Florida Coach® Suite

Implementation and Pacing Guide

Program Overview ........................................... ii
Addressing Key Features in ELA Learning .......... iii
Florida Coach® Suite Correlation ......................... v
Using the Pacing Guide .................................... 1
Pacing Guide .................................................. 2
Program Overview

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

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

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

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

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

The Instructional Pathway
Addressing Key Features in ELA Learning

1 Regular practice with complex texts and their academic language

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

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

Vocabulary

Lesson 6 - Reading Drama

Consider the setting. Describe the setting. Where do the events occur?

What is the setting of the story? A desert, a city, a forest, a mountain?

What words describe the setting?

Vocabulary

Lesson 6 - Reading Drama

Synonyms: informant, agent, messenger

Antonyms: liar, disbeliever, disinformation

Lexicon

Lesson 6 - Reading Drama

Mammal

A mammal is a warm-blooded vertebrate in the class Mammalia. They are characterized by the presence of hair, mammary glands (used to feed their young), and a four-chambered heart. mammals include humans, elephants, dogs, cats, and many other species.

Mammals have a unique feature: they nurse their young. This is a process where the mother’s milk is used as food for her young.哺乳动物具有一个独特特征：它们喂养自己的幼崽。这种过程就是母乳喂养，即母亲的乳汁被用于喂养她的幼崽。
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.

---

**Lesson 1: Reading Literary Nonfiction**

**Purpose for Reading:**

Share and Learn: 

- Read On Your Own: "Chapter IV: Old Grizzly Adams" in The Humbugs

**Lesson Focus:**

- Focus on the character traits.
- Focus on including the story visually.

**Text Selection:**

- The Two Weavers

---

**Lesson 2: Reading Historical Texts**

**Purpose for Reading:**

Listen and Learn: Journey to Earth's Center

---

**Lesson 3: Reading Scientific and Technical Texts**

**Purpose for Reading:**

Share and Learn: Journey to Earth's Center

---

**Lesson 4: Reading Fictional Narratives**

**Purpose for Reading:**

Share and Learn: How to Become a United States Presidential Candidate

---

**Lesson 5: Writing Fictional Narratives**

**Purpose for Writing:**

Publish: 

- The Greatest Show on Earth

---

**Lesson 6: Writing Informational Texts**

**Purpose for Writing:**

Draft: 

- The Impeachment Process

---

**Lesson 7: Writing Informative Texts**

**Purpose for Writing:**

Publish: 

- The Life and Adventures of Alexandre Dumas

---

**Lesson 8: Writing Persuasive Texts**

**Purpose for Writing:**

Peer Review: 

- How to Become a United States Presidential Candidate

---

**Lesson 9: Writing Persuasive Texts**

**Purpose for Writing:**

Peer Review: 

- How to Become a United States Presidential Candidate

---

**Lesson 10: Analyze Informational Texts**

**Purpose for Reading:**

Read On Your Own: The Impeachment Process

---

**Lesson 11: Analyze Informational Texts**

**Purpose for Reading:**

Read On Your Own: The Life and Adventures of Alexandre Dumas

---

**Lesson 12: Analyze Fictional Narratives**

**Purpose for Reading:**

Performance Task: 

- The Greatest Show on Earth

---

**Lesson 13: Analyze Fictional Narratives**

**Purpose for Reading:**

Performance Task: 

- The Life and Adventures of Alexandre Dumas
# Florida Coach® Suite Correlation

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

## Grade 6

### Language Arts Florida Standards

#### Reading: Literature

<table>
<thead>
<tr>
<th>Standard</th>
<th>Instruction Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.RL.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>L3, L6, L9</td>
<td>L1, L2, L4</td>
<td>L1</td>
</tr>
<tr>
<td>6.RL.1.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td>
<td>L3, L6, L9</td>
<td>L1, L2</td>
<td>L1–L4</td>
</tr>
<tr>
<td>6.RL.1.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</td>
<td>L3, L6</td>
<td>L1</td>
<td>L1, L3</td>
</tr>
<tr>
<td>6.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</td>
<td>L3, L6, L9</td>
<td>L1, L2, L3</td>
<td>L1–L3</td>
</tr>
<tr>
<td>6.RL.2.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</td>
<td>L6, L9</td>
<td>L1, L2, L3</td>
<td>L1–L3</td>
</tr>
<tr>
<td>6.RL.2.6 Explain how an author develops the point of view of the narrator or speaker in a text.</td>
<td>L3, L9</td>
<td>L4</td>
<td>L1, L2</td>
</tr>
<tr>
<td>6.RL.3.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</td>
<td>TM: L6</td>
<td>L3</td>
<td>TE: L2, L14</td>
</tr>
<tr>
<td>6.RL.3.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</td>
<td>L3</td>
<td>L1, L3</td>
<td>L4</td>
</tr>
</tbody>
</table>
Grade 6

<table>
<thead>
<tr>
<th>Language Arts Florida Standards</th>
<th>Instruction Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td>L3, L6, L9</td>
<td>L1, L2, L3, L4</td>
<td>Throughout program (L1–L19)</td>
</tr>
</tbody>
</table>

Reading: Informational Texts

<p>| 6.RI.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | L1, L11 | L7 | L5 |
| 6.RI.1.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | L1, L4, L7, L11 | L5, L6 | L5, L9 |
| 6.RI.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | L1, L11 | L7, L8 | L9 |
| 6.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | L1, L4, L7, L11 | L7, L9 | L6 |
| 6.RI.2.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | L11 | L6, L7, L8, L9, L10 | L5–L8 |
| 6.RI.2.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. | L11 | L9 | L5–L8 |
| 6.RI.3.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | TM: L8, L12 | L6, L7, L8 | L5 TE: L7–L9, L14 |
| 6.RI.3.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | L11 | L9 | L6, L9 |
| 6.RI.3.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). | L1 | L5, L9 | L9, L10 |
| 6.RI.4.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | L1, L4, L7, L11 | L5, L6, L7, L8, L9, L10 | Throughout program (L1–L19) |</p>
<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Language Arts Florida Standards</th>
<th>Instruction Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td>L12</td>
<td>L11, L12, L14, L16</td>
<td></td>
</tr>
<tr>
<td>6.W.1.1</td>
<td>Write arguments to support claims with clear reasons and relevant evidence.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.W.1.1.a</td>
<td>Introduce claim(s) and organize the reasons and evidence clearly.</td>
<td>L12</td>
<td>L11, L12, L14, L16</td>
<td></td>
</tr>
<tr>
<td>6.W.1.1.b</td>
<td>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic of the text.</td>
<td>L12</td>
<td>L11, L12, L14, L16</td>
<td></td>
</tr>
<tr>
<td>6.W.1.1.c</td>
<td>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</td>
<td>L12</td>
<td>L11, L12, L16</td>
<td></td>
</tr>
<tr>
<td>6.W.1.1.d</td>
<td>Establish and maintain a formal style.</td>
<td>L12</td>
<td>L11, L12, L16</td>
<td></td>
</tr>
<tr>
<td>6.W.1.1.e</td>
<td>Provide a concluding statement or section that follows from the argument presented.</td>
<td>L12</td>
<td>L11, L12, L16</td>
<td></td>
</tr>
<tr>
<td>6.W.1.2</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selection, organization, and analysis of relevant content.</td>
<td>L8, L10</td>
<td>L11, L15 TE: L5, L10</td>
<td></td>
</tr>
<tr>
<td>6.W.1.2.a</td>
<td>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</td>
<td>L8, L10 TM: L6</td>
<td>L11, L15 TE: L5</td>
<td></td>
</tr>
<tr>
<td>6.W.1.2.b</td>
<td>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</td>
<td>L8, L10 TM: L6</td>
<td>L11, L15</td>
<td></td>
</tr>
<tr>
<td>6.W.1.2.c</td>
<td>Use appropriate transitions to clarify the relationships among ideas and concepts.</td>
<td>L8, L10</td>
<td>L11, L15</td>
<td></td>
</tr>
<tr>
<td>6.W.1.2.d</td>
<td>Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td>L8</td>
<td>L15</td>
<td></td>
</tr>
<tr>
<td>6.W.1.2.e</td>
<td>Establish and maintain a formal style.</td>
<td>L8 TM: L10</td>
<td>L11, L15</td>
<td></td>
</tr>
<tr>
<td>Grade 6 Language Arts Florida Standards</td>
<td>Instruction Coach Lesson(s)</td>
<td>Support Coach Lesson(s)</td>
<td>Performance Coach Lesson(s)</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------------</td>
<td>-------------------------</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>6.W.1.2.f</strong> Provide a concluding statement or section that follows from the information or explanation presented.</td>
<td>L8, L10 TM: L6</td>
<td>L11, L15</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6.W.1.3</strong> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</td>
<td>L2, L5</td>
<td>L11, L13</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6.W.1.3.a</strong> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</td>
<td>L2, L5</td>
<td>L11, L13</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6.W.1.3.b</strong> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</td>
<td>L2, L5</td>
<td>L13</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6.W.1.3.c</strong> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</td>
<td>L2, L5</td>
<td>L11, L13</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6.W.1.3.d</strong> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</td>
<td>L2, L5</td>
<td>L11, L13</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6.W.1.3.e</strong> Provide a conclusion that follows from the narrated experiences or events.</td>
<td>L2, L5</td>
<td>L11, L13</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6.W.2.4</strong> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</td>
<td>L2, L5, L8, L10, L12 TM: L6</td>
<td>L11</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6.W.2.5</strong> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)</td>
<td>L2, L5, L8, L10, L12</td>
<td>L11, L17</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6.W.2.6</strong> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</td>
<td>L2, L5, L8, L10, L12 TM: L7</td>
<td>TE: L4, L11, L17</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6.W.3.7</strong> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</td>
<td>L8, L10 TM: L7, L12</td>
<td>L14</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6.W.3.8</strong> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</td>
<td>L8, L10 TM: L7, L12</td>
<td>L14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Grade 6

### Language Arts Florida Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Instruction Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.W.3.9</td>
<td>L10</td>
<td></td>
<td>L12, L14</td>
</tr>
<tr>
<td>6.W.3.9.a</td>
<td>L10</td>
<td></td>
<td>L12</td>
</tr>
</tbody>
</table>

### Speaking and Listening

<table>
<thead>
<tr>
<th>Standard</th>
<th>Instruction Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.SL.1.1</td>
<td>L1-L12</td>
<td></td>
<td>TE: L1, L18, L19</td>
</tr>
<tr>
<td>6.SL.1.1.a</td>
<td>L1-L12</td>
<td></td>
<td>TE: L1, L18, L19</td>
</tr>
<tr>
<td>6.SL.1.1.b</td>
<td>L1-L12</td>
<td></td>
<td>TE: L1, L18, L19</td>
</tr>
<tr>
<td>6.SL.1.1.c</td>
<td>L1-L12</td>
<td></td>
<td>TE: L1, L18, L19</td>
</tr>
<tr>
<td>6.SL.1.1.d</td>
<td>L1-L12</td>
<td></td>
<td>TE: L1, L18, L19</td>
</tr>
<tr>
<td>6.SL.1.2</td>
<td>TM: L6-L8, L12</td>
<td></td>
<td>L18 TE: L14, L15</td>
</tr>
</tbody>
</table>
## Grade 6

### Language Arts Florida Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Instruction Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.SL.1.3</td>
<td>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</td>
<td>TM: L12</td>
<td></td>
<td>L18, L19 TE: L6, L16</td>
</tr>
<tr>
<td>6.SL.2.4</td>
<td>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
<td>TM: L6–L8, L12</td>
<td></td>
<td>TE: L6, L15, L16, L18</td>
</tr>
<tr>
<td>6.SL.2.5</td>
<td>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</td>
<td>TM: L5–L8, L12</td>
<td></td>
<td>TE: L5, L10, L13, L15</td>
</tr>
<tr>
<td>6.SL.2.6</td>
<td>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
<td>TM: L5, L12</td>
<td></td>
<td>TE: L3</td>
</tr>
</tbody>
</table>

### Language

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Instruction Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.L.1.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>L2, L5, L10, L12</td>
<td>L12, L13, L15, L17 TE: L3</td>
<td></td>
</tr>
<tr>
<td>6.L.1.1.a</td>
<td>Ensure that pronouns are in the proper case (subjective, objective, possessive).</td>
<td>L5</td>
<td>L12, L17</td>
<td></td>
</tr>
<tr>
<td>6.L.1.1.b</td>
<td>Use intensive pronouns (e.g., myself, ourselves).</td>
<td>L5</td>
<td>L13, L17</td>
<td></td>
</tr>
<tr>
<td>6.L.1.1.c</td>
<td>Recognize and correct inappropriate shifts in pronoun number and person.</td>
<td>L2</td>
<td>L15, L17</td>
<td></td>
</tr>
<tr>
<td>6.L.1.1.d</td>
<td>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</td>
<td>L10</td>
<td>L15, L17</td>
<td></td>
</tr>
<tr>
<td>6.L.1.1.e</td>
<td>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</td>
<td>L12</td>
<td>L17 TE: L3</td>
<td></td>
</tr>
<tr>
<td>6.L.1.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>L8, L12</td>
<td>L11, L14, L17</td>
<td></td>
</tr>
<tr>
<td>6.L.1.2.a</td>
<td>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</td>
<td>L12</td>
<td>L11, L14, L17</td>
<td></td>
</tr>
</tbody>
</table>
## Grade 6

**Language Arts Florida Standards**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Instruction Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.L.1.2.b</td>
<td>Spell correctly.</td>
<td>L8</td>
<td>L17</td>
</tr>
<tr>
<td>6.L.2.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>L8, L10</td>
<td>L11, L16, L17</td>
</tr>
<tr>
<td>6.L.2.3.a</td>
<td>Vary sentence patterns for meaning, reader/listener interest, and style.</td>
<td>L10</td>
<td>L16, L17</td>
</tr>
<tr>
<td>6.L.2.3.b</td>
<td>Maintain consistency in style and tone.</td>
<td>L8 TM: L10</td>
<td>L17</td>
</tr>
<tr>
<td>6.L.3.4</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</td>
<td>L1–L4, L6–L9, L11, L12</td>
<td>L1, L3, L5, L18</td>
</tr>
<tr>
<td>6.L.3.4.a</td>
<td>Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
<td>L1–L4, L7, L8</td>
<td>L1, L3</td>
</tr>
<tr>
<td>6.L.3.4.b</td>
<td>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</td>
<td>L4, L7, L12</td>
<td>L5</td>
</tr>
<tr>
<td>6.L.3.4.c</td>
<td>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</td>
<td>L1–L4, L7, L8</td>
<td>L18</td>
</tr>
<tr>
<td>6.L.3.4.d</td>
<td>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
<td>L1–L4, L6, L7, L9, L11</td>
<td>L18</td>
</tr>
<tr>
<td>6.L.3.5</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td>L1–L3, L5, L6, L9–L11</td>
<td>L2–L4, L10</td>
</tr>
<tr>
<td>6.L.3.5.a</td>
<td>Interpret figures of speech (e.g., personification) in context.</td>
<td>L1, L3, L5, L6, L9</td>
<td>L2, L3</td>
</tr>
<tr>
<td>6.L.3.5.b</td>
<td>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</td>
<td>L1–L3</td>
<td>L4, L10</td>
</tr>
<tr>
<td>6.L.3.5.c</td>
<td>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</td>
<td>L1–L3, L10, L11</td>
<td>L2</td>
</tr>
<tr>
<td>Language Arts Florida Standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6.L.3.6</strong> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
<td>Instruction Coach Lesson(s)</td>
<td>Support Coach Lesson(s)</td>
<td>Performance Coach Lesson(s)</td>
</tr>
<tr>
<td></td>
<td>L4, L7, L8</td>
<td>L4, L7, L8</td>
<td>L7–L9</td>
</tr>
</tbody>
</table>
Using the Pacing Guide

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

▶ The Pacing Guide is designed for 32 weeks of instruction. If your instructional year is longer or shorter than 32 weeks, make adjustments for the difference.

▶ Units that focus on Reading and Writing topics have been created using the lessons from Instruction Coach, Support Coach, and Performance Coach. See the Contents at right. Typically, reading units last 3 weeks and writing units last 2 weeks.

▶ Each day is planned around 90–120 minutes of instructional activities. However, the amount of time needed for the core lesson and the differentiation options will differ based on the needs of your class.

▶ Skills and strategies are listed for each core lesson. Non-assessed skills are marked with a ✔ and assessed skills with a ✗.

▶ Suggestions for review and assessments are at the end of each unit. You may use print- or digital-based Instruction Coach Benchmark Assessments and/or Support Coach for formative assessments.

▶ The sequence of topics is designed to address the content of the LAFS, but you can re-sequence the content to align with the curriculum maps used in your district.

▶ Optional Speaking and Listening Projects from Instruction Coach are suggested in some units. Alternative lessons from Instruction Coach and Support Coach are sometimes offered if you wish to focus on a different set of ELA skills/strategies and standards.

