Program Overview

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

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

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

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

The 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.
Digital Options for Blended Learning

**Readiness**
Teacher-driven Practice and Instructional Resources

*Readiness* is a digital resource library of proven Triumph Learning content that is aligned to Common Core. This online library enables teachers to choose among a variety of instructional approaches, guides interactive practice and discussion, assigns independent work that addresses the individual needs of students, and measures student progress with online assessments.

**Waggle**
Student-driven Adaptive Practice and Instruction

*Waggle* is Triumph Learning’s new interactive learning system where Common Core practice meets differentiated learning. This adaptive platform helps teachers to understand student performance in real time, enabling students to be immediately remediated or accelerated to meet their needs. *Waggle* includes a digital version of the Triumph Learning Common Core Suite print products.
Addressing Key Instructional Shifts in ELA

1. Regular practice with complex texts and their academic language

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

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

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**Reading a Weather Map**

**Vocabulary**

- **Synonyms**
  - compressed
  - abbreviated
- **Antonyms**
  - expanded
  - detailed
- **Word Meanings**
  - **compressed**: reduced in size or bulk; **abbreviated**: shortened or reduced.
  - **expansive**: large in size or extent.

---

**Reading a Weather Map**

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**Reading a Weather Map**

**Vocabulary**

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  - expanded
  - detailed
- **Word Meanings**
  - **compressed**: reduced in size or bulk; **abbreviated**: shortened or reduced.
  - **expansive**: large in size or extent.
The Coach Common Core Suite provides multiple opportunities—across genres—for students to practice close, multiple reads with different strategies and skills in mind.

### Knowledge Building through Content-Rich Nonfiction

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

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

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**Handout**  
*RH.6-8.1; RH.6-8.2; RH.6-8.3; RH.6-8.4; RH.6-8.5; RH.6-8.6; L.6.1.a–d; L.6.2.a–d; L.6.3.a; L.6.4.a–d; L.6.5.a, b; L.6.6; L.6.7.a; SL.6.1.a–d; W.6.1.a–c; W.6.2.a–c; W.6.3; W.6.6; W.6.7; W.6.8; W.6.10; RI.6.2; RI.6.4; RI.6.6; RI.6.7; RI.6.8; RI.6.10; RST.6-8.1; RST.6-8.2; RST.6-8.4; RST.6-8.5; RST.6-8.6; RST.6-8.7; RST.6-8.8; SL.6.1.a–d; L.6.4.a–d; L.6.6; L.6.7.a; SL.6.1.a–d; W.6.1.a–c; W.6.2.a–c; W.6.3; W.6.6; W.6.7; W.6.8; W.6.10.*
Differentiating Learning

One way to differentiate learning in your classroom is to begin a lesson with the Common Core Coach materials. As you assess student needs, you can reach into the Suite for additional resources:

- Use **Support Coach** to scaffold comprehension skills and strategies.
- Use **Waggle** to provide adaptive practice that will individualize the pace at which students master the content.
- Use **Performance Coach** to reinforce skill development by introducing a variety of different examples and assessment formats.
- Use **Readiness** to provide above level and below level support and to provide different formats for practice.
# Coach® Common Core Suite Correlation

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

### Grade 6

<table>
<thead>
<tr>
<th>Common Core Standards</th>
<th>Reading: Literature</th>
<th>Common Core Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RL.6.1</strong> 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>
<td></td>
</tr>
<tr>
<td><strong>RL.6.2</strong> 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>
<td></td>
</tr>
<tr>
<td><strong>RL.6.3</strong> 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>
<td></td>
</tr>
<tr>
<td><strong>RL.6.4</strong> 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>
<td></td>
</tr>
<tr>
<td><strong>RL.6.5</strong> 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>
<td></td>
</tr>
<tr>
<td><strong>RL.6.6</strong> 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>
<td></td>
</tr>
<tr>
<td><strong>RL.6.7</strong> 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>
<td></td>
</tr>
<tr>
<td>Common Core Standards</td>
<td>Common Core Coach Lesson(s)</td>
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<td>Performance Coach Lesson(s)</td>
<td></td>
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<tr>
<td>--------------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
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<td>----------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>RL.6.8</strong> (Not applicable to literature)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RL.6.9</strong> 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>
<td></td>
</tr>
<tr>
<td><strong>RL.6.10</strong> 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>
<td></td>
</tr>
</tbody>
</table>

