SL.1.1**

**Performance Coach**

**Lesson 6: Persuasive Texts**
- **Student Edition pp. 81–84**
- **Teacher’s Edition pp. 26–28**

**Skills**
- ✔ Persuasive Structure
- ✔ Reasons and Evidence
- ✔ Engage in Collaborative Discussion

### DIFFERENTIATION OPTIONS

- **Performance Coach** Direct students to read Digital Textbooks Are the Way of the Future, SE pp. 81–82, charting the reasons and evidence.
- **Performance Coach** Scaffold instruction by showing students how to distinguish among opinion, reasons, and evidence, using TE p. 27, ELL Support.

### LESSON FOCUS

**LAFS: 5.RI.2.6, 5.RI.3.8, 5.SL.1.1**

**Performance Coach**

**Lesson 6: Persuasive Texts**
- **Student Edition pp. 85–87**
- **Teacher’s Edition p. 29**

**Skills**
- ✔ Author’s Point of View
- ✔ Persuasive Techniques
- ✔ Engage in Collaborative Discussion

### DIFFERENTIATION OPTIONS

- **Performance Coach** Teach persuasive structure in Digital Textbooks Are the Way of the Future and guide students through Coached Example questions, SE pp. 81–84.
- **Performance Coach** Have accelerating students write an advertisement for their favorite product using at least one persuasive technique from SE p. 80.

### LESSON FOCUS

**LAFS: 5.RI.3.8, 5.L.3.5.a, 5.SL.1.1**

**Performance Coach**

**Lesson 6: Persuasive Texts**
- **Student Edition pp. 88–91**
- **Teacher’s Edition p. 29**

**Skills**
- ✔ Bias
- ✔ Figurative Language
- ✔ Engage in Collaborative Discussion

### DIFFERENTIATION OPTIONS

- **Performance Coach** Reread Digital Textbooks Are the Way of the Future or Print Textbooks Belong in the Classroom, guiding students to find examples of authors using figurative language to appeal to emotion. Chart other examples of emotional and biased language.
- **Performance Coach** Reread Digital Textbooks Belong in the Classroom and guide students as they unpack the author’s claim and the supporting evidence.
- **Performance Coach** Have accelerating students work in pairs to do Lesson Practice, SE pp. 85–90.

### LESSON FOCUS

**LAFS: 5.RI.3.8, 5.SL.1.1, 5.W.3.9.b**

**Performance Coach**

**Lesson 6: Persuasive Texts**
- **Student Edition pp. 81–82, 85–87**
- **Teacher’s Edition p. 26**

**Skills**
- ✔ Persuasive Structure
- ✔ Write about Informational Text
- ✔ Engage in Collaborative Discussion

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Guide students through Lesson Practice questions, SE pp. 90–91. Point out that the first question is about biased and emotional language; the second question is about author’s point of view and evidence.
- **Instruction Coach** Have students work in pairs to complete the Lesson Practice questions, SE pp. 88–91.
## Unit: Reading Persuasive Nonfiction

### LESSON FOCUS

| LAFS: 5.RI.3.8 | Support Coach |
| LAFS: 5.RI.2.4, 5.L.3.6 | Support Coach |

### Lesson 10: Persuasive Nonfiction

#### Support Coach

**Let's Serve Healthier School Meals**

*Student Edition pp. 223–226, 290*

**Teacher's Manual pp. 199–203**

**Skills**

- Reasons and Evidence
- Close Reading
- Write about Informational Text

**Close Reading Worksheet. SE p. 289.** Follow with Vocabulary, SE p. 227.

### DIFFERENTIATION OPTIONS

- **Support Coach** Review Try It, SE p. 223. Reread Let's Serve Healthier School Meals with the annotations, focusing on identifying the main idea and details. Guide students to complete the Close Reading Worksheet.

- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 198. Help students identify details that reveal the author’s purpose by identifying details that support opposing sides of the argument.

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**Unit: Reading Persuasive Nonfiction**

**LESSON FOCUS**
- **LAFS: 5.RI.2.4, 5.RI.3.8, 5.L.3.6**
- **Support Coach**

**Lesson 10: Persuasive Nonfiction**
- Student Edition pp. 229–235, 292
- Teacher’s Manual pp. 197–205, 210

**Skills**
- Author’s Opinion
- Academic Vocabulary
- Close Reading

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review Try It, SE p. 229. Reread No More Supersized Sodas/Let Me Drink What I Want! with the second read annotations, showing students that these focus on the author’s opinion. Guide students to complete the Opinion Chart.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM pp. 205, 207, 208, to reread and discuss the opinions in the passages. Review Vocabulary, SE p. 235.