Contents

<table>
<thead>
<tr>
<th>Unit/Title</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Reading Literary Nonfiction</td>
<td>1–3</td>
</tr>
<tr>
<td>2 Reading Historical Texts</td>
<td>4–6</td>
</tr>
<tr>
<td>3 Writing Personal Narratives</td>
<td>7–8</td>
</tr>
<tr>
<td>4 Reading Fiction</td>
<td>9–11</td>
</tr>
<tr>
<td>5 Reading Drama</td>
<td>12–14</td>
</tr>
<tr>
<td>6 Writing Fictional Narratives</td>
<td>15–16</td>
</tr>
<tr>
<td>7 Reading Scientific and Technical Texts</td>
<td>17–19</td>
</tr>
<tr>
<td>8 Reading Persuasive Nonfiction</td>
<td>20–22</td>
</tr>
<tr>
<td>9 Writing Informative Texts</td>
<td>23–24</td>
</tr>
<tr>
<td>10 Reading Poetry</td>
<td>25–27</td>
</tr>
<tr>
<td>11 Reading Sources and Writing an Argument</td>
<td>28–30</td>
</tr>
<tr>
<td>12 Writing Responses to Literature</td>
<td>31–32</td>
</tr>
</tbody>
</table>
### Unit: Reading Literary Nonfiction

#### LESSON FOCUS
**LAFS:** 6.RI.1.2, 6.RI.2.4, 6.RI.3.9, 6.SL.1.1, 68.RH.1.2

**Instruction Coach**

**Lesson 1: Reading Literary Nonfiction**
- **Student Edition pp. 5–9**
- **Teacher’s Manual pp. 2–7**

**Skills**
- ✓ Recognize Literary Nonfiction
- ✓ Engage in Collaborative Discussion

**Listen and Learn**

The Greatest Show on Earth
Introduce literary nonfiction and discuss questions, TM p. 3, focusing on the Essential Question, Why would an author want to tell about people or events from long ago? Then read The Greatest Show on Earth with students.

#### DIFFERENTIATION OPTIONS
- **Instruction Coach** Teach Primary and Secondary Sources in The Greatest Show on Earth, explaining why the text is a secondary source.
- **Instruction Coach** Read The Greatest Show on Earth, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
- **Performance Coach** Have accelerating students read SE pp. 76–78 and identify the central idea in A Memorable Experience.

---

#### LESSON FOCUS
**LAFS:** 6.RI.1.2, 6.RI.2.4, 6.RI.1.2, 6.RI.1.3, 6.RI.2.4

**Instruction Coach**

**Lesson 1: Reading Literary Nonfiction**
- **Student Edition pp. 11–14**
- **Teacher’s Manual pp. 10–11**

**Skills**
- ✓ Central Idea
- ✓ Figurative Language
- ✓ Analogy
- ✓ Recognize Literary Nonfiction
- ✓ Engage in Collaborative Discussion

**Listen and Learn**

The Greatest Show on Earth
Reread the passage with students using Think Alouds. Use Analogy (Comparison) Think Aloud to focus strategy instruction, TM p. 6. Then have students complete the Comprehension Check, SE p. 10.

#### DIFFERENTIATION OPTIONS
- **Instruction Coach** Teach analogy in Old Grizzly Adams, and guide students through Comprehension Check, SE p. 16
- **Instruction Coach** Teach context clues to help students understand meanings of unknown words in a text.
- **Instruction Coach** Teach connotation and denotation, TM p. 8, to address figurative language.

---

#### LESSON FOCUS
**LAFS:** 6.RI.1.1, 6.RI.1.2, 6.RI.1.3, 6.RI.2.4

**Instruction Coach**

**Lesson 1: Reading Literary Nonfiction**
- **Student Edition pp. 12–16**
- **Teacher’s Manual p. 12**

**Skills**
- ✓ Central Idea
- ✓ Primary and Secondary Sources
- ✓ Figurative Language
- ✓ Connotation and Denotation
- ✓ Analogy
- ✓ Engage in Collaborative Discussion

**Listen and Learn**

Old Grizzly Adams
Preview Vocabulary, SE p. 11. Then have students read and discuss the passage, SE pp. 12–14.

#### DIFFERENTIATION OPTIONS
- **Instruction Coach** Reread Old Grizzly Adams, guiding students to note Analogy. Create a Comparison chart.
- **Instruction Coach** Reread Old Grizzly Adams, and guide students as they identify figurative language.
- **Performance Coach** Have accelerating students work in pairs to do Coached Example, SE pp. 72–75.

---

#### LESSON FOCUS
**LAFS:** 6.RI.1.1, 6.RI.1.2, 6.RI.1.3, 6.RI.2.4, 6.RI.3.9

**Instruction Coach**

**Lesson 1: Reading Literary Nonfiction**
- **Student Edition pp. 5–16**
- **Teacher’s Manual pp. 3–12**

**Skills**
- ✓ Recognize Literary Nonfiction
- ✓ Write about Literary Nonfiction
- ✓ Engage in Collaborative Discussion

**Listen and Learn**

The Greatest Show on Earth, Old Grizzly Adams
Have students choose a passage and write a paragraph responding to the Essential Question, Why would an author want to tell about people or events from long ago? Tell them to use two examples of figurative language to support their response.

#### DIFFERENTIATION OPTIONS
- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 15. Point out that the first question is about Connotation and Denotation; the second question is about Analogy.
- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 16.
**Unit: Reading Literary Nonfiction**

<table>
<thead>
<tr>
<th>LESSON FOCUS</th>
<th>LAFS: 6.RI.1.2, 6.RI.2.4, 6.RI.3.9, 6.SL.1.1, 68.RH.1.2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Support Coach</strong></td>
<td>Lesson 1: Reading Literary Nonfiction</td>
</tr>
<tr>
<td><strong>Support Coach</strong></td>
<td>Lesson 5: Literary Nonfiction</td>
</tr>
<tr>
<td><strong>Support Coach</strong></td>
<td>Lesson 5: Literary Nonfiction</td>
</tr>
<tr>
<td><strong>Support Coach</strong></td>
<td>Lesson 5: Literary Nonfiction</td>
</tr>
<tr>
<td><strong>Support Coach</strong></td>
<td>Lesson 5: Literary Nonfiction</td>
</tr>
</tbody>
</table>

**LESSON FOCUS**  
LAFS: 6.RI.1.2, 68.RH.1.1  
**Support Coach**  
Lesson 5: Literary Nonfiction  
- Student Edition pp. 108–109, 274  
- Teacher’s Manual pp. 90–95  
**Skills**  
✓ Central Idea  
✓ Supporting Details  
**DIFFERENTIATION OPTIONS**  
**Support Coach**  
Review Try It, SE p. 102. Read the passage **(first read)**. Have students complete the **Close Reading Worksheet**, SE p. 274.

**DIFFERENTIATION OPTIONS**  
**Support Coach**  
Review Try It, SE p. 103. Reread **(second read)**. Then have students complete the **Close Reading Worksheet**, SE p. 274. Follow with Vocabulary, SE p. 109.

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

**Performance Coach**  
Guide students through the **Close Reading Worksheet**, SE pp. 104–108.

**Performance Coach**  
Use discussion questions, TE p. 22. Review the characteristics of literary nonfiction texts. Have students write about specific characteristics in the passages they have read.

**LESSON FOCUS**  
LAFS: 6.L.3.4.c, 6.L.3.4.d  
**Support Coach**  
Lesson 5: Literary Nonfiction  
- Student Edition pp. 108–109, 274  
- Teacher’s Manual pp. 90–95  
**Skills**  
✓ Multiple Meaning Words  
✓ Close Reading  
**DIFFERENTIATION OPTIONS**  
**Support Coach**  
Review Try It, SE p. 110. Read the passage **(first read)**. Have students complete the **Close Reading Worksheet**, SE p. 274.

**DIFFERENTIATION OPTIONS**  
**Support Coach**  
Review Try It, SE p. 110. Read Escape From the Antarctic and supporting questions, TM p. 96. Help students understand how to focus on details that answer the questions about Escape from the Antarctic by having them reread the sentences to determine if they tell about the strength of Dickinson’s writing.

**DIFFERENTIATION OPTIONS**  
**Support Coach**  
Review Try It, SE p. 110. Read Escape From the Antarctic and supporting questions, TM p. 96. Help students understand how to focus on details that answer the questions about Escape from the Antarctic by having them reread the sentences to determine if they tell about the strength of Dickinson’s writing.

**DIFFERENTIATION OPTIONS**  
**Support Coach**  
Review Try It, SE p. 110. Read Escape From the Antarctic and supporting questions, TM p. 96. Help students understand how to focus on details that answer the questions about Escape from the Antarctic by having them reread the sentences to determine if they tell about the strength of Dickinson’s writing.

**DIFFERENTIATION OPTIONS**  
**Support Coach**  
Review Try It, SE p. 110. Read Escape From the Antarctic and supporting questions, TM p. 96. Help students understand how to focus on details that answer the questions about Escape from the Antarctic by having them reread the sentences to determine if they tell about the strength of Dickinson’s writing.

**DIFFERENTIATION OPTIONS**  
**Support Coach**  
Review Try It, SE p. 110. Read Escape From the Antarctic and supporting questions, TM p. 96. Help students understand how to focus on details that answer the questions about Escape from the Antarctic by having them reread the sentences to determine if they tell about the strength of Dickinson’s writing.

**DIFFERENTIATION OPTIONS**  
**Support Coach**  
Review Try It, SE p. 110. Read Escape From the Antarctic and supporting questions, TM p. 96. Help students understand how to focus on details that answer the questions about Escape from the Antarctic by having them reread the sentences to determine if they tell about the strength of Dickinson’s writing.

**DIFFERENTIATION OPTIONS**  
**Support Coach**  
Review Try It, SE p. 110. Read Escape From the Antarctic and supporting questions, TM p. 96. Help students understand how to focus on details that answer the questions about Escape from the Antarctic by having them reread the sentences to determine if they tell about the strength of Dickinson’s writing.

**DIFFERENTIATION OPTIONS**  
**Support Coach**  
Review Try It, SE p. 110. Read Escape From the Antarctic and supporting questions, TM p. 96. Help students understand how to focus on details that answer the questions about Escape from the Antarctic by having them reread the sentences to determine if they tell about the strength of Dickinson’s writing.
## Week 3

### Day 1

**Unit: Reading Literary Nonfiction**

**LESSON FOCUS**  
LAFS: 6.RI.1.1, 6.RI.1.2, 6.RI.1.3, 6.RI.2.4, 6.RI.3.9, 6.RI.4.10, 6.SL.1.1

**Support Coach**  
**Lesson 5: Literary Nonfiction**  
- Student Edition pp. 111, 112–117  
- Teacher’s Manual pp. 97, 98–102

**Skills**  
- Analyze Primary Sources  
- Latin Prefixes  
- Close Reading

**DIFFERENTIATION OPTIONS**  
- **Support Coach** Review Try It, SE p. 111. Reread from Escape From the Antarctic with the second read annotations, showing students that these focus on Primary Sources. Guide students to complete the Close Reading Worksheet.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 98 to reread and discuss the passage. Review Vocabulary, SE p. 117.
- **Support Coach** Have students write other words that they know that use the Latin prefixes.

**DIFFERENTIATION OPTIONS**  
- **Support Coach** Guide students through Respond to Text using support, SE p. 118, TM p. 104.
- **Support Coach** Have students read first read How Not to Go Camping/Camping on the Wild Side, SE pp. 120–124 and TE 106.
- **Performance Coach** Use Language Spotlight, SE p. 71 and TE p. 24, to teach affixes. Have students choose a vocabulary word to write about.

### Day 2

**LESSON FOCUS**  
LAFS: 6.RI.3.9, 6.RH.1.1

**Support Coach**  
**Lesson 5: Literary Nonfiction**  
- Student Edition pp. 118–119  
- Teacher’s Manual pp. 104–105

**Skills**  
- Comparing Primary and Secondary Sources  
- Central Idea  
- Close Reading  
- Write about Informational Text

**DIFFERENTIATION OPTIONS**  
- **Support Coach** Guide students through Respond to Text using support, TM pp. 104–105. Have them work with partners and write.
- **Support Coach** Have students read second read How Not to Go Camping/Camping on the Wild Side, SE pp. 120–124.
- **Performance Coach** To review central ideas and supporting details, have students review the passage and complete Lesson Practice, SE pp. 76–81.

### Day 3

**LESSON FOCUS**  
LAFS: 6.RH.1.1, 6.W.3.9

**Support Coach**  
**Lesson 5: Literary Nonfiction**  
- Student Edition pp. 113–116  
- Teacher’s Manual pp. 98–102

**Skills**  
- Primary and Secondary Sources  
- Central Idea and Supporting Details  
- Close Reading

**DIFFERENTIATION OPTIONS**  
- **Support Coach** Guide students through Respond to Text, SE pp. 118. Reread the passage (third read). Then have students complete the Close Reading Worksheet, SE p. 275.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 119 before students draft and complete their writing.

### Day 4

**LESSON FOCUS**  
LAFS: 6.RI.1.1, 6.RI.1.2, 6.RI.1.3, 6.RI.2.4, 6.RI.3.9, 6.RI.4.10, 6.SL.1.1

**Instruction Coach**  
**Lesson 1: Reading Literary Nonfiction**  
- Student Edition pp. 5  
- Teacher’s Manual pp. 3

**Skills**  
- Primary and Secondary Sources  
- Central Idea and Supporting Details  
- Understanding primary and secondary sources

**DIFFERENTIATION OPTIONS**  
- **Support Coach** Review answers to Quiz 5 with students.

### Day 5

**LESSON FOCUS**  

**Support Coach**  
**Lesson 5: Literary Nonfiction**  
- Student Edition pp. 111, 112–117

**Skills**  
- Singing and Informing Details

**DIFFERENTIATION OPTIONS**  
- **Performance Coach** Do shared writing with students in Lesson Practice, SE pp. 76–81 (item 6).
- **Support Coach** Review answers to Quiz 5 with students.

---

Duplicating any part of this book is prohibited by law. © 2015 School Specialty, Inc.
### Unit: Reading Historical Texts

#### LESSON FOCUS

**LAFS: 6.RI.2.5, 6.SL.1.1, 68.RH.1.2, 68.RH.1.3, 68.RH.2.5**

**Instruction Coach**

**Lesson 4: Reading Historical Texts**

- **Student Edition pp. 55–59**
- **Teacher's Manual pp. 45–49**

**Skills**
- ✔ Historical Texts
- ✔ Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Teach Text Structure in How a Bill Becomes a Law, noting and listing aspects of the structure, including sequence.
- **Instruction Coach** Reread How a Bill Becomes a Law, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

---

#### LESSON FOCUS

**LAFS: 6.RI.2.5, 6.SL.1.1, 68.RH.1.2, 68.RH.1.3, 68.RH.2.5**

**Instruction Coach**

**Lesson 4: Reading Historical Texts**

- **Student Edition pp. 61–64**
- **Teacher's Manual p. 50**

**Skills**
- ✔ Steps in a Process
- ✔ Vocabulary
- ✔ Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Teach Text Structure in How to Become a United States Presidential Candidate, and guide students through Vocabulary. Use highlighted words in How to Become a United States Presidential Candidate to reinforce meanings.
- **Performance Coach** Have accelerating students read SE pp. 105–106 and identify the text structure also used in How a Bill Becomes a Law, and How to Become a United States Presidential Candidate.

---

#### LESSON FOCUS

**LAFS: 6.RI.2.5, 6.SL.1.1, 68.RH.1.2, 68.RH.1.3, 68.RH.2.5**

**Instruction Coach**

**Lesson 4: Reading Historical Texts**

- **Student Edition pp. 65–66**
- **Teacher's Manual p. 54**

**Skills**
- ✔ Steps in a Process
- ✔ Text Structure
- ✔ Using Context Clues

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 65. Point out that the question is about Author's Tone. Help students to use evidence from the text to identify the tone.
- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 66.
### Week 5

**Day 1**

**Unit:** Reading Historical Texts

#### Lesson Focus

**LAFS:** 6.RI.2.5, 6.RI.1.1, 68.RH.1.2, 68.RH.1.3, 68.RH.2.5

**Support Coach**

**Lesson 4: Reading Historical Texts**

- Student Edition pp. 125–126, 128–132, 277

**Skills**

- Summary
- Steps in a Process
- Text Structure
- Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**

- Instruction Coach Independent Leveled Practice Resource Book
- Text Structure
- Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**

- Instruction Coach Independent Leveled Practice Resource Book

- Discussion Questions, TE p. 30.
- Discussion Questions, TM p. 118.
- Discussion Questions, SE p. 126.
- Discussion Questions, SE p. 133.

**Day 2**

**Lesson Focus**

**LAFS:** 6.RI.1.2, 68.RH.1.2

**Support Coach**

**Lesson 6: Historical Texts**

- Student Edition pp. 127–132, 278
- Teacher’s Manual pp. 111–116

**Skills**

- Chronology and Sequence
- Close Reading

**DIFFERENTIATION OPTIONS**

- Reread When in Rome with the second read annotations, showing students that these focus on ordering information. Guide students to complete the Sequence Chart.

**DIFFERENTIATION OPTIONS**

- Support Coach: Reread When in Rome, TE p. 130.

**Day 3**

**Lesson Focus**

**LAFS:** 6.RI.2.5, 6.RH.2.5

**Support Coach**

**Lesson 6: Historical Texts**

- Student Edition pp. 128–132, 278
- Teacher’s Manual pp. 112–116

**Skills**

- Common Latin and Greek Suffixes
- Close Reading
- Write about Literature

**DIFFERENTIATION OPTIONS**

- Support Coach: Review Try It, SE p. 130.
- Reread When in Rome . . . or Brazil: Read the passage [third read], then have students complete the Close Reading Worksheet, SE p. 277.

**DIFFERENTIATION OPTIONS**

- Reread Restoring a Classic with the fourth read annotations, focusing on Identify Steps in a Process.

**Day 4**

**Lesson Focus**

**LAFS:** 6.RI.3.7, 68.RH.3.7

**Support Coach**

**Lesson 6: Historical Texts**

- Student Edition pp. 134, 136–140
- Teacher’s Manual pp. 118, 120–124

**Skills**

- Steps in a Process
- Recognize Historical Texts

**DIFFERENTIATION OPTIONS**

- Reread Restoring a Classic with the fifth read annotations, focusing on Complete the Steps in a Process chart, SE p. 279.