**Reading: Informational Texts**

<table>
<thead>
<tr>
<th>W.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</th>
<th>L1, L11</th>
<th>L7</th>
<th>L5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RI.6.2</strong> 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.</td>
<td>L1, L4, L7, L11</td>
<td>L5, L6</td>
<td>L5, L9</td>
</tr>
<tr>
<td><strong>RI.6.3</strong> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</td>
<td>L1, L11</td>
<td>L7, L8</td>
<td>L9</td>
</tr>
<tr>
<td><strong>RI.6.4</strong> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</td>
<td>L1, L4, L7, L11</td>
<td>L7, L9</td>
<td>L6</td>
</tr>
<tr>
<td><strong>RI.6.5</strong> 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.</td>
<td>L11</td>
<td>L6, L7, L8, L9, L10</td>
<td>L5–L8</td>
</tr>
<tr>
<td><strong>RI.6.6</strong> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</td>
<td>L11</td>
<td>L9</td>
<td>L5–L8</td>
</tr>
<tr>
<td><strong>RI.6.7</strong> 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.</td>
<td>TM: L8, L12</td>
<td>L6, L7, L8</td>
<td>L5 TE: L7–L9, L14</td>
</tr>
<tr>
<td><strong>RI.6.8</strong> 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.</td>
<td>L11</td>
<td>L9</td>
<td>L6, L9</td>
</tr>
<tr>
<td><strong>RI.6.9</strong> 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).</td>
<td>L1</td>
<td>L5, L9</td>
<td>L9, L10</td>
</tr>
<tr>
<td><strong>RI.6.10</strong> 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.</td>
<td>L1, L4, L7, L11</td>
<td>L5, L6, L7, L8, L9, L10</td>
<td>Throughout program (L1–L19)</td>
</tr>
</tbody>
</table>

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### Grade 6

#### Common Core Standards

<table>
<thead>
<tr>
<th>Writing</th>
<th>Common Core Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.6.1</strong> Write arguments to support claims with clear reasons and relevant evidence.</td>
<td>L12</td>
<td>L11, L12, L14, L16</td>
<td></td>
</tr>
<tr>
<td><strong>W.6.1.a</strong> 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><strong>W.6.1.b</strong> 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><strong>W.6.1.c</strong> 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><strong>W.6.1.d</strong> Establish and maintain a formal style.</td>
<td>L12</td>
<td>L11, L12, L16</td>
<td></td>
</tr>
<tr>
<td><strong>W.6.1.e</strong> 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><strong>W.6.2</strong> 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><strong>W.6.2.a</strong> 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><strong>W.6.2.b</strong> 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><strong>W.6.2.c</strong> 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><strong>W.6.2.d</strong> Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td>L8</td>
<td>L11, L15</td>
<td></td>
</tr>
<tr>
<td><strong>W.6.2.e</strong> Establish and maintain a formal style.</td>
<td>L8 TM: L10</td>
<td>L11, L15</td>
<td></td>
</tr>
<tr>
<td><strong>W.6.2.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>
</tr>
<tr>
<td><strong>W.6.3</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>
</tr>
<tr>
<td><strong>W.6.3.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>
</tr>
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<tr>
<td><strong>W.6.3.b</strong> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</td>
<td>L2, L5</td>
<td></td>
<td>L13</td>
</tr>
<tr>
<td><strong>W.6.3.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></td>
<td>L11, L13</td>
</tr>
<tr>
<td><strong>W.6.3.d</strong> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</td>
<td>L2, L5</td>
<td></td>
<td>L11, L13</td>
</tr>
<tr>
<td><strong>W.6.3.e</strong> Provide a conclusion that follows from the narrated experiences or events.</td>
<td>L2, L5</td>
<td></td>
<td>L11, L13</td>
</tr>
<tr>
<td><strong>W.6.4</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></td>
<td>L11</td>
</tr>
<tr>
<td><strong>W.6.5</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></td>
<td>L11, L17</td>
</tr>
<tr>
<td><strong>W.6.6</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></td>
<td>TE: L4, L11, L17</td>
</tr>
<tr>
<td><strong>W.6.7</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></td>
<td>L14</td>
</tr>
<tr>
<td><strong>W.6.8</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></td>
<td>L14</td>
</tr>
<tr>
<td><strong>W.6.9</strong> Draw evidence from literary and informational texts to support analysis, reflection, and research.</td>
<td>L10</td>
<td></td>
<td>L12, L14</td>
</tr>
<tr>
<td><strong>W.6.9.a</strong> Apply grade 6 Reading standards to literature (e.g., “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>L10</td>
<td></td>
<td>L12</td>
</tr>
<tr>
<td><strong>W.6.9.b</strong> Apply grade 6 Reading standards to literary nonfiction (e.g., “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”).</td>
<td>L2, L5, L8, L10, L12 TM: L6</td>
<td></td>
<td>L12, L14</td>
</tr>
<tr>
<td><strong>W.6.10</strong> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
<td>L2, L5, L8, L10, L12 TM: L6</td>
<td></td>
<td>Throughout program (L1–L19)</td>
</tr>
</tbody>
</table>
## Grade 6