**LESSON FOCUS**
- **LAFS: 5.RI.2.6, 5.RI.3.9, 5.W.3.9.b**
- **Support Coach**

**Lesson 10: Persuasive Nonfiction**
- Student Edition pp. 230–237
- Teacher’s Manual pp. 206–213

**Skills**
- Analyze Texts for Similarities and Differences
- Close Reading
- Write about Informational Text

**DIFFERENTIATION OPTIONS**
- **Support Coach** Guide students through Respond to Text using support, TM pp. 212–213.
- **Support Coach** Have students read (first read) A Use for Community Land, SE pp. 238–242.
- **Performance Coach** Use Language Spotlight, SE p. 210 and TE p. 63, to teach students the correct styles for indicating source titles in their writing.

**LESSON FOCUS**
- **LAFS: 5.RI.2.6, 5.RI.3.9, 5.W.3.9.b**
- **Support Coach**

**Lesson 10: Persuasive Nonfiction**
- Student Edition pp. 236–237
- Teacher’s Manual pp. 212–213

**Skills**
- Analyze Texts for Similarities and Differences
- Write about Informational Text

**DIFFERENTIATION OPTIONS**
- **Support Coach** Guide students through Respond to Text using support, TM pp. 212–213. Have them work with partners and write.
- **Support Coach** Have students read (second read) A Use for Community Land, SE pp. 238–242.

**LESSON FOCUS**
- **LAFS: 5.RI.2.4, 5.RI.2.6, 5.RI.3.8, 5.RI.3.9, 5.RI.4.10, 5.L.3.6**
- **Performance Coach**

**Lesson 6: Persuasive Texts**
- Student Edition pp. 78–91
- Teacher’s Manual pp. 26–29

**Skills**
- Persuasive Techniques
- Figurative Language
- Reasons and Evidence
- Persuasive Text Structure

**DIFFERENTIATION OPTIONS**
- **Performance Coach** Do shared writing with students in Lesson Practice, SE pp. 222–225 (question 6).
- **Support Coach** Review answers to Quiz 10 with students.

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**REVIEW**
- **LAFS: 5.RI.2.4, 5.RI.2.6, 5.RI.3.8, 5.RI.3.9, 5.RI.4.10, 5.L.3.6**
- **Performance Coach**

**Lesson 6: Persuasive Texts**
- Student Edition pp. 78–91
- Teacher’s Manual pp. 26–29

**Skills**
- Persuasive Techniques
- Figurative Language
- Reasons and Evidence
- Persuasive Text Structure

**DIFFERENTIATION OPTIONS**
- **Performance Coach** To review persuasive techniques and persuasive text structure, have students complete Lesson Practice, SE pp. 215–221.

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**REVIEW AND ASSESS OPTIONS: Support Coach Quiz 10**
- **Skills**
  - Author’s Viewpoint
  - Reasons and Evidence
  - Academic Words
  - Analyze Two Accounts
  - Domain-Specific Words

**Lesson 10: Persuasive Nonfiction**
- Student Edition pp. 238–244
- Teacher’s Manual p. 214

Read on Your Own A Use for Community Land

**End of Unit Review**
- Review Comprehension Check, SE pp. 243–244. 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. 222–225 (question 6).
- **Support Coach** Review answers to Quiz 10 with students.
## Unit: Writing Opinion Pieces

### Lesson 12: Writing Opinion Pieces

**LESSON FOCUS**  
LAFS: 5.W.1.1, 5.W.2.4, 5.W.2.5  
**Instruction Coach**  
Lesson 12: Writing Opinion Pieces  
- Student Edition pp. 241–243  
- Teacher's Manual pp. 181

**Skills**  
- Write Opinion Pieces  
- Supporting Reasons  
- Conclusion  
- Debate

**DIFFERENTIATION OPTIONS**  
- **Instruction Coach**  Use the graphic organizer provided to help students understand the characteristics and structure of an opinion piece.  
- **Instruction Coach**  Have students read Organize Your Ideas under Getting the Idea, SE p. 241, to remind them to list their strongest reasons first.

**LESSON FOCUS**  
LAFS: 5.W.1.1, 5.W.1.1  
**Instruction Coach**  
Lesson 12: Writing Opinion Pieces  
- Student Edition pp. 237–238  

**Skills**  
- Write Opinion Pieces  
- Supporting Reasons  
- Conclusion  
- Debate

**DIFFERENTIATION OPTIONS**  
- **Instruction Coach**  Use the graphic organizer provided to help students understand the characteristics and structure of an opinion piece.  
- **Instruction Coach**  Have students read Organize Your Ideas under Getting the Idea, SE p. 241, to remind them to list their strongest reasons first.