**DIFFERENTIATION OPTIONS**

# Unit: Reading Historical Texts

## Lesson 6: Historical Texts

### Lesson Focus

**LAFS:** 6.RI.3.7, 68.RH.3.7, 6.L.2.3.b

**Support Coach**

**Lesson 6: Historical Texts**

- **Student Edition pp. 136–140**
- **Teacher’s Manual pp. 120–124**

**Skills**

- **Integrate Visual Information**
- **Chronology and Sequence**
- **Close Reading**

**Lesson 6: Historical Texts**

- **Student Edition pp. 136–140**
- **Teacher’s Manual pp. 120–124**

**Skills**

- **Identify Steps in a Process**
- **Integrate Visual Information**
- **Explain Illustrations**
- **Close Reading**

**Close Reading**

Read the passage *Restoring a Classic*, SE pp. 136–140 and TM pp. 120–124 (third read). Then have students complete the Close Reading Worksheet, SE p. 280. Follow with Respond to Text, SE p. 142.

**DIFFERENTIATION OPTIONS**

- **Support Coach** Guide students through Respond to Text using support, TM pp. 126–127.
- **Support Coach** Have students read *The Evolution of Maps*, SE pp. 144–146.
- **Performance Coach** Use Language Spotlight, SE p. 99 and TE, p. 32 to teach domain-specific vocabulary. Have students choose a vocabulary word to write about.

## Review

**LAFS:** 6.RI.1.2, 6.RI.2.4, 6.RL.4.10, 68.RH.1.1, 68.RH.1.2, 68.RH.1.3, 68.RH.2.4, 68.RH.2.5, 68.RH.3.7, 68.RH.4.10

**Instruction Coach**

**Lesson 6: Reading Historical Texts**

- **Student Edition pp. 142–143**
- **Teacher’s Manual p. 45**

**Skills**

- **Summarize**
- **Identify Steps in a Process**

**Listen and Learn**

Review and discuss the essential question on SE p. 55 and the following focus skills:

- summarize informational texts
- understanding steps in a process.

**DIFFERENTIATION OPTIONS**

- **Support Coach** Have students read *The Evolution of Maps*, SE pp. 144–146 and do Comprehension Check, SE pp. 147–148.

**Performance Coach**

- **Comprehension Check, SE pp. 147–148**
- **Teacher’s Manual p. 128**

**Read on Your Own**

*The Evolution of Maps*

*Teacher’s Manual p. 128*

**Quiz 6**

- **Latin and Greek suffixes**
- **Summarize**
- **Identify Steps in a Process**
- **Integrate Visual Information**
- **Chronology and Sequence**
- **Maintain a Consistent Tone**

**Support Coach**

**Lesson 6: Historical Texts**

- **Student Edition pp. 144–148**

**Review and Assess Options:**

- **Support Coach**
- **Quiz 6**

- **Performance Coach** Do shared writing with students in Lesson Practice, SE pp. 105–109 (item 6).
- **Support Coach** Review answers to Quiz 6 with students.
### Unit: Writing Personal Narratives

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON FOCUS</strong></td>
<td><strong>LESSON FOCUS</strong></td>
<td><strong>LESSON FOCUS</strong></td>
<td><strong>LESSON FOCUS</strong></td>
<td><strong>LESSON FOCUS</strong></td>
</tr>
<tr>
<td>Instruction Coach</td>
<td>Instruction Coach</td>
<td>Instruction Coach</td>
<td>Instruction Coach</td>
<td>Instruction Coach</td>
</tr>
<tr>
<td><strong>Lesson 2: Writing Personal Narratives</strong></td>
<td><strong>Lesson 2: Writing Personal Narratives</strong></td>
<td><strong>Lesson 2: Writing Personal Narratives</strong></td>
<td><strong>Lesson 2: Writing Personal Narratives</strong></td>
<td><strong>Lesson 2: Writing Personal Narratives</strong></td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td><strong>Skills</strong></td>
<td><strong>Skills</strong></td>
<td><strong>Skills</strong></td>
<td><strong>Skills</strong></td>
</tr>
<tr>
<td>✔ Write Personal Narratives</td>
<td>✔ Write Personal Narratives</td>
<td>✔ Write Personal Narratives</td>
<td>✔ Write Personal Narratives</td>
<td>✔ Write Personal Narratives</td>
</tr>
<tr>
<td>✔ Point of View</td>
<td>✔ Point of View</td>
<td>✔ Point of View</td>
<td>✔ Point of View</td>
<td>✔ Point of View</td>
</tr>
<tr>
<td>✔ Engage in a Collaborative Discussion</td>
<td>✔ Engage in a Collaborative Discussion</td>
<td>✔ Engage in a Collaborative Discussion</td>
<td>✔ Engage in a Collaborative Discussion</td>
<td>✔ Engage in a Collaborative Discussion</td>
</tr>
<tr>
<td><strong>Essential Question</strong></td>
<td><strong>Essential Question</strong></td>
<td><strong>Essential Question</strong></td>
<td><strong>Essential Question</strong></td>
<td><strong>Essential Question</strong></td>
</tr>
<tr>
<td>Introduce writing personal narratives, and discuss questions, TM p.</td>
<td>Introduce writing personal narratives, and discuss questions, TM p.</td>
<td>Introduce writing personal narratives, and discuss questions, TM p.</td>
<td>Introduce writing personal narratives, and discuss questions, TM p.</td>
<td>Introduce writing personal narratives, and discuss questions, TM p.</td>
</tr>
<tr>
<td>15, focusing on the Essential Question, What are the characteristics of</td>
<td>15, focusing on the Essential Question, What are the characteristics of</td>
<td>15, focusing on the Essential Question, What are the characteristics of</td>
<td>15, focusing on the Essential Question, What are the characteristics of</td>
<td>15, focusing on the Essential Question, What are the characteristics of</td>
</tr>
<tr>
<td>an effective personal narrative? Then read My First Dance! with students.</td>
<td>an effective personal narrative? Then read My First Dance! with students.</td>
<td>an effective personal narrative? Then read My First Dance! with students.</td>
<td>an effective personal narrative? Then read My First Dance! with students.</td>
<td>an effective personal narrative? Then read My First Dance! with students.</td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
</tr>
<tr>
<td>• <strong>Instruction Coach</strong> Use the notes such as those under Purpose and</td>
<td>• <strong>Instruction Coach</strong> Use the notes such as those under Purpose and</td>
<td>• <strong>Instruction Coach</strong> Use the notes such as those under Purpose and</td>
<td>• <strong>Instruction Coach</strong> Use the notes such as those under Purpose and</td>
<td>• <strong>Instruction Coach</strong> Use the notes such as those under Purpose and</td>
</tr>
<tr>
<td>• <strong>Instruction Coach</strong> Review My First Dance!, and identify and use</td>
<td>• <strong>Instruction Coach</strong> Review My First Dance!, and identify and use</td>
<td>• <strong>Instruction Coach</strong> Review My First Dance!, and identify and use</td>
<td>• <strong>Instruction Coach</strong> Review My First Dance!, and identify and use</td>
<td>• <strong>Instruction Coach</strong> Review My First Dance!, and identify and use</td>
</tr>
<tr>
<td>Introduction, Details, and Point of View on TM p. 17 to discuss that</td>
<td>Introduction, Details, and Point of View on TM p. 17 to discuss that</td>
<td>Introduction, Details, and Point of View on TM p. 17 to discuss that</td>
<td>Introduction, Details, and Point of View on TM p. 17 to discuss that</td>
<td>Introduction, Details, and Point of View on TM p. 17 to discuss that</td>
</tr>
<tr>
<td>text.</td>
<td>text.</td>
<td>text.</td>
<td>text.</td>
<td>text.</td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
</tr>
<tr>
<td>• <strong>Instruction Coach</strong> Use the graphic on SE p. 18 to help students</td>
<td>• <strong>Instruction Coach</strong> Use the graphic on SE p. 18 to help students</td>
<td>• <strong>Instruction Coach</strong> Use the graphic on SE p. 18 to help students</td>
<td>• <strong>Instruction Coach</strong> Use the graphic on SE p. 18 to help students</td>
<td>• <strong>Instruction Coach</strong> Use the graphic on SE p. 18 to help students</td>
</tr>
<tr>
<td>understand the characteristics and structure of a personal narrative.</td>
<td>understand the characteristics and structure of a personal narrative.</td>
<td>understand the characteristics and structure of a personal narrative.</td>
<td>understand the characteristics and structure of a personal narrative.</td>
<td>understand the characteristics and structure of a personal narrative.</td>
</tr>
<tr>
<td>• <strong>Instruction Coach</strong> Have accelerating students identify the</td>
<td>• <strong>Instruction Coach</strong> Have accelerating students identify the</td>
<td>• <strong>Instruction Coach</strong> Have accelerating students identify the</td>
<td>• <strong>Instruction Coach</strong> Have accelerating students identify the</td>
<td>• <strong>Instruction Coach</strong> Have accelerating students identify the</td>
</tr>
<tr>
<td>introduction, body, and conclusion of the Mentor Text.</td>
<td>introduction, body, and conclusion of the Mentor Text.</td>
<td>introduction, body, and conclusion of the Mentor Text.</td>
<td>introduction, body, and conclusion of the Mentor Text.</td>
<td>introduction, body, and conclusion of the Mentor Text.</td>
</tr>
<tr>
<td>• <strong>Instruction Coach</strong> Speaking and Listening project, TM pp. 72–75</td>
<td>• <strong>Instruction Coach</strong> Speaking and Listening project, TM pp. 72–75</td>
<td>• <strong>Instruction Coach</strong> Speaking and Listening project, TM pp. 72–75</td>
<td>• <strong>Instruction Coach</strong> Speaking and Listening project, TM pp. 72–75</td>
<td>• <strong>Instruction Coach</strong> Speaking and Listening project, TM pp. 72–75</td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
</tr>
<tr>
<td>• <strong>Instruction Coach</strong> Have students write sentences for each</td>
<td>• <strong>Instruction Coach</strong> Have students write sentences for each</td>
<td>• <strong>Instruction Coach</strong> Have students write sentences for each</td>
<td>• <strong>Instruction Coach</strong> Have students write sentences for each</td>
<td>• <strong>Instruction Coach</strong> Have students write sentences for each</td>
</tr>
<tr>
<td>other that require them to use context to figure out an unknown word.</td>
<td>other that require them to use context to figure out an unknown word.</td>
<td>other that require them to use context to figure out an unknown word.</td>
<td>other that require them to use context to figure out an unknown word.</td>
<td>other that require them to use context to figure out an unknown word.</td>
</tr>
<tr>
<td>• <strong>Instruction Coach</strong> Review the Writing Process, SE p. 22 for</td>
<td>• <strong>Instruction Coach</strong> Review the Writing Process, SE p. 22 for</td>
<td>• <strong>Instruction Coach</strong> Review the Writing Process, SE p. 22 for</td>
<td>• <strong>Instruction Coach</strong> Review the Writing Process, SE p. 22 for</td>
<td>• <strong>Instruction Coach</strong> Review the Writing Process, SE p. 22 for</td>
</tr>
<tr>
<td>students who need extra support.</td>
<td>students who need extra support.</td>
<td>students who need extra support.</td>
<td>students who need extra support.</td>
<td>students who need extra support.</td>
</tr>
</tbody>
</table>

**LESSON FOCUS**

LAFS: 6.W.1.3.a–e, 6.W.2.4, 6.W.2.5, 6.W.2.6

**Instruction Coach**

**Lesson 2: Writing Personal Narratives**

- Student Edition pp. 17–18
- Teacher's Manual pp. 14–16

**Skills**

- Write Personal Narratives
- Point of View
- Engage in a Collaborative Discussion

**Essential Question**

Introduce writing personal narratives, and discuss questions, TM p. 15, focusing on the Essential Question, What are the characteristics of an effective personal narrative? Then read My First Dance! with students.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Use the notes such as those under Purpose and Audience, TM p. 16, to introduce personal narratives.
- **Instruction Coach** Review My First Dance!, and identify and use Introduction, Details, and Point of View on TM p. 17 to discuss that text.

---

Duplicating any part of this book is prohibited by law. © 2015 School Specialty, Inc.
**Unit: Writing Personal Narratives**

**LESSON FOCUS**

**Instruction Coach**
Lesson 2: Writing Personal Narratives
- Student Edition pp. 29–31
- Teacher’s Manual pp. 24–25

**Skills**
- ✔ Introduction
- ✔ Transition Words
- ✔ Write Personal Narratives

**Writing Process:** Steps 3, 4
With students, read the Writer’s Craft section, SE p. 28. Have students share their efforts to use transition words. Then read SE pp. 29–30, TM pp. 24–25.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** For students who need extra support with SE p. 29, spend less time on p. 28. Model responses for the Try It section.
- **Performance Coach** Have students complete the Coached Practice, SE pp. 163–166.

---

**LESSON FOCUS**

**Instruction Coach**
Lesson 2: Writing Personal Narratives
- Student Edition pp. 32–35
- Teacher’s Manual pp. 26–27

**Skills**
- ✔ Use Precise Language
- ✔ Revise a Personal Narrative
- ✔ Engage in a Collaborative Discussion

**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. 34–35 with students.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Identify sentences that students should revise in order to improve details, transitions, or sequence. Provide students with support as they revise.
- **Performance Coach** Have students complete the Lesson Practice, SE pp. 167–173.

---

**LESSON FOCUS**

**Instruction Coach**
Lesson 2: Writing Personal Narratives
- Student Edition pp. 36–39
- Teacher’s Manual pp. 28–29

**Skills**
- ✔ Pronouns: Number or Person
- ✔ Edit a Personal Narrative
- ✔ Use precise language

**Writing Process:** Steps 5, 6
Read SE pp. 36–37. Provide time for students to finish revising and begin editing.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Have students read aloud portions of their writing. Model Think Alouds about using precise language to demonstrate how to talk about writing.
- **Performance Coach** Have students complete the Lesson Practice, SE pp. 201–209.

---

**LESSON FOCUS**

**Instruction Coach**
Lesson 2: Writing Personal Narratives
- Student Edition pp. 40
- Teacher’s Manual pp. 29

**Skills**
- ✔ Write Personal Narratives

**Writing Process:** Steps 6, 7
Read SE pp. 38–39. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 40.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Use SE pp. 30–40 as a springboard for students to discuss strategies for improving specific sentences in their writing.
- **Performance Coach** Have accelerating students complete the Lesson Practice, SE pp. 201–209.

**PUBLISH AND ASSESS OPTIONS:**

**Instruction Coach**
Benchmark Assessment 1
- Teacher’s Manual p. 29

**Skills**
- ✔ Write Personal Narratives

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

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Students may use alternative media for their writing, especially if it includes images and text features.
- **Performance Coach** Have accelerating students complete the Lesson Practice, SE pp. 201–209.

**Instruction Coach** Review Answers to Benchmark Assessment 1 with students.

**Instruction Coach** Speaking and Listening project, TM pp. 72–74.

**Instruction Coach** Speaking and Listening project, TM pp. 72–74.
## Week 9

### Unit: Reading Fiction

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

#### LESSON FOCUS
**LAFS:** 6.RL.1.1, 6.RL.1.2, 6.RL.1.3, 6.RL.2.4, 6.RL.2.6, 6.RL.3.9, 6.L.3.4.a, c, d

**Instruction Coach**

**Lesson 3: Reading Fiction**

- **Skills**
  - Recognize Fiction
  - Character
  - Theme
  - Connotation and Denotation
  - Context Clues
  - Inferences/Cite Evidence in Comprehension Check

**Instruction Coach**

**Lesson 3: Reading Fiction**

- **Skills**
  - Recognize Fiction
  - Character
  - Theme
  - Connotation and Denotation
  - Context Clues
  - Inferences/Cite Evidence in Comprehension Check

**Differentiation Options**

- **Instruction Coach** Teach Make Inferences/Cite Evidence in "Chapter VII: A Woman's Courage" from Journey to the Center of the Earth, noting that authors do not always state what they want the reader to know to reinforce the skill of making inferences.

- **Instruction Coach** Reread "Chapter VII: A Woman's Courage" and have students identify vocabulary words or expressions that they do not understand. Teach the vocabulary words or expressions.

- **Instruction Coach** Reread "Chapter VII: A Woman's Courage" and have students identify vocabulary words or expressions that they do not understand. Teach the vocabulary words or expressions.

- **Instruction Coach** Teach word maps, TM p. 39, to address vocabulary words.

- **Instruction Coach** Teach word maps, TM p. 39, to address vocabulary words.

- **Instruction Coach** Teach word maps, TM p. 39, to address vocabulary words.

- **Instruction Coach** Reread I, Alexander, and guide students through Comprehension Check, SE pp. 54.

- **Instruction Coach** Teach vocabulary and guide students through Vocabulary. Use highlighted words in I, Alexander to reinforce meanings.

- **Performance Coach** Have accelerating students read SE pp. 9–11 and identify the similarities and differences between the narration and that used in A Woman's Courage and I, Alexander.

- **Performance Coach** Have accelerating students read SE pp. 9–11 and identify the similarities and differences between the narration and that used in A Woman's Courage and I, Alexander.

- **Performance Coach** Have accelerating students read SE pp. 9–11 and identify the similarities and differences between the narration and that used in A Woman's Courage and I, Alexander.

- **Instruction Coach** Reread I, Alexander, and guide students through Comprehension Check, SE pp. 54.

- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 53. Point out that the first question is about Making Inferences about Character Motivation; the second question is about Authors Point of View.

- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 54.
Unit: Reading Fiction

LESSON FOCUS
LAFS: 6.RL.1.2, 6.SL.1.1
Instruction Coach
Lesson 3: Reading Fiction
- Instruction Coach Independent
  Leveled Practice Resource Book, pp. 23–31
Skills
✔ Theme
✔ Characters
✔ Engage in Collaborative Discussions
Read On Your Own
The Lucky Teakettle
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 theme, show the relationships between theme and character, and explain them to each other.

