Coach® Suite

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

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

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

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

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

The Instructional Pathway
Addressing Key Features in ELA Learning

1 Regular practice with complex texts and their academic language

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

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

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**Reading a Weather Map**

Weather maps are an excellent way to understand atmospheric conditions. Weather maps are maps that show different types of weather information. There are two main types of weather maps: weather maps that show information about a particular area, such as the weather in a city, and weather maps that show information about a larger area, such as the weather in a state or country.

**Coast of California**

- **Definition:** a landform along the shoreline of an ocean, sea, or large lake
- **Synonyms:** coastline, shore
- **Antonyms:** interior, inland

**My sentence:** The coast of California is a beautiful place to visit in the summer.

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**Reading Drama**

**Scene 1**

**Liz:** How did the mammoths get here?

**Ray:** I know this would be a great place to write a story for my favorite author.

**Liz:** That's why I begged Mom to bring us here. It's a great place to write about the real thing.

**Ray:** Yes, I know. But I still want to see the real thing.

**Liz:** Ray. About 10,000 years ago, the spot where this museum now stands was just a grassy hill. But then an earthquake moved the hill. The ground caved in, and the pool turned into a sinkhole. The bones of the mammoths and other animals went into the pool. The pool slowly filled up with dirt. The bones of the mammoths and other animals were trapped in the pool. That's when the ground caved in and made the pool.

**Liz:** Oh, I feel sorry for the animals that were trapped in the sinkhole.

**Ray:** I would. I go to a school that is hunting for a new student. I'd give my right arm to see all those mammoths alive. I'd see the Mammoth's wild horse to ride a mammoth. He would be awesome!

**Liz:** Yes, you'd get a new a long as you didn't get trapped in the pool.

**Ray:** No—look at the hill! It goes to a depth that is hanging on a section. The depth has been added. It's a great place to write about the real thing. I would love to see all those mammoths alive. I would give my right arm to see all those mammoths alive. I would give my right arm to see all those mammoths alive.

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

**Ray:** The pool slowly filled up with dirt. The bones of the mammoths and other animals went into the pool. The pool slowly filled up with dirt. The bones of the mammoths and other animals were trapped in the sinkhole. The pool slowly filled up with dirt. The bones of the mammoths and other animals were trapped in the pool. That's when the ground caved in and made the pool.

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**Vocabulary**

- **mammoth:** a large, extinct, prehistoric mammal that was related to the elephant
- **sinkhole:** a large, open cavity in the earth, usually filled with water

**My word:** mammoth

**Definition:** a large, extinct, prehistoric mammal that was related to the elephant

**Synonyms:** prehistoric, extinct

**Antonyms:** modern, living

**My sentence:** The mammoth was a large, extinct, prehistoric mammal that was related to the elephant.
Reading, writing, and speaking grounded in evidence from texts

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

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

Knowledge building through content-rich nonfiction

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

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

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

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<td>read a variety of informational texts</td>
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<td>read a variety of literature</td>
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<td>read prose and poetry orally</td>
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<td>read with purpose and understanding</td>
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Using the Pacing Guide

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

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

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## Unit: Reading Short Stories

### LESSON FOCUS

#### Lesson 1: Reading Short Stories

**Instruction Coach**

- **Student Edition pp. 5–11**
- **Teacher’s Manual pp. 3–9**

**Skills**
- ✔ Short Story
- ✔ Engage in Collaborative Discussion
- ✔ Create a Visual Essay

#### DIFFERENTIATION OPTIONS

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

#### LESSON FOCUS

- **Student Edition pp. 6–13**
- **Teacher’s Manual pp. 4–11**

**Skills**
- ✔ Make Connections between Texts
- ✔ Short Story
- ✔ Root Words and Affixes
- ✔ Engage in Collaborative Discussion

#### DIFFERENTIATION OPTIONS

- **Instruction Coach** Reread A Snare for Srayosi, SE pp. 5–11, noting the features of a short story.
- **Instruction Coach** Review the focus skills and teach the vocabulary words, SE p. 13.
- **Instruction Coach** Teach Word Analysis, TM p. 8, to address root words and affixes.
- **Performance Coach** Work with the class to do the Coached Example, SE pp. 285–287

#### LESSON FOCUS

- **Student Edition pp. 13–22, 24**
- **Teacher’s Manual pp. 11–14**

**Skills**
- ✔ Character Traits
- ✔ Engage in Collaborative Discussion

#### DIFFERENTIATION OPTIONS

- **Instruction Coach** Teach character traits in Into the Maze and guide students through Comprehension Check, SE p. 24.

#### LESSON FOCUS

- **Student Edition pp. 14–24**
- **Teacher’s Manual pp. 12–14**

**Skills**
- ✔ Character Traits
- ✔ Make Connections between Texts
- ✔ Sequence of Events
- ✔ Engage in Collaborative Discussion

#### LESSON FOCUS

- **Student Edition pp. 5–24**
- **Teacher’s Manual pp. 4–14**

**Skills**
- ✔ Short Story
- ✔ Write about Literature

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 23.
- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 24.

### Lesson Plans

- **Lesson 1: Reading Short Stories**
  - **Instruction Coach**
  - **Student Edition pp. 5–11**
  - **Teacher’s Manual pp. 3–9**
  - **Skills**
    - ✔ Short Story
    - ✔ Engage in Collaborative Discussion
    - ✔ Create a Visual Essay
  - **DIFFERENTIATION OPTIONS**
    - **Instruction Coach** Use the Think Alouds to teach the parts of a short story, focusing on plot, in A Snare for Srayosi.
    - **Instruction Coach** Reread A Snare for Srayosi and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
    - **Instruction Coach** Use Speaking and Listening Project, TM pp. 16–17, during this unit.
    - **Performance Coach** Have students read SE pp. 282–284 and identify ways to listen carefully to literature.

- **Lesson 2: Reading Short Stories**
  - **Instruction Coach**
  - **Student Edition pp. 6–13**
  - **Teacher’s Manual pp. 4–11**
  - **Skills**
    - ✔ Make Connections between Texts
    - ✔ Short Story
    - ✔ Root Words and Affixes
    - ✔ Engage in Collaborative Discussion
  - **DIFFERENTIATION OPTIONS**
    - **Instruction Coach** Reread A Snare for Srayosi, SE pp. 5–11, noting the features of a short story.
    - **Instruction Coach** Review the focus skills and teach the vocabulary words, SE p. 13.
    - **Instruction Coach** Teach Word Analysis, TM p. 8, to address root words and affixes.
    - **Performance Coach** Work with the class to do the Coached Example, SE pp. 285–287

- **Lesson 3: Reading Short Stories**
  - **Instruction Coach**
  - **Student Edition pp. 13–22, 24**
  - **Teacher’s Manual pp. 11–14**
  - **Skills**
    - ✔ Character Traits
    - ✔ Engage in Collaborative Discussion
  - **DIFFERENTIATION OPTIONS**
    - **Instruction Coach** Teach character traits in Into the Maze and guide students through Comprehension Check, SE p. 24.

- **Lesson 4: Reading Short Stories**
  - **Instruction Coach**
  - **Student Edition pp. 14–24**
  - **Teacher’s Manual pp. 12–14**
  - **Skills**
    - ✔ Character Traits
    - ✔ Make Connections between Texts
    - ✔ Sequence of Events
    - ✔ Engage in Collaborative Discussion
  - **DIFFERENTIATION OPTIONS**
    - **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 23.
    - **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 24.
Unit: Reading Short Stories

LESSON FOCUS
Instruction Coach
Lesson 1: Reading Stories
- Instruction Coach Independent
  Leveled Practice Resource Book, pp. 12–20

Skills
- Plot and Setting
- Point of View

LESSON FOCUS
Support Coach
Lesson 1: Short Stories
- Student Edition pp. 5–6, 8–12, 253
- Teacher’s Manual pp. 3–4, 6–10

Skills
- Compare and Contrast
- Close Reading

LESSON FOCUS
Support Coach
Lesson 1: Short Stories
- Student Edition pp. 7–13, 253
- Teacher’s Manual pp. 5–11

Skills
- Characters
- The Star

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

- Support Coach
  Review the characteristics of fiction. Have students write about specific
  characteristics in the stories they have read.

- Support Coach
  Use Supporting Struggling Learners scaffolding, TM pp. 4, 6. Help
  students find clues to allow them to see how the characters are changing in
  the story.

- Support Coach
  Guide students through the Coached Example, SE pp. 2–9.

- Performance Coach
  Work with students to do the Lesson Practice, questions 1–4, SE pp. 288–290.

DIFFERENTIATION OPTIONS
- Support Coach
  Review Try It, SE p. 7. Reread The Star using the [second read] annotations to
  focus on characters. Guide students to complete the Character Web.

- Support Coach

- Support Coach
  Use Supporting Struggling Learners scaffolding, TM pp. 5, 9. Help students find
  clues to allow them to see how the characters are changing in the story.

- Performance Coach
  Do shared writing with students in Lesson Practice, SE p. 291 (question 5).

DIFFERENTIATION OPTIONS
- Support Coach
  Review Try It, SE p. 14. Reread Sing Me a Friend using the
  [first read] annotations to focus on summarizing. Guide students to
  complete the Summary Chart.