### Common Core Standards

<table>
<thead>
<tr>
<th>Speaking and Listening</th>
<th>Common Core Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SL.6.1</strong> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
<td>L1-L12</td>
<td></td>
<td>TE: L1, L18, L19</td>
</tr>
<tr>
<td><strong>SL.6.1.a</strong> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
<td>L1-L12</td>
<td></td>
<td>TE: L1, L18, L19</td>
</tr>
<tr>
<td><strong>SL.6.1.b</strong> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</td>
<td>L1-L12</td>
<td></td>
<td>TE: L1, L18, L19</td>
</tr>
<tr>
<td><strong>SL.6.1.c</strong> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</td>
<td>L1-L12</td>
<td></td>
<td>TE: L1, L18, L19</td>
</tr>
<tr>
<td><strong>SL.6.1.d</strong> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</td>
<td>L1-L12</td>
<td></td>
<td>TE: L1, L18, L19</td>
</tr>
<tr>
<td><strong>SL.6.2</strong> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</td>
<td>TM: L6–L8, L12</td>
<td></td>
<td>L18 TE: L14, L15</td>
</tr>
<tr>
<td><strong>SL.6.3</strong> 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><strong>SL.6.4</strong> 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><strong>SL.6.5</strong> 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><strong>SL.6.6</strong> 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

| **L.6.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | L2, L5, L10, L12 |                           | L12, L13, L15, L17 TE: L3 |
### Grade 6

#### Common Core Standards

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<tr>
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<tr>
<td>L.6.1.a Ensure that pronouns are in the proper case (subjective, objective, possessive).</td>
<td>L5</td>
<td>L12, L17</td>
</tr>
<tr>
<td>L.6.1.c Recognize and correct inappropriate shifts in pronoun number and person.</td>
<td>L2</td>
<td>L15, L17</td>
</tr>
<tr>
<td>L.6.1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</td>
<td>L10</td>
<td>L15, L17</td>
</tr>
<tr>
<td>L.6.1.e 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>
</tr>
<tr>
<td>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>L8, L12</td>
<td>L11, L14, L17</td>
</tr>
<tr>
<td>L.6.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</td>
<td>L12</td>
<td>L11, L14, L17</td>
</tr>
<tr>
<td>L.6.2.b Spell correctly.</td>
<td>L8</td>
<td>L17</td>
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<tr>
<td>L.6.3 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>L.6.3.a Vary sentence patterns for meaning, reader/listener interest, and style.</td>
<td>L10</td>
<td>L16, L17</td>
</tr>
<tr>
<td>L.6.3.b Maintain consistency in style and tone.</td>
<td>L8 TM: L10</td>
<td>L6</td>
</tr>
<tr>
<td>L.6.4 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>L.6.4.a 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, L2</td>
</tr>
<tr>
<td>L.6.4.b 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>L1, L3</td>
</tr>
<tr>
<td>L.6.4.c 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>L5</td>
</tr>
<tr>
<td>L.6.4.d 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>L.6.5 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>L.6.5.a Interpret figures of speech (e.g., personification) in context.</td>
<td>L1, L3, L5, L6, L9</td>
<td>L2, L3</td>
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## Grade 6