LESSON FOCUS
LAFS: 6.RL.1.1
Support Coach
Lesson 1: Fiction
- Student Edition pp. 5–6, 8–12, 257
- Teacher’s Manual pp. 3–4, 6–11
Skills
✔ Draw and Support Inferences
Aaron’s Future Friend
Discuss fiction and the skills that will be reviewed, SE p. 5. Practice Inferences, SE p. 6. Read the passage [first read]. Have students complete the Close Reading Worksheet, SE p. 257.

DIFFERENTIATION OPTIONS
- Support Coach
  Review Try It, SE p. 6. Reread Aaron’s Future Friend with the first read annotations, showing students that these focus on inferences about character. Guide students to complete the Close Reading Worksheet.
- Support Coach
  As an alternative to the fiction lesson, you can use Lesson 4; Historical Fiction, SE pp. 77–100, TE pp. 65–84.
- Support Coach
  Use Supporting Struggling Learners scaffolding, TM p. 4. Help students understand the characters in Aaron’s Future Friend by guiding them through the details and showing how the details portray the character.

LESSON FOCUS
LAFS: 6.RL.1.3, 6.RL.2.5
Support Coach
Lesson 1: Fiction
- Student Edition pp. 7–12, 258
- Teacher’s Manual pp. 5–11
Skills
✔ Story Elements: Plot
✔ Context Clues
✔ Close Reading
Aaron’s Future Friend

DIFFERENTIATION OPTIONS
- Support Coach
  Review Try It, SE p. 7. Reread Aaron’s Future Friend with the second read annotations, showing students that these focus on the ordering of events in the plot. Guide students to complete the Plot Sequence Chart.
- Support Coach

LESSON FOCUS
LAFS: 6.RL.2.4, 6.L.3.4.a
Support Coach
Lesson 1: Fiction
- Student Edition pp. 8–12, 257
- Teacher’s Manual pp. 6–11
Skills
✔ Context Clues
✔ Recognize Fiction
La Festival Calabaza
Read the passage [first read]. Have students complete the Close Reading Worksheet, SE p. 257. Then have students complete the Close Reading Worksheet, SE p. 259.

DIFFERENTIATION OPTIONS
- Support Coach
  Review Try It, SE p. 14. Reread La Festival Calabaza with the first read annotations, focusing on Theme. Guide students to complete the Close Reading Worksheet. SE p. 259.
- Support Coach
  Use Supporting Struggling Learners scaffolding, TM p. 12. Help students understand the themes of La Festival Calabaza by having them find details that reflect the theme.

Duplicating any part of this book is prohibited by law. © 2015 School Specialty, Inc.
## Unit: Reading Fiction

### Week 11

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON FOCUS</strong></td>
<td><strong>LESSON FOCUS</strong></td>
<td><strong>LESSON FOCUS</strong></td>
<td><strong>LESSON FOCUS</strong></td>
<td><strong>REVIEW AND ASSESS OPTIONS:</strong></td>
</tr>
<tr>
<td><strong>Support Coach</strong></td>
<td><strong>Support Coach</strong></td>
<td><strong>Support Coach</strong></td>
<td><strong>Support Coach</strong></td>
<td><strong>Quiz 1</strong></td>
</tr>
<tr>
<td><strong>Lesson 1: Fiction</strong></td>
<td><strong>Lesson 1: Fiction</strong></td>
<td><strong>Lesson 1: Fiction</strong></td>
<td><strong>Lesson 3: Reading Fiction</strong></td>
<td><strong>Skills</strong></td>
</tr>
<tr>
<td>• Teacher’s Manual pp. 13–19</td>
<td>• Teacher’s Manual pp. 20–21</td>
<td>• Teacher’s Manual p. 31</td>
<td>• Theme</td>
<td>✓ Characters</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td><strong>Skills</strong></td>
<td><strong>Skills</strong></td>
<td><strong>Skills</strong></td>
<td>• Plot</td>
</tr>
<tr>
<td>✓ Story Elements: Characters</td>
<td>✓ Themes</td>
<td>✓ Make Inferences</td>
<td>✓ Context Clues</td>
<td></td>
</tr>
<tr>
<td>✓ Denotation and Connotation</td>
<td>✓ Comparing Themes</td>
<td>✓ Theme</td>
<td>✓ Connotation and Denotation</td>
<td></td>
</tr>
<tr>
<td>✓ Close Reading</td>
<td>✓ Close Reading</td>
<td>✓ Characters, Plot</td>
<td><strong>Support Coach</strong></td>
<td></td>
</tr>
<tr>
<td>La Festival Calabaza</td>
<td>La Festival Calabaza</td>
<td>La Festival Calabaza</td>
<td><strong>Lesson 1: Fiction</strong></td>
<td><strong>LESSON FOCUS</strong></td>
</tr>
<tr>
<td>Then have students complete the Character Webs, SE p. 260, and Vocabulary, SE p. 21.</td>
<td>Then have students complete the Character Webs, SE p. 259. Follow with Respond to Text, SE p. 22.</td>
<td>Review SE p. 22, and discuss the writing task on p. 23 before students draft and complete their writing.</td>
<td><strong>Lesson Practice</strong></td>
<td><strong>Question on TM p. 41 and the Essential Question on TM p. 41 and the following focus skills:</strong></td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td>• determining the theme</td>
</tr>
<tr>
<td>• Support Coach Review Try It, SE p. 15 and TM p. 13. Reread La Festival Calabaza with the second read annotations, showing students that these focus on character. Guide students to complete the Character Webs.</td>
<td>• Support Coach Guide students through Respond to Text using support, TM pp. 20–21.</td>
<td>• Support Coach Guide students through Respond to Text using support, TM pp. 20–21. Have them work with partners and write.</td>
<td>• making inferences</td>
<td></td>
</tr>
<tr>
<td>• Support Coach Use Supporting Struggling Learners scaffolding, TM p. 16 to reread and discuss the passage. Review Vocabulary, SE p. 21.</td>
<td>• Support Coach Have students read [second read] High Hopes, SE pp. 24–26.</td>
<td>• Support Coach Have students read [second read] High Hopes, SE pp. 20–21. Have them work with partners and write.</td>
<td>• describe plot and show how characters respond</td>
<td></td>
</tr>
<tr>
<td>• Support Coach Have students choose a vocabulary word to write about.</td>
<td>• Performance Coach Use Language Spotlight, SE p. 5 and TE p. 4, to teach context clues. Have students choose a vocabulary word to write about.</td>
<td>• Performance Coach To review making inferences, theme, story elements, characters, and context clues, have students review the passage and complete Lesson Practice, SE pp. 9–15.</td>
<td>• understanding connotation, denotation, figurative language, and context clues</td>
<td></td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td>• Performance Coach To practice analyzing literature, have students read the passage and complete Lesson Practice SE 49–55.</td>
</tr>
<tr>
<td>• Performance Coach Use Close Reading Worksheet, SE pp. 24–26, and do Comprehension Check, SE pp. 27–28, and TE p. 22.</td>
<td>• Performance Coach To review making inferences, theme, story elements, characters, and context clues, have students review the passage and complete Lesson Practice, SE pp. 9–15.</td>
<td>• Support Coach Review answers to Quiz 1 with students.</td>
<td><strong>Support Coach</strong></td>
<td></td>
</tr>
</tbody>
</table>

Duplicating any part of this book is prohibited by law. © 2015 School Specialty, Inc.
## Unit: Reading Drama

### LESSON FOCUS

**LAFS:** 6.RL.1.1, 6.RL.1.2, 6.RL.2.4

**Instruction Coach**

**Lesson 6: Reading Drama**

- **Student Edition pp. 92–96**
- **Teacher’s Manual pp. 78–82**

**Skills**

- Recognize Drama
- Engage in Collaborative Discussions

**Listen and Learn**

Mission to Mars

Introduce drama texts and discuss questions, TM p. 77, focusing on the Essential Question, How can drama help you better understand the feelings and viewpoints of characters? Then read Mission to Mars with students.

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Teach elements of drama in Mission to Mars, noting and listing elements of drama, including character and plot. Use the Think Alouds on TM pp. 79–81 to focus instruction.

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

- **Instruction Coach** Use Speaking and Listening Project TM pp. 88–90, during this unit.

### LESSON FOCUS

**LAFS:** 6.RL.1.1, 6.RL.1.2, 6.RL.2.4

**Instruction Coach**

**Lesson 6: Reading Drama**

- **Student Edition pp. 92–96**
- **Teacher’s Manual pp. 78–82**

**Skills**

- Recognize Drama
- Character
- Plot
- Elements of Drama
- Engage in Collaborative Discussions

**Listen and Learn**

Mission to Mars

Reread the drama with students using Think Alouds. Use Elements of Drama Think Aloud to focus instruction, TM pp. 79, 81. Then have students complete the Comprehension Check on elements of drama, SE p. 96.

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Teach elements of drama in The Legend of King Arthur, and guide students through the second question is about Stage Directions.

- **Instruction Coach** Reread The Legend of King Arthur, and guide students through Vocabulary, SE p. 97. Use highlighted words in The Legend of King Arthur to reinforce meanings.

- **Instruction Coach** Preview and teach the vocabulary words, SE p. 97.

- **Instruction Coach** Teach word maps, TM p. 83, to address vocabulary words.

### LESSON FOCUS

**LAFS:** 6.RL.1.1, 6.RL.1.2, 6.RL.1.3, 6.RL.1.4, 6.RL.1.5

**Instruction Coach**

**Lesson 6: Reading Drama**

- **Student Edition pp. 103–104**
- **Teacher’s Manual pp. 86**

**Skills**

- Character
- Plot
- Elements of Drama
- Engage in Collaborative Discussions

**Share and Learn**

The Legend of King Arthur

Have students continue to read and discuss the drama. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 103–104.

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Reread The Legend of King Arthur, guiding students to note Elements of Drama. Create an elements of drama chart.

- **Instruction Coach** Reread The Legend of King Arthur, and guide students as they unpack the dramatic elements.

- **Performance Coach** Have accelerating students work in pairs to do Coached Example, SE pp. 32–35.

- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 103. Point out that the first question is about Character; the second question is about Stage Directions.

- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 104.

---

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

---

*School Specialty.*

Duplicating any part of this book is prohibited by law. © 2015 School Specialty, Inc.
Unit: Reading Drama

LESSON FOCUS
LAFS: 6.RL.2.5, 6.SL.1.1
Instruction Coach
Lesson 6: Reading Drama
- Instruction Coach Independent Leveled Practice Resource Book, pp. 44–54

Skills
✓ Character
✓ Plot
✓ Elements of Drama
✓ Engage in Collaborative Discussion

Read On Your Own Things That Go Bump in the Day
Have students read the drama 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 dramatic elements and show the relationships among dramatic elements, character, and plot. Have students explain these relationships to each other.

LESSON FOCUS
LAFS: 6.RL.1.1
Support Coach
Lesson 2: Drama
- Student Edition pp. 29–30, 32–36, 261
- Teacher's Manual pp. 25, 26, 28–32
Skills
✓ Character
✓ Plot
✓ Elements of Drama
✓ Engage in Collaborative Discussion

DIFFERENTIATION OPTIONS
- Support Coach Review Try It, SE p. 30. Reread The Love Story of Ch'union, Act 1 with the annotations, showing students that these focus on dramatic elements. Guide students to complete the Close Reading Worksheet.
- Support Coach Use Supporting Struggling Learners scaffolding, TM p. 32. Help students understand the characters of The Love Story of Ch'union by guiding them through the different characters and pointing out how each is described.

LESSON FOCUS
LAFS: 6.RL.2.4, 6.L.3.4.a
Support Coach
Lesson 2: Drama
- Student Edition pp. 31–36, 37, 262
- Teacher's Manual pp. 27–33
Skills
✓ Figurative Language
✓ Close Reading

DIFFERENTIATION OPTIONS
- Support Coach Review Try It, SE p. 31. Reread The Love Story of Ch'union, Act 1 with the annotations, showing students that these focus on dramatic elements. Guide students to complete the Close Reading Worksheet.

LESSON FOCUS
LAFS: 6.RL.2.4, 6.L.3.5.a
Support Coach
Lesson 2: Drama
- Student Edition pp. 32–36, 262
- Teacher's Manual pp. 28–33
Skills
✓ Figurative Language
✓ Context Clues
✓ Recognize Drama

DIFFERENTIATION OPTIONS
- Support Coach Review Try It, SE p. 32. Reread The Love Story of Ch'union, Act 2 with the annotations, focusing on summarizing. Guide students to complete the Summary and Important Details chart, SE p. 263.
- Support Coach Use Supporting Struggling Readers, TM p. 34. Help students understand how to summarize The Love Story of Ch'union, Act 2 by having them identify the most important ideas in each part of the text.
### Unit: Reading Drama

#### Lesson Focus

**LAFS: 6.RL.2.5**
- **Support Coach**
  - Lesson 2: Drama
  - Student Edition pp. 40–44, 264
  - Teacher’s Manual pp. 36–41
  - Skills
    - ✔ Dramatic Structure
    - ✔ Latin and Greek Roots

**The Love Story of Ch’unhyang, Act 2**
- Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 264, and Vocabulary, SE p. 45.

#### Differentiation Options

- **Support Coach**
  - Review Try It, SE p. 39. Reread The Love Story of Ch’unhyang, Act 2 with the (second read) annotations, showing students that these focus on dramatic structure. Guide students to complete the Close Reading Worksheet, SE p. 264.

- **Support Coach**
  - Use Supporting Struggling Learners scaffolding, TM p. 36 to reread and discuss the passage. Review Vocabulary, SE p. 45.

- **Support Coach**
  - Have students write other words that use the same Latin and Greek roots.

#### Lesson Focus

**LAFS: 6.RL.1.1, 6.L.3.4.b**
- **Support Coach**
  - Lesson 2: Drama
  - Student Edition pp. 40–44, 264
  - Teacher’s Manual pp. 36–41
  - Skills
    - ✔ Draw and Support Inferences
    - ✔ Close Reading
    - ✔ Write about Drama

**Response to Text**
- Review SE p. 46 and TM p. 42, and discuss the writing task on p. 47 and TM p. 43 before students draft and complete their writing.

#### Differentiation Options

- **Support Coach**
  - Guide students through Response to Text using support, TM pp. 42–43.

- **Support Coach**
  - Have students read (second read) Lost and Found, SE pp. 48–52.

- **Performance Coach**
  - Use Language Spotlight, SE p. 31 and TE p. 12, to teach antiquated vocabulary. Have students choose a vocabulary word to write about.

**Lesson 2: Drama**
- **Instruction Coach**
  - Student Edition p. 91
  - Teacher’s Manual p. 77
  - **Skills**
    - ✔ Make Inferences
    - ✔ Theme and Point of View
    - ✔ Summary
    - ✔ Characters and Context Clues

**Listen and Learn**
- Review and discuss the Essential Question, How can drama help you better understand the feelings and viewpoints of characters? on TM p. 77 and the following focus skills:
  - understanding character
  - interpreting theme
  - summarizing

#### Differentiation Options

- **Support Coach**
  - Guide students through Response to Text using support, TM pp. 42–43. Have them work with partners and write.

- **Support Coach**
  - Have students read (second read) Lost and Found, SE pp. 48–52.

**Lesson Practice, SE pp. 36–41**
- Review and discuss the passage and complete Lesson Practice, SE pp. 36–41.

#### Review

**LAFS: 6.RL.1.1, 6.RL.1.2, 6.RL.1.3, 6.RL.2.4, 6.RL.2.5, 6.RL.4.10, 6.L.1.1, 6.L.3.4.d, 6.L.3.5.a**
- **Instruction Coach**
  - Student Edition p. 91
  - Teacher’s Manual p. 77
  - **Skills**
    - ✔ Draw and Support Inferences
    - ✔ Context Clues
    - ✔ Figurative Language
    - ✔ Dramatic Structure
    - ✔ Understand Common Latin and Greek Roots

**Support Coach**
- **Lesson 2: Drama**
  - Student Edition, p. 48
  - Teacher’s Manual, p. 44
  - Read on Your Own Lost and Found
  - Review Comprehension Check, SE p. 53–54. Have students share answers and discuss the text, pointing out elements from the drama.

#### Differentiation Options

- **Performance Coach**
  - Do shared writing with students in Lesson Practice, SE pp. 36–41 (item 6).

- **Support Coach**
  - Review answers to Quiz 2 with students. Review Comprehension Check, SE p. 53–54. Have students share answers and discuss the text, pointing out elements from the drama.
Unit: Writing Fictional Narratives

LESSON FOCUS
LAFS: 6.W.1.3.a–e, 6.SL.1.1.a–d
Instruction Coach
Lesson 5: Writing Fictional Narratives
- Student Edition pp. 67–68
- Teacher’s Manual pp. 57–58
Skills
✔ Write a Fictional Narrative
✔ Engage in Collaborative Discussion
Essential Question
Introduce writing fictional narratives and discuss questions, TM p. 57, focusing on the Essential Question, How do setting, plot, and characters make an effective fictional narrative? Then read SE p. 68 with students.

DIFFERENTIATION OPTIONS
- Instruction Coach Use the notes such as those under Purpose and Audience, TM p. 58, to introduce the purpose and audience for a fictional narrative.
- Instruction Coach Review Dugong Rescue, and identify and discuss the way dialogue affects character and setting in that text.

LESSON FOCUS
LAFS: 6.W.1.3.a–e, 6.W.2.4, 6.W.2.5, 6.W.2.6, 6.L.1.1.b–c, 6.L.3.5.a
Instruction Coach
Lesson 5: Writing Fictional Narratives
- Student Edition pp. 69–70
- Teacher’s Manual pp. 61
Skills
✔ Write a Fictional Narrative
✔ Figurative Language
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. 68 to help students understand the characteristics and structure of Fictional Narrative.
- Instruction Coach Have students identify examples of figurative language in the mentor text.
- Instruction Coach Review the Writing Process, SE p. 72 for students who need extra support.