- Support Coach
  Use Supporting Struggling Learners scaffolding, TM p. 12. Help students distinguish
  between main ideas and minor details.

- Performance Coach
  Use Discussion Questions, TE p. 2, to review the characteristics of fiction.
  Have students write about specific characteristics in the stories they have read.
### Unit: Reading Short Stories

**Lesson 1: Short Stories**
- **Skills**
  - Plot and Setting
  - Greek and Latin Roots
  - Close Reading

#### LESSON FOCUS
- **Support Coach**
- **Lesson 1: Short Stories**
  - **Student Edition pp. 15–21, 256**
  - **Teacher’s Manual pp. 14–21**

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

#### LESSON FOCUS
- **Support Coach**
- **Lesson 1: Short Stories**
  - **Student Edition pp. 16–23, 256**
  - **Teacher’s Manual pp. 15–21**

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

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

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

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

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

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

#### DIFFERENTIATION OPTIONS
- **Support Coach**
  - Have students work in pairs to complete Lesson Practice, questions 1–5, SE pp. 10–14.

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

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

### LESSON FOCUS

#### Instruction Coach

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

- **Student Edition pp. 178–181**
- **Teacher’s Manual pp. 131–135**

**Skills**
- Illustrations
- Engage in Collaborative Discussion
- Listen and Learn
  - *Sir Gawain and the Green Knight, Part 1*

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Teach the features of a graphic novel in *Sir Gawain and the Green Knight*, including structure and illustrations.
- **Instruction Coach** Reread *Sir Gawain and the Green Knight, Part 1*, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

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

- **Student Edition pp. 178–183**
- **Teacher’s Manual pp. 131–136**

**Skills**
- Make Inferences
- Illustrations
- Root Words and Affixes
- Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Teach making inferences in *Sir Gawain and the Green Knight, Part 2* and guide students through Comprehension Check, SE p. 192.
- **Instruction Coach** Preview and teach the vocabulary words and review the skills, SE p. 183.
- **Instruction Coach** Teach the vocabulary and guide students through Vocabulary. Use highlighted words in *Sir Gawain and the Green Knight, Part 2* to reinforce meanings.
- **Performance Coach** Have accelerating students work in pairs to do the Lesson Practice, questions 1–5, SE pp. 45–47.

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

- **Student Edition pp. 183–190, 192**
- **Teacher’s Manual pp. 137–140**

**Skills**
- Make Inferences
- Illustrations
- Engage in Collaborative Discussion
- Write about Literature
- Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Teach making inferences in *Sir Gawain and the Green Knight, Part 2* and guide students through Comprehension Check, SE p. 192.
- **Instruction Coach** Have students choose Part 1 or Part 2 and write a paragraph responding to the Essential Question, *How can pictures help to tell a story?* Tell them to use two examples of text features to support their response.
- **Performance Coach** Have accelerating students work in pairs to complete the Comprehension Check, SE p. 192.
## Unit: Reading Literature in Graphic Form

### LESSON FOCUS

**Instruction Coach**

**Lesson 9: Reading Literature in Graphic Form**
- Instruction Coach Independent
- Leveled Practice Resource Book, pp. 57–62

**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**
- Instruction Coach Independent
- Leveled Practice Resource Book
  - Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.
  - Have students identify how the illustration relates to the text.

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</table>
| • Student Edition pp. 75–76, 78–82, 265 | • Student Edition pp. 77–83, 266 | • Student Edition pp. 78–83, 266 | • Student Edition pp. 84, 86–90, 267 | **Skills**
| • Teacher’s Manual pp. 65–66, 68–73 | • Teacher’s Manual pp. 67–73 | • Teacher’s Manual pp. 74, 76–81 | **Skills**
| • Sequence of Events | • Visual Elements | • Make Inferences | • Synonyms and Antonyms |
| **The Last Training Mission, Part 1** | **The Last Training Mission, Part 1** | **The Last Training Mission, Part 2** | **The Last Training Mission, Part 2** |
| 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. | 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. | Read drawing inferences, SE p. 84. Read the passage [third read]. Have students complete the Draw Inferences Chart, SE p. 267. | **DIFFERENTIATION OPTIONS**
| **Support Coach** Review Try It, SE p. 76. Reread The Last Training Mission, Part 1, using the [first read] annotations to focus on sequence of events. Guide students to complete the Sequence of Events Chart. | **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. | **Support Coach** After discussing the [third read] annotations, have students choose one of the questions in the annotations, write their answer, and discuss with the group. | **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 76, to help students practice making inferences. |
| **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 66, to help students understand the sequence of events. | **Support Coach** Focus on synonyms and antonyms in The Last Training Mission, Part 1 using TM p. 72. Preview Vocabulary, SE p. 83. | **Performance Coach** Use Discussion Questions, TE p. 14, to compare types of fiction. Have students write about specific characteristics in the passages they have read. | **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 67. Help students find clues to allow them to identify author’s tone. |
| **Performance Coach** Have accelerating students work in pairs to do the Lesson Practice, question 6, SE p. 53. | **Performance Coach** Have students choose one of the questions in the annotations, write their answer, and discuss with the group. | **Performance Coach** Use Discussion Questions, TE p. 14, to compare types of fiction. Have students write about specific characteristics in the passages they have read. | **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 76, to help students practice making inferences. |

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**DIFFERENTIATION OPTIONS**

- **Support Coach** Review Try It, SE p. 76. Reread The Last Training Mission, Part 1, using the [first read] annotations to focus on sequence of events. Guide students to complete the Sequence of Events Chart.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 66, to help students understand the sequence of events.
- **Performance Coach** Use Discussion Questions, TE p. 14, to compare types of fiction. Have students write about specific characteristics in the passages they have read.

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### Unit: Reading Literature in Graphic Form

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;Support Coach&lt;br&gt;Lesson 4: Graphic Novel&lt;br&gt;Student Edition pp. 85–91, 268&lt;br&gt;Teacher’s Manual pp. 75–81&lt;br&gt;Skills ✔ Theme ✔ Idioms ✔ Close Reading&lt;br&gt;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.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;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.&lt;br&gt;Support Coach Review Vocabulary, SE p. 91.&lt;br&gt;Support Coach Have students each write a sentence containing an idiom. Ask them to explain the idiom to a partner.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;Support Coach&lt;br&gt;Lesson 4: Graphic Novel&lt;br&gt;Student Edition pp. 86–93, 268&lt;br&gt;Teacher’s Manual pp. 76–84&lt;br&gt;Skills ✔ How Visual Elements Contribute to Meaning, Beauty, and Tone ✔ Close Reading ✔ Write about Literature&lt;br&gt;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.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;Support Coach Guide students through Respond to Text using support, TM pp. 82–83. Have them work with partners and write.&lt;br&gt;Support Coach Have students read (third read) Sammy Gets His Act Together, SE pp. 94–96.&lt;br&gt;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.</td>
<td><strong>REVIEW</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 9: Reading Literature in Graphic Form&lt;br&gt;Student Edition p. 177&lt;br&gt;Teacher’s Manual p. 131&lt;br&gt;Skills ✔ Theme ✔ Make Inferences ✔ Idioms ✔ Graphic Novel&lt;br&gt;Listen and Learn&lt;br&gt;Review and discuss the Essential Question and the following focus skills:&lt;br&gt;• how to make inferences&lt;br&gt;• the purpose of illustrations&lt;br&gt;• how to identify characteristics of a graphic novel&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;Support Coach Have students read (second read) Sammy Gets His Act Together and do Comprehension Check, SE pp. 97–98.</td>
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### Unit: Writing Fictional Narratives

#### LESSON FOCUS

**Instruction Coach**

**Lesson 3: Writing Fictional Narratives**

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

**Skills**

✔ Write a Fictional Narrative
✔ Engage in Collaborative Discussion

**Essential Question**

Introduce writing fictional narratives and discuss questions, TM p. 35, focusing on the Essential Question, What makes a fictional narrative interesting? Then read SE p. 45 with students.

#### DIFFERENTIATION OPTIONS

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

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#### LESSON FOCUS

**Instruction Coach**

**Lesson 3: Writing Fictional Narratives**

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

**Skills**

✔ Write a Fictional Narrative
✔ Character
✔ Plot
✔ Narration
✔ Setting

Analyze a Mentor Text

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

#### DIFFERENTIATION OPTIONS

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

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#### LESSON FOCUS

**Instruction Coach**

**Lesson 3: Writing Fictional Narratives**

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

**Skills**

✔ Write a Fictional Narrative
✔ Figurative Language
✔ Character
✔ Plot
✔ Narration
✔ Setting

Analyze a Mentor Text

Vocabulary Study

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

#### DIFFERENTIATION OPTIONS

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

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#### LESSON FOCUS

**Instruction Coach**

**Lesson 3: Writing Fictional Narratives**

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

**Skills**

✔ Write a Fictional Narrative
✔ Plot
✔ Character

Writing Process: Step 1

After reviewing the steps in the writing process, read the Writing Assignment. Discuss the task along with the purpose and audience. Then guide students through SE pp. 51–53 using the annotations. Students complete SE p. 53.

