Program Overview

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

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

Common Core Coach

Instruction and Practice

Use Common Core Coach as your core instruction.

Support Coach

Targeted Instruction and Practice

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

Performance Coach

Reinforcement and Test Preparation

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

The Instructional Pathway
Addressing Key Instructional Shifts in ELA

1 Regular practice with complex texts and their academic language

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

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

Common Core Coach, Grade 5
2 Reading, writing, and speaking grounded in evidence from texts

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

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

3 Knowledge building through content-rich nonfiction

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

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

Support Coach, Grade 3

Lesson 1: Reading Literary Nonfiction
Lesson 2: Writing Fictional Narratives
Lesson 3: Drama
Lesson 4: Analyze Literature
Lesson 5: Writing Personal Narratives
Lesson 6: Reading Drama
Lesson 7: Historical Texts
Lesson 8: Scientific and Technical Texts

Common Core Coach, Grade 6

Lesson 1: Reading Literary Nonfiction
Lesson 2: Writing Fictional Narratives
Lesson 3: Drama
Lesson 4: Analyze Literature
Lesson 5: Writing Personal Narratives
Lesson 6: Reading Drama
Lesson 7: Historical Texts
Lesson 8: Scientific and Technical Texts

Lesson 1: Reading Literary Nonfiction
Listen and Learn: The Greatest Show on Earth

Lesson 4: Reading Historical Texts
Read On Your Own: The Impeachment Process

Lesson 7: Reading Scientific and Technical Texts
Listen and Learn: Journey to Earth’s Center
Read On Your Own: Arctic Survival

State Standards
SL.6.1.a–d; L.6.2.b; L.6.3.b; L.6.4.a–d; L.6.6; RST.6-8.1; RST.6-8.2; RST.6-8.4; RH.6-8.1; RH.6-8.2; RH.6-8.3; RH.6-8.9; RH.6-8.10

RI.6.1; RI.6.2; RI.6.3; RI.6.4; RI.6.5

RL.6.6; RL.6.9; RL.6.10; RL.5.2, RL.5.3, RL.5.4, RL.5.5, L.5.4.a, L.5.5.a

Performance Task

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## Coach® Common Core Suite Correlation

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

### Grade 5

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<thead>
<tr>
<th>Common Core Standards</th>
<th>Reading: Literature</th>
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<tbody>
<tr>
<td><strong>RL.5.1</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>
</tr>
<tr>
<td><strong>RL.5.2</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>
</tr>
<tr>
<td><strong>RL.5.3</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>
</tr>
<tr>
<td><strong>RL.5.4</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>
</tr>
<tr>
<td><strong>RL.5.5</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>
</tr>
<tr>
<td><strong>RL.5.6</strong> Describe how a narrator’s or speaker’s point of view influences how events are described.</td>
<td>L1</td>
</tr>
<tr>
<td><strong>RL.5.7</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>
</tr>
<tr>
<td><strong>RL.5.8</strong> (Not applicable to literature)</td>
<td>L1, L5</td>
</tr>
<tr>
<td><strong>RL.5.9</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, L5</td>
</tr>
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</table>
## Grade 5

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>RL.5.10</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>
</tr>
</tbody>
</table>

### Reading: Informational Texts

| **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | L4, L6, L11 | L7 | L5–L11, L14–L19 |
| **RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | L4, L11 | L6, L7, L10 | L5, L9 |
| **RI.5.3** 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. | L11 | L7, L9 | L9 |
| **RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | L6, L11 | L6, L8, L10 | L17–L19 |
| **RI.5.5** 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. | L4, L6, L11 | L7, L8 | L5, L7–L9 |
| **RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | L4 | L6, L10 | L6–L9 |
| **RI.5.7** 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. | L4, L6 | L9 | L7–L9 TE: L7–L9, L14 |
| **RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | L4 | L10 | L6 |
| **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | L4 TM: L5 | L6, L9, L10 | L6, L9, L10 |
| **RI.5.10** 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. | L4, L6, L11 | L6, L7, L8, L10 | L5–L11, L14–L19 |

### Reading: Foundational Skills

| **RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. | L12 | TM: 1–10 |
### Grade 5

**Common Core Standards**

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<tr>
<td><strong>RF.5.3.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: L1–L10</td>
<td></td>
</tr>
<tr>
<td><strong>RF.5.4</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: L1–L10</td>
<td></td>
</tr>
<tr>
<td><strong>RF.5.4.a</strong> Read on-level text with purpose and understanding.</td>
<td>L1, L2, L4, L6, L8, L9, L11 TM: L2</td>
<td>TM: L1–L10</td>
<td></td>
</tr>
<tr>
<td><strong>RF.5.4.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: L1–L10</td>
<td></td>
</tr>
<tr>
<td><strong>RF.5.4.c</strong> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
<td>L4</td>
<td>L1</td>
<td></td>
</tr>
</tbody>
</table>

**Writing**

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<thead>
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<tr>
<td><strong>W.5.1</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>
<td></td>
</tr>
<tr>
<td><strong>W.5.1.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>
<td></td>
</tr>
<tr>
<td><strong>W.5.1.b</strong> Provide logically ordered reasons that are supported by facts and details.</td>
<td>L10, L12</td>
<td>L11, L12, L16</td>
<td></td>
</tr>
<tr>
<td><strong>W.5.1.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>
<td></td>
</tr>
<tr>
<td><strong>W.5.1.d</strong> Provide a concluding statement or section related to the opinion presented.</td>
<td>L10, L12</td>
<td>L11, L12, L16</td>
<td></td>
</tr>
<tr>
<td><strong>W.5.2</strong> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td>L5</td>
<td>L11, L15</td>
<td></td>
</tr>
<tr>
<td><strong>W.5.2.a</strong> 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.</td>
<td>L5</td>
<td>L11, L15</td>
<td></td>
</tr>
<tr>
<td><strong>W.5.2.b</strong> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
<td>L5</td>
<td>L11, L15</td>
<td></td>
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## Grade 5

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<tr>
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<tr>
<td><strong>W.5.2.c</strong> Link ideas within and across categories of information using words, phrases, and clauses (e.g., <em>in contrast, especially</em>).</td>
<td>L5</td>
<td></td>
<td>L11, L15</td>
</tr>
<tr>
<td><strong>W.5.2.d</strong> Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td>L5, L10</td>
<td></td>
<td>L15</td>
</tr>
<tr>
<td><strong>W.5.2.e</strong> Provide a concluding statement or section related to the information or explanation presented.</td>
<td>L5</td>
<td></td>
<td>L11, L15</td>
</tr>
<tr>
<td><strong>W.5.3</strong> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
<td>L3, L7</td>
<td></td>
<td>L11, L13</td>
</tr>
<tr>
<td><strong>W.5.3.a</strong> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
<td>L3, L7</td>
<td></td>
<td>L11, L13</td>
</tr>
<tr>
<td><strong>W.5.3.b</strong> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</td>
<td>L3, L7</td>
<td></td>
<td>L13</td>
</tr>
<tr>
<td><strong>W.5.3.c</strong> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</td>
<td>L3, L7</td>
<td></td>
<td>L11, L13</td>
</tr>
<tr>
<td><strong>W.5.3.d</strong> Use concrete words and phrases and sensory details to convey experiences and events precisely.</td>
<td>L3, L7</td>
<td></td>
<td>L13</td>
</tr>
<tr>
<td><strong>W.5.3.e</strong> Provide a conclusion that follows from the narrated experiences or events.</td>
<td>L3, L7</td>
<td></td>
<td>L11, L13</td>
</tr>
<tr>
<td><strong>W.5.4</strong> 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.)</td>
<td>L3, L5, L7, L10, L12</td>
<td></td>
<td>L11</td>
</tr>
<tr>
<td><strong>W.5.5</strong> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</td>
<td>L3, L5, L7, L10, L12</td>
<td></td>
<td>L11, L17</td>
</tr>
<tr>
<td><strong>W.5.6</strong> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</td>
<td>L3, L5, L7, L10, L12</td>
<td></td>
<td>TE: L16</td>
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</table>
### Grade 5

<table>
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<tr>
<th>W.5.7</th>
<th>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</th>
<th>L5, L10</th>
<th>L14</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.5.8</td>
<td>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</td>
<td>L3, L5, L7, L10</td>
<td>L14</td>
</tr>
<tr>
<td>W.5.9</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td>L5, L10</td>
<td>L12, L14</td>
</tr>
</tbody>
</table>

**W.5.9.a** Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

**W.5.9.b** Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

| W.5.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | L3, L5, L7, L10, L12 | L11–L17 |

### Speaking and Listening

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<tr>
<th>SL.5.1</th>
<th>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <em>grade 5 topics and texts</em>, building on others’ ideas and expressing their own clearly.</th>
<th>L1–L12</th>
<th>L1 TE: L14, L18, L19</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.5.1.a</td>
<td>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</td>
<td>L1–L12</td>
<td>L1 TE: L14, L18, L19</td>
</tr>
<tr>
<td>SL.5.1.b</td>
<td>Follow agreed-upon rules for discussions and carry out assigned roles.</td>
<td>L1–L12</td>
<td>TE: L1, L18, L19</td>
</tr>
<tr>
<td>SL.5.1.c</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>TE: L1, L14, L18, L19</td>
</tr>
<tr>
<td>SL.5.1.d</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>TE: L1, L14, L18, L19</td>
</tr>
<tr>
<td>SL.5.2</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>
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### Grade 5

#### Common Core Standards

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<tr>
<td><strong>SL.5.3</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>
<td>L19</td>
</tr>
<tr>
<td><strong>SL.5.4</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>
<td>TE: L6, L14, L15</td>
</tr>
<tr>
<td><strong>SL.5.5</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>
<td>TE: L10, L11, L13</td>
</tr>
<tr>
<td><strong>SL.5.6</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>
<td>TE: L2, L3</td>
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#### Language

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<tr>
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<tbody>
<tr>
<td><strong>L.5.1</strong></td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>L3, L4, L7, L12</td>
<td></td>
<td>L11, L12, L15–L17</td>
</tr>
<tr>
<td><strong>L.5.1.a</strong></td>
<td>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</td>
<td>L3, L4</td>
<td></td>
<td>L11, L12, L17</td>
</tr>
<tr>
<td><strong>L.5.1.b</strong></td>
<td>Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</td>
<td>L7</td>
<td></td>
<td>L16, L17</td>
</tr>
<tr>
<td><strong>L.5.1.c</strong></td>
<td>Use verb tense to convey various times, sequences, states, and conditions.</td>
<td>L7</td>
<td></td>
<td>L17</td>
</tr>
<tr>
<td><strong>L.5.1.d</strong></td>
<td>Recognize and correct inappropriate shifts in verb tense.</td>
<td>L7</td>
<td></td>
<td>L15, L17</td>
</tr>
<tr>
<td><strong>L.5.1.e</strong></td>
<td>Use correlative conjunctions (e.g., either/or, neither/nor).</td>
<td>L12</td>
<td></td>
<td>L11</td>
</tr>
<tr>
<td><strong>L.5.2</strong></td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>L7, L10, L12</td>
<td></td>
<td>L13, L14, L17</td>
</tr>
<tr>
<td><strong>L.5.2.a</strong></td>
<td>Use punctuation to separate items in a series.</td>
<td>L12</td>
<td></td>
<td>L17</td>
</tr>
<tr>
<td><strong>L.5.2.b</strong></td>
<td>Use a comma to separate an introductory element from the rest of the sentence.</td>
<td>L7, L12</td>
<td></td>
<td>L13, L17</td>
</tr>
<tr>
<td><strong>L.5.2.c</strong></td>
<td>Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).</td>
<td>L7</td>
<td></td>
<td>L13, L17</td>
</tr>
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<tr>
<td>L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works.</td>
<td>L12</td>
<td></td>
<td>L14, L17</td>
<td></td>
</tr>
<tr>
<td>L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.</td>
<td>L10</td>
<td></td>
<td>L17</td>
<td></td>
</tr>
<tr>
<td>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading,</td>
<td>L5, L10</td>
<td></td>
<td>L17 TE: L3</td>
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<td>or listening.</td>
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<tr>
<td>L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest,</td>
<td>L5, L10</td>
<td></td>
<td>L17</td>
<td></td>
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<td>and style.</td>
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<tr>
<td>L.5.3.b Compare and contrast the varieties of English (e.g., dialects, registers)</td>
<td>L10</td>
<td></td>
<td>TE: L3</td>
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<td>used in stories, dramas, or poems.</td>
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<tr>
<td>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and</td>
<td>L5, L7, L12 TM: L2</td>
<td></td>
<td>L1-L4, L7, L8, L10, L13,</td>
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<tr>
<td>phrases based on grade 5 reading and content, choosing flexibly from a range of</td>
<td></td>
<td></td>
<td>L18</td>
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<td>strategies.</td>
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<tr>
<td>L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a</td>
<td>L7</td>
<td>L2, L6, L7, L9</td>
<td>L1-L4, L7, L8, L10</td>
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<td>clue to the meaning of a word or phrase.</td>
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<td>L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to</td>
<td>L12 TM: L2</td>
<td>L1, L3</td>
<td>L13</td>
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<td>the meaning of a word (e.g., photograph, photosynthesis).</td>
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<td>L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses),</td>
<td>L5</td>
<td>L2, L4</td>
<td>L18</td>
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<td>both print and digital, to find the pronunciation and determine or clarify the</td>
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<td>precise meaning of key words and phrases.</td>
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<tr>
<td>L.5.5 Demonstrate understanding of figurative language, word relationships, and</td>
<td>L3, L7</td>
<td></td>
<td>L2, L3, L6, L10, L19</td>
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<td>nuances in word meanings.</td>
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<tr>
<td>L.5.5.a 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>L.5.5.b 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>L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms,</td>
<td>L7</td>
<td>L4, L7</td>
<td>L10, L19</td>
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<td>homographs) to better understand each of the words.</td>
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<tr>
<td>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific</td>
<td>L3</td>
<td>L5, L8, L10</td>
<td>L7-L9</td>
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<td>words and phrases, including those that signal contrast, addition, and other</td>
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<td>logical relationships (e.g., however, although, nevertheless, similarly, moreover,</td>
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<td>in addition).</td>
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Using the Grade 5 Pacing Guide