LESSON FOCUS
LAFS: 6.W.1.3.a–e, 6.W.2.4, 6.W.2.5, 6.W.2.6, 6.L.1.1.b–c, 6.L.3.5.a
Instruction Coach
Lesson 5: Writing Fictional Narratives
- Student Edition pp. 72–75
- Teacher’s Manual pp. 63–65
Skills
✔ Write a Fictional Narrative
✔ Elements of a Fictional Narrative
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. 73–74 using the annotations. Students complete SE p. 75.

DIFFERENTIATION OPTIONS
- Instruction Coach Take a deeper dive into SE pp. 74–75 with students who need extra support as they use the plot elements provided to complete Try It.
- Instruction Coach Have students work in pairs or small groups to look at the structure of the Dugong Rescue reading. Allow students time to reread and identify the plot elements.

LESSON FOCUS
LAFS: 6.W.1.3.a–e, 6.W.2.4, 6.W.2.5, 6.W.2.6, 6.L.1.1.b–c, 6.L.3.5.a
Instruction Coach
Lesson 5: Writing Fictional Narratives
- Student Edition pp. 76–78
- Teacher’s Manual pp. 65–67
Skills
✔ Write a Fictional Narrative
✔ Plot Elements
Writing Process: Steps 2, 3
Read SE p. 76 with students to help them understand how the writer of the Mentor Text organized the parts of the plot. 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 Speaking and Listening project, TM pp. 88–90.
# Unit: Writing Fictional Narratives

## Week 16

### Day 1

**LESSON FOCUS**

LAFS: 6.W.1.3.a–e, 6.W.2.4, 6.W.2.5, 6.W.2.6, 6.L.1.1.b–c, 6.L.3.5.a  
**Instruction Coach**  
Lesson 5: Writing Fictional Narratives  
- Student Edition pp. 78–81  
- Teacher’s Manual pp. 65–67  

**Skills**

✔ Writing Fictional Narratives  
✔ Plot elements  
✔ Dialogue  

**Writing Process:** Steps 3, 4  
With students, read the Writer’s Craft section, SE p. 78. Have students share their efforts to use dialogue. Then read SE pp. 78–80.  

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** For students who need extra support with SE p. 79–80, spend less time on pp. 77–78. Model responses for the Try It sections.  
- **Performance Coach** Have students complete the Coached Example, SE pp. 265–266.

## Day 2

**LESSON FOCUS**

LAFS: 6.W.1.3.a–e, 6.W.2.4, 6.W.2.5, 6.W.2.6, 6.L.1.1.b–c, 6.L.3.5.a  
**Instruction Coach**  
Lesson 5: Writing Fictional Narratives  
- Student Edition pp. 80–85  
- Teacher’s Manual pp. 68–69  

**Skills**

✔ Revise a Fictional Narrative  
✔ Sensory Language  

**Writing Process:** Steps 4, 5  
Allow time for students to complete their Peer Reviews and record their peer comments before they begin to revise. Read SE p. 84–85.  

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Identify parts of the plot that students should revise to make their writing stronger. Model Think Alouds about the plot elements, to demonstrate how to talk about writing.  
- **Performance Coach** Have students complete the Lesson Practice, SE pp. 270–277.

## Day 3

**LESSON FOCUS**

**Instruction Coach**  
Lesson 5: Writing Fictional Narratives  
- Student Edition pp. 86–89  
- Teacher’s Manual pp. 69–70  

**Skills**

✔ Pronouns: Avoiding Shifts in Number or Person  
✔ Edit a Fictional Narrative  

**Writing Process:** Steps 5, 6  
Read SE pp. 86–87. Provide time for students to finish revising and begin editing.  

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Have students read aloud portions of their writing. Model Think Alouds about the plot elements, to demonstrate how to talk about writing.  
- **Instruction Coach** Speaking and Listening project, TM pp. 88–90.

## Day 4

**LESSON FOCUS**

LAFS: 6.W.1.3.a–e, 6.W.2.4, 6.W.2.5, 6.W.2.6, 6.L.1.1.b–c, 6.L.3.5.a  
**Instruction Coach**  
Lesson 5: Writing Fictional Narratives  
- Student Edition pp. 86–90  
- Teacher’s Manual pp. 70–71  

**Skills**

✔ Pronouns: Avoiding Shifts in Number or Person  
✔ Write a Fictional Narrative  

**Writing Process:** Steps 6, 7  
Read SE pp. 86–87. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 90.  

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Use SE pp. 79–89 as a springboard for students to discuss strategies for improving parts of the plot in their writing.  
- **Instruction Coach** Speaking and Listening project, TM pp. 88–90.

## Day 5

**PUBLISH AND ASSESS OPTIONS:**

**Instruction Coach**

- Benchmark Assessment 2  
  - Teacher’s Manual p. 71  
  - Skills:  ✔ Write Fictional Narrative  
  - Writing Process: Step 7  
  - This stage of the process should allow students to share their writing in a meaningful way. If possible, designate a time and/or space for reading aloud, posting or displaying writing, and sharing with family members and/or the school community.  

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Students may use alternative media for their writing, especially if it includes images and text features.  
- **Performance Coach** Have accelerating students complete the Lesson Practice, SE pp. 270–279.  
- **Instruction Coach** Review Answers to Benchmark Assessment 2 with students.
<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit: Reading Scientific and Technical Texts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LESSON FOCUS</strong></td>
<td><strong>LESSON FOCUS</strong></td>
<td><strong>LESSON FOCUS</strong></td>
<td><strong>LESSON FOCUS</strong></td>
<td><strong>LESSON FOCUS</strong></td>
</tr>
<tr>
<td>LAFS: 68.RST.2.4, 68.RST.2.5, 68.RST.3.7, 68.RST.3.8, 6.6.RST.1.1</td>
<td>LAFS: 68.RST.2.5, 68.RST.3.7, 6.6.RST.1.1</td>
<td>LAFS: 68.RST.2.4, 68.RST.2.5, 68.RST.3.7, 6.6.RST.1.1</td>
<td>LAFS: 68.RST.2.4, 68.RST.2.5, 68.RST.3.7, 6.6.RST.1.1</td>
<td>LAFS: 68.RST.2.4, 68.RST.2.5, 68.RST.3.7, 6.6.RST.1.1</td>
</tr>
<tr>
<td><strong>Instruction Coach</strong></td>
<td><strong>Instruction Coach</strong></td>
<td><strong>Instruction Coach</strong></td>
<td><strong>Instruction Coach</strong></td>
<td><strong>Instruction Coach</strong></td>
</tr>
<tr>
<td>Lesson 7: Reading Scientific and Technical Texts</td>
<td>Lesson 7: Reading Scientific and Technical Texts</td>
<td>Lesson 7: Reading Scientific and Technical Texts</td>
<td>Lesson 7: Reading Scientific and Technical Texts</td>
<td>Lesson 7: Reading Scientific and Technical Texts</td>
</tr>
<tr>
<td>Skills</td>
<td>Skills</td>
<td>Skills</td>
<td>Skills</td>
<td>Skills</td>
</tr>
<tr>
<td>✔ Analyze Scientific and Technical Texts</td>
<td>✔ Analyze Scientific and Technical Texts</td>
<td>✔ Analyze Scientific and Technical Texts</td>
<td>✔ Analyze Scientific and Technical Texts</td>
<td>✔ Analyze Scientific and Technical Texts</td>
</tr>
<tr>
<td><strong>Listen and Learn</strong></td>
<td><strong>Listen and Learn</strong></td>
<td><strong>Listen and Learn</strong></td>
<td><strong>Listen and Learn</strong></td>
<td><strong>Listen and Learn</strong></td>
</tr>
<tr>
<td>Journey to Earth’s Center</td>
<td>Journey to Earth’s Center</td>
<td>Journey to Earth’s Center</td>
<td>Journey to Earth’s Center</td>
<td>Journey to Earth’s Center</td>
</tr>
<tr>
<td>Introduce scientific and technical texts and discuss questions, SE p. 105 and TM p. 95, focusing on the Essential Question, How does visual information help the reader to understand scientific and technical texts? Then read Journey to Earth’s Center with students.</td>
<td>Introduce scientific and technical texts and discuss questions, SE p. 110 and TM p. 99, focusing on the Essential Question, How does visual information help the reader to understand scientific and technical texts? Then read Journey to Earth’s Center with students.</td>
<td>Introduce scientific and technical texts and discuss questions, SE p. 112 and TM p. 101, focusing on the Essential Question, How does visual information help the reader to understand scientific and technical texts? Then read Journey to Earth’s Center with students.</td>
<td>Introduce scientific and technical texts and discuss questions, SE p. 115 and TM p. 105, focusing on the Essential Question, How does visual information help the reader to understand scientific and technical texts? Then read Journey to Earth’s Center with students.</td>
<td>Introduce scientific and technical texts and discuss questions, SE p. 116 and TM p. 106, focusing on the Essential Question, How does visual information help the reader to understand scientific and technical texts? Then read Journey to Earth’s Center with students.</td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
</tr>
<tr>
<td>- <strong>Instruction Coach</strong> Teach scientific and technical text features in Journey to the Earth’s Center, noting and listing text features, graphs, charts, or diagrams.</td>
<td>- <strong>Instruction Coach</strong> Teach scientific and technical text features in Journey to the Earth’s Center, noting and listing text features, graphs, charts, or diagrams.</td>
<td>- <strong>Instruction Coach</strong> Teach scientific and technical text features in Journey to the Earth’s Center, noting and listing text features, graphs, charts, or diagrams.</td>
<td>- <strong>Instruction Coach</strong> Teach scientific and technical text features in Journey to the Earth’s Center, noting and listing text features, graphs, charts, or diagrams.</td>
<td>- <strong>Instruction Coach</strong> Teach scientific and technical text features in Journey to the Earth’s Center, noting and listing text features, graphs, charts, or diagrams.</td>
</tr>
<tr>
<td>- <strong>Instruction Coach</strong> Reread Journey to Earth’s Center, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.</td>
<td>- <strong>Instruction Coach</strong> Reread Journey to Earth’s Center, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.</td>
<td>- <strong>Instruction Coach</strong> Reread Journey to Earth’s Center, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.</td>
<td>- <strong>Instruction Coach</strong> Reread Journey to Earth’s Center, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.</td>
<td>- <strong>Instruction Coach</strong> Reread Journey to Earth’s Center, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.</td>
</tr>
<tr>
<td>- <strong>Instruction Coach</strong> Use Speaking and Listening Project, TM pp. 104–106 during this unit.</td>
<td>- <strong>Instruction Coach</strong> Use Speaking and Listening Project, TM pp. 104–106 during this unit.</td>
<td>- <strong>Instruction Coach</strong> Use Speaking and Listening Project, TM pp. 104–106 during this unit.</td>
<td>- <strong>Instruction Coach</strong> Use Speaking and Listening Project, TM pp. 104–106 during this unit.</td>
<td>- <strong>Instruction Coach</strong> Use Speaking and Listening Project, TM pp. 104–106 during this unit.</td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
</tr>
<tr>
<td>- <strong>Instruction Coach</strong> Teach vocabulary and guide students through Vocabulary, SE p. 111. Use highlighted words in Geothermal Heating and Cooling to reinforce meanings.</td>
<td>- <strong>Instruction Coach</strong> Teach vocabulary and guide students through Vocabulary, SE p. 111. Use highlighted words in Geothermal Heating and Cooling to reinforce meanings.</td>
<td>- <strong>Instruction Coach</strong> Teach vocabulary and guide students through Vocabulary, SE p. 111. Use highlighted words in Geothermal Heating and Cooling to reinforce meanings.</td>
<td>- <strong>Instruction Coach</strong> Teach vocabulary and guide students through Vocabulary, SE p. 111. Use highlighted words in Geothermal Heating and Cooling to reinforce meanings.</td>
<td>- <strong>Instruction Coach</strong> Teach vocabulary and guide students through Vocabulary, SE p. 111. Use highlighted words in Geothermal Heating and Cooling to reinforce meanings.</td>
</tr>
<tr>
<td>- <strong>Instruction Coach</strong> Reread Geothermal Heating and Cooling, guiding students to note text structure. Create a chart showing the text structure.</td>
<td>- <strong>Instruction Coach</strong> Reread Geothermal Heating and Cooling, guiding students to note text structure. Create a chart showing the text structure.</td>
<td>- <strong>Instruction Coach</strong> Reread Geothermal Heating and Cooling, guiding students to note text structure. Create a chart showing the text structure.</td>
<td>- <strong>Instruction Coach</strong> Reread Geothermal Heating and Cooling, guiding students to note text structure. Create a chart showing the text structure.</td>
<td>- <strong>Instruction Coach</strong> Reread Geothermal Heating and Cooling, guiding students to note text structure. Create a chart showing the text structure.</td>
</tr>
<tr>
<td>- <strong>Performance Coach</strong> Have accelerating students read SE pp. 110–112 and identify the text structures also used in Journey to Earth’s Center and Geothermal Heating and Cooling.</td>
<td>- <strong>Performance Coach</strong> Have accelerating students read SE pp. 110–112 and identify the text structures also used in Journey to Earth’s Center and Geothermal Heating and Cooling.</td>
<td>- <strong>Performance Coach</strong> Have accelerating students read SE pp. 110–112 and identify the text structures also used in Journey to Earth’s Center and Geothermal Heating and Cooling.</td>
<td>- <strong>Performance Coach</strong> Have accelerating students read SE pp. 110–112 and identify the text structures also used in Journey to Earth’s Center and Geothermal Heating and Cooling.</td>
<td>- <strong>Performance Coach</strong> Have accelerating students read SE pp. 110–112 and identify the text structures also used in Journey to Earth’s Center and Geothermal Heating and Cooling.</td>
</tr>
</tbody>
</table>

Duplicating any part of this book is prohibited by law. © 2015 School Specialty, Inc.
### LESSON FOCUS

**Support Coach**

**Lesson 7: Scientific Texts**

- **Skills**
  - Cause and Effect
  - Text Structure
  - Cause and Effect
  - Recognize Scientific Texts
  - Science Terms and Symbols

- **Opals: Rainbows in Stone**
  - Discuss scientific nonfiction and the skills that will be reviewed, SE p. 149, Review Cause and Effect, SE p. 150.
  - Read the passage (first read). Have students complete the Cause and Effect Chart, SE p. 281.

- **DIFFERENTIATION OPTIONS**
  - **Support Coach**
    - Review Try It, SE p. 151. Reread Opals: Rainbows in Stone with the **first read** annotations, showing students that these focus on cause and effect.
    - Guide students to complete the Cause and Effect Chart.
  - **Support Coach**
    - Use Supporting Struggling Learners scaffolding, TM p. 136. Help students understand the organization of Opals by guiding them through the information.
  - **Support Coach**
    - As an alternate, use Lesson 8: Technical Texts.

### LESSON FOCUS

**Support Coach**

**Lesson 7: Scientific Texts**

- **Skills**
  - Text Structure
  - Cause and Effect
  - Recognize Scientific Texts
  - Science Terms and Symbols

- **Opals: Rainbows in Stone**
  - Review Scientific Texts, SE p. 151 and TM p. 133. Read the passage (second read). Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 282 and TM p. 139.

- **DIFFERENTIATION OPTIONS**
  - **Support Coach**
    - Review Try It, SE p. 151. Reread Opals: Rainbows in Stone with the **first read** annotations, showing students that these focus on cause and effect.
    - Guide students to complete the Close Reading Worksheet.
  - **Support Coach**
    - Focus on domain-specific terms and concepts in Opals using Word Study and Supporting ELLs, TM p. 159. Preview Vocabulary, SE p. 157.

### LESSON FOCUS

**Support Coach**

**Lesson 7: Scientific Texts**

- **Skills**
  - Word Relationships
  - Recognize Scientific Texts
  - Write a Response

- **Opals: Rainbows in Stone**
  - Read the passage (third read). Then have students complete the Close Reading Worksheet, SE p. 282, TM p. 139. Follow with Vocabulary, SE p. 157 and TM p. 138.

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

---

**Week 18**

**Unit: Reading Scientific and Technical Texts**

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
</table>
| **LESSON FOCUS**
  **LAFS: 6.RST.1.1, 68.RST.2.4, 68.RST.2.5, 68.RST.2.6, 68.RST.3.7**
  **Instruction Coach Independent Leveled Practice Resource Book**
  **Lesson 7: Reading Scientific and Technical Texts**
  - **Support Coach**
    - Student Edition pp. 149, 150, 152–156, 281
    - Teacher’s Manual pp. 131, 132, 134–139

| **Skills**
- Analyze Scientific and Technical Texts
- Science Terms and Symbols
- Text Structure
- Integrate Visual Information
- Engage in Collaborative Discussion
Read on Your Own

- **Arctic Survival**
  - 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 text structure and show the relationships between text structure and the scientific concepts and explain them to each other.
## Unit: Reading Scientific and Technical Texts

### LESSON FOCUS

**LAFS: 6.RI.2.4, 6.L.3.6, 68.RST.2.4**

**Support Coach**

**Lesson 7: Scientific Texts**

- **Student Edition pp. 158–165, 283**
- **Teacher’s Manual pp. 140–147**

**Skills**
- Recognize Scientific Texts
- Close Reading

**Rapa Nui: Island of Mystery**


### DIFFERENTIATION OPTIONS

- **Support Coach** Review Try It, SE p. 159, TM p. 141. Reread Rapa Nui with the second read annotations, showing students that these focus on integrating visual information. Guide students to complete the Visual Information Chart.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 141, to understand how the visuals and text work together.
- **Support Coach** Have students list scientific and technical terms on one side of a chart and write related terms that they know on the other side.