#### DIFFERENTIATION OPTIONS

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

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#### LESSON FOCUS

**Instruction Coach**

**Lesson 3: Writing Fictional Narratives**

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

**Skills**

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

Writing Process: Steps 2, 3

Read SE pp. 54–55 with students to help them understand how the writer of the mentor text organized the beginning, middle, and end of the narrative. Then read and discuss the drafting process, SE pp. 56–57, before students begin to write.

#### DIFFERENTIATION OPTIONS

- **Instruction Coach** 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.

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### Unit: Writing Fictional Narratives

#### LESSON FOCUS

**Instruction Coach**

**Lesson 3: Writing Fictional Narratives**

- **Student Edition pp. 58–60**
- **Teacher’s Manual pp. 44–46**

**Skills**

✔ Write a Fictional Narrative
✔ Figurative Language
✔ Character
✔ Plot

Writing Process: Step 4

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. 59–62 using the annotations. Students complete SE p. 63.

#### DIFFERENTIATION OPTIONS

- **Instruction Coach** Have students complete the lesson practice, SE pp. 171–172, to practice identifying and using figurative language.

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### Unit: Writing Fictional Narratives

#### LESSON FOCUS

**Instruction Coach**

**Lesson 3: Writing Fictional Narratives**

- **Student Edition pp. 63–65**
- **Teacher’s Manual pp. 48–50**

**Skills**

✔ Write a Fictional Narrative
✔ Character

Writing Process: Step 5

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. 64–66 using the annotations. Students complete SE p. 67.

#### DIFFERENTIATION OPTIONS

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

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### Unit: Writing Fictional Narratives

#### LESSON FOCUS

**Instruction Coach**

**Lesson 3: Writing Fictional Narratives**

- **Student Edition pp. 69–71**
- **Teacher’s Manual pp. 52–54**

**Skills**

✔ Write a Fictional Narrative
✔ Character

Writing Process: Step 6

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. 72–74 using the annotations. Students complete SE p. 75.

#### DIFFERENTIATION OPTIONS

- **Instruction Coach** Have students complete the lesson practice, SE pp. 173–174, to practice identifying and using figurative language.

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### Unit: Writing Fictional Narratives

#### LESSON FOCUS

**Instruction Coach**

**Lesson 3: Writing Fictional Narratives**

- **Student Edition pp. 75–77**
- **Teacher’s Manual pp. 56–58**

**Skills**

✔ Write a Fictional Narrative
✔ Character

Writing Process: Step 7

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. 78–80 using the annotations. Students complete SE p. 81.

#### DIFFERENTIATION OPTIONS

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

## Lesson Focus

**Instruction Coach**

### Lesson 3: Writing Fictional Narratives
- **Student Edition** pp. 56–61
- **Teacher’s Manual** pp. 45–47

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

**Writing Process:** Steps 3, 4

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

## Lesson Focus

**Instruction Coach**

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

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

**Writing Process:** Steps 4, 5

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

## Lesson Focus

**Instruction Coach**

### Lesson 3: Writing Fictional Narratives
- **Student Edition** pp. 66–68
- **Teacher’s Manual** pp. 48–49

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

**Writing Process:** Steps 6, 7

Read **SE** pp. 66–67. Students should finish editing and move on to publishing. Discuss the publishing ideas, **SE** p. 68.

### Differentiation Options
- **Instruction Coach** Use **SE** pp. 56–67 as a springboard for students to discuss strategies for improving the sensory language, transitions, and other parts of their writing.
- **Performance Coach** Students may use alternative media for their writing, especially if it includes images and text features.

## PUBLISH AND ASSESS OPTION

**Instruction Coach**

### Lesson 3: Writing Fictional Narratives
- **Student Edition** p. 68
- **Teacher’s Manual** p. 49

**Skills**
- ✔ Transational Words and Phrases
- ✔ Conjunctions
- ✔ Prepositions
- ✔ Interjections
- ✔ Sensory Language

**Writing Process:** Step 7

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

### Differentiation Options
- **Instruction Coach** Students 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.
Week 9

Unit: Reading Historical Nonfiction

LESSON FOCUS
Instruction Coach
Lesson 4: Reading Historical Nonfiction

LESSON FOCUS
Instruction Coach
Lesson 4: Reading Historical Nonfiction

LESSON FOCUS
Instruction Coach
Lesson 4: Reading Historical Nonfiction

LESSON FOCUS
Instruction Coach
Lesson 4: Reading Historical Nonfiction

LESSON FOCUS
Instruction Coach
Lesson 4: Reading Historical Nonfiction

DIFFERENTIATION OPTIONS

- **Instruction Coach**) Teach the text features in Tenochtitlán, including chronological order, maps, and illustrations.

- **Instruction Coach**) Reread Tenochtitlán, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

- **Instruction Coach**) Have students complete the Speaking and Listening Project for this unit, TM pp. 66–67.

DIFFERENTIATION OPTIONS

- **Instruction Coach**) Reread Tenochtitlán, SE pp. 70–77, noting the text features and their purposes.

- **Instruction Coach**) Preview and teach the vocabulary words, SE p. 79.

- **Instruction Coach**) Teach Word Analysis, TM p. 54, to address compound words.

DIFFERENTIATION OPTIONS

- **Instruction Coach**) Reread The Rise and Fall of Tenochtitlán, guiding students to compare and contrast and support their ideas with evidence from the text.

- **Instruction Coach**) Reread The Rise and Fall of Tenochtitlán and guide students as they study the inferences and evidence to support inferences.

- **Instruction Coach**) Have students work in pairs to complete the Comprehension Check, SE p. 90.
## Unit: Reading Historical Nonfiction

### LESSON FOCUS

**Instruction Coach**

**Lesson 4: Reading Historical Nonfiction**
- Instruction Coach Independent Leveled Practice Resource Book, pp. 30–38
- **Skills**
  - Make Inferences
  - Chronological Order
  - Historical Nonfiction

**Read on Your Own**

Machu Picchu

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

### DIFFERENTIATION OPTIONS

**Instruction Coach Independent Leveled Practice Resource Book**

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

**Instruction Coach Independent Leveled Practice Resource Book**

Have students identify details that help them make inferences about the text.

### LESSON FOCUS

**Support Coach**

**Lesson 7: Historical Nonfiction**
- Student Edition pp. 147–148, 150–154, 277
- Teacher’s Manual pp. 131–132, 134–139

**Skills**
- Make Inferences
- History
- Reading Nonfiction
- Discuss historical nonfiction and the skills that will be reviewed, SE p. 147.
- Review making inferences, SE p. 148. Read the passage (first read) Have students complete the Make Inferences Chart, SE p. 277.

### DIFFERENTIATION OPTIONS

**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.

**Support Coach**

Use Supporting Struggling Learners scaffolding, TM pp. 132, 135, to help students practice using clues to make inferences.

**Support Coach**

As an alternate, use Lesson 6: Literary Nonfiction.

### LESSON FOCUS

**Support Coach**

**Lesson 7: Historical Nonfiction**
- Student Edition pp. 149–155, 278
- Teacher’s Manual pp. 133–139

**Skills**
- Relationships between Ideas
- Close Reading
- Alaska and Hawaii: Struggling for Statehood
- 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.

### DIFFERENTIATION OPTIONS

**Support Coach**

Review Try It, SE p. 149. Reread Alaska and Hawaii using the second read annotations to focus on relationships between ideas. Guide students to complete the Close Reading Chart.

**Support Coach**

Preview Vocabulary, SE p. 155.

**Performance Coach**

Have students complete the Main Idea and Details Chart, SE p. 279.

### LESSON FOCUS

**Support Coach**

**Lesson 7: Historical Nonfiction**
- Student Edition pp. 150–155, 278
- Teacher’s Manual pp. 134–139

**Skills**
- Context Clues
- Cause-and-Effect Relationships
- Close Reading
- Write about Informational Text
- Historical Biography Sketch
- Alaska and Hawaii: Struggling for Statehood
- Read the passage (third read). Then have students complete the Close Reading Chart, SE p. 278. Follow with Vocabulary, SE p. 155.

### DIFFERENTIATION OPTIONS

**Support Coach**

After discussing the third read annotations, have students choose one of the questions in the annotations, write their answer, and discuss with the group.

**Performance Coach**

Do shared writing with students in Lesson Practice, SE p. 107 (item 6).

**Instruction Coach**

Have students continue working on the Speaking and Listening Project for this unit, TM pp. 66–67.

### DIFFERENTIATION OPTIONS

**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.

**Support Coach**

Use Supporting Struggling Learners, TM p. 145, to help students identify main ideas and details.

**Performance Coach**

Have accelerating students read SE pp. 134–136 to identify the process of analyzing texts.
# Week 11

## Unit: Reading Historical Nonfiction

### LESSON FOCUS

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

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

*The American Flag: A Long, Colorful History*
Review text structure, SE p. 157. Read the passage [second read]. Then have students complete the Close Reading Worksheet, SE p. 280, and Vocabulary, SE p. 163.

### DIFFERENTIATION OPTIONS

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

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

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

**Respond to Text**
*The American Flag: A Long, Colorful History*
Read the passage [third read]. Then have students complete the Close Reading Worksheet, SE p. 280. Follow with Respond to Text, SE pp. 164–165.