**LESSON FOCUS**  
LAFS: 5.W.1.1, 5.L.3.4.b  
**Instruction Coach**  
Lesson 12: Writing Opinion Pieces  
- Student Edition pp. 238–240  

**Skills**  
- Write Opinion Pieces  
- Supporting Reasons  
- Conclusion  
- Latin Roots and Affixes

**DIFFERENTIATION OPTIONS**  
- **Instruction Coach**  Use the graphic organizer provided to help students understand the characteristics and structure of an opinion piece.  
- **Instruction Coach**  Have students read Organize Your Ideas under Getting the Idea, SE p. 241, to remind them to list their strongest reasons first.

**LESSON FOCUS**  
LAFS: 5.W.1.1, 5.W.1.1  
**Instruction Coach**  
Lesson 12: Writing Opinion Pieces  
- Student Edition pp. 237–238  

**Skills**  
- Write Opinion Pieces  
- Supporting Reasons  
- Conclusion

**DIFFERENTIATION OPTIONS**  
- **Instruction Coach**  Use the graphic organizer provided to help students understand the characteristics and structure of an opinion piece.  
- **Instruction Coach**  Have students read Organize Your Ideas under Getting the Idea, SE p. 241, to remind them to list their strongest reasons first.

**LESSON FOCUS**  
LAFS: 5.W.1.1, 5.W.2.4, 5.W.2.5  
**Instruction Coach**  
Lesson 12: Writing Opinion Pieces  
- Student Edition pp. 241–243  
- Teacher’s Manual pp. 182–183

**Skills**  
- Write Opinion Pieces  
- Opinions, Reasons, and Details

**DIFFERENTIATION OPTIONS**  
- **Instruction Coach**  Use the graphic organizer provided to help students understand the characteristics and structure of an opinion piece.  
- **Instruction Coach**  Have students read Organize Your Ideas under Getting the Idea, SE p. 241, to remind them to list their strongest reasons first.
### Unit: Writing Opinion Pieces

#### Lesson 12: Writing Opinion Pieces

**Skills**
- ✔ Write Opinion Pieces
- ✔ Using Linking Words and Phrases

**Writing Process:** Steps 3, 4
With students read the Writer's Craft section, SE p. 246. Have students share their efforts to use linking words and phrases in their draft. Then read SE pp. 248–249.

**Differentiation Options**
- **Instruction Coach** For students who need extra support with SE pp. 250–251 spend less time on pp. 248–249. Model responses for Try It sections.
- **Instruction Coach** Have students continue to work on the Speaking and Listening Project: Debate, TM pp. 172–173.
- **Performance Coach** Have students respond to the Journal Prompt, TE p. 71.

#### Lesson 12: Writing Opinion Pieces

**Skills**
- ✔ Revise Opinion Pieces
- ✔ Using Correlative Conjunctions

**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. 252–253.

**Differentiation Options**
- **Instruction Coach** Guide students to identify ideas that can be combined using a correlative conjunction to make the opinion piece more convincing. Provide students with support as they revise.

#### Lesson 12: Writing Opinion Pieces

**Skills**
- ✔ Edit Opinion Pieces
- ✔ Using Punctuation to Clarify

**Writing Process:** Steps 5, 6
Read SE pp. 254–255. 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 claim, supporting evidence, and conclusion to demonstrate how to talk about writing.
- **Performance Coach** Have students complete the Lesson Practice, questions 1–5, SE pp. 298–300.
- **Performance Coach** Use Language Spotlight, SE p. 242, TE p. 71, to teach about the perfect tense.

#### Lesson 12: Writing Opinion Pieces

**Skills**
- ✔ Write Opinion Pieces
- ✔ Using Punctuation to Clarify

**Writing Process:** Steps 6, 7
Complete SE pp. 254–255. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 258.

**Differentiation Options**
- **Instruction Coach** Students may use alternative media for their writing, especially if it includes images and text features.
- **Performance Coach** Have students complete the Lesson Practice, question 6, SE p. 301.
- **Instruction Coach** Review answers to Benchmark Assessment 4 with students.

**Publish and Assess Options:**
- **Instruction Coach** Benchmark Assessment 4
- **Teacher's Manual** p. 189

**Skills**
- ✔ Write Opinion Pieces

**Writing Process:** Step 7
This stage of the process should allow students to share their writing in a meaningful way. If possible, designate a time and/or space for reading aloud, posting or displaying writing, and sharing with family members and/or the school community.

**Differentiation Options**
- **Instruction Coach** Use SE p. 257 as a springboard for students to discuss strategies for improving specific sentences in their writing.
- **Performance Coach** Do shared writing with students, question 6, SE pp. 250–253.