### LESSON FOCUS

**LAFS: 6.RI.3.7, 68.RST.3.7**

**Support Coach**

**Lesson 7: Scientific Texts**

- **Student Edition pp. 166–167**
- **Teacher’s Manual pp. 148–149**

**Skills**
- Recognize Scientific Texts
- Close Reading
- Write a response

Respond to Text: Review SE p. 166 and discuss the writing task on p. 167 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.
- **Performance Coach** To review author’s purpose and text structure, have students complete Lesson Practice, SE pp. 117–123.

### LESSON FOCUS

**LAFS: 6.RI.3.7, 68.RST.3.7**

**Support Coach**

**Lesson 7: Scientific Texts**

- **Student Edition pp. 166–167**
- **Teacher’s Manual pp. 148–149**

**Skills**
- Recognize Scientific Texts
- Close Reading
- Write a response

### DIFFERENTIATION OPTIONS

- **Performance Coach** To review author’s purpose and point of view, have students complete Lesson Practice, SE pp. 131–135.

### REVIEW

**LAFS: 68.RST.1.1, 68.RST.2.4, 68.RST.2.5, 68.RST.2.6, 68.RST.3.7**

**Instruction Coach**

**Lesson 7: Reading Scientific and Technical Texts**

- **Student Edition p. 105**
- **Teacher’s Manual p. 93**

**Skills**
- Analyze Scientific Texts
- Text Structure
- Graphics
- Technical Meanings

Listen and Learn

Review and discuss the Essential Question on TM p. 93 and the following skills:
- identifying scientific and technical texts and their characteristics
- determining structure and purpose of a text
- understanding the role of graphics

### DIFFERENTIATION OPTIONS

- **Performance Coach** Do shared writing with students in Lesson Practice, SE pp. 135 (item 6).
- **Support Coach** Review answers to Benchmark Assessment X with students.
## Unit: Reading Persuasive Nonfiction

### LESSON FOCUS

**LAFS: 6.RI.2.6, 6.RI.3.8, 68.RH.2.6, 68.RST.3.8**

**Instruction Coach**

Lesson 11: Reading Persuasive Nonfiction

- **Skills**
  - Recognize Persuasive Nonfiction
  - Engage in Collaborative Discussion

- **DIFFERENTIATION OPTIONS**
  - **Instruction Coach** Teach technical text features in Co-ed Conflict, SE pp. 184–187, TE pp. 158–161, noting and listing text features, including page design.
  - **Instruction Coach** Reread Co-ed Conflict, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
  - **Instruction Coach** Use Speaking and Listening Project, TM pp. 184–186, during this unit.

### LESSON FOCUS

**LAFS: 6.RI.2.6, 6.RI.3.8, 68.RH.2.6, 68.RST.3.8**

**Instruction Coach**

Lesson 11: Reading Persuasive Nonfiction

- **Skills**
  - Recognize Persuasive Nonfiction
  - Author’s Purpose
  - Point of View
  - Evaluate Evidence

- **DIFFERENTIATION OPTIONS**
  - **Instruction Coach** Teach cause and effect in Should Columbus Day Be Renamed, and guide students through Comprehension Check, SE pp. 194 and TM p. 166.
  - **Instruction Coach** Teach vocabulary and guide students through SE p. 189. Use highlighted words in Should Columbus Day Be Renamed to reinforce meanings.
  - **Performance Coach** Have accelerating students read SE pp. 90–92 and identify the persuasive techniques also used in Co-ed Conflict and Should Columbus Day Be Renamed.

### LESSON FOCUS

**LAFS: 6.RI.2.6, 6.RI.3.8, 68.RH.2.6, 68.RST.3.8**

**Instruction Coach**

Lesson 11: Reading Persuasive Nonfiction

- **Skills**
  - Author’s Purpose
  - Point of View

- **DIFFERENTIATION OPTIONS**
  - **Instruction Coach** Reread Should Columbus Day Be Renamed, guiding students to note pro and con arguments. Create a pro and con argument chart.
  - **Instruction Coach** Reread Should Columbus Day Be Renamed, and guide students as they unpack the arguments.
  - **Performance Coach** Have accelerating students work in pairs to do Coached Example, SE pp. 85–89.
# Unit: Reading Persuasive Nonfiction

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 6.RI.2.6, 6.RI.3.8, 68.RH.2.6, 68.RH.3.8&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 11: Reading Persuasive Nonfiction&lt;br&gt;<strong>Skills</strong>&lt;br&gt;- Author’s Purpose&lt;br&gt;- Point of View&lt;br&gt;- Evaluate Evidence&lt;br&gt;- Engage in Collaborative Discussion&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;- Instruction Coach Independent Leveled Practice Resource Book Teach challenging vocabulary. Then students choose one word and write about its meaning in the text.&lt;br&gt;- Instruction Coach Independent Leveled Practice Resource Book Have students identify arguments and the author’s purpose and explain them to each other.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 6.RI.3.8&lt;br&gt;<strong>Support Coach</strong>&lt;br&gt;Lesson 9: Persuasive Nonfiction&lt;br&gt;<strong>Skills</strong>&lt;br&gt;- Author’s Purpose&lt;br&gt;- Point of View&lt;br&gt;- Evaluate Evidence&lt;br&gt;- Engage in Collaborative Discussion&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;- Support Coach Review Try It, SE p. 200 and TE p. 177 Reread Technology with the first read annotations, showing students that these focus on author’s point of view and purpose.&lt;br&gt;- Support Coach Use Supporting Struggling Learners scaffolding, TM pp. 176. Help students understand the arguments of Technology by guiding them to understand the difference between the author’s purpose and point of view.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 6.RI.3.8&lt;br&gt;<strong>Support Coach</strong>&lt;br&gt;Lesson 9: Persuasive Nonfiction&lt;br&gt;<strong>Skills</strong>&lt;br&gt;- Word Relationships&lt;br&gt;- Recognize Persuasive Nonfiction&lt;br&gt;- Close Reading&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;- Support Coach Review Try It, SE p. 201 and TE p. 177 Reread Technology with the second read annotations, showing students that these focus on author’s argument. Guide students to complete the Supporting Evidence Chart, SE p. 290.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 6.RI.2.6, 6.RI.3.8, 6.L.3.5.b&lt;br&gt;<strong>Support Coach</strong>&lt;br&gt;Lesson 9: Persuasive Nonfiction&lt;br&gt;<strong>Skills</strong>&lt;br&gt;- Word Relationships&lt;br&gt;- Recognize Persuasive Nonfiction&lt;br&gt;- Close Reading&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;- Support Coach Review Try It, SE p. 208 and TM p. 184. Reread Thank You, Technology with the third read annotations, focusing on drawing conclusions. Guide students to complete the Connotations Chart p. 291.&lt;br&gt;- Support Coach Use Supporting Struggling Learners scaffolding, TM p. 189. Help students understand the connotation and denotation of words in Thank You, Technology by having them consider the tone of the sentences.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 6.RI.2.4, 6.L.3.5.c&lt;br&gt;<strong>Support Coach</strong>&lt;br&gt;Lesson 9: Persuasive Nonfiction&lt;br&gt;<strong>Skills</strong>&lt;br&gt;- Denotation and Connotation&lt;br&gt;- Recognize Persuasive Nonfiction&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;- Support Coach Review Try It, SE p. 208 and TM p. 184. Reread Thank You, Technology with the first read annotations, showing students that these focus on author’s purpose and point of view.</td>
</tr>
</tbody>
</table>
### Unit: Reading Persuasive Nonfiction

#### Lesson 9: Persuasive Nonfiction

**LESSON FOCUS**

LAFS: 6.RI.3.8, 68.RH.2.6, 6L.3.4.b

**Support Coach**

Lesson 9: Persuasive Nonfiction
- Student Edition pp. 209–215, 292
- Teacher’s Manual pp. 186–193
- Skills
  - Evaluate Author’s Claims
  - Greek prefixes
  - Close Reading
- **DIFFERENTIATION OPTIONS**
  - Support Coach Review Try It, SE p. 209. Reread Thank You, Technology with the second read annotations, showing students that these focus on author's claims. Guide students to complete the Close Reading Worksheet, p. 292.
  - Support Coach Have students write other words containing the Greek prefixes.

**LESSON FOCUS**

LAFS: 6.RI.3.8, 68.RH.2.6, 6L.3.4.b

**Support Coach**

Lesson 9: Persuasive Nonfiction
- Student Edition pp. 209–215, 292
- Teacher’s Manual pp. 186–193
- Skills
  - Evaluate Author’s Claims
  - Greek prefixes
  - Author’s Argument
  - Close Reading
- **DIFFERENTIATION OPTIONS**
  - Support Coach Have students read [second read] Bring Back the Band, SE pp. 218–220.
  - Performance Coach Use Language Spotlight, SE p. 84 and TE p. 28, to teach persuasive language. Have students choose a vocabulary word to write about.

**LESSON FOCUS**

LAFS: 6.RI.2.5, 6.RI.3.9, 6.W.2.4

**Support Coach**

Lesson 9: Persuasive Nonfiction
- Student Edition pp. 216–217
- Teacher’s Manual pp. 192–193
- Skills
  - Compare and Contrast Methods of Argument
  - Close Reading
  - Write about Persuasive Text
- **DIFFERENTIATION OPTIONS**
  - Support Coach Guide students through Respond to Text using support, TM pp. 192–193. Have them work with partners and write.
  - Support Coach Have students read [second read] Bring Back the Band, SE pp. 218–220.

**LESSON FOCUS**

LAFS: 6.RI.2.6, 6.RI.3.8, 68.RH.2.6, 68.RST.3.8

**Instruction Coach**

Lesson 11: Reading Persuasive Nonfiction
- Student Edition p. 183
- Teacher’s Manual p. 157
- Skills
  - Author’s Purpose
  - Reasoned Judgments
  - Author’s Point of View
  - Author’s Argument
  - **DIFFERENTIATION OPTIONS**
    - Performance Coach To practice listening to persuasive presentations, have students complete lesson practice SE pp. 308–311, listening and responding to questions.
    - Support Coach Review answers to Quiz 9 with students.

**REVIEW**

LAFS: 6.RI.2.6, 6.RI.3.8, 68.RH.2.6, 68.RST.3.8

**Instruction Coach**

Lesson 11: Reading Persuasive Nonfiction
- Student Edition p. 183
- Teacher’s Manual p. 157
- Skills
  - Author’s Purpose
  - Reasoned Judgments
  - Author’s Point of View
  - Author’s Argument
  - **DIFFERENTIATION OPTIONS**
    - Performance Coach To practice listening to persuasive presentations, have students complete lesson practice SE pp. 308–311, listening and responding to questions.
    - Support Coach Review answers to Quiz 9 with students.

**Review and Assess Options:**

- **Support Coach Quiz 9**
  - Student Edition pp. 218–222
  - Teacher’s Manual p. 195
  - Skills
    - Author’s Point of View
    - Author’s Argument
    - Greek Prefixes
    - Denotation and Connotation
    - Use Word Relationships
    - Evaluate Author’s Claims

- **Support Coach Lesson 9: Persuasive Nonfiction**
  - Read on Your Own Bring Back the Band
  - Review Comprehension Check, SE pp. 218–222. Have students share answers and discuss the text, pointing out evidence that they find.

**DIFFERENTIATION OPTIONS**

- **Support Coach**
  - Review Try It, SE p. 209. Reread Thank You, Technology with the second read annotations, showing students that these focus on author's claims. Guide students to complete the Close Reading Worksheet, p. 292.
  - Have students write other words containing the Greek prefixes.

**DIFFERENTIATION OPTIONS**

- **Support Coach**
  - Guide students through Respond to Text using support, TM pp. 192–193. Have them work with partners and write.
  - Have students read [second read] Bring Back the Band, SE pp. 218–220.

**DIFFERENTIATION OPTIONS**

- **Support Coach**
  - Guide students through Respond to Text using support, TM pp. 192–193. Have them work with partners and write.
  - Have students read [second read] Bring Back the Band, SE pp. 218–220.

**DIFFERENTIATION OPTIONS**

- **Support Coach**
  - Guide students through Respond to Text using support, TM pp. 192–193. Have them work with partners and write.
  - Have students read [third read] Bring Back the Band, SE pp. 218–220.

**DIFFERENTIATION OPTIONS**

- **Support Coach**
  - Guide students through Respond to Text using support, TM pp. 192–193. Have them work with partners and write.
  - Have students read [third read] Bring Back the Band, SE pp. 218–220.
### Unit: Writing Informative Texts

#### Lesson 8: Writing Informative Texts

**LAFS: 6.W.1.2.a-f, 6.SL.1.1**

**Instruction Coach**

**Lesson 8: Writing Informative Texts**

- **Student Edition pp. 117–118**
- **Teacher’s Manual pp. 111–112**

**Skills**

- Write Informative Texts
- Engage in Collaborative Discussion

---

#### DIFFERENTIATION OPTIONS

- **Instruction Coach** Use notes, TM p. 110, to introduce the purpose and audience for an informative text.
- **Instruction Coach** Review Journey to Earth's Center, SE pp. 42–47 and TM pp. 32–37 and identify and discuss the introduction, body, and conclusion of that text.

---

#### LESSON FOCUS

**LAFS: 6.W.1.2.a-f, 6.SL.1.1**

**Instruction Coach**

**Lesson 8: Writing Informative Texts**

- **Student Edition pp. 119–120**
- **Teacher’s Manual pp. 111–112**

**Skills**

- Write Informative Texts
- Analyze a Mentor Text
- Read aloud the Mentor Text, TM p. 111–112, using the annotations. Help students analyze the text and mark up as noted.

---

#### DIFFERENTIATION OPTIONS

- **Instruction Coach** Use the graphic on SE p. 118 and TM p. 110 to help students understand the characteristics and structure of informative text.
- **Instruction Coach** Have students use the introduction, body, and conclusion of the Mentor Text.
- **Instruction Coach** Have students complete SE pp. 124–125 with students who need extra support.

---

#### LESSON FOCUS

**LAFS: 6.W.1.2.a-f**

**Instruction Coach**

**Lesson 8: Writing Informative Texts**

- **Student Edition pp. 120–121**
- **Teacher’s Manual pp. 112–113**

**Skills**

- Write Informative Texts
- Introduce the Topic
- Facts, Details, and Examples
- Academic Vocabulary
- Context Clues
- Analyze a Mentor Text
- Discuss the Think About It questions, SE p. 120 and TM p. 112
- Focus on what makes this text a good model for study. Then read the Vocabulary Study and have students complete SE p. 121.

---

#### DIFFERENTIATION OPTIONS

- **Instruction Coach** Model using a dictionary to look up the academic vocabulary words.
- **Instruction Coach** Have students complete SE pp. 124–125 with students who need extra support.
- **Instruction Coach** Have students complete the Coached Example, SE pp. 234–236.

---

#### LESSON FOCUS

**LAFS: 6.W.1.2.a-f, 6.SL.1.1**

**Instruction Coach**

**Lesson 8: Writing Informative Texts**

- **Student Edition pp. 122–123**
- **Teacher’s Manual pp. 114–116**

**Skills**

- Write Informative Texts
- Order Facts, Details, and Examples
- Academic Vocabulary
- Context Clues
- Take Notes on Research

---

#### LESSON FOCUS

**LAFS: 6.W.1.2.a-f, 6.SL.1.1**

**Instruction Coach**

**Lesson 8: Writing Informative Texts**

- **Student Edition pp. 130–132**
- **Teacher’s Manual pp. 117–118**

**Skills**

- Write Informative Texts
- Order Facts, Details, and Examples

---

#### LESSON FOCUS

**LAFS: 6.W.1.2.a-f, 6.SL.1.1**

**Instruction Coach**

**Lesson 8: Writing Informative Texts**

- **Student Edition pp. 131–132**

---

#### DIFFERENTIATION OPTIONS

- **Instruction Coach** Allow time for students to draft independently or in pairs. Conference with students who need extra support.
- **Instruction Coach** Have students complete the Lesson Practice, SE pp. 237–239.
## Unit: Writing Informative Texts

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON FOCUS</strong></td>
<td><strong>LESSON FOCUS</strong></td>
<td><strong>LESSON FOCUS</strong></td>
<td><strong>LESSON FOCUS</strong></td>
<td><strong>PUBLISH AND ASSESS OPTIONS:</strong></td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td><strong>Skills</strong></td>
<td><strong>Skills</strong></td>
<td><strong>Skills</strong></td>
<td><strong>Skills</strong></td>
</tr>
<tr>
<td>✔ Write Informative Text</td>
<td>✔ Revise Informative Text</td>
<td>✔ Spelling</td>
<td>✔ Write an Informative Text</td>
<td>✔ Write an Informative Text</td>
</tr>
<tr>
<td>✔ Transition Words and Phrases</td>
<td>✔ Facts, Details, and Examples</td>
<td>✔ Edit Informative Text</td>
<td>✔ Writing Process, Step 7</td>
<td>✔ Writing Process, Step 7</td>
</tr>
<tr>
<td>Writing Process, Steps 3, 4</td>
<td>✔ Transition Words</td>
<td>✔ Using Consistent Style and Tone</td>
<td>This stage of the process should allow students to share their writing in a meaningful way. If possible, designate a time and/or space for reading aloud, posting or displaying writing, and sharing with family members and/or the school community.</td>
<td></td>
</tr>
<tr>
<td>With students, read the Writer’s Craft section, SE p. 132. Have students share their efforts to use linking words. Then read SE pp. 138–139 with students.</td>
<td>Writing Process, Steps 4, 5</td>
<td>Allow time for students to complete their Peer Reviews and record their peer comments before they begin to revise. Read SE pp. 138–139 with students.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
</tr>
<tr>
<td>❌ Instruction Coach</td>
<td>❌ Instruction Coach</td>
<td>❌ Instruction Coach</td>
<td>❌ Instruction Coach</td>
<td>❌ Instruction Coach</td>
</tr>
<tr>
<td>For students who need extra support with SE pp. 134–135, spend less time on pp. 132–133. Model responses for Try It sections.</td>
<td>Identify sentences that students should revise in order to improve the introduction; the facts, details, or examples; transitions; or conclusion. Provide students with support as they revise.</td>
<td>Use SE pp. 130–140 as a springboard for students to discuss strategies for improving specific sentences in their writing.</td>
<td>Use SE pp. 130–140 as a springboard for students to discuss strategies for improving specific sentences in their writing.</td>
<td>Students may use alternative media for their writing, especially if it includes images and text features.</td>
</tr>
<tr>
<td>❌ Performance Coach</td>
<td>❌ Performance Coach</td>
<td>❌ Performance Coach</td>
<td>❌ Performance Coach</td>
<td>❌ Performance Coach</td>
</tr>
<tr>
<td>Have students complete the Coached Example, SE pp. 295–297.</td>
<td>Have students complete the Lesson Practice, SE pp. 298–299.</td>
<td>Have students complete the Lesson Practice, SE pp. 298–301.</td>
<td>Have accelerating students complete the Lesson Practice, SE pp. 298–301.</td>
<td>Have accelerating students complete the Lesson Practice, SE pp. 298–301.</td>
</tr>
</tbody>
</table>