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

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

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<td>Reading Persuasive Nonfiction</td>
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<td>12</td>
<td>Writing Opinion Pieces</td>
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### Unit: Reading Short Stories

#### Week 1

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<tbody>
<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;RL.5.5, SL.5.1&lt;br&gt;<strong>Common Core Coach</strong>&lt;br&gt;Lesson 1: Reading Short Stories&lt;br&gt;• Student Edition pp. 5–11&lt;br&gt;• Teacher’s Manual pp. 3–9&lt;br&gt;<strong>Skills</strong>&lt;br&gt;✔ Short Story&lt;br&gt;✔ Engage in Collaborative Discussion&lt;br&gt;✔ Create a Visual Essay&lt;br&gt;<strong>Listen and Learn</strong>&lt;br&gt;A Snare for Srayosi&lt;br&gt;Introduce short stories and discuss questions, TM p. 3, focusing on the Essential Question, <em>What are the important parts of a good short story?</em> Then read <em>A Snare for Srayosi</em> with students.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;- <strong>Common Core Coach</strong> Use the Think Alouds to teach the parts of a short story, focusing on plot, in <em>A Snare for Srayosi</em>.&lt;br&gt;- <strong>Common Core Coach</strong> Reread <em>A Snare for Srayosi</em> and have students identify vocabulary words that they do not understand. Teach the vocabulary words.&lt;br&gt;- <strong>Common Core Coach</strong> Use Speaking and Listening Project, TM pp. 16–17, during this unit.&lt;br&gt;- <strong>Performance Coach</strong> Have students read SE pp. 282–284 and identify ways to listen carefully to literature.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;RL.5.3, RL.5.5, SL.5.1, L.5.4.b&lt;br&gt;<strong>Common Core Coach</strong>&lt;br&gt;Lesson 1: Reading Short Stories&lt;br&gt;• Student Edition pp. 6–13&lt;br&gt;• Teacher’s Manual pp. 4–11&lt;br&gt;<strong>Skills</strong>&lt;br&gt;✔ Make Connections between Texts&lt;br&gt;✔ Short Story&lt;br&gt;✔ Root Words and Affixes&lt;br&gt;✔ Engage in Collaborative Discussion&lt;br&gt;<strong>Listen and Learn</strong>&lt;br&gt;A Snare for Srayosi&lt;br&gt;Reread the passage with students using Think Alouds. Use the Make Connections Between Texts Think Aloud to focus strategy instruction, TM p. 8. Then have students complete the Comprehension Check on character traits, SE p. 12.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;- <strong>Common Core Coach</strong> Reread <em>A Snare for Srayosi</em>, SE pp. 5–11, noting the features of a short story.&lt;br&gt;- <strong>Common Core Coach</strong> Review the focus skills and teach the vocabulary words, SE p. 13.&lt;br&gt;- <strong>Common Core Coach</strong> Teach Word Analysis, TM p. 8, to address root words and affixes.&lt;br&gt;- <strong>Performance Coach</strong> Work with the class to do the Coached Example, SE pp. 285–287</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;RL.5.3, L.5.4.b, SL.5.1&lt;br&gt;<strong>Common Core Coach</strong>&lt;br&gt;Lesson 1: Reading Short Stories&lt;br&gt;• Student Edition pp. 13–22, 24&lt;br&gt;• Teacher’s Manual pp. 11–14&lt;br&gt;<strong>Skills</strong>&lt;br&gt;✔ Character Traits&lt;br&gt;✔ Engage in Collaborative Discussion&lt;br&gt;<strong>Share and Learn</strong>&lt;br&gt;Into the Maze&lt;br&gt;Preview Vocabulary, SE p. 13. Then have students read and discuss the passage, SE pp. 14–22.</td>
</tr>
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</table>
## Unit: Reading Short Stories

### LESSON FOCUS

**Lesson 1: Short Stories**

**Common Core Support Coach**

- **Lesson 1: Short Stories**
  - **Skills**
    - Plot and Setting
    - Point of View
  - **Read on Your Own**
    - The Famous Merkel
    - Have students read the passage at their levels and answer the questions independently. Then have them discuss the questions and their answers in small groups.
  - **DIFFERENTIATION OPTIONS**
    - **Common Core Support Coach Independent Leveled Practice Resource Book**
      - Teach challenging vocabulary. Then students choose one word and write about its meaning in the text.
    - **Common Core Support Coach Independent Leveled Practice Resource Book**
      - Have students identify the point of view used in the story and events in the plot and explain them to each other.

**Lesson 2: Short Stories**

- **Skills**
  - Compare and Contrast
  - Close Reading
  - **The Star**
    - 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.
  - **DIFFERENTIATION OPTIONS**
    - **Common Core Support Coach Independent Leveled Practice Resource Book**
      - Review Try It, SE p. 7. Read the passage **[second read]**. Then have students complete the relevant questions on the Character Web, SE p. 254.
    - **Common Core Support Coach Independent Leveled Practice Resource Book**
      - Use Supporting Struggling Learners scaffolding, TM pp. 4, 6. Help students find clues to allow them to compare and contrast settings and characters.
    - **Common Core Support Coach**
      - As an alternate, use Lesson 5: Traditional Literature.

**Lesson 3: Short Stories**

- **Skills**
  - Characters
  - **The Star**
    - Read the passage **[second read]**. Then have students complete the Close Reading Worksheet, SE p. 253. Follow with Vocabulary, SE p. 13.
  - **DIFFERENTIATION OPTIONS**
    - **Common Core Support Coach Independent Leveled Practice Resource Book**
      - Review Try It, SE p. 7. Reread The Star using the **[second read]** annotations to focus on comparing and contrasting. Guide students to complete the Character Web.
    - **Common Core Support Coach Independent Leveled Practice Resource Book**

**Lesson 4: Short Stories**

- **Skills**
  - Characters
  - **The Star**
    - Read the passage **[third read]**. Then have students complete the Close Reading Worksheet, SE p. 253. Follow with Vocabulary, SE p. 13.
  - **DIFFERENTIATION OPTIONS**
    - **Common Core Support Coach Independent Leveled Practice Resource Book**
      - After discussing the **[third read]** annotations, have students choose one of the questions in the annotations, write their answer, and discuss with the group.
    - **Common Core Support Coach Independent Leveled Practice Resource Book**
      - 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**
      - Guide students through the Coached Example, SE pp. 2–9.

**Lesson 5: Short Stories**

- **Skills**
  - Characters
  - **The Star**
    - Do shared writing with students in Lesson Practice, SE p. 291 (question 5).
## Unit: Reading Short Stories

### LESSON FOCUS
**RL.5.2, RL.5.3, L.5.4**

**Common Core 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**

**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

- **Common Core 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.
- **Common Core Support Coach** Have students find the root of another word from this story, such as transporting, SE p. 18.

### LESSON FOCUS
**RL.5.9, W.5.9.a**

**Common Core 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

- **Common Core Support Coach** Guide students through Respond to Text using support, TM pp. 20–21. Have them work with partners and write.
- **Common Core Support Coach** Have students read The Railway Children, SE pp. 24–26 [second read].

### LESSON FOCUS
**RL.5.9, W.5.9.a**

**Common Core Support Coach**

**Lesson 1: Short Stories**
- Student Edition pp. 22–23
- Teacher's Manual pp. 20–21

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

- **Common Core Support Coach** Have students read The Railway Children [third read] and do Comprehension Check, SE pp. 27–28. Have students share answers and discuss the text, pointing out evidence that they find.

### REVIEW AND ASSESS OPTIONS:

**Common Core Support Coach**

**Quiz 1**

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

**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).
- **Common Core Support Coach** Review answers to Quiz 1 with students.
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<td>RL.5.1, RL.5.7, SL.5.1, L.5.4b</td>
<td>RL.5.1, RL.5.7, SL.5.1, L.5.4b</td>
<td>RL.5.1, RL.5.2, RL.5.7, SL.5.1</td>
<td>RL.5.1, RL.5.2, RL.5.7, SL.5.1</td>
<td>RL.5.5, RL.5.7, SL.5.1, W.5.9.a</td>
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<td><strong>Common Core Coach</strong></td>
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<td><strong>Lesson 9: Reading Literature in Graphic Form</strong></td>
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<td><strong>Skills</strong></td>
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<td>✔ Illustrations</td>
<td>✔ Assessed Skills/Strategies</td>
<td>✔ Illustrations</td>
<td>✔ Illustrations</td>
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<td>✔ Engage in Collaborative Discussion</td>
<td>✔ Assessing Skills/Strategies</td>
<td>✔ Engage in Collaborative Discussion</td>
<td>✔ Engage in Collaborative Discussion</td>
<td>✔ Engage in Collaborative Discussion</td>
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<td><strong>Differentiation Options</strong></td>
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<tr>
<td>- <strong>Common Core Coach</strong> Teach the features of a graphic novel in Sir Gawain and the Green Knight, including structure and illustrations.</td>
<td>- <strong>Common Core Coach</strong> 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>- <strong>Common Core Coach</strong> Teach making inferences in Sir Gawain and the Green Knight, Part 2 and guide students through Comprehension Check, SE p. 192.</td>
<td>- <strong>Common Core Coach</strong> Reread Sir Gawain and the Green Knight, Part 2, and guide students to make inferences as they read.</td>
<td>- <strong>Common Core Coach</strong> 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>
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<td>- <strong>Common Core Coach</strong> Preview and teach the vocabulary words and review the skills, SE p. 183.</td>
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<td>- <strong>Common Core Coach</strong> Have students work in pairs to complete the Comprehended Check, SE p. 191–192.</td>
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<td>- <strong>Common Core Coach</strong> Teach vocabulary and guide students through Vocabulary. Use highlighted words in Sir Gawain and the Green Knight, Part 2 to reinforce meanings.</td>
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<td>- <strong>Common Core Coach</strong> Have students work in pairs to complete the Comprehension Check, SE p. 192.</td>
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<td>- <strong>Performance Coach</strong> Have students work in pairs to do the Lesson Practice, questions 1–5, SE pp. 48–52.</td>
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Unit: Reading Literature in Graphic Form

LESSON FOCUS
RL.5.4, RL.5.5, RL.5.6, RL.5.7
Common Core Coach
Lesson 9: Reading Literature in Graphic Form
Skills
✔ Illustration
✔ Make Inferences
✔ Graphic Novel
Read On Your Own
An Actor/Toyonobu/Woman Standing by a Gate with an Umbrella
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. Encourage them to cite evidence to support their answers.

DIFFERENTIATION OPTIONS
- Performance Coach Have accelerating students work in pairs to do the Lesson Practice, question 6, SE p. 53.

LESSON FOCUS
RL.5.7
Common Core Support Coach
Lesson 4: Graphic Novel
- Student Edition pp. 75–76, 78–82, 265
- Teacher’s Manual pp. 65–66, 68–73
Skills
✔ Sequence of Events
- Visual Elements
✔ Close Reading

The Last Training Mission, Part 1
Discuss the features of a graphic novel and the skills that will be reviewed, SE p. 75. Review sequence of events, SE p. 76. Read the passage [first read]. Have students complete the Sequence of Events Chart, SE p. 265.

DIFFERENTIATION OPTIONS
- Common Core Support Coach Review Try It, SE p. 76. Reread The Last Training Mission, Part 1, using the [second read] annotations to focus on sequence of events. Guide students to complete the Sequence of Events Chart.
- Common Core 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.