### DIFFERENTIATION OPTIONS

- **Support Coach** Guide students through Respond to Text using support, TM pp. 148–149. Have them work with partners and write.
- **Support Coach** Have students read The Heavenly Horses of Han Wudi, SE pp. 166–168 [second read].
- **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. 164–170*
*Teacher’s Manual pp. 148–150*

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

**Respond to Text**
*The American Flag: A Long, Colorful History*
Review SE p. 164 and discuss the writing task on p. 165 before students draft and complete their writing.

### DIFFERENTIATION OPTIONS

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

### REVIEW

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

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

Listen and Learn
Review and discuss the Essential Question and the following focus skills:
- how to make inferences.
- how to identify main idea and details.
- how to identify chronological order.
- how to use context clues.

### DIFFERENTIATION OPTIONS

- **Support Coach** Have students read The Heavenly Horses of Han Wudi [third read] and do Comprehension Check, SE pp. 169–170. Have students share answers and discuss the text, pointing out inferences they make in their responses.
- **Performance Coach** Do shared writing with students for Lesson Practice, SE p. 147.

### REVIEW AND ASSESS OPTIONS:

**Support Coach**
*Quiz 7*

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

**Support Coach**
*Lesson 7: Historical Nonfiction*
*Student Edition pp. 166–170*
*Teacher’s Manual p. 150*

Read on Your Own
The Heavenly Horses of Han Wudi
Review Comprehension Check, SE pp. 169–170. Have students share answers and discuss the text, pointing out inferences they make in their responses.
### Unit: Reading Technical Texts

#### LESSON FOCUS

**Instruction Coach**

**Lesson 6: Reading Technical Texts**

- Student Edition pp. 118–123
- Teacher’s Manual pp. 86–92

**Skills**
- ✔ Chronological Order
- ✔ Engage in Collaborative Discussion
- ✔ Compare

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Teach technical text features in *How a Meteorologist Predicts the Weather*, noting the charts, diagrams, and other graphics.
- **Instruction Coach** Reread *How a Meteorologist Predicts the Weather*, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

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### DIFFERENTIATION OPTIONS

- **Instruction Coach** Teach the features of technical texts using *Reading a Weather Map* and guide students through Comprehension Check, SE p. 134.
- **Instruction Coach** Teach vocabulary and guide students through Vocabulary. Use highlighted words in *Reading a Weather Map* to reinforce meanings.
- **Performance Coach** Have accelerating students work in pairs to do Coached Example, SE pp. 112–115.

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## Unit: Reading Technical Texts

### Lesson 6: Reading Technical Texts
- **Instruction Coach** Independent Leveled Practice Resource Book
- **Support Coach**
- **Skills**
  - Reading Diagrams and Charts
  - Context Clues
- **DIFFERENTIATION OPTIONS**
  - Instruction Coach Independent Leveled Practice Resource Book
  - Instruction Coach Independent Leveled Practice Resource Book
  - Performance Coach Use Making Comparisons, TE p. 39, to help students compare and contrast different kinds of texts by asking questions.

### Lesson 8: Technical Texts
- **Instruction Coach** Independent Leveled Practice Resource Book
- **Support Coach** Review Try It, SE p. 171. Reread How to Start a Community Garden using the first read annotations to focus on compare and contrast. Guide students to complete the Close Reading Worksheet.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM pp. 154, 156, to help students practice comparing and contrasting different things.
- **Performance Coach** Have accelerating students read SE pp. 122–124 to learn about analyzing informational texts.

### Week 13
- **Day 1**
  - Read on Your Own Tropical Storms
  - 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.
  - Have students compare and contrast different kinds of texts by asking the relevant questions on the Close Reading Worksheet, SE p. 281.

### Week 13 (Day 2)
- **DIFFERENTIATION OPTIONS**
  - Instruction Coach Independent Leveled Practice Resource Book
  - Instruction Coach Independent Leveled Practice Resource Book
  - Performance Coach Use Making Comparisons, TE p. 39, to help students compare and different things.

### Week 13 (Day 3)
- **DIFFERENTIATION OPTIONS**
  - Instruction Coach Independent Leveled Practice Resource Book
  - Instruction Coach Independent Leveled Practice Resource Book
  - Performance Coach Have accelerating students read SE pp. 122–124 to learn about analyzing informational texts.

### Week 13 (Day 4)
- **DIFFERENTIATION OPTIONS**
  - Instruction Coach Independent Leveled Practice Resource Book
  - Instruction Coach Independent Leveled Practice Resource Book
  - Performance Coach Have accelerating students read SE pp. 122–124 to learn about analyzing informational texts.

### Week 13 (Day 5)
- **DIFFERENTIATION OPTIONS**
  - Instruction Coach Independent Leveled Practice Resource Book
  - Instruction Coach Independent Leveled Practice Resource Book
  - Performance Coach Have accelerating students read SE pp. 122–124 to learn about analyzing informational texts.
Unit: Reading Technical Texts

LESSON FOCUS Support Coach
Lesson 8: Technical Texts
- Student Edition pp. 181–187, 284
- Teacher’s Manual pp. 163–169
Skills
✔ Text Structure: Cause and Effect
✔ Domain-Specific Vocabulary
The Art of Video Games
Review cause and effect, SE p. 181. Read the passage [second read]. Have students complete the Cause and Effect Chart, SE p. 284. Then have students complete the relevant questions and Vocabulary, SE p. 187.

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

LESSON FOCUS Support Coach
Lesson 8: Technical Texts
- Student Edition pp. 182–194, 283
- Teacher’s Manual pp. 164–171
Skills
✔ Comparing Text Structures
✔ Close Reading
✔ Write about Informational Text
Respond to Text
The Art of Video Games
Read the passage [third read]. Then have students complete the Close Reading Worksheet, SE p. 283. Follow with Respond to Text, SE pp. 188–189.

DIFFERENTIATION OPTIONS
- Support Coach 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.

LESSON FOCUS Support Coach
Lesson 8: Technical Texts
- Student Edition pp. 188–194
- Teacher’s Manual pp. 164–172
Skills
✔ Comparing Text Structures
✔ Close Reading
✔ Write about Informational Text
Respond to Text
Review SE p. 188 and discuss the writing task on p. 189 before students draft and complete their writing.

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

LESSON FOCUS Support Coach
Lesson 8: Technical Texts
- Student Edition pp. 188–194
- Teacher’s Manual p. 85
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
- Support Coach Have students read From Snurfers to Snowboards, SE pp. 190–194 (second 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.

REVIEW Instruction Coach
Lesson 6: Reading Technical Texts
- Student Edition p. 117
- Teacher’s Manual p. 85
Skills
✔ Context Clues
✔ Chronological Order

DIFFERENTIATION OPTIONS
- Support Coach Review answers to Quiz 8 with students.
- Performance Coach Review answers to Quiz 8 with students.

REVIEW AND ASSESS OPTIONS: 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.
## Unit: Writing Informative/Explanatory Texts

**LESSON FOCUS**
**Instruction Coach**
Lesson 5: Writing Informative/Explanatory Texts
- Student Edition pp. 91–94
- Teacher’s Manual pp. 69–72

**Skills**
- ✔ Write an Informative/Explanatory Text
- ✔ Engage in Collaborative Discussion
- ✔ Multigenre Research Project

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

### LESSON FOCUS
**Instruction Coach**
Lesson 5: Writing Informative/Explanatory Texts
- Student Edition pp. 92–94
- Teacher’s Manual pp. 70–72

**Skills**
- ✔ Write an Informative/Explanatory Text
- ✔ Topic
- ✔ Supporting 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**
- **Instruction Coach** Use the graphic on SE p. 92 to help students understand the characteristics and structure of informative/explanatory text.
- **Instruction Coach** Have students identify the introduction, body, and conclusion of the mentor text.
- **Performance Coach** Have students read SE pp. 226–228 to learn how to write an informative or explanatory text. Have students complete the Coached Example, SE pp. 229–231.

**LESSON FOCUS**
**Instruction Coach**
Lesson 5: Writing Informative/Explanatory Texts
- Student Edition pp. 95–96
- Teacher’s Manual pp. 72–73

**Skills**
- ✔ Write an Informative/Explanatory Text
- ✔ Topic
- ✔ Supporting Details

**Analyze a Mentor Text**
Discuss the Think About It questions, TM p. 72. Focus on what makes this text a good model for study. Then read the Vocabulary Study and have students complete SE p. 95.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Open the Glossary in the SE and show students how to use it. Help students find the entries for main idea, supporting details, and topic.
- **Instruction Coach** Review the writing process, SE p. 96, for students who need extra support.
- **Performance Coach** Have students read SE pp. 232–235 to learn how to write an informative or explanatory text.