**LESSON FOCUS**

LAFS: 6.W.2.6, 6.SL.1.1

**Instruction Coach**

Lesson 8: Writing Informative Texts

- **Student Edition pp. 142–143**

**Skills**

- ✔ Spelling
- ✔ Using Consistent Style and Tone

**DIFFERENTIATION OPTIONS**

- ❌ Instruction Coach
- ❌ Performance Coach

- Students may use alternative media for their writing, especially if it includes images and text features.
<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit: Reading Poetry</strong></td>
<td><strong>Unit: Reading Poetry</strong></td>
<td><strong>Unit: Reading Poetry</strong></td>
<td><strong>Unit: Reading Poetry</strong></td>
<td><strong>Unit: Reading Poetry</strong></td>
</tr>
<tr>
<td><strong>LESSON FOCUS</strong> LAFS: 6.RL.2.4, 6.RL.2.5, 6.W.2.4 <strong>Instruction Coach</strong> Lesson 9: Reading Poetry <strong>Instruction Coach</strong> <strong>Skills</strong>  ✔ Poetry  ✔ Engage in Collaborative Discussions <strong>Listen and Learn Two Rivers</strong> Introduce poems and discuss questions, TM p. 131, focusing on the Essential Question, How do the themes in poetry help you gain a deeper understanding of nature and life in general? Then read Two Rivers with students. <strong>DIFFERENTIATION OPTIONS</strong>  ● <strong>Instruction Coach</strong> Teach poetic features in Two Rivers, noting and listing poetic features, including stanzas and theme.  ● <strong>Instruction Coach</strong> Reread Two Rivers, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.</td>
<td><strong>LESSON FOCUS</strong> LAFS: 6.RL.2.4, 6.RL.2.5 <strong>Instruction Coach</strong> Lesson 9: Reading Poetry <strong>Instruction Coach</strong> <strong>Skills</strong>  ✔ Poetry  ✔ Poetic Content  ✔ Stanzas and Theme  ✔ Engage in Collaborative Discussions <strong>Listen and Learn Two Rivers</strong> Reread the poem, SE pp. 146–147, with students, using Think Alouds. Use Poetic Content Think Aloud to focus strategy instruction, TM p. 132. Then have students complete the Comprehension Check on poetic content, SE p. 148. <strong>DIFFERENTIATION OPTIONS</strong>  ● <strong>Instruction Coach</strong> Reread Two Rivers, SE pp. 146–147, noting poetic features and their purposes. Complete the list of poetic features used.  ● <strong>Instruction Coach</strong> Preview and teach the vocabulary words, SE p. 149.</td>
<td><strong>LESSON FOCUS</strong> LAFS: 6.RL.2.4, 6.RL.2.5 <strong>Instruction Coach</strong> Lesson 9: Reading Poetry <strong>Instruction Coach</strong> <strong>Skills</strong>  ✔ Poetry  ✔ Poetic Content  ✔ Figurative Language  ✔ Vocabulary  ✔ Engage in Collaborative Discussions <strong>Listen and Learn Two Rivers</strong> Reread the poem, SE pp. 149–154, focusing on the first question, TM p. 135. Then have students complete the Comprehension Check on poetic content, SE pp. 150–152. <strong>DIFFERENTIATION OPTIONS</strong>  ● <strong>Instruction Coach</strong> Teach figurative language in Memory's River, and guide students through Comprehension Check, SE p. 154.  ● <strong>Instruction Coach</strong> Teach vocabulary and guide students through SE p. 149. Use highlighted words in Memory's River to reinforce meanings.  ● <strong>Instruction Coach</strong> Have accelerating students read SE pp. 22–24 and identify the poetic features also used in Two Rivers and Memory's River.  ● <strong>Performance Coach</strong> Have accelerating students work in pairs to do Coached Example, SE pp. 19–21.</td>
<td><strong>LESSON FOCUS</strong> LAFS: 6.RL.2.4, 6.RL.2.5, 6.W.2.4 <strong>Instruction Coach</strong> Lesson 9: Reading Poetry <strong>Instruction Coach</strong> <strong>Skills</strong>  ✔ Poetry  ✔ Poetic Content  ✔ Figurative Language  ✔ Vocabulary  ✔ Engage in Collaborative Discussions <strong>Listen and Learn Two Rivers</strong> Reread Two Rivers, or Memory's River Have students choose a poem and write a paragraph responding to the Essential Question, How do the themes in poetry help you gain a deeper understanding of nature and life in general? Tell them to use two examples of poetic content to support their response. <strong>DIFFERENTIATION OPTIONS</strong>  ● <strong>Instruction Coach</strong> Guide students through Anchor Standard Discussion Questions, SE p. 153. Point out that the first question is about stanzas; the second question is about figurative language.  ● <strong>Instruction Coach</strong> Have students work in pairs to complete the Comprehension Check, SE p. 154.</td>
<td></td>
</tr>
</tbody>
</table>
Unit: Reading Poetry

Lesson 3: Poetry
LAFS: 6.RL.2.4, 6.RL.2.5
Support Coach
Lesson 3: Poetry
- Student Edition pp. 55, 56, 58–60, 265
- Teacher’s Manual pp. 47, 48, 50–53
Skills
✔ Poetry
✔ Poetic Content
✔ Stanzas and Theme
✔ Engage in Collaborative Discussion

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 poetic structures and show the relationships between poetic structures and the poetic content and explain them to each other.

DIFFERENTIATION OPTIONS
- Support Coach Review Try It, SE p. 56. Reread The Glove and the Lions with the annotations, showing students that these focus on figurative language. Guide students to complete the Visualization Chart.
- Support Coach Focus on terms and concepts in The Glove using Word Study and Supporting ELLs, TM pp. 51. Help students understand the words in The Glove by teaching them to use a dictionary and explaining contractions.

DIFFERENTIATION OPTIONS
- Support Coach Review Try It, SE p. 57. Reread The Glove with the annotations, showing students that these focus on figurative language. Guide students to complete the Visualization Chart.
- Support Coach Focus on terms and concepts in The Glove using Word Study and Supporting ELLs, TM pp. 51. Help students understand the words in The Glove by teaching them to use a dictionary and explaining contractions.

DIFFERENTIATION OPTIONS
- Support Coach After discussing the annotations, focusing on the facts shown, have students complete the Close Reading Worksheet.
- Performance Coach Use Discussion Questions, TE p. 6. Review the characteristics of poetry. Have students write about specific structures in the poems they have read.

LESSON FOCUS
LAFS: 6.RL.2.4, 6.RL.2.5
Support Coach
Lesson 3: Poetry
- Student Edition pp. 55, 56, 58–60, 265
- Teacher’s Manual pp. 47, 48, 50–53
Skills
✔ Poetry
✔ Poetic Content
✔ Stanzas and Theme
✔ Engage in Collaborative Discussion

Read On Your Own
The Gladness of Nature/Lines Written in Early Spring/An April Day
Read On Your Own
The Gladness of Nature/Lines Written in Early Spring/An April Day

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 poetic structures and show the relationships between poetic structures and the poetic content and explain them to each other.

DIFFERENTIATION OPTIONS
- Support Coach Review Try It, SE p. 56. Reread The Glove and the Lions with the annotations, showing students that these focus on figurative language. Guide students to complete the Visualization Chart.
- Support Coach Focus on terms and concepts in The Glove using Word Study and Supporting ELLs, TM pp. 51. Help students understand the words in The Glove by teaching them to use a dictionary and explaining contractions.

DIFFERENTIATION OPTIONS
- Support Coach After discussing the annotations, focusing on the facts shown, have students complete the Close Reading Worksheet.
- Performance Coach Use Discussion Questions, TE p. 6. Review the characteristics of poetry. Have students write about specific structures in the poems they have read.

LESSON FOCUS
LAFS: 6.RL.2.4, 6.RL.2.5
Support Coach
Lesson 3: Poetry
- Student Edition pp. 55, 56, 58–60, 265
- Teacher’s Manual pp. 47, 48, 50–53
Skills
✔ Poetry
✔ Poetic Content
✔ Stanzas and Theme
✔ Engage in Collaborative Discussion

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 poetic structures and show the relationships between poetic structures and the poetic content and explain them to each other.

DIFFERENTIATION OPTIONS
- Support Coach Review Try It, SE p. 56. Reread The Glove and the Lions with the annotations, showing students that these focus on figurative language. Guide students to complete the Visualization Chart.
- Support Coach Focus on terms and concepts in The Glove using Word Study and Supporting ELLs, TM pp. 51. Help students understand the words in The Glove by teaching them to use a dictionary and explaining contractions.

DIFFERENTIATION OPTIONS
- Support Coach After discussing the annotations, focusing on the facts shown, have students complete the Close Reading Worksheet.
- Performance Coach Use Discussion Questions, TE p. 6. Review the characteristics of poetry. Have students write about specific structures in the poems they have read.

LESSON FOCUS
LAFS: 6.RL.3.9
Support Coach
Lesson 3: Poetry
- Student Edition pp. 62, 64–66, 267
- Teacher’s Manual pp. 54, 56–59
Skills
✔ Visualize
✔ Recognize Poetry

Duplicating any part of this book is prohibited by law. © 2015 School Specialty, Inc.
### Week 27

#### Unit: Reading Poetry

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON FOCUS</strong></td>
<td><strong>LESSON FOCUS</strong></td>
<td><strong>LESSON FOCUS</strong></td>
<td><strong>LESSON FOCUS</strong></td>
<td><strong>REVIEW AND ASSESS OPTIONS:</strong></td>
</tr>
<tr>
<td><strong>Support Coach</strong></td>
<td><strong>Support Coach</strong></td>
<td><strong>Support Coach</strong></td>
<td><strong>Support Coach</strong></td>
<td><strong>Quiz 3</strong></td>
</tr>
<tr>
<td>Lesson 3: Poetry</td>
<td>Lesson 3: Poetry</td>
<td>Lesson 3: Poetry</td>
<td>Lesson 9: Reading Poetry</td>
<td><strong>Skills</strong></td>
</tr>
<tr>
<td>Skills</td>
<td>Skills</td>
<td>Skills</td>
<td>Skills</td>
<td>✓ Use Dictionaries and Glossaries</td>
</tr>
<tr>
<td>✓ Compare and Contrast Poetic Forms</td>
<td>✓ Compare and Contrast Poetic Forms</td>
<td>✓ Compare and Contrast Reading and Listening to Poetry</td>
<td>✓ Theme</td>
<td>✓ Poetic Structure</td>
</tr>
<tr>
<td>✓ Recognize Poetry Ozymandias/A Sphinx</td>
<td>✓ Close Reading</td>
<td>✓ Close Reading</td>
<td>✓ Figurative Language</td>
<td>✓ Academic Vocabulary</td>
</tr>
<tr>
<td>Review Compare and Contrast Poetic Ozymandias/A Sphinx</td>
<td>Write about Poetry</td>
<td>Write about Poetry</td>
<td>✓ Poetic Structure</td>
<td>✓ Compare and Contrast Poetic Structures</td>
</tr>
<tr>
<td>Forms, SE p. 63. Read the poem [second read]. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 268, and Vocabulary, SE p. 67.</td>
<td>Respond to Text Ozymandias/A Sphinx Read the poem [third read]. Then have students complete the Close Reading Worksheet, SE p. 268. Follow with Respond to Text, SE pp. 68–69.</td>
<td>Respond to Text Read on Your Own The Children’s Hour/Rain Music/Dust of Snow Review SE p. 68 and discuss the writing task on p. 69 before students draft and complete their writing.</td>
<td>Listen and Learn Review and discuss the Essential Question on TM p. 131 and the following focus skills:</td>
<td><strong>Support Coach</strong></td>
</tr>
<tr>
<td>DIFFERENTIATION OPTIONS</td>
<td>DIFFERENTIATION OPTIONS</td>
<td>DIFFERENTIATION OPTIONS</td>
<td>• identifying poems and their characteristics</td>
<td>Lesson 3: Poetry</td>
</tr>
<tr>
<td>● Support Coach Review Try It, SE p. 63. Reread Ozymandias with the [second read] annotations, showing students that these focus on poetic forms. Guide students to complete the Close Reading Worksheet, SE p. 268.</td>
<td>● Support Coach Guide students through Respond to Text using support, TM pp. 60–61.</td>
<td>● Support Coach Guide students through Respond to Text using support, TM pp. 60–61.</td>
<td>• determining the structure and theme of a poem</td>
<td><strong>Performance Coach</strong></td>
</tr>
<tr>
<td>● Support Coach Use Focus on Fluency note, TM p. 57, while rereading and discussing the passage. Review Vocabulary, SE p. 67.</td>
<td>● Support Coach Have students read [second read]. The Children’s Hour/Rain Music/Dust of Snow, SE pp. 70–74.</td>
<td>● Support Coach Have students read [third read]. The Children’s Hour/Rain Music/Dust of Snow, SE pp. 70–74.</td>
<td>• understanding the figurative language of a poem</td>
<td><strong>Support Coach</strong></td>
</tr>
<tr>
<td>● Support Coach Have students write sentences using the academic vocabulary words.</td>
<td>● Performance Coach Use Language Spotlight, SE p. 18 and TE p. 8 to teach denotations and connotations. Have students choose a vocabulary word to write about.</td>
<td>● Performance Coach To analyze texts across genres, have students complete Coached Example SE pp. 139–141.</td>
<td><strong>Quiz 3 with students.</strong></td>
<td><strong>Instruction Coach</strong></td>
</tr>
<tr>
<td><strong>REVIEW</strong></td>
<td><strong>REVIEW</strong></td>
<td><strong>REVIEW</strong></td>
<td><strong>REVIEW</strong></td>
<td><strong>LAFS: 6.RL.2.4, 6.RL.2.5</strong></td>
</tr>
<tr>
<td>LAFS: 6.RL.2.4, 6.RL.2.5</td>
<td>LAFS: 6.RL.3.7</td>
<td>LAFS: 6.RL.3.9</td>
<td><strong>Skills</strong></td>
<td><strong>Instruction Coach</strong></td>
</tr>
<tr>
<td><strong>Support Coach</strong></td>
<td><strong>Support Coach</strong></td>
<td><strong>Support Coach</strong></td>
<td><strong>Quiz 3</strong></td>
<td><strong>LAFS: 6.RL.3.7</strong></td>
</tr>
<tr>
<td>Lesson 9: Reading Poetry</td>
<td>Lesson 3: Poetry</td>
<td>Lesson 3: Poetry</td>
<td><strong>Skills</strong></td>
<td><strong>Instruction Coach</strong></td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
</tr>
<tr>
<td><strong>Non–Assessed Skills/Strategies</strong></td>
<td><strong>Assessed Skills/Strategies</strong></td>
<td><strong>Assessed Skills/Strategies</strong></td>
<td><strong>Assessed Skills/Strategies</strong></td>
<td><strong>Assessed Skills/Strategies</strong></td>
</tr>
<tr>
<td>Day 1</td>
<td>Day 2</td>
<td>Day 3</td>
<td>Day 4</td>
<td>Day 5</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Unit: Reading Sources and Writing an Argument</strong></td>
<td><strong>Unit: Reading Sources and Writing an Argument</strong></td>
<td><strong>Unit: Reading Sources and Writing an Argument</strong></td>
<td><strong>Unit: Reading Sources and Writing an Argument</strong></td>
<td><strong>Unit: Reading Sources and Writing an Argument</strong></td>
</tr>
</tbody>
</table>

### LESSON FOCUS
- **LAFS:** 6.RL.2.5, 68.RH.2.5, 68.RH.3.9

### Support Coach Lesson 10: Primary and Secondary Sources
- **Student Edition pp.** 223, 224, 226–230, 293
- **Teacher’s Manual pp.** 200–205

**Skills**
- **Paraphrase**
- **Recognize Primary and Secondary Sources**

**Hello Blogheads!** Discuss primary and secondary sources and the skills that will be reviewed, SE p. 223. Practice Paraphrase, SE p. 224. Read the passage **[first read]**. Have students complete the Paraphrase Chart, SE p. 293.

### DIFFERENTIATION OPTIONS
- **Support Coach** Review Try It, SE p. 224. Reread **Hello Blogheads!** with the **first read** annotations, showing students that these focus on paraphrasing. Guide students to complete the Paraphrase Chart.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM pp. 200. Help students understand the difference between paraphrasing and copying by helping students to substitute words for those from the passage.