LESSON FOCUS
RL.5.7, L.5.4.c, L.5.5.c
Common Core Support Coach
Lesson 4: Graphic Novel
- Student Edition pp. 77–83, 266
- Teacher’s Manual pp. 67–73
Skills
✔ Visual Elements
✔ Close Reading

The Last Training Mission, Part 1
Review visual elements, SE p. 77. Read the passage [second read]. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 266.

DIFFERENTIATION OPTIONS
- Common Core Support Coach Review Try It, SE p. 77. Reread The Last Training Mission, Part 1, using the [second read] annotations to focus on visual elements. Guide students to complete the Close Reading Worksheet.
- Common Core Support Coach Use Supporting Struggling Learners scaffolding, TM p. 67. Help students find clues to allow them to identify author’s tone.

LESSON FOCUS
RL.5.7, L.5.4.c, L.5.5.c
Common Core Support Coach
Lesson 4: Graphic Novel
- Student Edition pp. 78–83, 266
- Teacher’s Manual pp. 68–73
Skills
✔ Synonyms and Antonyms
✔ Close Reading

The Last Training Mission, Part 1
Read the passage [third read]. Then have students complete the Close Reading Worksheet, SE p. 266. Follow with Vocabulary, SE p. 83.

DIFFERENTIATION OPTIONS
- Common Core Support Coach Review Try It, SE p. 84. Reread The Last Training Mission, Part 2, using the [third read] annotations to focus on drawing inferences. Guide students to complete the Draw Inferences Chart.
- Common Core Support Coach Use Supporting Struggling Learners, TM p. 76, to help students practice making inferences.
LESSON FOCUS
RL.5.2, RL.5.7, L.5.5.b
Common Core Support Coach
Lesson 4: Graphic Novel
- Student Edition pp. 85–91, 268
- Teacher’s Manual pp. 75–81

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
relevant questions on the Close
Reading Worksheet, SE p. 268, and
Vocabulary, SE p. 91.

DIFFERENTIATION OPTIONS
- Common Core 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.
- Common Core Support Coach
  Review Vocabulary, SE p. 91.
- Common Core Support Coach
  Have students each write a sentence
containing an idiom. Ask them to
explain the idiom to a partner.

LESSON FOCUS
RL.5.7, L.5.5.b
Common Core Support Coach
Lesson 4: Graphic Novel
- Student Edition pp. 86–93, 268
- Teacher’s Manual pp. 76–84

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
- Common Core Support Coach
  Guide students through Respond to
Text using support, TM pp. 82–83.
  Have them work with partners and
write.
- Common Core Support Coach
  Have students read [first 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.

LESSON FOCUS
RL.5.7, L.5.5.b
Common Core 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
Review SE p. 92 and discuss the
writing task on p. 93 before students
draft and complete their writing.

DIFFERENTIATION OPTIONS
- Common Core Support Coach
  Guide students through Respond to
Text using support, TM pp. 82–83.
  Have them work with partners and
write.
- Common Core Support Coach
  Have students read [second read]
Sammy Gets His Act Together, SE
pp. 94–96.

REVIEW
RL.5.1, RL.5.2, RL.5.5, RL.5.7,
RL.5.10, L.5.4.b, c
Common Core Support 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
- Common Core Support Coach
  Have students read [third read]
Sammy Gets His Act Together and
do Comprehension Check, SE pp.
97–98.
- Performance Coach
  Have students work in pairs to complete
the Standards Focus, TM p. 16.
- Common Core Support Coach
  Review answers to Quiz 4 with
students.
# Unit: Writing Fictional Narratives

## Lesson Focus

**W.5.3, SL.5.1**

**Common Core Coach**

**Lesson 3: Writing Fictional Narratives**

- **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.

### Differentiation Options

- **Common Core Coach** Use notes, TM p. 36, to introduce the purpose and audience for a fictional narrative.
- **Common Core Coach** Review A Snare for Srayosi, SE pp. 6–11, and identify and discuss the beginning, middle, and ending of that text.
- **Common Core 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.

---

**W.5.3, L.5.5.a, SL.5.1**

**Common Core Coach**

**Lesson 3: Writing Fictional Narratives**

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

**Skills**

- Write a Fictional Narrative
- Character
- Plot
- 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

- **Common Core Coach** Use the graphic on SE p. 46 to help students understand the characteristics and structure of a fictional narrative.

---

**W.5.3, SL.5.1**

**Common Core 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
- Setting

**Analyze a Mentor Text**

Discuss the Think About It questions, TM p. 38. Focus on what makes this text a good model for study. Then guide students through SE pp. 51–53 using the annotations. Students complete SE p. 53.

### Differentiation Options

- **Common Core 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.

---

**W.5.3, W.5.4, SL.5.1**

**Common Core 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

- **Common Core Coach** Allow time for students to draft independently or in pairs. Conference with students who need extra support.
## Unit: Writing Fictional Narratives

### LESSON FOCUS

**W.5.3, W.5.4, W.5.5, W.5.6, L.5.4.a, SL.5.1**

**Common Core 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, 5

With students, read the Writer’s Craft section, SE p. 56. Have students share their efforts to use transition words and phrases. Then read SE pp. 58-61.

### DIFFERENTIATION OPTIONS

- **Common Core 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

**W.5.3, W.5.4, W.5.5, W.5.6, L.5.1.a, SL.5.1**

**Common Core 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 4, 5, 6

With students, read the Writer’s Craft section, SE p. 62, focusing on sensory language. Allow time for students to complete their peer reviews and record their peer comments before they begin to revise. Read SE pp. 62-63.

### DIFFERENTIATION OPTIONS

- **Common Core 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

**W.5.3, W.5.4, W.5.5, W.5.6, W.5.10, L.5.1.a, SL.5.1**

**Common Core Coach**

**Lesson 3: Writing Fictional Narratives**  
- **Student Edition** pp. 64-68  
- **Teacher’s Manual** pp. 48-49

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

**Writing Process:** Steps 6, 7

Read SE pp. 64-67. Have students complete the Language Focus activity and Try It, SE pp. 65-66. Provide time for students to finish revising and begin editing.

### DIFFERENTIATION OPTIONS

- **Common Core 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.

### LESSON FOCUS

**W.5.3, W.5.4, W.5.5, W.5.6, W.5.10, L.5.1.a, SL.5.1**

**Common Core Coach**

**Lesson 3: Writing Fictional Narratives**  
- **Student Edition** pp. 64-68  
- **Teacher’s Manual** pp. 48-49

**Skills**  
- Transitional Words and Phrases  
- Conjunctions  
- Prepositions  
- Interjections  

**Writing Process:** Step 7

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

### DIFFERENTIATION OPTIONS

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

- **Performance Coach** Have students complete the Lesson Practice, question 6, SE pp. 204-207.

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✔ Non–Assessed Skills/Strategies  ✔ Assessed Skills/Strategies
## Week 9

### Unit: Reading Historical Nonfiction

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<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
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<tbody>
<tr>
<td><strong>LESSON FOCUS</strong> RI.5.5, SL.5.1 Common Core Coach Lesson 4: Reading Historical Nonfiction</td>
<td><strong>LESSON FOCUS</strong> RI.5.5, SL.5.1 Common Core Coach Lesson 4: Reading Historical Nonfiction</td>
<td><strong>LESSON FOCUS</strong> RI.5.6, SL.5.1 Common Core Coach Lesson 4: Reading Historical Nonfiction</td>
<td><strong>LESSON FOCUS</strong> RI.5.1, RI.5.5, RI.5.6, SL.5.1 Common Core Coach Lesson 4: Reading Historical Nonfiction</td>
<td><strong>LESSON FOCUS</strong> RI.5.1, RI.5.5, W.5.4, SL.5.1 Common Core Coach Lesson 4: Reading Historical Nonfiction</td>
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<td>✔ Chronological Order ✔ Historical Nonfiction ✔ Engage in Collaborative Discussion ✔ Historical Biography Sketch</td>
<td>✔ Chronological Order ✔ Historical Nonfiction ✔ Engage in Collaborative Discussion</td>
<td>✔ Compare and Contrast Points of View ✔ Engage in Collaborative Discussion</td>
<td>✔ Compare and Contrast ✔ Cite Evidence ✔ Make Inferences ✔ Engage in Collaborative Discussion</td>
<td>✔ Compare and Contrast ✔ Cite Evidence ✔ Make Inferences ✔ Engage in Collaborative Discussion</td>
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<tr>
<td>- Common Core Coach Teach the text features in Tenochtitlan, including chronological order, maps, and illustrations.</td>
<td>- Common Core Coach Reread Tenochtitlan, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.</td>
<td>- Common Core Coach Teach Vocabulary and guide students through Vocabulary. Use highlighted words in The Rise and Fall of Tenochtitlan to reinforce meanings.</td>
<td>- Common Core Coach Reread The Rise and Fall of Tenochtitlan, guiding students to compare and contrast and support their ideas with evidence from the text.</td>
<td>- Common Core 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.</td>
</tr>
<tr>
<td>- Common Core Coach Reread Tenochtitlan, SE pp. 70–77, noting the text features and their purposes.</td>
<td>- Common Core Coach Preview and teach the vocabulary words, SE p. 79.</td>
<td>- Common Core Coach Reread The Rise and Fall of Tenochtitlan to reinforce meanings.</td>
<td>- Common Core Coach Reread The Rise and Fall of Tenochtitlan and guide students as they study the inferences and evidence to support inferences.</td>
<td>- Common Core Coach Have students work in pairs to do Coached Example, SE pp. 96–100.</td>
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<td>- Common Core Coach Teach Word Analysis, TM p. 54, to address compound words.</td>
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### Unit: Reading Historical Nonfiction

#### LESSON FOCUS

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<td>✔ Make Inferences</td>
<td>✔ Make Inferences</td>
<td>✔ Relationships between Ideas</td>
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<td>✔ Make Inferences</td>
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<td>✔ Chronological Order</td>
<td>✔ Close Reading</td>
<td>✔ Close Reading</td>
<td>✔ Close Reading</td>
<td>✔ Context Clues</td>
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<tr>
<td>✔ Historical Nonfiction</td>
<td>✔ Historical Nonfiction</td>
<td>✔ Write about Informational Text</td>
<td>✔ Write about Informational Text</td>
<td>✔ Main Idea and Details</td>
</tr>
<tr>
<td>Read on Your Own Machu Picchu</td>
<td>Review making inferences, SE p. 148. Read the passage [first read] . Have students complete the Make Inferences Chart, SE p. 277.</td>
<td>Review looking for relationships between ideas, SE p. 149. Read the passage [second read]. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 278.</td>
<td>Review looking for relationships between ideas, SE p. 149. Read the passage [third read]. Then have students complete the Close Reading Worksheet. SE p. 278. Follow with Vocabulary, SE p. 155.</td>
<td>Review looking for relationships between ideas, SE p. 149. Read the passage [first read]. Have students complete the Main Idea and Details Chart, SE p. 279.</td>
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<tr>
<td>• Common Core Coach Independent Leveled Practice Resource Book</td>
<td>• Common Core Support Coach Review Try It, SE p. 148. Reread Alaska and Hawaii using the first read annotations to focus on making inferences. Guide students to complete the Make Inferences Chart.</td>
<td>• Common Core 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.</td>
<td>• Common Core Support Coach Review Try It, SE p. 150. Reread Alaska and Hawaii using the third read annotations. Have students choose one of the questions in the annotations, write their answer, and discuss with the group.</td>
<td>• Common Core Support Coach Review Try It, SE p. 156. Reread The American Flag using the first read annotations to focus on main ideas and details. Guide students to complete the Main Idea and Details Chart.</td>
</tr>
<tr>
<td>Have students read the passage at their levels and answer the questions independently. Then have them discuss the questions and their answers in small groups.</td>
<td>• Performance Coach Have students complete the Make Inferences Chart, SE p. 277.</td>
<td>• Performance Coach Have students complete the Lesson Practice, SE pp. 101–106.</td>
<td>• Performance Coach Have students continue working on the Speaking and Listening Project for this unit, TM pp. 66–67.</td>
<td>• Performance Coach Have analyzing the texts.</td>
</tr>
</tbody>
</table>