**LESSON FOCUS**
**Instruction Coach**
Lesson 5: Writing Informative/Explanatory Texts
- Student Edition pp. 97–101
- Teacher’s Manual pp. 74–75

**Skills**
- ✔ Write an Informative/Explanatory Text
- ✔ Research

**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. 96–98 using the annotations. Students complete SE p. 99.

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

**LESSON FOCUS**
**Instruction Coach**
Lesson 5: Writing Informative/Explanatory Texts
- Student Edition pp. 102–105
- Teacher’s Manual pp. 76–78

**Skills**
- ✔ Informative/Explanatory Text
- ✔ Introduction
- ✔ Supporting Details and Paragraphs
- ✔ Conclusion
- ✔ Multigenre Research Project

**Writing Process: Steps 2, 3**
Read SE p. 102 with students to help them understand how the writer of the mentor text organized the introduction (introducing the topic), the supporting paragraphs (containing the main ideas and details), and the conclusion. Then read and discuss the drafting process before students begin to write.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Allow time for students to draft independently or in pairs. Conference with students who need extra support.
- **Instruction Coach** Continue with the Speaking and Listening Project, TM pp. 98–99.
Unit: Writing Informative/Explanatory Texts

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

LESSON FOCUS
Instruction 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
- Instruction Coach Use SE pp. 104–115 as a springboard for students to discuss strategies for improving specific sentences in their writing.
- Performance Coach Speaking and Listening Project, TM pp. 98–99.

LESSON FOCUS
Instruction 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
- Instruction Coach Students may use alternative media for their writing, especially if it includes images and text features.
- Performance Coach Do shared writing with students, Lesson Practice, question 6, SE pp. 266–269.
- Instruction Coach Speaking and Listening Project, TM pp. 98–99.

PUBLISH AND ASSESS OPTIONS:
Instruction 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
- Instruction Coach
- Performance Coach Do shared writing with students, Lesson Practice, question 6, SE pp. 236–239.
- Instruction Coach Speaking and Listening Project, TM pp. 98–99.
### Unit: Reading Drama

#### LESSON FOCUS
**Instruction Coach**

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

**Skills**
- Drama: Scenes
- Make Inferences
- Vocabulary
- Engage in Collaborative Discussion

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

### Week 17

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<td>✔ Drama: Scenes</td>
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<td>✔ Compare and Contrast</td>
<td>✔ Theme</td>
<td>✔ Dramatic Structure</td>
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<td>✔ Engage in Collaborative Discussion</td>
<td>✔ Drama: Structure</td>
<td>✔ Vocabulary</td>
<td>✔ Write about Literature</td>
<td>✔ Engage in Collaborative Discussion</td>
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<td>✔ Listen and Learn</td>
<td>✔ Root Words and Affixes</td>
<td>✔ Engage in Collaborative Discussion</td>
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<td>✔ Stage Fright</td>
<td>✔ Engage in Collaborative Discussion</td>
<td>✔ Share and Learn</td>
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<td>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.</td>
<td>Complete the list of text features used.</td>
<td>Engage in Collaborative Discussion</td>
<td>Use highlighted words in <em>Heave, Ho!</em> to reinforce meanings.</td>
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<td><strong>Differentiation Options</strong></td>
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<td><strong>Instruction Coach</strong> Teach dramatic plot structure in <em>Stage Fright</em> and guide students through the Comprehension Check, SE p. 34.</td>
<td><strong>Instruction Coach</strong> Teach vocabulary and guide students through Vocabulary. Use highlighted words in <em>Heave, Ho!</em> to reinforce meanings.</td>
<td><strong>Instruction Coach</strong> Guide students through <em>Stage Fright</em> or <em>Heave, Ho!</em></td>
<td><strong>Instruction Coach</strong> Reread SE p. 40, guiding students to note the sequence of events that show how a character responds to challenges.</td>
<td><strong>Instruction Coach</strong> Guide students through <em>Stage Fright</em> or <em>Heave, Ho!</em></td>
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<td><strong>Instruction Coach</strong> Use Word Analysis, TM p. 22, to teach root words and affixes.</td>
<td><strong>Instruction Coach</strong> Use Compare and Contrast annotation guide on SE p. 37 to help students compare and contrast characters.</td>
<td><strong>Instruction Coach</strong> Reread <em>Heave, Ho!</em> and guide students as they unpack the key supporting details that help them infer the overall theme of the drama.</td>
<td><strong>Instruction Coach</strong> Have accelerating students work in pairs to do Coached Example, SE pp. 31–34.</td>
<td><strong>Instruction Coach</strong> Have accelerating students work in pairs to do Coached Example, SE pp. 31–34.</td>
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<td><strong>Instruction Coach</strong> Preview and teach the vocabulary words in context. Complete Word Map, SE p. 35. Help students complete word maps.</td>
<td><strong>Instruction Coach</strong> Have accelerating students read SE pp. 28–30, noting text elements, and then respond to the journal prompt, TM p. 11.</td>
<td><strong>Performance Coach</strong> Have accelerating students work in pairs to do Coached Example, SE pp. 31–34.</td>
<td><strong>Performance Coach</strong> Have accelerating students work in pairs to do Coached Example, SE pp. 31–34.</td>
<td><strong>Performance Coach</strong> 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.</td>
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### Unit: Reading Drama

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<tr>
<td><strong>LEsson FOCuS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 2: Reading Drama&lt;br&gt;Skills&lt;br&gt;✔ Make Inferences&lt;br&gt;✔ Compare and Contrast&lt;br&gt;Read on Your Own&lt;br&gt;Bright Mistakes&lt;br&gt;Have students read the drama at their levels and answer the questions independently. Then have students discuss the questions and their answers in small groups.</td>
<td><strong>LEsson FOCuS</strong>&lt;br&gt;Support Coach&lt;br&gt;Lesson 2: Drama&lt;br&gt;Student Edition pp. 49–50, 52–56, 261&lt;br&gt;Teacher’s Manual pp. 43–44, 46–51&lt;br&gt;Skills&lt;br&gt;✔ Make Inferences&lt;br&gt;Let Freedom Ring, Act 1&lt;br&gt;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.</td>
<td><strong>LEsson FOCuS</strong>&lt;br&gt;Support Coach&lt;br&gt;Lesson 3: Drama&lt;br&gt;Student Edition pp. 51–56, 262&lt;br&gt;Teacher’s Manual pp. 45–46, 51&lt;br&gt;Skills&lt;br&gt;✔ Theme&lt;br&gt;✔ Close Reading&lt;br&gt;Let Freedom Ring, Act 1&lt;br&gt;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.</td>
<td><strong>LEsson FOCuS</strong>&lt;br&gt;Support Coach&lt;br&gt;Lesson 3: Drama&lt;br&gt;Student Edition pp. 52–57, 262&lt;br&gt;Teacher’s Manual pp. 45–51&lt;br&gt;Skills&lt;br&gt;✔ Greek and Latin Prefixes&lt;br&gt;✔ Close Reading&lt;br&gt;✔ Write about Literature&lt;br&gt;Let Freedom Ring, Act 1&lt;br&gt;Read the drama (third read). Then have students complete the Close Reading Worksheet, SE p. 262. Follow with Vocabulary, SE p. 57.</td>
<td><strong>LEsson FOCuS</strong>&lt;br&gt;Support Coach&lt;br&gt;Lesson 3: Drama&lt;br&gt;Student Edition pp. 58, 60–64, 263&lt;br&gt;Teacher’s Manual pp. 52, 54–59&lt;br&gt;Skills&lt;br&gt;✔ Make Predictions&lt;br&gt;✔ Write about Literature&lt;br&gt;Let Freedom Ring, Act 2&lt;br&gt;Review making predictions, SE p. 58. Read the drama (first read). Have students complete the Predictions Chart, SE p. 263.</td>
</tr>
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</table>

**DIFFERENTIATION OPTIONS**
- **Instruction Coach Independent**
- **Leveled Practice Resource Book** Teach challenging vocabulary. Then students choose one word and write about its meaning in the text.
- **Instruction Coach Independent**
- **Leveled Practice Resource Book** Have students identify and explain the relationships between dialogue, character, and plot to each other.

**DIFFERENTIATION OPTIONS**
- **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.
- **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.

**DIFFERENTIATION OPTIONS**
- **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.
- **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.

**DIFFERENTIATION OPTIONS**
- **Support Coach**
- After discussing the third read annotations, have students choose one of the questions in the annotations, write their answer, and discuss with the group.
- **Performance Coach**
- Guide students through the Coached Example, SE pp. 31–34.
- **Performance Coach**
- Use Discussion Questions, TE p. 10. Review the elements of drama. Have students write about specific elements in the passages they have read.

**DIFFERENTIATION OPTIONS**
- **Support Coach**
- Review Let Freedom Ring, Act 2 with the first read annotations, focusing on making predictions. Guide students to complete the Predictions Chart.
- **Support Coach**
- Use Supporting Struggling Learners scaffolding, TM p. 54. Help students understand the concept of making predictions about the next scene in Let Freedom Ring, Act 2 by guiding them to make text-to-self connections.
## Unit: Reading Drama

### Week 19

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| **LESSON FOCUS**
**Support Coach**
**Lesson 3: Drama**
- Student Edition pp. 59–64, 264
- Teacher’s Manual pp. 53–59
Skills ✔ Dramatic Structure ✔ Greek and Latin Suffixes ✔ Close Reading
*Let Freedom Ring, Act 2*
Review dramatic structure, SE p. 59. Read the drama [second read]. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 264, and Vocabulary, SE p. 65.