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<tr>
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<th>Performance Coach Lesson(s)</th>
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<tr>
<td><strong>L.6.1.b</strong> Use intensive pronouns (e.g., <em>myself, ourselves</em>).</td>
<td>L5</td>
<td>L4, L7, L9</td>
<td>L13, L17</td>
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<tr>
<td><strong>L.6.5.b</strong> 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, L7, L9</td>
<td>L4, L10</td>
</tr>
<tr>
<td><strong>L.6.5.c</strong> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <em>stingy, scrimping, economical, unwasteful, thrifty</em>).</td>
<td>L1–L3, L10, L11</td>
<td>L1, L9</td>
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<tr>
<td><strong>L.6.6</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>L4, L7, L8</td>
<td>L4, L7, L8</td>
<td>L7–L9</td>
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<tr>
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<tr>
<td><strong>RH.6.1</strong> Cite specific textual evidence to support analysis of primary and secondary sources.</td>
<td>L1, L4</td>
<td>L5, L10</td>
<td>L7</td>
</tr>
<tr>
<td><strong>RH.6.2</strong> Determine the central ideas of information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</td>
<td>L1, L4</td>
<td>L5, L6</td>
<td>L7, L9</td>
</tr>
<tr>
<td><strong>RH.6.3</strong> Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised and lowered).</td>
<td>L4</td>
<td>L6</td>
<td>L7</td>
</tr>
<tr>
<td><strong>RH.6.4</strong> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</td>
<td>L4</td>
<td>L6, L10</td>
<td>L7</td>
</tr>
<tr>
<td><strong>RH.6.5</strong> Describe how a text presents information (e.g., sequentially, comparatively, causally).</td>
<td>L4</td>
<td>L9</td>
<td>L7</td>
</tr>
<tr>
<td><strong>RH.6.6</strong> Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</td>
<td>L11</td>
<td>L9</td>
<td>L7</td>
</tr>
<tr>
<td><strong>RH.6.7</strong> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</td>
<td>L4</td>
<td>L6</td>
<td>L5, L7 TE: L14</td>
</tr>
<tr>
<td><strong>RH.6.8</strong> Distinguish among fact, opinion, and reasoned judgment in a text.</td>
<td>L11</td>
<td>L9</td>
<td>L7, L9</td>
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### Grade 6

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<tbody>
<tr>
<td>RH.6.9 Analyze the relationship between a primary and secondary source on the same topic.</td>
<td>L1</td>
<td>L10</td>
<td>L7</td>
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<tr>
<td>RH.6.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</td>
<td>L1, L4, L7</td>
<td></td>
<td>L7</td>
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#### Science and Technical Subjects

| **RST.6.1** Cite specific textual evidence to support analysis of science and technical texts. | L7 | | L8 |
| **RST.6.2** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. | L7 | | L8, L9 |
| **RST.6.3** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | TM: L7, L8 | L7, L8 | L8 |
| **RST.6.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. | L7 | L7 | L8 |
| **RST.6.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. | L7 | L7, L8 | L8 |
| **RST.6.6** Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. | L7 | | L8 |
| **RST.6.7** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). | L7 | L7, L8 | L5, L8 TE: L9 |
| **RST.6.8** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. | L11 | | L8 |
| **RST.6.9** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. | TM: L8 | | L8 |
| **RST.6.10** By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently. | L7 | | L8 |
Using the Grade 6 Pacing Guide

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

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

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<td>11 Reading Sources and Writing an Argument</td>
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<td>12 Writing Responses to Literature</td>
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Unit: Reading Literary Nonfiction

LESSON FOCUS
RI.6.2, RI.6.4, SL.6.1, RH.6–8.2
Common Core 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

Discuss 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
- Common Core Coach Teach Primary and Secondary Sources in The Greatest Show on Earth, explaining why the text is a secondary source.
- Common Core 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.
- Readiness for Common Core

LESSON FOCUS
RI.6.2, RI.6.4, RI.6.9, SL.6.1, RH.6–8.2
Common Core Coach
Lesson 1: Reading Literary Nonfiction
- Student Edition pp. 6–10
- Teacher’s Manual pp. 4–8
Skills
✓ Central Idea
✓ Figurative Language
✓ Analogy
✓ Recognize Literary Nonfiction
✓ Engage in Collaborative Discussion

Discuss 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
- Common Core Coach Teach analogy in Old Grizzly Adams, and guide students through Comprehension Check, SE p. 16
- Common Core Coach Teach vocabulary, and guide students through Vocabulary on TE p. 9. Use highlighted words in Old Grizzly Adams to reinforce meanings.
- Readiness for Common Core

LESSON FOCUS
RI.6.1, RI.6.2, RI.6.3, RI.6.4
Common Core Coach
Lesson 1: Reading Literary Nonfiction
- Student Edition pp. 11–14
- Teacher’s Manual p. 12
Skills
✓ Central Idea
✓ Primary and Secondary Sources
✓ Figurative Language
✓ Connotation and Denotation
✓ Analogy
✓ Engage in Collaborative Discussion

Discuss and Learn
Old Grizzly Adams
Have students reread and discuss the passage. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 15–16.