**DIFFERENTIATION OPTIONS**

- **Common Core Coach Independent Leveled Practice Resource Book** Teach challenging vocabulary. Then students choose one word and write about its meaning in the text.
- **Common Core Coach Independent Leveled Practice Resource Book** Have students identify details that help them make inferences about the text.
- **Common Core Support Coach**
  - **Lesson 4: Reading Historical Nonfiction**
    - After discussing the first read annotations, have students choose one of the questions in the annotations, write their answer, and discuss with the group.
  - **Lesson 7: Historical Nonfiction**
    - After discussing the third read annotations, have students complete the Close Reading Worksheet.
  - **Lesson 7: Historical Nonfiction**
    - Review making inferences, SE p. 148. Read the passage [first read]. Have students complete the Make Inferences Chart, SE p. 277.
  - **Lesson 7: Historical Nonfiction**
    - Review looking for relationships between ideas, SE p. 149. Read the passage [second read]. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 278.
  - **Lesson 7: Historical Nonfiction**
    - Review looking for relationships between ideas, SE p. 149. Read the passage [third read]. Then have students complete the Close Reading Worksheet. SE p. 278. Follow with Vocabulary, SE p. 155.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach**
  - **Lesson 7: Historical Nonfiction**
    - Review making inferences, SE p. 148. Read the passage [first read]. Have students complete the Make Inferences Chart, SE p. 277.
  - **Lesson 7: Historical Nonfiction**
    - Review looking for relationships between ideas, SE p. 149. Read the passage [second read]. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 278.
  - **Lesson 7: Historical Nonfiction**
    - Review looking for relationships between ideas, SE p. 149. Read the passage [third read]. Then have students complete the Close Reading Worksheet. SE p. 278. Follow with Vocabulary, SE p. 155.
  - **Lesson 7: Historical Nonfiction**
    - Review making inferences, SE p. 148. Read the passage [first read]. Have students complete the Make Inferences Chart, SE p. 277.
  - **Lesson 7: Historical Nonfiction**
    - Review looking for relationships between ideas, SE p. 149. Read the passage [second read]. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 278.
  - **Lesson 7: Historical Nonfiction**
    - Review looking for relationships between ideas, SE p. 149. Read the passage [third read]. Then have students complete the Close Reading Worksheet. SE p. 278. Follow with Vocabulary, SE p. 155.
## Unit: Reading Historical Nonfiction

### LESSON FOCUS

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<th>Week 11</th>
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<td><strong>Day 1</strong></td>
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<td><strong>Day 5</strong></td>
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#### Lesson 7: Historical Nonfiction

**Common Core 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**
  - **Common Core 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.
  - **Common Core Support Coach**
    - Use Supporting Struggling Learners note, TM p. 141, to reread and discuss the passage. Review Vocabulary, SE p. 163.
  - **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.
- **LESSON FOCUS**
  - **Lesson 7: Historical Nonfiction**
    - Student Edition pp. 157–168, 280
    - Teacher’s Manual pp. 142–150
  - **Skills**
    - Compare the Text Structure of Two Selections
    - Close Reading
    - Write about Informational Text

#### Lesson 8: Close Reading

- **Common Core Coach**
  - **Lesson 4: Reading Historical Nonfiction**
    - **Skills**
      - Make Inferences
      - Main Idea and Details
      - Chronological Order
      - Compare and Contrast
      - Context Clues

#### Review

- **Skills**
  - Relationships between Ideas
  - Main Idea and Details
  - Text Structure
  - Context Clues
  - Homographs

#### Lesson 7: Historical Nonfiction

- **Common Core Support Coach**
  - **Lesson 7: Historical Nonfiction**
    - **Skills**
      - How to make inferences.
      - How to identify main idea and details.
      - How to identify chronological order.
      - How to use context clues.
- **DIFFERENTIATION OPTIONS**
  - **Common Core Support Coach**
    - Guide students through Respond to Text using support, TM pp. 148–149. Have them work with partners and write.
  - **Common Core Support Coach**
    - Have students read The Heavenly Horses of Han Wudi, SE pp. 166–168. (second read)

#### Performance Coach

- **Performance Coach**
  - Have students complete the Lesson Practice, questions 1–5, SE pp. 141–146
- **Skills**
  - How to make inferences.
  - How to identify main idea and details.
  - How to identify chronological order.
  - How to use context clues.

#### Performance Coach

- **Performance Coach**
  - Do shared writing with students for Lesson Practice, SE p. 147.
## Unit: Reading Technical Texts

### LESSON FOCUS

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;RL.5.5, SL.5.1&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 6: Reading Technical Texts&lt;br&gt;Skills&lt;br&gt;- Chronological Order&lt;br&gt;- Engage in Collaborative Discussion</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;RL.5.5, SL.5.1&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 6: Reading Technical Texts&lt;br&gt;Skills&lt;br&gt;- Chronological Order&lt;br&gt;- Technical Text&lt;br&gt;- Engage in Collaborative Discussion</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;RL.5.1, RI.5.5, SL.5.1&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 6: Reading Technical Texts&lt;br&gt;Skills&lt;br&gt;- Reading Diagrams and Charts&lt;br&gt;- Cite Evidence&lt;br&gt;- Make Inferences&lt;br&gt;- Engage in Collaborative Discussion</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;RL.5.1, RI.5.5, SL.5.1&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 6: Reading Technical Texts&lt;br&gt;Skills&lt;br&gt;- Reading Diagrams and Charts&lt;br&gt;- Cite Evidence&lt;br&gt;- Make Inferences&lt;br&gt;- Write about Informational Text&lt;br&gt;- Engage in Collaborative Discussion</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;RL.5.1, RI.5.5, SL.5.1&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 6: Reading Technical Texts&lt;br&gt;Skills&lt;br&gt;- Reading Diagrams and Charts&lt;br&gt;- Cite Evidence&lt;br&gt;- Make Inferences&lt;br&gt;- Write about Informational Text&lt;br&gt;- Engage in Collaborative Discussion</td>
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### DIFFERENTIATION OPTIONS

- **Common Core Coach** Teach technical text features in *How a Meteorologist Predicts the Weather*, noting the charts, diagrams, and other graphics.
- **Common Core Coach** Reread *How a Meteorologist Predicts the Weather*, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
- **Common Core Coach** Teach the features of technical texts using *Reading a Weather Map* and guide students through Comprehension Check, SE p. 134.
- **Common Core Coach** Reread *Reading a Weather Map* and guide students as they unpack the text features.
- **Common Core Coach** Have accelerating students work in pairs to complete the Comprehension Check, SE p. 134.

### DIFFERENTIATION OPTIONS

- **Common Core Coach** Teach students through Anchor Standard Discussion Questions, SE p. 133.
- **Common Core Coach** Guide students through Anchor Standard Discussion Questions, SE p. 133.
- **Common Core Coach** Have students work in pairs to complete the Comprehension Check, SE p. 134.

### LESSON FOCUS

- **LESSON FOCUS**<br>WA 5.1, RI.5.5, SL.5.1<br>Common Core Coach<br>Lesson 6: Reading Technical Texts<br>Skills<br>- Out unfamiliar words<br>- Word Analysis<br>- Comprehension Check, SE pp. 117–123<br>- Anchor Standard Discussion Questions, SE pp. 108–111 and identify the text features also used in *How a Meteorologist Predicts the Weather* and *Reading a Weather Map*.

### LESSON FOCUS

- **LESSON FOCUS**<br>RI.5.5, SL.5.1<br>Common Core Coach<br>Lesson 6: Reading Technical Texts<br>Skills<br>- Chronological Order<br>- Technical Text<br>- Engage in Collaborative Discussion | **LESSON FOCUS**<br>RI.5.5, SL.5.1<br>Common Core Coach<br>Lesson 6: Reading Technical Texts<br>Skills<br>- Reading Diagrams and Charts<br>- Cite Evidence<br>- Make Inferences<br>- Engage in Collaborative Discussion | **LESSON FOCUS**<br>RI.5.5, SL.5.1<br>Common Core Coach<br>Lesson 6: Reading Technical Texts<br>Skills<br>- Reading Diagrams and Charts<br>- Cite Evidence<br>- Make Inferences<br>- Write about Informational Text<br>- Engage in Collaborative Discussion | **LESSON FOCUS**<br>RI.5.5, SL.5.1<br>Common Core Coach<br>Lesson 6: Reading Technical Texts<br>Skills<br>- Reading Diagrams and Charts<br>- Cite Evidence<br>- Make Inferences<br>- Write about Informational Text<br>- Engage in Collaborative Discussion | **LESSON FOCUS**<br>RI.5.5, SL.5.1<br>Common Core Coach<br>Lesson 6: Reading Technical Texts<br>Skills<br>- Reading Diagrams and Charts<br>- Cite Evidence<br>- Make Inferences<br>- Write about Informational Text<br>- Engage in Collaborative Discussion |

### LESSON FOCUS

- **LESSON FOCUS**<br>RI.5.5, SL.5.1<br>Common Core Coach<br>Lesson 6: Reading Technical Texts<br>Skills<br>- Chronological Order<br>- Technical Text<br>- Engage in Collaborative Discussion | **LESSON FOCUS**<br>RI.5.5, SL.5.1<br>Common Core Coach<br>Lesson 6: Reading Technical Texts<br>Skills<br>- Reading Diagrams and Charts<br>- Cite Evidence<br>- Make Inferences<br>- Engage in Collaborative Discussion | **LESSON FOCUS**<br>RI.5.5, SL.5.1<br>Common Core Coach<br>Lesson 6: Reading Technical Texts<br>Skills<br>- Reading Diagrams and Charts<br>- Cite Evidence<br>- Make Inferences<br>- Write about Informational Text<br>- Engage in Collaborative Discussion | **LESSON FOCUS**<br>RI.5.5, SL.5.1<br>Common Core Coach<br>Lesson 6: Reading Technical Texts<br>Skills<br>- Reading Diagrams and Charts<br>- Cite Evidence<br>- Make Inferences<br>- Write about Informational Text<br>- Engage in Collaborative Discussion | **LESSON FOCUS**<br>RI.5.5, SL.5.1<br>Common Core Coach<br>Lesson 6: Reading Technical Texts<br>Skills<br>- Reading Diagrams and Charts<br>- Cite Evidence<br>- Make Inferences<br>- Write about Informational Text<br>- Engage in Collaborative Discussion |
**Unit: Reading Technical Texts**

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<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;Ri.5.4, Ri.5.5, Ri.5.7&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 6: Reading Technical Texts&lt;br&gt;• Common Core Coach Independent Leveled Practice Resource Book, pp. 39–50&lt;br&gt;Skills&lt;br&gt;✔ Reading Diagrams and Charts&lt;br&gt;✔ Context Clues&lt;br&gt;Read on Your Own&lt;br&gt;Tropical Storms&lt;br&gt;Have students read the passage at their levels and answer the questions independently. Then have them discuss the questions and their answers in small groups.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Common Core 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;• Common Core Coach Independent Leveled Practice Resource Book&lt;br&gt;Have students explain to each other what they learned from the charts and other text features in the passage.&lt;br&gt;• Performance Coach Use Making Comparisons, TE p. 39, to help students compare and contrast different kinds of texts by asking questions.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;Ri.5.5&lt;br&gt;Common Core Support Coach&lt;br&gt;Lesson 8: Technical Texts&lt;br&gt;• Student Edition pp. 171–172, 174–178, 281&lt;br&gt;• Teacher’s Manual pp. 153–154, 156–160&lt;br&gt;Skills&lt;br&gt;✔ Compare and Contrast&lt;br&gt;How to Start a Community Garden&lt;br&gt;Discuss technical texts and the skills that will be reviewed, SE p. 171. Review Compare and Contrast, SE p. 172. Read the passage (first read). Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 281.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Common Core Support Coach&lt;br&gt;Review Try It, SE p. 171. Reread How to Start a Community Garden using the annotations to focus on compare and contrast. Guide students to complete the Close Reading Worksheet.&lt;br&gt;• Common Core Support Coach&lt;br&gt;Use Supporting Struggling Learners scaffolding, TM pp. 154, 156, to help students practice comparing and contrasting different things.&lt;br&gt;• Performance Coach Have accelerating students read SE pp. 122–124 to learn about analyzing informational texts.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;Ri.5.4, L.5.6&lt;br&gt;Common Core Support Coach&lt;br&gt;Lesson 8: Technical Texts&lt;br&gt;• Student Edition pp. 174–179, 281&lt;br&gt;• Teacher’s Manual pp. 155–160&lt;br&gt;Skills&lt;br&gt;✔ Academic Vocabulary&lt;br&gt;✔ Close Reading&lt;br&gt;✔ Write about Informational Text&lt;br&gt;How to Start a Community Garden&lt;br&gt;Read the passage (second read). Then have students complete the Problem-and-Solution Chart, SE p. 282.</td>
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### Lesson Focus

**RI.5.5, RI.5.4, L.5.6**

**Common Core Support Coach**

#### Lesson 8: Technical Texts

- **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**

- **Common Core Support Coach**
  - Review Try It, SE p. 181. Reread the text. Have students complete the Cause and Effect Chart, SE p. 284. Then have students complete the relevant questions and Vocabulary, SE p. 187.

- **Performance Coach**
  - Have students complete the Lesson Practice, questions 1–5, SE pp. 128–132.

- **Common Core Support Coach**

**LESSON FOCUS**

**RI.5.5, RI.5.9, W.5.9.b**

**Common Core Support Coach**

#### Lesson 8: Technical Texts

- **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**

- **Common Core Support Coach**
  - Guide students through Respond to Text using support, TM pp. 170–171.

- **Common Core Support Coach**
  - Have students read From Snurfers to Snowboards, SE pp. 190–194 **[first read]**.