### DIFFERENTIATION OPTIONS
- **Support Coach** Review Try It, SE p. 59. Reread *Let Freedom Ring, Act 2* with the annotations, showing students that these focus on dramatic structure. Guide students to complete the Close Reading Worksheet.
- **Support Coach** Use Supporting Struggling Learners note, TM p. 53 to reread and discuss the drama. Review Vocabulary, SE p. 65.

| **LESSON FOCUS**
**Support Coach**
**Lesson 3: Drama**
- Student Edition pp. 60–67, 264
- Teacher’s Manual pp. 54–61
Skills ✔ Compare Characters ✔ Close Reading ✔ Write about Literature
*Let Freedom Ring, Act 2*
Read the drama [third read]. Then have students complete the Close Reading Worksheet, SE p. 264. Follow with Respond to Text, SE pp. 66–67.

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

### REVIEW AND ASSESS OPTIONS:
**Instruction Coach**
**Benchmark Assessment 1**
**Support Coach**
**Quiz 3**
Skills ✔ Dramatic Structure ✔ Make Inferences ✔ Compare and Contrast Characters ✔ Theme ✔ Greek and Latin Suffixes ✔ Greek and Latin Prefixes

### REVIEW
**Instruction Coach**
**Lesson 2: Reading Drama**
- Student Edition p. 25
- Teacher’s Manual p. 19
Skills ✔ Dramatic Structure ✔ Compare Characters ✔ Close Reading ✔ Write about Literature 
Respond to Text Review SE p. 66 and discuss the writing task on p. 67 before students draft and complete their writing.

### DIFFERENTIATION OPTIONS
- **Support Coach** Guide students through Respond to Text using support, TM pp. 60–61. Have them work with partners and write.
- **Support Coach** Have students read [second read] *The Red Shadow* and do Comprehension Check, SE pp. 73–74. Have students share answers and discuss the text, pointing out evidence that they find.

### REVIEW
**Instruction Coach**
**Lesson 4: Reading Drama**
- Student Edition pp. 66–67
- Teacher’s Manual pp. 60–61
Skills ✔ Compare Characters ✔ Close Reading ✔ Write about Literature 
*Listen and Learn* Review and discuss the Essential Question and the following focus skills:
- identify elements of drama, such as setting, dialogue, and stage direction.
- explain how a series of scenes fits together to provide the overall structure of a drama.
- compare and contrast characters or events in a drama, using evidence from the text.

### DIFFERENTIATION OPTIONS
- **Performance Coach** Do shared writing with students in Lesson Practice, SE pp. 41 (question 6).
- **Instruction Coach** Review answers to Benchmark Assessment 1 with students.
- **Support Coach** Review answers to Quiz 3 with students.

### REVIEW
**Instruction Coach**
**Lesson 3: Reading Drama**
- Student Edition pp. 68–74
- Teacher’s Manual p. 62
Read on Your Own *The Red Shadow*
Review Comprehension Check, SE pp. 73–74. Have students share answers and discuss the text, pointing out evidence that they find.

### DIFFERENTIATION OPTIONS
- **Performance Coach** Use Language Spotlight, SE p. 30 and TE p. 11, to teach figurative language. Have students choose a vocabulary word to write about.
- **Instruction Coach** Review answers to Benchmark Assessment 1 with students.
- **Support Coach** Review answers to Quiz 3 with students.

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## Unit: Reading Poetry

### LESSON FOCUS

#### Instruction Coach

**Lesson 8: Reading Poetry**

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

### DIFFERENTIATION OPTIONS

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

### LESSON FOCUS

#### Instruction Coach

**Lesson 8: Reading Poetry**

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

### DIFFERENTIATION OPTIONS

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

### LESSON FOCUS

#### Instruction Coach

**Lesson 8: Reading Poetry**

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

### DIFFERENTIATION OPTIONS

- **Instruction Coach Reread Hiawatha's Fishing (cont.), guiding students to make inferences and cite the evidence within the poem. Chart the inferences along with the text evidence.**
- **Instruction Coach Have accelerating students work in pairs to do Coach Example, SE pp. 20–22.**

### LESSON FOCUS

#### Instruction Coach

**Lesson 8: Reading Poetry**

- **Skills**
  - Make Inferences
  - Cite Evidence
  - Theme

### DIFFERENTIATION OPTIONS

- **Instruction Coach Guide students through Anchor Standard Questions and Comprehension Check, SE pp. 175–176.**
- **Instruction Coach Have students work in pairs to complete the Comprehension Check, SE p. 176.**

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Non-Assessed Skills/Strategies ✔ Assessed Skills/Strategies ❌
## Week 21

### Unit: Reading Poetry

<table>
<thead>
<tr>
<th>Day 1</th>
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<td>✓ Close Reading</td>
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**LESSON FOCUS**

- **Lesson 8: Poetry**
  - Student Edition pp. 31–34, 258
  - Teacher’s Manual pp. 27–31
  - Skills
    - ✓ Poetic Structure
    - ✓ Visualize
  - **DIFFERENTIATION OPTIONS**
    - *Instruction Coach Independent Leveled Practice Resource Book* Have students read the poem at their levels and answer the questions independently. Then have them discuss the questions and their answers in small groups.

- **Lesson 2: Poetry**
  - Student Edition pp. 31–34, 258
  - Teacher’s Manual pp. 27–31
  - Skills
    - ✓ Poetic Structure
    - ✓ Close Reading
  - **DIFFERENTIATION OPTIONS**
    - *Instruction Coach Independent Leveled Practice Resource Book* Have students read the poem at their levels and answer the questions independently. Then have them discuss the questions and their answers in small groups.

- **Lesson 2: Poetry**
  - Student Edition pp. 31–34, 258
  - Teacher’s Manual pp. 27–31
  - Skills
    - ✓ Poetic Structure
    - ✓ Visualize
  - **DIFFERENTIATION OPTIONS**
    - *Instruction Coach Independent Leveled Practice Resource Book* Have students read the poem at their levels and answer the questions independently. Then have them discuss the questions and their answers in small groups.

- **Lesson 2: Poetry**
  - Student Edition pp. 31–34, 258
  - Teacher’s Manual pp. 27–31
  - Skills
    - ✓ Poetic Structure
    - ✓ Visualize
  - **DIFFERENTIATION OPTIONS**
    - *Instruction Coach Independent Leveled Practice Resource Book* Have students read the poem at their levels and answer the questions independently. Then have them discuss the questions and their answers in small groups.

**DIFFERENTIATION OPTIONS**

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

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### Unit: Reading Poetry

#### LESSON FOCUS Support Coach Lesson 2: Poetry
- **Skills**
  - Speaker's Point of View
  - Context Clues
  - Close Reading
- **Day 1**
  - 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. Follow with Respond to Text, SE pp. 42–43.
  - **DIFFERENTIATION OPTIONS**
    - **Support Coach**
      - Guide students through Respond to Text using support, TM pp. 38–39.
    - **Support Coach**
      - Have students read (*second read*) Lady Icicle/Snow-Flakes, SE pp. 44–46.
  - **Performance Coach**
    - Use Language Spotlight, SE p. 19 and TE p. 8, to teach about antiquated language.

#### LESSON FOCUS Support Coach Lesson 2: Poetry
- **Skills**
  - How Speakers Reflect on a Topic
  - Close Reading
  - Write about Literature
- **Day 2**
  - Respond to Text
    - Review SE p. 42 and discuss the writing task on p. 43 before students draft and complete their writing.
    - **DIFFERENTIATION OPTIONS**
      - **Support Coach**
        - Guide students through Respond to Text using support, TM pp. 38–39. Have them work with partners and write.
      - **Support Coach**
        - Have students read (*second read*) Lady Icicle/Snow-Flakes, SE pp. 44–46.

#### LESSON FOCUS Support Coach Lesson 2: Poetry
- **Skills**
  - How Speakers Reflect on a Topic
  - Close Reading
  - Write about Literature
- **Day 3**
  - Respond to Text
    - Review SE p. 42 and discuss the writing task on p. 43 before students draft and complete their writing.
    - **DIFFERENTIATION OPTIONS**
      - **Support Coach**
        - Guide students through Respond to Text using support, TM pp. 38–39. Have them work with partners and write.
      - **Support Coach**
        - Have students read (*second read*) Lady Icicle/Snow-Flakes, SE pp. 44–46.

#### LESSON FOCUS Support Coach Lesson 2: Poetry
- **Skills**
  - How Speakers Reflect on a Topic
  - Close Reading
  - Write about Literature
- **Day 4**
  - Respond to Text
    - Review SE p. 42 and discuss the writing task on p. 43 before students draft and complete their writing.
    - **DIFFERENTIATION OPTIONS**
      - **Support Coach**
        - Guide students through Respond to Text using support, TM pp. 38–39. Have them work with partners and write.
      - **Support Coach**
        - Have students read (*second read*) Lady Icicle/Snow-Flakes, SE pp. 44–46.

#### LESSON FOCUS Support Coach Lesson 2: Poetry
- **Skills**
  - How Speakers Reflect on a Topic
  - Close Reading
  - Write about Literature
- **Day 5**
  - Respond to Text
    - Review SE p. 42 and discuss the writing task on p. 43 before students draft and complete their writing.
    - **DIFFERENTIATION OPTIONS**
      - **Support Coach**
        - Guide students through Respond to Text using support, TM pp. 38–39. Have them work with partners and write.
      - **Support Coach**
        - Have students read (*second read*) Lady Icicle/Snow-Flakes, SE pp. 44–46.
## Unit: Writing Responses to Literature

### LESSON FOCUS

#### Instruction 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 p. 194 with students.

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Use notes, TM p. 144, to introduce the purpose and audience for a response to literature.
- **Instruction Coach** Review Stage Fright, SE pp. 26–33, to identify and discuss the problem and resolution as well as examples of why a play is a unique way of telling a story. Have students discuss the reasons for the examples given.