DIFFERENTIATION OPTIONS
- Common Core Coach Reread Old Grizzly Adams, guiding students to note Analogy. Create a Comparison chart.
- Common Core 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.
- Readiness for Common Core

LESSON FOCUS
RI.6.1, RI.6.2, RI.6.3, RI.6.4, RH.6.9
Common Core 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

Discuss and Learn
The Greatest Show on Earth, or 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
- Common Core 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.
- Common Core Coach Guide students in pairs to complete the Comprehension Check, SE p. 16.
- Readiness for Common Core

Waggle
No goal assignment
# Unit: Reading Literary Nonfiction

## LESSON FOCUS
**RI.6.2, RI.6.4, RI.6.9, SL.6.1, RH.6-8.2**

### Common Core Coach
**Lesson 1: Reading Literary Nonfiction**
- **Independent Leveled Practice Resource Book, pp. 14-22**

### Skills
- **Engage in Collaborative Discussions**
- **Central Idea**
- **Supporting Details**
- **Recognize Literary Nonfiction**

### Read On Your Own
- **The Life and Adventures of Alexandre Dumas**

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

## DIFFERENTIATION OPTIONS

### Common Core Coach Independent Leveled Practice Resource Book
- **Nonfiction**
- **Day 1**

### Day 1: Reading Literary Nonfiction

**LESSON FOCUS**
- **RH.6-8.1**

**Common Core Support Coach**
- **Lesson 5: Literary Nonfiction**

- **Review Try It, SE p. 103. Reread Shackleton with the **first read** annotations, focusing on Asking and Answering Questions.** Guide students to complete the Close Reading Worksheet.
- **Common Core Support Coach Focus on domain-specific terms and concepts in Shackleton using Word Study and Supporting ELLs, TM p. 94.**
- **Close Reading Worksheet, SE p. 275.**

**DIFFERENTIATION OPTIONS**

- **Common Core 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 Coached Example, SE pp.104-108.**
- **Performance Coach Use discussion questions, TE p. 22.**

**LESSON FOCUS**
- **L.6.4.c, L.6.4.d**

**Common Core Support Coach**
- **Lesson 5: Literary Nonfiction**

**DIFFERENTIATION OPTIONS**

**LESSON FOCUS**
- **RH.6-8.1**

**Common Core Support Coach**
- **Lesson 5: Literary Nonfiction**

**DIFFERENTIATION OPTIONS**

**LESSON FOCUS**
- **L.6.4.c, L.6.4.d**

**Common Core Support Coach**
- **Lesson 5: Literary Nonfiction**

**DIFFERENTIATION OPTIONS**
## Unit: Reading Literary Nonfiction

### Lesson Focus

**Lesson 1: Reading Literary Nonfiction**
- **Skills**: RI.6.6, RI.6.7, RI.6.8
- Common Core Coach: Reading Literary Nonfiction
- **Assessed Skills/Strategies**: RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.9, RI.6.10

**Lesson 2: Literary Nonfiction**
- **Skills**: RI.6.1, RH.6–8.1
- Common Core Coach: Reading Literary Nonfiction
- **Assessed Skills/Strategies**: RI.6.9, RI.6.10, SL.6.1

### Differentiation Options

- **Common Core Support Coach**: Lesson 1: Reading Literary Nonfiction
- **Skills**: Analyze Primary Sources, Latin Prefixes
- Close Reading

### Thematic Background

**First Read**
- From Escape from the Antarctic Review Primary Sources, SE p. 111. Read the passage (first read). Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 275, and Vocabulary, SE p. 117.

**Second Read**
- Have students read the passage (second read). Then have students complete the Close Reading Worksheet, SE p. 275. Follow with Read on Your Own, TM pp. 118 and discuss the writing task on p. 119 before students draft and complete their writing.

**Third Read**
- Guide students through the Close Reading annotations, showing students that these focus on Primary Sources. Guide students to complete the Close Reading Worksheet.