- **Performance Coach**
  - Use Language Spotlight, SE p. 111 and TE p. 35, to teach academic vocabulary. Have students choose a vocabulary word to write about.

- **Common Core Support Coach**
  - Guide students through Respond to Text using support, TM pp. 170–171. Have them work with partners and write.

**Common Core 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.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach**
  - Have students draft and complete their writing.

**LESSON FOCUS**

**RI.5.5, RI.5.9, W.5.9.b**

**Common Core Support Coach**

#### Lesson 8: Technical Texts

- **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**

- **Common Core Support Coach**
  - Guide students through Respond to Text using support, TM pp. 170–171. Have them work with partners and write.

**Common Core Support Coach**

Have students read From Snurfers to Snowboards, SE pp. 190–194 **[third read]**.

**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.

**LESSON FOCUS**

**RI.5.4, RI.5.5, RI.5.10, L.5.4.a, L.5.6**

**Common Core Support Coach**

#### Lesson 6: Reading Technical Texts

- **Skills**
  - Context Clues
  - Chronological Order

**Listen and Learn**

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.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach**
  - Have students read From Snurfers to Snowboards **[first read]** and do Comprehension Check, SE pp. 195–196. Have students share answers and discuss the text, pointing out evidence that they find.

**LESSON 8: Technical Texts**

**Review answers to Quiz 8 with students.**

**REVIEW AND ASSESS OPTIONS:**

**Common Core Support Coach**

Quiz 8

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

**Lesson 8: Technical Texts**

- **Student Edition pp. 190–196**
- **Teacher’s Manual p. 172**

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**

- **Common Core Support Coach**
  - Review answers to Quiz 8 with students.
## Week 15

### Unit: Writing Informative/Explanatory Texts

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| **LESSON FOCUS**<br>W.5.2, SL.5.1<br><strong>Common Core Coach</strong><br>Lesson 5: Writing Informative/Explanatory Texts<br>• Student Edition pp. 91–94<br>• Teacher’s Manual pp. 69–72<br>Skills<br>✔ Write an Informative/Explanatory Text<br>✔ Engage in Collaborative Discussion<br>✔ Multigenre Research Project<br><strong>Essential Question</strong><br>Introduce writing informative/explanatory texts and discuss questions, TM p. 69, focusing on the Essential Question. How does an informative/explanatory text convey information? Then read SE p. 92 with students. | **DIFFERENTIATION OPTIONS**<br><ul><li><strong>Common Core Coach</strong> Use the graphic on SE p. 92 to help students understand the characteristics and structure of informative/explanatory text.</li><li><strong>Common Core Coach</strong> Review The Rise and Fall of Tenochtitlan, SE pp. 80–88, and identify and discuss the introduction, body, and conclusion of that text.</li><li><strong>Common Core Coach</strong> Guide students through the Speaking and Listening Project, TM pp. 98–99.</li></ul> | **DIFFERENTIATION OPTIONS**<br><ul><li><strong>Common Core Coach</strong> Use the graphic on SE p. 92 to help students understand the characteristics and structure of informative/explanatory text.</li><li><strong>Common Core Coach</strong> Review The Rise and Fall of Tenochtitlan, SE pp. 80–88, and identify and discuss the introduction, body, and conclusion of that text.</li><li><strong>Performance Coach</strong> Have students complete the Lesson Practice, questions 1–5 SE pp. 232–235.</li></ul> | **DIFFERENTIATION OPTIONS**<br><ul><li><strong>Common Core Coach</strong> 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.</li><li><strong>Common Core Coach</strong> 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.</li></ul> | **DIFFERENTIATION OPTIONS**<br><ul><li><strong>Common Core Coach</strong> Allow time for students to draft independently or in pairs. Conference with students who need extra support.</li><li><strong>Common Core Coach</strong> Continue with the Speaking and Listening Project, TM pp. 98–99.</li></ul> | **Cell 5**

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## Unit: Writing Informative/Explanatory Texts

### LESSON FOCUS

**W.5.2, W.5.4, W.5.7, W.5.8, SL.5.1**

Common Core Coach

Lesson 5: Writing Informative/Explanatory Texts
- Student Edition pp. 104–109
- Teacher's Manual pp. 77–80

Skills
- Informative/Explanatory Texts
- Linking Words and Phrases

Writing Process: Steps 3, 4

With students, read the Writer's Craft section, SE p. 104. Have students share their efforts to use linking words. Then read SE pp. 104–109.

### DIFFERENTIATION OPTIONS

- **Common Core Coach** For students who need extra support with SE pp. 106–109, spend less time on pp. 104–105. Model responses for Try It sections.
- **Performance Coach** Have students read SE pp. 254–256 to learn about revising and editing. Have students complete the Coached Example, SE pp. 257–260.

### LESSON FOCUS

**W.5.2, W.5.4, W.5.7, W.5.8, SL.5.1**

Common Core Coach

Lesson 5: Writing Informative/Explanatory Texts
- Student Edition pp. 106–111
- Teacher's Manual pp. 79–81

Skills
- Write an Informative/Explanatory Text
- 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. 110–111.

### DIFFERENTIATION OPTIONS

- **Common Core Coach** Identify sentences that students should revise in order to improve the introduction, the body, and/or the conclusion. Provide students with support as they examine precise language.
- **Performance Coach** Have students complete the Lesson Practice, questions 1–5, SE pp. 261–265.

### LESSON FOCUS

**W.5.2, W.5.4, W.5.5, W.5.6, W.5.8, SL.5.5**

Common Core Coach

Lesson 5: Writing Informative/Explanatory Texts
- Student Edition pp. 110–115
- Teacher's Manual pp. 81–82

Skills
- Varying Sentence Style
- Edit an Informative/Explanatory Text

Writing Process: Steps 5, 6

With students read the Writer's Craft section, SE p. 110. Have students share their efforts to use precise language. Then read SE pp. 112–115. Provide time for students to finish revising and begin editing.

### DIFFERENTIATION OPTIONS

- **Common Core Coach** Use SE pp. 104–115 as a springboard for students to discuss strategies for improving specific sentences in their writing.
- **Performance Coach** Do shared writing with students, Lesson Practice, question 6, SE pp. 266–269.

### LESSON FOCUS

**W.5.2, W.5.4, W.5.5, W.5.6, W.5.8, SL.5.5**

Common Core Coach

Lesson 5: Writing Informative/Explanatory Texts
- Student Edition pp. 112–116
- Teacher's Manual pp. 82–83

Skills
- Informative/Explanatory Texts
- Varying Sentence Style
- Multigenre Research Project

Writing Process: Steps 6, 7

Read SE p. 116. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 116.

### DIFFERENTIATION OPTIONS

- **Common Core Coach** Students may use alternative media for their writing, especially if it includes images and text features.
- **Performance Coach** Do shared writing with students, Lesson Practice, question 6, SE pp. 236–239.

### PUBLISH AND ASSESS OPTIONS:

- **Common Core Coach** Teacher's Manual p. 83
- **Skills** Informative/Explanatory Texts
- **Multigenre Research Project**

Writing Process: Step 7

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

### DIFFERENTIATION OPTIONS

- **Common Core Coach** Speaking and Listening Project, TM pp. 98–99.
## Unit: Reading Drama

### Week 17

#### Day 1

**Lesson Focus**
- RL 5.5, SL 5.1
- Common Core Coach

**Lesson 2: Reading Drama**
- Student Edition pp. 25–33
- Teacher’s Manual pp. 19–27

**Skills**
- **Drama:** Scenes
- **Engage in Collaborative Discussion**

**Listen and Learn**
- *Stage Fright*

**Introduce dramatic texts and discuss questions, TM p. 19, focusing on the Essential Question, *How is a play a special way of telling a story?* Then read *Stage Fright* with students.

**Differentiation Options**
- **Common Core Coach** Teach dramatic text features in *Stage Fright*, noting and listing text features, including stage directions.
- **Common Core Coach** Reread *Stage Fright*, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

#### Day 2

**Lesson Focus**
- RL 5.1, SL 5.1
- Common Core Coach

**Lesson 2: Reading Drama**
- Student Edition pp. 26–34
- Teacher’s Manual pp. 20–28

**Skills**
- **Make Inferences**
- **Drama:** Structure
- **Root Words and Affixes**
- **Engage in Collaborative Discussion**

**Listen and Learn**
- *Stage Fright*

**Reread the drama with students using Think Alouds. Use Drama: Scenes Think Aloud to focus strategy instruction, TM p. 20. Then have students complete the Comprehension Check, SE p. 34.**

**Differentiation Options**
- **Common Core Coach** Reread *Stage Fright*, SE pp. 26–33, noting text features and their purposes. Complete the list of text features used.
- **Common Core Coach** Use Word Analysis, TM p. 22, to teach root words and affixes.
- **Common Core Coach** Preview and teach the vocabulary words in context. Complete Word Map, SE p. 35. Help students complete word maps.

#### Day 3

**Lesson Focus**
- RL 5.3, SL 5.1
- Common Core Coach

**Lesson 2: Reading Drama**
- Student Edition pp. 35–42
- Teacher’s Manual pp. 29–31

**Skills**
- **Compare and Contrast**
- **Vocabulary**
- **Engage in Collaborative Discussion**

**Listen and Learn**
- *Stage Fright*

**Share and Learn**
- *Heave, Ho!*

**Preview Vocabulary, SE p. 35. Then have students read and discuss the drama, SE pp. 36–42.**

**Differentiation Options**
- **Common Core Coach** Teach dramatic plot structure in *Stage Fright* and guide students through the Comprehension Check, SE p. 34.
- **Common Core Coach** Teach vocabulary and guide students through Vocabulary. Use highlighted words in *Heave, Ho!* to reinforce meanings.
- **Common Core Coach** Use Compare and Contrast annotation guide on SE p. 37 to help students compare and contrast characters.
- **Performance Coach** Have accelerating students work in pairs to do Coached Example, SE pp. 31–34.

#### Day 4

**Lesson Focus**
- RL 5.2, SL 5.1
- Common Core Coach

**Lesson 2: Reading Drama**
- Student Edition pp. 36–44
- Teacher’s Manual pp. 30–32

**Skills**
- **Theme**
- **Engage in Collaborative Discussion**
- **Engage in Collaborative Discussion**

**Listen and Learn**
- *Stage Fright or Heave, Ho!*

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

**Differentiation Options**
- **Common Core Coach** Guide students through Anchor Standard Discussion Questions, SE p. 43. Point out that the first question is about dramatic structure. The second question is about making inferences.
- **Common Core Coach** Have students work in pairs to complete the Comprehension Check, SE p. 44.
- **Performance Coach** Use TE p. 11, Putting It All Together, to teach how paying attention to all elements of a drama can help students understand the characters and plot. Support students as they read SE p. 30.

**Differentiation Options**
- **Common Core Coach** Teach students through Anchor Standard Discussion Questions, SE p. 43. Point out that the first question is about dramatic structure. The second question is about making inferences.
- **Common Core Coach** Have students work in pairs to complete the Comprehension Check, SE p. 44.
- **Performance Coach** Use TE p. 11, Putting It All Together, to teach how paying attention to all elements of a drama can help students understand the characters and plot. Support students as they read SE p. 30.
### Unit: Reading Drama

#### LESSON FOCUS
**RL.5.1, RL.5.3, RL.5.5**
**Common Core Coach**

### Lesson 2: Reading Drama
**Skills**
- Make Inferences
- Compare and Contrast

**Read on Your Own Bright Mistakes**
- 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.

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

- **Common Core Coach Independent Leveled Practice Resource Book**
  - Have students identify and explain the relationships between dialogue, character, and plot to each other.

### LESSON FOCUS
**RL.5.1**
**Common Core Support Coach**

**Lesson 3: Drama**
- Student Edition pp. 49–50, 52–56, 261
- Teacher’s Manual pp. 43–44, 46–51

**Skills**
- Make Inferences
- Close Reading

**Let Freedom Ring, Act 1**
- Discuss drama and the skills that will be reviewed, SE p. 49. Review Draw Inferences, SE p. 50. Read the passage **(first read)**. Have students complete the Inferences Chart, SE p. 261.

### DIFFERENTIATION OPTIONS
- **Common Core Support Coach 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.

- **Common Core Support Coach Use Supporting Struggling Learners scaffolding, TM p. 44, to help students identify clues that help them make inferences in Let Freedom Ring, Act 1.**

### LESSON FOCUS
**RL.5.2**
**Common Core Support Coach**

**Lesson 3: Drama**
- Student Edition pp. 51–56, 262
- Teacher’s Manual pp. 45, 46–50, 51

**Skills**
- Theme
- Close Reading

**Let Freedom Ring, Act 1**
- Review theme SE p. 51. Read the drama **(second read)**. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 262.