#### Instruction Coach

**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

- **Instruction Coach** Use the graphic organizer provided to complete SE p. 199.
- **Instruction Coach** Have accelerating students identify the main idea and supporting details of the mentor text.
- **Performance Coach** Initiate a whole class discussion about the Discuss Questions, TE p. 54, with students to talk about what makes an effective response to literature.

#### Instruction Coach

**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

- **Instruction Coach** Take a deeper dive into SE pp. 201–203 with students who need extra support as they use the brainstorm graphic organizers provided to complete Try It.
- **Instruction Coach** Have students work in pairs or small groups to generate possible questions about the characters and their traits in “Rip Van Winkle.” Allow students time to research and find the answers to these questions so they can add relevant information to their writing.

- **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.
Unit: Writing Responses to Literature

LESSON FOCUS

**Instruction Coach**
Lesson 10: Writing Responses to Literature
- Student Edition pp. 206–211
- Teacher's Manual pp. 154–156
Skills
✔ Write a Response to Literature
✔ Linking Words

**Writing Process: Steps 3, 4**
With students, read the Writer's Craft section, SE p. 206. Have students share their efforts to use linking words and phrases. Then read SE pp. 208–210.

**DIFFERENTIATION OPTIONS**

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

LESSON FOCUS

**Instruction Coach**
Lesson 10: Writing Responses to Literature
- Student Edition pp. 208–213
Skills
✔ Revise a Response to Literature
✔ Using Precise Language

**Writing Process: Steps 4, 5**
Allow time for students to complete their peer reviews and record their peer comments before they begin to revise. Read SE pp. 212–213.

**DIFFERENTIATION OPTIONS**

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

LESSON FOCUS

**Instruction Coach**
Lesson 10: Writing Responses to Literature
- Student Edition pp. 212–217
- Teacher's Manual pp. 157–158
Skills
✔ Edit a Response to Literature
✔ Spelling Rules

**Writing Process: Steps 5, 6**
Read SE pp. 214–215. Provide time for students to finish revising and begin editing.

**DIFFERENTIATION OPTIONS**

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

LESSON FOCUS

**Instruction Coach**
Lesson 10: Writing Responses to Literature
- Student Edition pp. 214–218
- Teacher's Manual pp. 158–159
Skills
✔ Write a Response to Literature
✔ Spelling Rules

**Writing Process: Steps 6, 7**
Read SE pp. 216–217. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 218.

**DIFFERENTIATION OPTIONS**

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

PUBLISH AND ASSESS OPTIONS:

**Instruction Coach**
Benchmark Assessment 3
- Teacher's Manual p. 159
Skills
✔ Write a Response to Literature

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

**DIFFERENTIATION OPTIONS**

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

#### Unit: Reading Scientific Nonfiction

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<td>✓ Identify Science Fiction</td>
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<td>✓ Using Glossaries</td>
<td>✓ Make Inferences</td>
<td>✓ Identify Science Fiction</td>
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<td>✓ Engage in Collaborative Discussion</td>
<td>✓ Text Structure: Problem and Solution</td>
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<td>- Teach scientific text features in Leafcutter Ants, noting and listing text features.</td>
<td>- 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.</td>
<td>- Teach vocabulary and guide students through Vocabulary. Use highlighted words in Elephant Seals to reinforce meanings.</td>
<td>- Reread Elephant Seals, guiding students to make inferences and cite evidence to support their inferences.</td>
<td>- 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.</td>
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<td>- Reread Leafcutter Ants, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.</td>
<td>- Preview and teach the vocabulary words, SE p. 225.</td>
<td>- Reread Elephant Seals, SE pp. 226–232, and guide students as they unpack the problems and solutions.</td>
<td>- Reread Leafcutter Ants or Elephant Seals</td>
<td>- Have students choose an article and write a paragraph responding to the Essential Question. How do articles about science and nature differ from narrative stories? Tell students to use two examples of text features to support their response.</td>
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<td>Performance Coach</td>
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<td>- Have accelerating students read SE pp. 66–68.</td>
<td>- Teach Text Structure: Problem and Solution in Leafcutter Ants and guide students through the Comprehension Check, SE p. 224.</td>
<td>- Have accelerating students work in pairs to complete the Comprehension Check, SE p. 234.</td>
<td>- Have students work in pairs to do the Coached Example, SE p. 69–72.</td>
<td>- Have students work in pairs to complete the Comprehension Check, SE p. 234.</td>
</tr>
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**Non-Assessed Skills/Strategies**

- ✔

**Assessed Skills/Strategies**

- ✓
Unit: Reading Scientific Nonfiction

LESSON FOCUS
Instruction Coach
Lesson 11: Reading Scientific Nonfiction
- Instruction Coach Independent Leveled Practice Resource Book, pp. 63–71

DIFFERENTIATION OPTIONS
- Instruction Coach Independent Leveled Practice Resource Book
  Teach challenging vocabulary. Then students choose one word and write about its meaning in the text.
- Instruction Coach Independent Leveled Practice Resource Book
  Have student pairs compare two records and discuss reasons people would want to know about them.

LESSON FOCUS
Support Coach
Lesson 9: Scientific Nonfiction

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

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

DIFFERENTIATION OPTIONS
- Support Coach
  Review Try It, SE p. 199. Reread Using Silver in Medicine with the second read annotations, showing students that these focus on interaction between ideas. Guide students to complete the Interaction between Ideas Chart.
- Support Coach
  Focus on word meanings in Using Silver in Medicine using Supporting ELLs, TM pp. 179, 182. Preview Vocabulary, SE p. 205.

LESSON FOCUS
Support Coach
Lesson 9: Scientific Nonfiction
- Student Edition pp. 200–204, 285

DIFFERENTIATION OPTIONS
- Support Coach
  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.
- Support Coach
  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.
## Lesson Focus: Scientific Nonfiction

### Lesson 9: Scientific Nonfiction
- **Skills**
  - Use Information from Multiple Texts
  - Close Reading
  - Write about Informational Text
- **Texts**
  - "Titanium: Metal of the Future"
- **Resources**
  - Student Edition pp. 208–215, 288
- **Differentiation Options**

### Lesson 10: Scientific Nonfiction
- **Skills**
  - Use Information from Multiple Texts
  - Close Reading
  - Write about Informational Text
- **Texts**
  - "Sleep and Dreams"
- **Resources**
  - Student Edition pp. 216–218
  - Teacher's Manual p. 193
- **Differentiation Options**
  - Support Coach: Have students read "Sleep and Dreams" and complete the Comprehension Check, SE pp. 219–220.
  - Performance Coach: Review text structure and then have students complete Lesson Practice, questions 1–5, SE pp. 73–76.
# Unit: Reading Persuasive Nonfiction

## Lesson 6: Persuasive Texts

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

**Differentiation Options**
- **Performance Coach**: Teach persuasive nonfiction features in Getting the Idea, noting and listing text features.
- **Performance Coach**: Direct students to read Digital Textbooks Are the Way of the Future, SE pp. 81–82, charting the reasons and evidence.
- **Performance Coach**: Scaffold instruction by showing students how to distinguish among opinion, reasons, and evidence, using TE p. 27, ELL Support.

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

### Day 1
-听和学习：教练示例
-数字教科书是未来的途径
-阅读的指导，指出和列出文本特征。

### Day 2
-听和学习：教练示例
-数字教科书是未来的途径
-阅读的指导，指出和列出文本特征。

### Day 3
-听和学习：教练示例
-数字教科书是未来的途径
-阅读的指导，指出和列出文本特征。

### Day 4
-听和学习：教练示例
-数字教科书是未来的途径
-阅读的指导，指出和列出文本特征。

### Day 5
-听和学习：教练示例
-数字教科书是未来的途径
-阅读的指导，指出和列出文本特征。
## Unit: Reading Persuasive Nonfiction

### LESSON FOCUS

#### Instruction Coach

- **Speaking and Listening**
  - Teacher’s Manual pp. 190–191
  - Skills
    - Evaluate Evidence, Arguments, Claims, and Beliefs
    - Analyzing a Speech

#### Support Coach

- **Read on Your Own**
- **Analyzing a Speech**

### DIFFERENTIATION OPTIONS

- **Instruction Coach**
  - Provide headings such as Claim, Reason 1, Reason 2, and Reason 3 for students requiring support with note taking.
  - 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?”

### LESSON FOCUS

#### Support Coach

- **Lesson 10: Persuasive Nonfiction**
  - **Student Edition pp. 221–222, 224–226, 289**
  - Teacher’s Manual pp. 198, 200–202, 203
  - Skills
    - Reason and Evidence
    - Ask and Answer Questions
    - Close Reading
  - **Let’s Serve Healthier School Meals**
  - Discuss persuasive nonfiction and the skills that will be reviewed, SE p. 221.
  - Review asking and answering questions, SE p. 222. Read the passage **(first read)**. Have students complete the relevant question on the Close Reading Worksheet, SE p. 289.