**Performance Coach**
- To review central ideas and supporting details, have students review the passage and complete Lesson Practice, SE pp. 76–81.

### Differentiation Options

- **Common Core Support Coach**: Guide students through Read on Your Own using support, TM pp. 104–105. Have them work with partners and write.

**Lesson Focus**
- **Skills**: RI.6.6, RI.6.7, RI.6.8
- Common Core Coach: Lesson 5: Literary Nonfiction
- **Assessed Skills/Strategies**: RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.9, RI.6.10

### Differentiation Options

- **Common Core Support Coach**: Have students read the Close Reading (third read). How Not to Go Camping/ Camping on the Wild Side, SE pp. 120–122 and do Comprehension Check, SE pp. 123–124, and TE p. 106.

- **Performance Coach**: Do shared writing with students in Lesson Practice, SE pp. 76–81 (item 6).

- **Common Core Support Coach**: Review answers to Quiz 5 with students.

- **Common Core Support Coach**: Review answers to Quiz 5 with students.
**Unit: Reading Historical Texts**

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<tr>
<td>Listen and Learn</td>
<td>How a Bill Becomes a Law</td>
<td>Introduce historical texts and discuss questions, TM p. 45, focusing on the Essential Question, How can historical texts help you better understand how the nation works? Then read How a Bill Becomes a Law with students.</td>
<td>DIFFERENTIATION OPTIONS</td>
<td>Common Core Coach Teach Text Structure in How a Bill Becomes a Law, noting and listing aspects of the structure, including sequence.</td>
</tr>
<tr>
<td>Differentiation Options</td>
<td>Common Core Coach Reread How a Bill Becomes a Law, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.</td>
<td>Reading for Common Core</td>
<td>Common Core Coach Reread How a Bill Becomes a Law, SE pp. 56–59, noting Text Structure and Steps in the Process. Complete the list of steps in the process.</td>
<td>Common Core Coach Teach word maps before beginning Vocabulary on TM p. 51 to address content area vocabulary.</td>
</tr>
<tr>
<td>Differentiation Options</td>
<td>Common Core Coach Guide students through Vocabulary. Use highlighted words in How to Become a United States Presidential Candidate to reinforce meanings.</td>
<td>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.</td>
<td>Performance Coach Have accelerating students work in pairs to do Coached Example, SE pp. 100–104.</td>
<td>Reading for Common Core</td>
</tr>
<tr>
<td>Differentiation Options</td>
<td>Common Core Coach Reread How to Become a United States Presidential Candidate, guiding students to note steps of the process. List the steps.</td>
<td>Common Core Coach Reread How to Become a United States Presidential Candidate, and guide students as they unpack the Text Structure.</td>
<td>Common Core Coach Have students work in pairs to complete the Comprehension Check, SE p. 66.</td>
<td>Common Core Coach</td>
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**Waggle**

- **Goal** Literary Elements
- **Non-Assessed Skills/Strategies** ✔ Assessed Skills/Strategies
### Unit: Reading Historical Texts

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- Student Edition pp. 125–126, 128–132, 277
- Summary
- Summarize
- Recognize Historical Texts
- Chronology and Sequence
- Close Reading
- Write about Literature

#### DIFFERENTIATION OPTIONS

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<td>Review Try It</td>
<td>SE p. 127. Reread When in Rome with the first read annotations, focusing on summarizing information. Guide students to complete the Sequence Chart.</td>
</tr>
<tr>
<td>Use Supporting Struggling Learners scaffolding, TM pp. 112, 114. Help students understand how to summarize when in Rome by asking them to write about the article as if they would on a postcard as suggested on TE p. 114.</td>
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#### LESSON FOCUS

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- Student Edition pp. 128–132, 278
- Teacher’s Manual pp. 112–116
- Common Latin and Greek Suffixes
- Close Reading
- Write about Literature

#### DIFFERENTIATION OPTIONS

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<tbody>
<tr>
<td>Review Try It</td>
<td>SE p. 127. Reread When in Rome with the second read annotations, showing students that these focus on ordering information. Guide students to complete the Sequence Chart.</td>
</tr>
<tr>
<td>Focus on domain-specific terms and concepts in When in Rome using Supporting ELLs, TM pp. 113, 116 and Focus on Fluency p. 115. Preview Vocabulary, SE p. 133.</td>
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- Student Edition pp. 128–132, 278
- Teacher’s Manual pp. 112–116
- Performance Coach Guide students through the Coached Example, SE pp. 100–104.
- Use Discussion Questions, TE p. 30. Review chronological order and sequence. Have students write about the order of events in the passages they have read.