### LESSON FOCUS
- **LAFS:** 6.RL.2.5, 68.RH.1.1, 68.RH.2.5, 68.RH.3.9

### Support Coach Lesson 10: Primary and Secondary Sources
- **Student Edition pp.** 225–231, 294
- **Teacher’s Manual pp.** 200–205

**Skills**
- **Primary Sources**
- **Close Reading**

**Hello Blogheads!** Review Primary Sources, SE p. 225. Read the passage **[second read]**. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 294.

### DIFFERENTIATION OPTIONS
- **Support Coach** Review Try It, SE p. 225. Reread **Hello Blogheads!** with the **second read** annotations, showing students that these focus on primary sources. Guide students to complete the Close Reading Worksheet.
- **Support Coach** Focus on word and sentence structure in **Hello Blogheads!** using Supporting ELLs, TM pp. 203, 204. Preview Vocabulary, SE p. 231.

### LESSON FOCUS
- **LAFS:** 6.RI.2.5, 6.L.2.3.a

### Support Coach Lesson 10: Primary and Secondary Sources
- **Student Edition pp.** 232, 234–238, 295
- **Teacher’s Manual pp.** 206, 208–212

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

**Hello Blogheads!** Read the passage **[third read]**. Then have students complete the Venn Diagram, SE p. 295.

### DIFFERENTIATION OPTIONS
- **Support Coach** Review Try It, SE p. 232. Reread **Into the Fire** with the **first read** annotations, focusing on comparison and contrast. Guide students to complete the Venn Diagram.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 208. Help students understand which details show comparison and contrast by helping them to look for signal words.

### LESSON FOCUS
- **LAFS:** 6.RI.2.5, 68.RH.1.1, 68.RH.2.5, 68.RH.3.9

### Support Coach Lesson 10: Primary and Secondary Sources
- **Student Edition pp.** 233–239, 296
- **Teacher’s Manual pp.** 207–213

**Skills**
- **Secondary Sources**
- **Use a Thesaurus**

**Hello Blogheads!** Review Secondary Sources, SE p. 233. Reread **Into the Fire** with the **second read** annotations, showing students that these focus on secondary sources. Guide students to complete the Close Reading Worksheet.

### DIFFERENTIATION OPTIONS
- **Support Coach** Review Try It, SE p. 233. Reread **Into the Fire** with the **second read** annotations, showing students that these focus on secondary sources. Guide students to complete the Close Reading Worksheet.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 211 to reread and discuss the passage. Review Vocabulary, SE p. 239.
Unit: Reading Sources and Writing an Argument

Day 1

LESSON FOCUS
LAFS: 6.L.3.4.e
Instruction Coach
Lesson 10: Primary and Secondary Sources
Skills
✔ Use a Thesaurus
✔ Close Reading
✔ Write about Informational Text

DIFFERENTIATION OPTIONS
• Support Coach Guide students through Respond to Text using support, p. 214–215.
• Support Coach Have students read The Effects of Social Media on Today’s Youth/Joanne’s Project, SE pp. 242–246.
• Performance Coach Use Language Spotlight, SE p. 64, to teach using parenthesis in citations. Have students write sentences about information, including sources cited parenthetically.

Day 2

LESSON FOCUS
LAFS: 6.W.1.1.a–e, 6.SL.1.1
Instruction Coach
Lesson 12: Writing Opinion Pieces
Skills
✔ Write an Opinion Piece
✔ Engage in Collaborative Discussion

DIFFERENTIATION OPTIONS
• Instruction Coach Use the graphic on SE p. 196 to help students understand the characteristics and structure of persuasive text.
• Support Coach Have students read The Effects of Social Media on Today’s Youth/Joanne’s Project, SE pp. 242–246.
• Instruction Coach Speaking and Listening project, TM pp. 184–186.

Day 3

LESSON FOCUS
LAFS: 6.W.1.1.a–e, 6.SL.1.1
Instruction Coach
Lesson 12: Writing Opinion Pieces
Skills
✔ Write an Opinion Piece
✔ Analyze a Mentor Text
Vocabulary Study: Word Roots

DIFFERENTIATION OPTIONS
• Instruction Coach Have students list words that share each of the roots listed on SE. p. 199.
• Instruction Coach Review the Writing Process, SE p. 200, for students who need extra support.
• Support Coach Have students read The Effects of Social Media on Today’s Youth/Joanne’s Project, SE pp. 242–246.

Day 4

LESSON FOCUS
LAFS: 6.W.1.1.a–e, 6.SL.1.1
Instruction Coach
Lesson 12: Writing Opinion Pieces
Skills
✔ Write an Opinion Piece
✔ Brainstorm Positives and Negatives

DIFFERENTIATION OPTIONS
• Instruction Coach Take a deeper dive into SE pp. 201–202 with students who need extra support as they brainstorm in pairs to complete Try It, SE p. 203.
• Instruction Coach Have students work in pairs or small groups to generate ideas about the DST topic. Allow students time to research and find more information so they can add relevant information to their writing.

Day 5

LESSON FOCUS
LAFS: 6.W.1.1.a–e, 6.SL.1.1
Instruction Coach
Lesson 12: Writing Opinion Pieces
Skills
✔ Write an Opinion Piece
✔ Reasons and Details

DIFFERENTIATION OPTIONS
• Instruction Coach Allow time for students to draft independently or in pairs. Conference with students who need extra support.
• Instruction Coach Speaking and Listening project, TM pp. 184–186.
Lesson Focus


Skills
- Write an Opinion Piece
- Supporting Reasons and Details
- Transition Words

Writing Process, Steps 3, 4
With students, read the Writer’s Craft section, SE p. 206. Have students share their efforts to use transition words and phrases. Then read SE pp. 207–209.

Differentiation Options
- Instruction Coach
- Performance Coach
  Have students complete the Coached Example, SE pp. 249–251.

Lesson Focus


Skills
- Formal Language
- Revise an Opinion Piece

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 with students.

Differentiation Options
- Instruction Coach
  Identify sentences that students should revise in order to improve the formality of the language. Provide students with support as they revise.
- Performance Coach
  Have students complete the Lesson Practice, SE pp. 252–258.

Lesson Focus


Skills
- Commas and Parentheses
- Revise an Opinion Piece
- Formal Language

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 Think Alouds about formal text, commas, and parentheses to demonstrate how to talk about writing.
- Performance Coach
  Use SE pp. 207–217 as a springboard for students to discuss strategies for improving specific sentences in their writing.

Publish and Assess Options:

Support Coach
- Quiz 10
  Skills
  - Write an Opinion Piece

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

Differentiation Options
- Instruction Coach
  Students may use alternative media for their writing, especially if it includes images and text features.
- Performance Coach
  Have accelerating students complete the Lesson Practice, SE pp. 258–261.
- Support Coach
  Review answers to Quiz 10 with students.
### Unit: Writing Responses to Literature

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>❚ Lesson 10: Writing Responses to Literature&lt;br&gt;LESSON FOCUS&lt;br&gt;LAFS: 6.W.3.9.a, 6.SL.1.1&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 10: Writing Responses to Literature&lt;br&gt;<em>skills</em>• Student Edition pp. 155–156&lt;br&gt;• Teacher’s Manual pp. 139–140&lt;br&gt;Skills&lt;br&gt;✔ Write Responses to Literature&lt;br&gt;✔ Engage in Collaborative Discussions&lt;br&gt;Essential Question&lt;br&gt;Introduce writing responses to literature and discuss questions, TM p. 139, focusing on the Essential Question, <em>How can analyzing a story’s theme make a response to literature effective?</em> Then read SE p. 156 with students.&lt;br&gt;DIFFERENTIATION OPTIONS&lt;br&gt;• Instruction Coach <em>Use notes, TM p. 140, to introduce the purpose and audience for a response to literature.</em>&lt;br&gt;• Instruction Coach <em>Review A Woman’s Courage, SE pp. 42–47, and identify and discuss the theme of that text.</em></td>
<td>❚ Lesson 10: Writing Responses to Literature&lt;br&gt;LESSON FOCUS&lt;br&gt;LAFS: 6.W.3.9.a, 6.SL.1.1&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 10: Writing Responses to Literature&lt;br&gt;<em>skills</em>• Student Edition pp. 156–160&lt;br&gt;• Teacher’s Manual pp. 140–141&lt;br&gt;Skills&lt;br&gt;✔ Write Responses to Literature&lt;br&gt;✔ Engage in Collaborative Discussions&lt;br&gt;Analyze a Mentor Text&lt;br&gt;Read aloud the Mentor Text using the annotations. Help students analyze the text and mark up as noted.&lt;br&gt;DIFFERENTIATION OPTIONS&lt;br&gt;• Instruction Coach <em>Use the graphic on SE p. 156 to help students understand the characteristics and structure of a response to literature.</em>&lt;br&gt;• Instruction Coach <em>Have accelerating students identify the introduction, main points and supporting details, and conclusion of the Mentor Text.</em>&lt;br&gt;• Instruction Coach <em>Speaking and Listening project, TM pp. 184–186.</em></td>
<td>❚ Lesson 10: Writing Responses to Literature&lt;br&gt;LESSON FOCUS&lt;br&gt;LAFS: 6.W.1.2.a–c, f; 6.W.2.4, 6.W.2.5, 6.W.2.6, 6.W.3.7, 6.W.3.8, 6.W.3.9.a, 6.L.3.5.c&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 10: Writing Responses to Literature&lt;br&gt;<em>skills</em>• Student Edition pp. 161–163&lt;br&gt;• Teacher’s Manual pp. 143–145&lt;br&gt;Skills&lt;br&gt;✔ Write Responses to Literature&lt;br&gt;✔ Connotation and Denotation&lt;br&gt;Analyze a Mentor Text&lt;br&gt;Discuss the Think About It Questions, TM p. 144. Focus on what makes this text a good model for study. Then read the Vocabulary Study, and have students complete SE p. 163.&lt;br&gt;DIFFERENTIATION OPTIONS&lt;br&gt;• Instruction Coach <em>Have students write their own sentences with words with positive and negative connotations and then share with a partner and evaluate connotation of choices.</em>&lt;br&gt;• Instruction Coach <em>Review the Writing Process, SE p. 164, for students who need extra support.</em></td>
<td>❚ Lesson 10: Writing Responses to Literature&lt;br&gt;LESSON FOCUS&lt;br&gt;LAFS: 6.W.1.2.a–c, f; 6.W.2.4, 6.W.2.5, 6.W.2.6, 6.W.3.7, 6.W.3.8, 6.W.3.9.a&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 10: Writing Responses to Literature&lt;br&gt;<em>skills</em>• Student Edition pp. 164–167&lt;br&gt;• Teacher’s Manual pp. 146–147&lt;br&gt;Skills&lt;br&gt;✔ Write Responses to Literature&lt;br&gt;✔ Main Points and Supporting Details&lt;br&gt;Writing Process, Step 1&lt;br&gt;After reviewing the steps in the writing process, read the Writing Assignment. Discuss the task along with the purpose and audience. Then guide students through SE pp. 165–166, using the annotations. Students complete SE p. 167.&lt;br&gt;DIFFERENTIATION OPTIONS&lt;br&gt;• Instruction Coach <em>Take a deeper dive into SE pp. 165–166 with students who need extra support as they use the main points and supporting details of the mentor texts to complete Try it.</em>&lt;br&gt;• Instruction Coach <em>Have students work in pairs or small groups to generate ideas about themes. Allow students time to reread and analyze texts so they can add relevant information to their writing.</em></td>
<td>❚ Lesson 10: Writing Responses to Literature&lt;br&gt;LESSON FOCUS&lt;br&gt;LAFS: 6.W.1.2.a–c, f; 6.W.2.4, 6.W.2.5, 6.W.2.6, 6.W.3.7, 6.W.3.8, 6.W.3.9.a&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 10: Writing Responses to Literature&lt;br&gt;<em>skills</em>• Student Edition pp. 168–170&lt;br&gt;• Teacher’s Manual pp. 148–149&lt;br&gt;Skills&lt;br&gt;✔ Introduction&lt;br&gt;✔ Supporting Paragraphs&lt;br&gt;✔ Conclusion&lt;br&gt;✔ Transitions&lt;br&gt;Writing Process, Steps 2, 3&lt;br&gt;Read SE p. 168 with students to help them understand how the writer of the Mentor Text organized the introduction, the supporting paragraphs (containing the main points), and the conclusion. Then read and discuss the drafting process before students begin to write.&lt;br&gt;DIFFERENTIATION OPTIONS&lt;br&gt;• Instruction Coach <em>Allow time for students to draft independently or in pairs. Conference with students who need extra support.</em>&lt;br&gt;• Instruction Coach <em>Speaking and Listening project, TM pp. 184–186.</em></td>
</tr>
</tbody>
</table>
## Unit: Writing Responses to Literature

### Week 32

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEsson Focus</strong></td>
<td><strong>LEsson Focus</strong></td>
<td><strong>LEsson Focus</strong></td>
<td><strong>LEsson Focus</strong></td>
<td><strong>LEsson Focus</strong></td>
</tr>
<tr>
<td><strong>Instruction Coach</strong></td>
<td><strong>Instruction Coach</strong></td>
<td><strong>Instruction Coach</strong></td>
<td><strong>Instruction Coach</strong></td>
<td><strong>Instruction Coach</strong></td>
</tr>
<tr>
<td><strong>Lesson 10: Writing Responses to Literature</strong></td>
<td><strong>Lesson 10: Writing Responses to Literature</strong></td>
<td><strong>Lesson 10: Writing Responses to Literature</strong></td>
<td><strong>Lesson 10: Writing Responses to Literature</strong></td>
<td><strong>Lesson 10: Writing Responses to Literature</strong></td>
</tr>
<tr>
<td>Skills</td>
<td>Skills</td>
<td>Skills</td>
<td>Skills</td>
<td>Skills</td>
</tr>
<tr>
<td>✔ Revise Responses to Literature</td>
<td>✔ Revise Responses to Literature</td>
<td>✔ Revise Responses to Literature</td>
<td>✔ Revise Responses to Literature</td>
<td>✔ Revise Responses to Literature</td>
</tr>
<tr>
<td>✔ Using Linking Words (Transition Words) in Writing</td>
<td>✔ Using Linking Words (Transition Words) in Writing</td>
<td>✔ Using Linking Words (Transition Words) in Writing</td>
<td>✔ Using Linking Words (Transition Words) in Writing</td>
<td>✔ Using Linking Words (Transition Words) in Writing</td>
</tr>
<tr>
<td><strong>DifferENTiation Options</strong></td>
<td><strong>DifferENTiation Options</strong></td>
<td><strong>DifferENTiation Options</strong></td>
<td><strong>DifferENTiation Options</strong></td>
<td><strong>DifferENTiation Options</strong></td>
</tr>
<tr>
<td><strong>Instruction Coach</strong> Identify sentences that students should work on to vary sentence structure. Provide students with support as they revise.</td>
<td><strong>Instruction Coach</strong> Identify sentences that students should work on to vary sentence structure. Provide students with support as they revise.</td>
<td><strong>Instruction Coach</strong> Identify sentences that students should work on to vary sentence structure. Provide students with support as they revise.</td>
<td><strong>Instruction Coach</strong> Identify sentences that students should work on to vary sentence structure. Provide students with support as they revise.</td>
<td><strong>Instruction Coach</strong> Identify sentences that students should work on to vary sentence structure. Provide students with support as they revise.</td>
</tr>
<tr>
<td><strong>Performance Coach</strong> Have students complete the Coached Example, SE pp. 179–182.</td>
<td><strong>Performance Coach</strong> Have students complete the Coached Example, SE pp. 183–186.</td>
<td><strong>Performance Coach</strong> Have students complete the Coached Example, SE pp. 183–186.</td>
<td><strong>Performance Coach</strong> Have students complete the Coached Example, SE pp. 214–219.</td>
<td><strong>Performance Coach</strong> Have students complete the Coached Example, SE pp. 214–219.</td>
</tr>
<tr>
<td><strong>Instruction Coach</strong> Use SE pp. 171–181 as a springboard for students to discuss strategies for improving specific sentences in their writing.</td>
<td><strong>Instruction Coach</strong> Use SE pp. 171–181 as a springboard for students to discuss strategies for improving specific sentences in their writing.</td>
<td><strong>Instruction Coach</strong> Use SE pp. 171–181 as a springboard for students to discuss strategies for improving specific sentences in their writing.</td>
<td><strong>Instruction Coach</strong> Use SE pp. 171–181 as a springboard for students to discuss strategies for improving specific sentences in their writing.</td>
<td><strong>Instruction Coach</strong> Use SE pp. 171–181 as a springboard for students to discuss strategies for improving specific sentences in their writing.</td>
</tr>
<tr>
<td><strong>Performance Coach</strong> Have students complete the Lesson Practice, SE pp. 220–229.</td>
<td><strong>Performance Coach</strong> Have students complete the Lesson Practice, SE pp. 220–229.</td>
<td><strong>Performance Coach</strong> Have students complete the Lesson Practice, SE pp. 220–229.</td>
<td><strong>Performance Coach</strong> Have students complete the Lesson Practice, SE pp. 220–229.</td>
<td><strong>Performance Coach</strong> Have students complete the Lesson Practice, SE pp. 220–229.</td>
</tr>
</tbody>
</table>

### Publish and Assess Options:

**Instruction Coach** Benchmark Assessment 4
- Teacher’s Manual p. 155
- Skills
- Write Responses to Literature
- Editing 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 students to use linking words. Then read SE pp. 171–174.

### Differentiation Options

- **Instruction Coach** Students may use alternative media for their writing, especially if it includes images and text features.
- **Performance Coach** Accelerating students complete the Lesson Practice, SE pp. 187–191.
- **Instruction Coach** Review answers to Benchmark Assessment 4 with students.
- **Instruction Coach** Speaking and Listening project, TM pp. 184–186.