### DIFFERENTIATION OPTIONS
- **Common Core Support Coach 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.

- **Common Core Support Coach 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.**

### LESSON FOCUS
**L.5.4.b**
**Common Core Support Coach**

**Lesson 3: Drama**
- Student Edition pp. 52–57, 262
- Teacher’s Manual pp. 45–51

**Skills**
- Greek and Latin Prefixes
- Make Predictions
- Close Reading
- Write about Literature

**Let Freedom Ring, Act 1**
- Read the drama **(third read)**. Then have students complete the Close Reading Worksheet, SE p. 262. Follow with Vocabulary, SE p. 57.

### DIFFERENTIATION OPTIONS

- **Common Core Support Coach Use Supporting Struggling Learners scaffolding, TM p. 54, to 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.**

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**Non-Assessed Skills/Strategies ✔ Assessed Skills/Strategies ✔**
### Week 19

#### Day 1

**Unit: Reading Drama**

**LESSON FOCUS**
- **RL.5.5, L.5.4.b**
- **Common Core Support Coach**

**Lesson 3: Drama**
- **Common Core Support Coach**
- **Lesson Focus**
  - **RL.5.3, W.5.9.a**

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

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - **Review Try It, SE p. 59.**
  - **Let Freedom Ring, Act 2**
  - **See p. 59. Read the drama**
  - **[third read]**
  - **Then have students complete the Close Reading Worksheet, SE p. 264, and Vocabulary, SE p. 65.**

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

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

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#### Day 2

**LESSON FOCUS**
- **RL.5.3, W.5.9.a**
- **Common Core Support Coach**

**Lesson 3: Drama**
- **Common Core Support Coach**
- **Lesson Focus**
  - **Virtual**

**Skills**
- **✓ Greek and Latin Suffixes**
- **✓ Close Reading**
- **✓ Write about Literature**

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - **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.**

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#### Day 3

**LESSON FOCUS**
- **RL.5.3, W.5.9.a**
- **Common Core Support Coach**

**Lesson 3: Drama**
- **Common Core Support Coach**
- **Lesson Focus**
  - **Virtual**

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

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

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#### Day 4

**LESSON FOCUS**
- **RL.5.1, RL.5.2, RL.5.3, RL.5.5, L.5.4.b**
- **Common Core Support Coach**

**Lesson 2: Reading Drama**
- **Common Core Support Coach**
- **Lesson Focus**
  - **Virtual**

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

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - **Review answers to Benchmark Assessment 1 with students.**
  - **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.**

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#### Day 5

**LESSON FOCUS**
- **RL.5.5, L.5.4.b**
- **Common Core Support Coach**

**Lesson 3: Drama**
- **Common Core Support Coach**
- **Lesson Focus**
  - **Virtual**

**Skills**
- **✓ Greek and Latin Suffixes**
- **✓ Close Reading**
- **✓ Write about Literature**

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - **Have students complete Lesson Practice, 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).**
- **Common Core Coach**
  - **Review answers to Benchmark Assessment 1 with students.**
- **Common Core Support Coach**
  - **Review answers to Quiz 3 with students.**
### Unit: Reading Poetry

#### LESSON FOCUS

**RL.5.5, SL.5.1**

**Common Core Coach**

**Lesson 8: Reading Poetry**

- **Skills**
  - Poetry Structure
  - Engage in Collaborative Discussion

**Listen and Learn**

*Hiawatha's Fishing*

Introduce poetry and discuss questions, TM p. 117, focusing on the Essential Question, *How can a poem tell a story in a unique way?* Then read *Hiawatha's Fishing* with students.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Teach poetry features in *Hiawatha's Fishing*, noting and listing text features.
- **Common Core Coach** Reread *Hiawatha's Fishing*, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

#### LESSON FOCUS

**RL.5.4, RL.5.5, SL.5.1**

**Common Core Coach**

**Lesson 8: Reading Poetry**

- **Skills**
  - Figurative Language
  - Poetry Structure
  - Engage in Collaborative Discussion

**Listen and Learn**

*Hiawatha's Fishing*

Reread the poem with students using Think Alouds. Use Poetry Think Aloud to focus strategy instruction, TM p. 118. Then have students complete the Comprehension Check, SE p. 166.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Teach using context clues to determine the meaning of figurative language, TM pp. 126 and SE pp. 172–173. Then guide students through Comprehension Check, SE p. 176.
- **Common Core Coach** Teach vocabulary and guide students through SE p. 167. Use highlighted words in *Hiawatha's Fishing* to reinforce meanings.
- **Performance Coach** Have accelerating students read SE pp. 16–19 and identify the features also used in *Hiawatha's Fishing*.

#### LESSON FOCUS

**RL.5.1, RL.5.2, SL.5.1**

**Common Core Coach**

**Lesson 8: Reading Poetry**

- **Skills**
  - Make Inferences
  - Cite Evidence
  - Theme
  - Engage in Collaborative Discussion

**Share and Learn**

*Hiawatha's Fishing (cont.)*

Have students continue to read and discuss *Hiawatha's Fishing (cont.)*. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 175–176.

**DIFFERENTIATION OPTIONS**

- **Common Core 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.
- **Common Core Coach** Reread *Hiawatha's Fishing (cont.)* and guide students as they unpack the relevant details that support the theme.
- **Performance Coach** Have accelerating students work in pairs to do Coached Example, SE pp. 20–22.

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### Unit: Reading Poetry

#### Lesson 1: Poetry

**Lesson Focus**
RL.5.2, RL.5.4, RL.5.5

**Common Core Coach**
Lesson 1: Poetry
- **Common Core Support Coach**
  - **Lesson 1: Poetry**
    - **Skills**
      - Theme
      - Poetic Structure
    - **Read on Your Own**
      - **Have students read the poem at their levels and answer the questions independently.**
      - **Discuss the questions and their relationships between text features and the main text and explain them to each other.**
      - **DIFFERENTIATION OPTIONS**
        - **Common Core Coach Independent Leveled Practice Resource Book** Teach challenging vocabulary. Then students choose one word and write about its meaning in the text.
        - **Common Core Coach Independent 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 2: Poetry

**Lesson Focus**
RL.5.5

**Common Core Support Coach**
Lesson 2: Poetry
- **Skills**
  - **Visualize**
  - **Poetic Structure**
  - **Close Reading**
- **Read the poems (first read)**
  - **Have students complete the Visualize Chart.** SE p. 257.
- **DIFFERENTIATION OPTIONS**
  - **Common Core Support Coach** Review Try It, SE p. 30.
  - **Teacher’s Manual pp. 25–26**
  - **Student Edition pp. 29–30, 32–34, 258**
  - **Teacher’s Manual pp. 27–31**
  - **DIFFERENTIATION OPTIONS**
    - **Common Core Support Coach**
      - **Review Try It, SE p. 31.** Reread The Road Not Taken/By the Arno with the **first read** annotations, showing students that these focus on visualization. Guide students to complete the Visualize Chart.
      - **Common Core 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 3: Poetry

**Lesson Focus**
RL.5.5

**Common Core Support Coach**
Lesson 2: Poetry
- **Skills**
  - **Poetic Structure**
  - **Close Reading**
- **Read the poems (second read)**
  - **Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 258.**
- **DIFFERENTIATION OPTIONS**
  - **Common Core Support Coach**
    - **Review Try It, SE p. 31.** Reread The Road Not Taken/By the Arno with the **second read** annotations, showing students that these focus on poetic structure. Guide students to complete the Close Reading Worksheet.
  - **Common Core 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 4: Poetry

**Lesson Focus**
RL.5.5, L.5.4.c, W.5.9.a

**Common Core Support Coach**
Lesson 2: Poetry
- **Skills**
  - **Consult a Dictionary**
  - **Close Reading**
  - **Write about Literature**
- **Read the poems (third read)**
  - **Then have students complete the Close Reading Worksheet. SE p. 258.** Follow with Vocabulary, SE p. 35.
- **DIFFERENTIATION OPTIONS**
  - **Common Core Support Coach**
    - **Review Try It, SE p. 31.** Reread The Road Not Taken/By the Arno with the **third read** annotations, showing students that these focus on poetic structure. Guide students to complete the Close Reading Worksheet.
    - **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. 20–22.**
  - **Performance Coach**
    - **Use Discussion Questions, TE p. 6.** Review the characteristics of poetry. Have students write about specific characteristics in the passages they have read.

#### Lesson 5: Poetry

**Lesson Focus**
RL.5.4

**Common Core Support Coach**
Lesson 2: Poetry
- **Skills**
  - **Figurative Language**
  - **Visualize**
- **Read the poem (first read)**
  - **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**
  - **Common Core Support Coach**
    - **Review Try It, SE p. 31.** Reread My Castle with the **first read** annotations, focusing on figurative language. Guide students to complete the relevant questions on the Figurative Language Chart.
  - **Common Core 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.
# Lesson Focus: Reading Poetry

**Lesson 2: Poetry**

<table>
<thead>
<tr>
<th>Day</th>
<th>Focus</th>
<th>Skills</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Day 1</td>
<td><strong>Speaker's Point of View</strong></td>
<td>✔</td>
<td>Student Edition pp. 37–41, Teacher's Manual pp. 33–37</td>
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<tr>
<td>Day 2</td>
<td><strong>Context Clues</strong></td>
<td>✔</td>
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<tr>
<td>Day 3</td>
<td><strong>Close Reading</strong></td>
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<td>Day 4</td>
<td><strong>Write about Literature</strong></td>
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<tr>
<td>Day 5</td>
<td><strong>Respond to Text</strong></td>
<td>✔</td>
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**Differentiation Options**

- Use **Common Core Support Coach** to guide students through the lesson.
- Use **Performance Coach** to provide feedback and support.

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**LESSON FOCUS**

**Reading Poetry**

**RL.5.2, L.5.4.a**

**Common Core 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

**Skill Focus**

- **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**

- **Common Core 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.
  - **Common Core Support Coach**
    - Use Supporting English Language Learners note, TM p. 34, to reread and discuss the poem. Review Vocabulary, SE p. 41.

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**LESSON FOCUS**

**Reading Poetry**

**RL.5.2, RL.5.5, W.5.9.a**

**Common Core 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

**Skill Focus**

- **My Castle**
  - Read the poem (third read). Then have students complete the Close Reading Worksheet, SE p. 260. Follow with Respond to Text, SE pp. 42–43.

**Differentiation Options**

- **Common Core Support Coach**
  - Guide students through Respond to Text using support, TM pp. 38–39.
  - **Common Core Coach**
    - Have students read (second read) *Lady Icicle/Snow-Flakes*, SE pp. 44–46.

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**LESSON FOCUS**

**Reading Poetry**

**RL.5.2, RL.5.5, L.5.4.a**

**Common Core Support Coach**

**Lesson 8: Reading Poetry**

- **Student Edition p. 159**
- **Teacher's Manual p. 117**
- **Skills**
  - ✔ Poetic Structure
  - ✔ Figurative Language
  - ✔ Context Clues

**Skill Focus**

- **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**

- **Common Core Support Coach**

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**Review and Assess Options:**

**Benchmark Assessment 2**

**Quiz 2**

**Skills**

- ✔ Poetic Structure
- ✔ Figurative Language
- ✔ Context Clues
- ✔ Speaker

**Common Core Support Coach**

**Lesson 2: Poetry**

- **Student Edition pp. 44–48**
- **Teacher's Manual p. 40**

**Read on Your Own**

- **Lady Icicle/Snow-Flakes**
  - Review Comprehension Check, SE pp. 47–48. 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. 27 (question 7).

- **Common Core Support Coach**
  - Review answers to Quiz 2 with students.

- **Common Core Coach**
  - Review answers to Benchmark Assessment 2 with students.
# Unit: Writing Responses to Literature

## LESSON FOCUS

**W.5.9.a, SL.5.1**

### Common Core Coach

**Lesson 10: Writing Responses to Literature**

- **Student Edition pp. 193–194**
- **Teacher’s Manual pp. 143–144**

**Skills**
- Write a Response to Literature
- Engage in Collaborative Discussion

### Essential Question

Introduce writing responses to literature and discuss questions, TM p. 143, focusing on the Essential Question. How do you write a compelling response to a piece of literature? Allow students 5 to 7 minutes to free-write a response to the Essential Question. Then read SE pp. 26–33, to Stage Fright, TE p. 54, with students.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Use notes, TM p. 144, to introduce the purpose and audience for a response to literature.
- **Common Core 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.

## LESSON FOCUS

**W.5.9.a, L.5.3.b, SL.5.1**

### Common Core Coach

**Lesson 10: Writing Responses to Literature**

- **Student Edition pp. 195–198**
- **Teacher’s Manual pp. 145–148**

**Skills**
- Write a Response to Literature
- Main Ideas
- Idea and Details

### Analyze a Mentor Text

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

### DIFFERENTIATION OPTIONS

- **Common Core Coach** Use the graphic on SE p. 194 to help students understand the characteristics and structure of responses to literature.
- **Common Core 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.