### DIFFERENTIATION OPTIONS

- **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 on asking and answering questions. Guide students to complete the Close Reading Worksheet.
  - **Support Coach**
  - Use Supporting Struggling Learners scaffolding, TM p. 198. Help students identify details that reveal the author’s purpose by identifying details that support opposing sides of the argument.

### LESSON FOCUS

#### Support Coach

- **Lesson 10: Persuasive Nonfiction**
  - **Student Edition pp. 223–226, 289**
  - Teacher’s Manual pp. 199–203
  - Skills
    - Reason and Evidence
    - Ask and Answer Questions
    - Close Reading
    - Write about Informational Text
  - **Let’s Serve Healthier School Meals**
  - Review reasons and evidence, SE p. 223. Read the passage **(second read)**. Then have students complete the Reasons and Evidence Chart, SE p. 290.

### DIFFERENTIATION OPTIONS

- **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 on reasons and evidence. Guide students to complete the Reasons and Evidence Chart.
  - **Support Coach**

### LESSON FOCUS

#### Support Coach

- **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
  - **Let’s Serve Healthier School Meals**
  - Read the passage **(third read)**. Then have students complete the Close Reading Worksheet, SE p. 289. Follow with Vocabulary, SE p. 227.

### DIFFERENTIATION OPTIONS

- **Support Coach**
  - Review Try It, SE p. 228. Reread No More Supersized Sodas/Let Me Drink What I Want! with the **(first read)** annotations, focusing on identifying the main idea and details. Guide students to complete the Close Reading Worksheet.
  - **Support Coach**
  - Use Supporting Struggling Learners scaffolding, TM p. 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 10: Persuasive Nonfiction

### LESSON FOCUS

**Support Coach**

**Lesson 10: Persuasive Nonfiction**

- **Student Edition pp. 229–235, 292**
- **Teacher’s Manual pp. 197–205, 210**

**Skills**

- ✔ Author’s Opinion
- ✔ Academic Vocabulary
- ✔ Close Reading

**No More Supersized Sodas! Let Me Drink What I Want!**

- Review Author’s Opinion, SE p. 229. Read the passages **first read**. Then have students complete the relevant questions on the Opinion Chart, SE p. 292, and Vocabulary, SE p. 235.

### DIFFERENTIATION OPTIONS

- **Support Coach**
  - Review Try It, SE p. 229. Reread No More Supersized Sodas! Let Me Drink What I Want! with the **second read** annotations, showing students that these focus on author’s opinion. Guide students to complete the Opinion Chart.

- **Support Coach**
  - Use Supporting Struggling Learners scaffolding, TM pp. 205, 207, 208, to reread and discuss the opinions in the passages. Review Vocabulary, SE p. 235.

### LESSON FOCUS

**Support Coach**

**Lesson 10: Persuasive Nonfiction**

- **Student Edition pp. 230–237**
- **Teacher’s Manual pp. 206–213**

**Skills**

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

**Respond to Text**

- **No More Supersized Sodas! Let Me Drink What I Want!**

  - Review and discuss the writing task on p. 237 before students draft and complete their writing.

### DIFFERENTIATION OPTIONS

- **Support Coach**
  - Guide students through Respond to Text using support, TM pp. 212–213. Have them work with partners and write.

- **Support Coach**
  - Have students read **second read**. A Use for Community Land, SE pp. 238–242.

- **Performance Coach**
  - Use Language Spotlight, SE p. 210 and TE p. 63, to teach students the correct styles for indicating source titles in their writing.

### LESSON FOCUS

**Support Coach**

**Lesson 10: Persuasive Nonfiction**

- **Student Edition pp. 236–237**
- **Teacher’s Manual pp. 212–213**

**Skills**

- ✔ Analyze Texts for Similarities and Differences
- ✔ Write about Informational Text

### Respond to Text

- **Review SE p. 236 and discuss the writing task on p. 237 before students draft and complete their writing.

### DIFFERENTIATION OPTIONS

- **Support Coach**
  - Guide students through Respond to Text using support, TM pp. 212–213. Have them work with partners and write.

- **Support Coach**
  - Have students read **second read**. A Use for Community Land, SE pp. 238–242.

### LESSON FOCUS

**Support Coach**

**Lesson 10: Persuasive Nonfiction**

- **Student Edition pp. 78–91**
- **Teacher’s Manual pp. 26–29**

**Skills**

- ✔ Persuasive Techniques
- ✔ Figurative Language
- ✔ Reason and Evidence
- ✔ Persuasive Text Structure

### REVIEW

**Performance Coach**

**Lesson 6: Persuasive Texts**

- **Student Edition pp. 78–91**
- **Teacher’s Manual pp. 26–29**

**Skills**

- ✔ Author’s Viewpoint
- ✔ Reasons and Evidence
- ✔ Academic Words
- ✔ Analyze Two Accounts
- ✔ Domain-Specific Words

### REVIEW AND ASSESS OPTIONS:

**Quizzes**

- **Quiz 10**

**Skills**

- ✔ Author’s Viewpoint
- ✔ Reasons and Evidence
- ✔ Academic Words
- ✔ Analyze Two Accounts
- ✔ Domain-Specific Words

**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.

### DIFFERENTIATION OPTIONS

- **Performance Coach**
  - Do shared writing with students in Lesson Practice, SE pp. 222–225 (question 6).

- **Support Coach**
  - Review answers to Quiz 10 with students.
## Unit: Writing Opinion Pieces

### LESSON FOCUS

**Instruction 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 questions, TM p. 175, focusing on the

Write Opinion Pieces

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Use notes, TM p. 176, to introduce the purpose and audience for an opinion piece.
- **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

**Instruction 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

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Use the graphic on SE p. 236 to help students understand the characteristics and structure of an opinion piece.
- **Instruction Coach** Have students read Organize Your Ideas under Getting the Idea, SE p. 241, to remind them to list their strongest reasons first.

### LESSON FOCUS

**Instruction Coach**

**Lesson 12: Writing Opinion Pieces**

- Student Edition pp. 238–240

**Skills**

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

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Use the graphic to help students analyze the text and mark up as noted.

### LESSON FOCUS

**Instruction Coach**

**Lesson 12: Writing Opinion Pieces**

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

**Skills**

- Write Opinion Pieces
- Opinions, Reasons, and Details

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Use the Know Your Audience activity, TE p. 180, to help students understand the significance of a target audience.

### LESSON FOCUS

**Instruction Coach**

**Lesson 12: Writing Opinion Pieces**

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

**Skills**

- Write Opinion Pieces

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Allow time for students to draft independently or in pairs. Conference with students who need extra support.
- **Performance Coach** Have accelerators read SE pp. 292–294 to learn about listening strategies.
Unit: Writing Opinion Pieces

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

LESSON FOCUS
Instruction Coach
Lesson 12: Writing Opinion Pieces
- Student Edition pp. 250–253
Skills
✔ Revise Opinion Pieces
✔ Using Correlative Conjunctions
Writing Process: Steps 4, 5
Allow time for students to complete their peer reviews and record their peer comments before they begin to revise. Read SE pp. 252–253.

DIFFERENTIATION OPTIONS
• Instruction Coach Have 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
Instruction 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
• Instruction Coach Guide students to identify ideas that can be combined using a correlative conjunction to make the opinion piece more convincing. Provide students with support as they revise.
• Performance Coach Use SE p. 257 as a springboard for students to discuss strategies for improving specific sentences in their writing.

LESSON FOCUS
Instruction Coach
Lesson 12: Writing Opinion Pieces
- Student Edition pp. 254–258
- 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. 258.

DIFFERENTIATION OPTIONS
• Instruction Coach Use SE pp. 256–257 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.

LESSON FOCUS
Instruction Coach
Lesson 12: Writing Opinion Pieces
- Student Edition pp. 254–258
- Teacher's Manual p. 189
Skills
✔ Write Opinion Pieces
Writing Process: Step 7
This stage of the process should allow students to share their writing in a meaningful way. If possible, designate a time and/or space for reading aloud, posting or displaying writing, and sharing with family members and/or the school community.

DIFFERENTIATION OPTIONS
• Instruction Coach Have students respond to the Journal Prompt, TM pp. 172–173.
• Performance Coach Use Language Spotlight, SE p. 242, TE p. 71, to teach about the perfect tense.

PUBLISH AND ASSESS OPTIONS:
Instruction Coach
Benchmark Assessment 4
- Teacher’s Manual p. 189
Skills
✔ Write Opinion Pieces
Writing Process: Step 7
This stage of the process should allow students to share their writing in a meaningful way. If possible, designate a time and/or space for reading aloud, posting or displaying writing, and sharing with family members and/or the school community.

DIFFERENTIATION OPTIONS
• Instruction Coach 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 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.

DIFFERENTIATION OPTIONS
• Instruction Coach Use SE p. 257 as a springboard for students to discuss strategies for improving specific sentences in their writing.
• Performance Coach 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.

DIFFERENTIATION OPTIONS
• Instruction Coach Use SE pp. 250–253 as a springboard for students to discuss strategies for improving specific sentences in their writing.
• Performance 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.