## LESSON FOCUS

**W.5.4, W.5.8, W.5.9.a, SL.5.1**

### Common Core Coach

**Lesson 10: Writing Responses to Literature**

- **Student Edition pp. 200–203**
- **Teacher’s Manual pp. 150–151**

**Skills**
- Write a Response to Literature
- Character Traits

### 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. 201–202 using the annotations. Students complete SE p. 203.

**DIFFERENTIATION OPTIONS**

- **Common Core 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.
- **Common Core 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.

- **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.

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

### LESSON FOCUS

| W.5.4, W.5.5, W.5.9.a, SL.5.1 | Common Core 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

- **Common Core 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

| W.5.5, W.5.9.a, L.5.2.e, SL.5.1 |
| Common Core 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 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

- **Common Core 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 Lesson Practice, questions 1–5, SE pp. 182–187.
- **Performance Coach** Review the Language Spotlight, SE p. 176, TE p. 55, to show students examples of what to look for when they revise their writing.

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### LESSON FOCUS

| W.5.5, W.5.6, W.5.9.a, W.5.10, L.5.2.e, SL.5.1.a |
| Common Core 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 5, 6

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

### DIFFERENTIATION OPTIONS

- **Common Core 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 Discussion Questions, TE p. 54, about the process of responding to literature.

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### LESSON FOCUS

| W.5.5, W.5.6, W.5.9.a, SL.5.1.a |
| Common Core Coach |
| Lesson 10: Writing Responses to Literature |

- Student Edition 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).
- **Common Core Coach** Review answers to Benchmark Assessment 3 with students.

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### PUBLISH AND ASSESS OPTIONS:

- **Common Core Coach** Benchmark Assessment 3
  - Teacher’s Manual p. 159
  - Skills
  - ✔ Write a Response to Literature
  - ✔ Spelling Rules
  - ✔ Writing Process: Step 7

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

### DIFFERENTIATION OPTIONS

- **Common Core Coach** Students may use alternative media for their writing, especially if it includes images and text features.
- **Performance Coach** Do shared writing with students to complete the Lesson Practice, SE pp. 188–191 (question 6).
- **Common Core Coach** Review answers to Benchmark Assessment 3 with students.
## Week 25

### Unit: Reading Scientific Nonfiction

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<tbody>
<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;RI.5.1, SL.5.1&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 11: Reading Scientific Nonfiction&lt;br&gt;Skills ✔ Identify Science Fiction ✔ Engage in Collaborative Discussion &lt;br&gt;Listen and Learn&lt;br&gt;Leafcutter Ants&lt;br&gt;Introduce scientific texts and discuss questions, TM p. 161, focusing on the Essential Question, How do articles about science and nature differ from narrative stories? Then read Leafcutter Ants with students. Have students free write in response to one of the Consider questions, SE p. 220.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;RI.5.5, SL.5.1&lt;br&gt;Common Core Coach&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;Listen and Learn&lt;br&gt;Leafcutter Ants&lt;br&gt;Reread 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;RI.5.4, L.5.4.c, SL.5.1&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 11: Reading Scientific Nonfiction&lt;br&gt;Skills ✔ Using Glossaries ✔ Engage in Collaborative Discussion &lt;br&gt;Share and Learn&lt;br&gt;Elephant Seals&lt;br&gt;Preview Vocabulary, SE p. 225. Then have students read and discuss the article, SE pp. 226–232.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;<strong>Common Core Coach</strong> Use the Glossary Think Alouds to teach students how to use context clues to determine the definition that best fits the context.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;<strong>Common Core Coach</strong> Use the Glossary Think Alouds to teach students how to use context clues to determine the definition that best fits the context.</td>
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</table>

| **DIFFERENTIATION OPTIONS**<br>**Common Core Coach** Teach scientific text features in Leafcutter Ants, noting and listing text features. | **DIFFERENTIATION OPTIONS**<br>**Common Core Coach** Use Word Analysis, TE p. 162, to teach compound words. Have students read SE pp. 220–223 to locate and then break apart compound words. | **DIFFERENTIATION OPTIONS**<br>**Common Core Coach** Teach vocabulary and guide students through Vocabulary. Use highlighted words in Elephant Seals to reinforce meanings. | **DIFFERENTIATION OPTIONS**<br>**Common Core Coach** Guide students through Anchor Standard Discussion Questions, SE p. 233. Point out that the first question is about inferences. Question 2 focuses on citing evidence. | **DIFFERENTIATION OPTIONS**<br>**Common Core Coach** Have students work in pairs to complete the Comprehension Check, SE p. 234. |

| **DIFFERENTIATION OPTIONS**<br>**Common Core Coach** Reread Leafcutter Ants, and have students identify vocabulary words that they do not understand. Teach the vocabulary words. | **DIFFERENTIATION OPTIONS**<br>**Common Core Coach** Reread Leafcutter Ants, and have students identify vocabulary words that they do not understand. Teach the vocabulary words. | **DIFFERENTIATION OPTIONS**<br>**Common Core Coach** Reread Elephant Seals, guiding students to make inferences and cite evidence to support their inferences. | **DIFFERENTIATION OPTIONS**<br>**Common Core Coach** Have students work in pairs to complete the Coached Example, SE pp. 69–72. | **DIFFERENTIATION OPTIONS**<br>**Common Core Coach** Have students work in pairs to complete the Comprehension Check, SE p. 234. |

| **DIFFERENTIATION OPTIONS**<br>**Performance Coach** Have accelerating students read SE pp. 66–68. | **DIFFERENTIATION OPTIONS**<br>**Performance Coach** Have accelerating students read SE pp. 66–68. | **DIFFERENTIATION OPTIONS**<br>**Performance Coach** Have accelerating students read SE pp. 66–68. | **DIFFERENTIATION OPTIONS**<br>**Performance Coach** Have accelerating students read SE pp. 66–68. | **DIFFERENTIATION OPTIONS**<br>**Performance Coach** Have accelerating students read SE pp. 66–68. |

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## Unit: Reading Scientific Nonfiction

### LESSON FOCUS

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;Rl.5.3, Rl.5.4, Rl.5.5, Rl.5.10&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 11: Reading Scientific Nonfiction&lt;br&gt;• Common Core Coach Independent Leveled Practice Resource Book, pp. 63–71&lt;br&gt;Skills ✔ Interaction between Ideas/Concepts in Text&lt;br&gt;Read on Your Own&lt;br&gt;The Record Holders&lt;br&gt;Have students read the passage at their levels and answer the questions independently. Then have them discuss the questions and their answers in small groups.</td>
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<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Common Core 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;• Common Core Coach Independent Leveled Practice Resource Book&lt;br&gt;Have student pairs compare two records and discuss reasons people would want to know about them.</td>
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<td><strong>LESSON FOCUS</strong>&lt;br&gt;Rl.5.7&lt;br&gt;Common Core Support Coach&lt;br&gt;Lesson 9: Scientific Nonfiction&lt;br&gt;• Student Edition pp. 197–198, 200–204, 285&lt;br&gt;• Teacher’s Manual pp. 175–176, 178–183&lt;br&gt;Skills ✔ Locate Information ✔ Close Reading&lt;br&gt;Using Silver in Medicine&lt;br&gt;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. 286.</td>
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<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Common Core Support Coach&lt;br&gt;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.&lt;br&gt;• Common Core Support Coach&lt;br&gt;Use Supporting Struggling Learners scaffolding, TM p. 176. Help students understand how to differentiate the title from the subheading.</td>
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<td><strong>LESSON FOCUS</strong>&lt;br&gt;Rl.5.3&lt;br&gt;Common Core Support Coach&lt;br&gt;Lesson 9: Scientific Nonfiction&lt;br&gt;• Student Edition pp. 199–204, 286&lt;br&gt;• Teacher’s Manual pp. 177–183&lt;br&gt;Skills ✔ Interaction between Ideas/Concepts in Text&lt;br&gt;Using Silver in Medicine&lt;br&gt;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.</td>
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<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Common Core Support Coach&lt;br&gt;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.&lt;br&gt;• Common Core Support Coach&lt;br&gt;Focus on word meanings in Using Silver in Medicine using Supporting ELLs, TM pp. 179, 182. Preview Vocabulary, SE p. 205.</td>
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<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Common Core Support Coach&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;• Common Core Performance Coach&lt;br&gt;Guide students through the Coached Example, SE pp. 69–72.&lt;br&gt;• Performance Coach&lt;br&gt;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.</td>
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<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;Rl.5.1&lt;br&gt;Common Core Support Coach&lt;br&gt;Lesson 9: Scientific Nonfiction&lt;br&gt;• Student Edition pp. 206, 208–212, 287&lt;br&gt;• Teacher’s Manual pp. 184, 185–191&lt;br&gt;Skills ✔ Draw Conclusions ✔ Use Text Evidence and Personal Knowledge&lt;br&gt;Titanium: Metal of the Future&lt;br&gt;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.</td>
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<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Common Core Support Coach&lt;br&gt;Review Try It, SE p. 206. Reread Titanium: Metal of the Future with the first read annotations, focusing on paragraph structure. Guide students to complete the Draw Conclusions Chart.&lt;br&gt;• Common Core Support Coach&lt;br&gt;Use Supporting Struggling Learners, 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.</td>
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</table>
### Unit: Reading Scientific Nonfiction

#### Day 1

**Lesson Focus**
- RI.5.3, RI.5.7, L.5.4.c

**Common Core Support Coach**
- 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.
- Follow with Vocabulary, SE p. 213.

#### Differentiation Options
- **Common Core 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.

- **Common Core Support Coach**
  - Use Supporting Struggling Learners scaffolding, TM p. 185, to assess students’ ability to read diagrams. Read and discuss the diagram.

- **Common Core Support Coach**
  - Re-teach consulting dictionaries and glossaries, TM p. 190.

#### Day 2

**Lesson Focus**
- RI.5.7, RI.5.9, W.5.9.b

**Common Core Support Coach**
- Student Edition pp. 208–215, 288
- Teacher’s Manual pp. 186–193

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

**Titanium: Metal of the Future**
- Respond to Text:
  - Read the passage [third read].
  - Then have students complete the Close Reading Worksheet, SE p. 288.
  - Follow with Respond to Text, SE p. 214.

#### Differentiation Options
- **Common Core Support Coach**
  - Guide students through Respond to Text using support, TM pp. 192–193.
  - Have them work with partners and write.

- **Common Core Support Coach**
  - Have students read the second read Sleep and Dreams, SE pp. 216–218.

#### Day 3

**Lesson Focus**
- RI.5.7, RI.5.9, W.5.9.b

**Common Core Support Coach**
- 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**
- Respond to Text:
  - Review SE p. 214 and discuss the writing task on p. 215 before students draft and complete their writing.

#### Differentiation Options
- **Common Core 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).

#### Day 4

**Lesson Focus**
- RI.5.3, RI.5.7, RI.5.9, RI.5.10, L.5.4.a, c

**Lesson Support Coach**
- Student Edition pp. 216–220
- Teacher’s Manual p. 194

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

**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).

- **Common Core Support Coach**
  - Review answers to Quiz 9 with students.

#### Day 5

**Review**
- RI.5.1, RI.5.3, RI.5.7, RI.5.9, RI.5.10, L.5.4.a, c

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

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

**Sleep and Dreams**
- Review text structure and then have students complete Lesson Practice, questions 1–5, SE pp. 73–76.
Unit: Reading Persuasive Nonfiction

LESSON FOCUS
RI.5.8, SL.5.1
Common Core Performance Coach
Lesson 6: Persuasive Texts
Skills
✓ Persuasive Structure
✓ Engage in Collaborative Discussion
✓ Analyzing a Speech
Listen and Learn
Getting the Idea
Introduce persuasive nonfiction and discuss questions, TM p. 26. Read the interactive lesson Getting the Idea with students.

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.
• Common Core Coach Speaking and Listening Project, Use TM pp. 190–191.

LESSON FOCUS
RI.5.6, RI.5.8, SL.5.1
Common Core Performance Coach
Lesson 6: Persuasive Texts
Skills
✓ Author's Point of View
✓ Persuasive Techniques
✓ Engage in Collaborative Discussion
Listen and Learn: Coached Example
Digital Textbooks Are the Way of the Future
Read the passage with students using Structure subheading to focus strategy instruction, TM p. 27. Then have partners complete the Coached Example questions, SE pp. 82–84.

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. 81–82, 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
RI.5.8, L.5.5.a, SL.5.1
Common Core Performance Coach
Lesson 6: Persuasive Texts
Skills
✓ Bias
✓ Figurative Language
✓ Engage in Collaborative Discussion
Share and Learn: Lesson Practice
Print Textbooks Belong in the Classroom
Have students continue to read and discuss the passage. Then have students respond to the Lesson Practice questions, SE pp. 88–91.

DIFFERENTIATION OPTIONS
• Performance Coach Reread 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 Print 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
RI.5.8, SL.5.1, W.5.9.b
Common Core Performance Coach
Lesson 6: Persuasive Texts
Skills
✓ Persuasive Structure
✓ Write about Informational Text
✓ Engage in Collaborative Discussion
Reread Digital Textbooks Are the Way of the Future or Print Textbooks Belong in the Classroom. Have students choose a passage and write a paragraph responding to the Discussion Question, What makes a persuasive text successful? Tell them to use two examples of text features to support their response.

DIFFERENTIATION OPTIONS
• Common Core 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.
• Common Core Coach Have students work in pairs to complete the Lesson Practice questions, SE pp. 88–91.
## Week 29

### Day 1

**Unit: Reading Persuasive Nonfiction**

<table>
<thead>
<tr>
<th>Lesson Focus</th>
<th>Common Core Coach</th>
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</thead>
<tbody>
<tr>
<td>SL.5.1, SL.5.2, SL.5.3</td>
<td>Speaking and Listening</td>
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<tr>
<td>✔ Teacher’s Manual pp. 190–191</td>
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<tr>
<td>✔ Evaluate Evidence, Arguments, Claims, and Beliefs</td>
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<tr>
<td>✔ Analyzing a Speech</td>
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**Read on Your Own**

- **DIFFERENTIATION OPTIONS**
  - Common Core Coach: Provide headings such as Claim, Reason 1, Reason 2, and Reason 3 for students requiring support with note taking.
  - Common Core Coach: Support students who have difficulty concentrating by stopping after 2 to 3 minutes to ask guiding questions from discussion points. “What is the speaker’s main message so far?” “What are the facts of the speech?”

### Day 2

**LESSON FOCUS**

- **RI.5.8**
  - Common Core Support Coach: Let's Serve Healthier School Meals
  - Lesson 10: Persuasive Nonfiction
    - Student Edition pp. 221–222, 224–226, 289
    - Teacher’s Manual pp. 198, 200–202, 203
- **Skills**
  - ✔ Reasons and Evidence
  - ✔ Ask and Answer Questions
  - ✔ Close Reading

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach**
  - Review Try It, SE p. 222. Reread Let’s Serve Healthier School Meals with the first read annotations, showing students that these focus on asking and answering questions. Guide students to complete the Close Reading Worksheet.
  - **Common Core 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.

### Day 3

**LESSON FOCUS**

- **RI.5.8**
  - Common Core Support Coach: Let's Serve Healthier School Meals
  - Lesson 10: Persuasive Nonfiction
    - Student Edition pp. 223–226, 290
    - Teacher’s Manual pp. 199–203
- **Skills**
  - ✔ Close Reading
  - ✔ Ask and Answer Questions
  - ✔ Write about Informational Text

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach**
  - Review Try It, SE p. 223. Reread Let’s Serve Healthier School Meals with the second read annotations, showing students that these focus reasons and evidence. Guide students to complete the Reasons and Evidence Chart.
  - **Common Core Support Coach**

### Day 4

**LESSON FOCUS**

- **RI.5.4, L.5.6**
  - Common Core Support Coach: Let's Serve Healthier School Meals
  - Lesson 10: Persuasive Nonfiction
    - Student Edition pp. 224–227, 289
    - Teacher’s Manual pp. 200–203
- **Skills**
  - ✔ Domain-Specific Vocabulary
  - ✔ Close Reading
  - ✔ Write about Informational Text

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach**

### Day 5

**LESSON FOCUS**

- **RI.5.2**
  - Common Core Support Coach: Let's Serve Healthier School Meals
  - Lesson 10: Persuasive Nonfiction
    - Student Edition pp. 228–234, 291
  - Teacher’s Manual pp. 204, 206–211
- **Skills**
  - ✔ Summarize
  - ✔ Main Idea and Details
  - ✔ Close Reading

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach**
  - **No More Supersized Sodas/Let Me Drink What I Want!**
    - Review identifying the main idea and details, SE p. 228. Read the passages (first read). Have students complete the Close Reading Worksheet, SE p. 291.

- **Common Core Support Coach**
  - **Let’s Serve Healthier School Meals**
    - 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**

- **Performance Coach**

- **Common Core Support Coach**
  - Use Supporting Struggling Learners, TM p. 204. Help students understand how to identify the main ideas in No More Supersized Sodas/Let Me Drink What I Want! by modeling self-questioning strategy.
**Unit: Reading Persuasive Nonfiction**

### LESSON FOCUS
- **RI.5.4, RI.5.8, L.5.6**
- **Common Core Support Coach**
- **Lesson 10: Persuasive Nonfiction**
  - **Student Edition pp. 229–235, 292**
  - **Teacher’s Manual pp. 197–205, 210**

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - **Use for Community Land**, TE p. 63, to teach students the correct styles for indicating source titles in their writing.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - **Guide students through Respond to Text** using support, TM pp. 212–213.
  - **Use Domain-Specific Words** to review and discuss the Discussion Question and the following focus skills:
    - read and analyze persuasive texts.
    - recognize the purpose and structure of persuasive texts.
    - distinguish fact from opinion.
    - examine how reasons and evidence support claims.
    - demonstrate an understanding of figurative language that writers of persuasive texts use.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - **Have students read** (first read) *A Use for Community Land*, SE pp. 238–242.
  - **Use Language Spotlight**, SE p. 210 and TE p. 63, to teach students the correct styles for indicating source titles in their writing.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - **Have students read** (second read) *A Use for Community Land* and do 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).**

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - **Review answers to Quiz 10 with students.**

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

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

**Read on Your Own**
- **A Use for Community Land**
  - **Review Comprehension Check, SE pp. 243–244. Have students share answers and discuss the text, pointing out evidence that they find.**
**Unit: Writing Opinion Pieces**

**LESSON FOCUS**

**W.5.1, SL.5.1**

*Common Core Coach*

**Lesson 12: Writing Opinion Pieces**

- Student Edition pp. 235–236
- Teacher’s Manual pp. 175–176

**Skills**

- Write Opinion Pieces
- Engage in Collaborative Discussion

**Essential Question**

Introduce opinion pieces and discuss the significance of a target audience.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Use notes, TM p. 176, to introduce the purpose and audience for an opinion piece.
- **Common Core Support Coach** Review Let’s Serve Healthier School Meals, SE pp. 224–226, and identify and discuss the introduction, support, and conclusion of that text.

**LESSON FOCUS**

**W.5.1**

*Common Core Coach*

**Lesson 12: Writing Opinion Pieces**

- Student Edition pp. 237–238
- Teacher’s Manual pp. 177–178

**Skills**

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

**Analyze a Mentor Text**

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

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Use the graphic on SE p. 236 to help students understand the characteristics and structure of an opinion piece.
- **Common Core Coach** Have accelerating students identify the opinion in the introduction, support for the opinion, and conclusion of the mentor text.
- **Common Core Coach** Have students complete the Coached Example, SE pp. 243–245.
- **Performance 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**

**W.5.1, W.5.4, L.5.4.b**

*Common Core Coach*

**Lesson 12: Writing Opinion Pieces**

- Student Edition pp. 238–240

**Skills**

- Write Opinion Pieces
- Supporting Reasons
- Opinion, Reasons, and Details

**Writing Process: Step 1**

After reviewing the steps in the writing process, read the Writing Assignment. Discuss the task along with the purpose and audience. Then guide students through SE pp. 241–242 using the annotations. Students complete SE p. 239.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Take a deeper dive into SE pp. 242–243 with students who need extra support as they use the graphic organizer provided to complete the Try It.
- **Common Core Coach** Have students work in pairs or small groups to generate questions about the claim they are making. Allow students time to research and find the answers to these questions so they can add relevant information to their writing.

**LESSON FOCUS**

**W.5.1, W.5.5**

*Common Core Coach*

**Lesson 12: Writing Opinion Pieces**

- Student Edition pp. 241–243
- Teacher’s Manual p. 181

**Skills**

- Write Opinion Pieces
- Opinions, Reasons, and Details

**Writing Process: Step 1**

After reviewing the steps in the writing process, read the Writing Assignment. Discuss the task along with the purpose and audience. Then guide students through SE pp. 241–242 using the annotations. Students complete SE p. 240.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Allow time for students to draft independently or in pairs. Conference with students who need extra support.
- **Performance Coach** Have students complete the Lesson Practice, Questions 1–5, SE pp. 246–249.
- **Performance Coach** Have accelerating students read SE pp. 292–294 to learn about listening strategies.

**LESSON FOCUS**

**W.5.1, W.5.4, W.5.5**

*Common Core Coach*

**Lesson 12: Writing Opinion Pieces**

- Student Edition pp. 244–247
- Teacher’s Manual pp. 182–183

**Skills**

- Write Opinion Pieces
- Organize Introduction, Supporting Paragraphs, and Conclusion

**Writing Process: Steps 2, 3**

Read SE p. 244 with students to help them understand how the writer of the mentor text organized the introduction (introducing the topic and claim), the support (containing reasons and relevant facts), and the conclusion. Then read and discuss the drafting process before students begin to write.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Have students complete the Coached Example, SE pp. 241–242, with students who need extra support as they use the graphic organizer provided to complete the Try It.
- **Common Core Coach** Have students work in pairs or small groups to generate questions about the claim they are making. Allow students time to research and find the answers to these questions so they can add relevant information to their writing.

**LESSON FOCUS**

**W.5.1**

*Common Core Coach*

**Lesson 12: Writing Opinion Pieces**

- Student Edition pp. 244–247
- Teacher’s Manual p. 183

**Skills**

- Write Opinion Pieces
- Opinion, Reasons, and Details

**Writing Process: Step 1**

After reviewing the steps in the writing process, read the Writing Assignment. Discuss the task along with the purpose and audience. Then guide students through SE pp. 241–242 using the annotations. Students complete SE p. 240.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Have students work in pairs or small groups to generate questions about the claim they are making. Allow students time to research and find the answers to these questions so they can add relevant information to their writing.

**LESSON FOCUS**

**W.5.1, W.5.5**

*Common Core Coach*

**Lesson 12: Writing Opinion Pieces**

- Student Edition pp. 241–243
- Teacher’s Manual p. 181

**Skills**

- Write Opinion Pieces
- Opinions, Reasons, and Details

**Writing Process: Step 1**

After reviewing the steps in the writing process, read the Writing Assignment. Discuss the task along with the purpose and audience. Then guide students through SE pp. 241–242 using the annotations. Students complete SE p. 239.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Take a deeper dive into SE pp. 242–243 with students who need extra support as they use the graphic organizer provided to complete the Try It.
- **Common Core Coach** Have students work in pairs or small groups to generate questions about the claim they are making. Allow students time to research and find the answers to these questions so they can add relevant information to their writing.

**LESSON FOCUS**

**W.5.1, W.5.5**

*Common Core Coach*

**Lesson 12: Writing Opinion Pieces**

- Student Edition pp. 244–247
- Teacher’s Manual pp. 182–183

**Skills**

- Write Opinion Pieces
- Organize Introduction, Supporting Paragraphs, and Conclusion

**Writing Process: Steps 2, 3**

Read SE p. 244 with students to help them understand how the writer of the mentor text organized the introduction (introducing the topic and claim), the support (containing reasons and relevant facts), and the conclusion. Then read and discuss the drafting process before students begin to write.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Allow time for students to draft independently or in pairs. Conference with students who need extra support.
- **Performance Coach** Have students complete the Lesson Practice, Questions 1–5, SE pp. 246–249.
- **Performance Coach** Have accelerating students read SE pp. 292–294 to learn about listening strategies.
### Unit: Writing Opinion Pieces

#### LESSON FOCUS

**W.5.1, W.5.4, W.5.5**

**Common Core Coach**

**Lesson 12: Writing Opinion Pieces**

- **Student Edition pp. 246, 248–251**
- **Teacher’s Manual pp.184–186**

**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

- **Common Core 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.

- **Common Core 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 FOCUS

**W.5.1, W.5.4, W.5.5, L.5.1.e**

**Common Core Coach**

**Lesson 12: Writing Opinion pieces**

- **Student Edition pp. 250–253**
- **Teacher’s Manual pp. 186–187**

**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

- **Common Core 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.

- **Performance Coach** Guide students through the Coached Example, SE pp. 295–297.

#### LESSON FOCUS

**W.5.1, W.5.4, W.5.5, L.5.2.a–d**

**Common Core Coach**

**Lesson 12: Writing Opinion Pieces**

- **Student Edition pp. 254–255**
- **Teacher’s Manual p. 188**

**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

- **Common Core 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.

#### LESSON FOCUS

**W.5.1, W.5.4, W.5.5, W.5.6, L.5.2.a–d**

**Common Core Coach**

**Lesson 12: Writing Opinion Pieces**

- **Student Edition pp. 254–255**
- **Teacher’s Manual pp. 184–185**

**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. 298.

#### DIFFERENTIATION OPTIONS

- **Common Core 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.

- **Common Core Coach** Review answers to Benchmark Assessment 4 with students.

#### PUBLISH AND ASSESS OPTIONS:

- **Common Core 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**

  - **Common Core 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.