### Non-Assessed Skills/Strategies

- Readiness for Common Core
- Performance Coach
- Use Discussion Questions, TE p. 30. Review chronological order and sequence. Have students write about the order of events in the passages they have read.

### Assessed Skills/Strategies

- Common Core Support Coach
- Lesson 6: Historical Texts

- Performance Coach Guide students through the Coached Example, SE pp. 100–104.
- Use Discussion Questions, TE p. 30. Review chronological order and sequence. Have students write about the order of events in the passages they have read.
# Unit: Reading Historical Texts

## Lesson Focus

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<thead>
<tr>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common Core Support Coach</strong></td>
<td><strong>Lesson 6: Historical Texts</strong></td>
<td><strong>Lesson 6: Historical Texts</strong></td>
<td><strong>Lesson 6: Historical Texts</strong></td>
<td><strong>Lesson 6: Historical Texts</strong></td>
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<td><strong>Skills</strong></td>
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<tr>
<td>✔ Integrate Visual Information</td>
<td>✔ Identify Steps in a Process</td>
<td>✔ Writing a Summary</td>
<td>✔ Identify Steps in a Process</td>
<td>✔ Writing a Summary</td>
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<td>✔ Chronology and Sequence</td>
<td>✔ Explain Illustrations</td>
<td>✔ Make Inferences</td>
<td>✔ Explain Illustrations</td>
<td>✔ Make Inferences</td>
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<tr>
<td>✔ Close Reading</td>
<td>✔ Close Reading</td>
<td>✔ Close Reading</td>
<td>✔ Close Reading</td>
<td>✔ Close Reading</td>
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<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
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<td>• Common Core Support Coach</td>
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<tr>
<td>Review Try It, SE p. 134</td>
<td>Review the passage <a href="#">second read</a></td>
<td>Review the passage <a href="#">third read</a></td>
<td>Review Writing a Summary SE p. 142</td>
<td>Review Writing a Summary SE p. 142</td>
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<tr>
<td>Reread Restoring a Classic with the annotations, showing students that these focus on Visual Information. Guide students to complete the Close Reading Worksheet.</td>
<td>Follow with Respond to Text, SE p. 142</td>
<td>Have students read The Evolution of Maps, SE pp. 144–146.</td>
<td>Have students read The Evolution of Maps, SE pp. 144–146.</td>
<td>Have students read The Evolution of Maps, SE pp. 144–146 and do Comprehension Check, SE pp. 147–148.</td>
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<td>• Common Core Support Coach</td>
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<tr>
<td>Use Supporting Struggling Learners’ scaffolding, TM p. 123 to reread and discuss the passage. Review Vocabulary, SE p. 141.</td>
<td>Have students read <a href="#">first read</a> The Evolution of Maps, SE pp. 144–146.</td>
<td>Have students complete a vocabulary task on p. 143 before students draft and complete their writing.</td>
<td>Have students complete a vocabulary task on p. 143 before students draft and complete their writing.</td>
<td>Have students share answers and discuss the text, pointing out evidence that they find.</td>
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<td>• Common Core Support Coach</td>
<td>• Common Core Support Coach</td>
<td>• Common Core Support Coach</td>
<td>• Common Core Support Coach</td>
<td>• Common Core Support Coach</td>
</tr>
<tr>
<td>Have students write sentences with the same basic meaning but different tones.</td>
<td>Have students work with partners and write.</td>
<td>Have students complete Lesson Practice, SE pp. 105–109 (item 6).</td>
<td>Have students complete Lesson Practice, SE pp. 105–108.</td>
<td>Have students complete Lesson Practice, SE pp. 105–109 (item 6).</td>
</tr>
<tr>
<td>• Readiness for Common Core</td>
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</table>

## Review and Assess Options

- **Common Core Support Coach**
- **Quiz 6 (also in Readiness)**

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

**Read on Your Own**
- The Evolution of Maps
- Review Comprehension Check, SE pp. 147–148. Have students share answers and discuss the text, pointing out evidence that they find.

**DIFFERENTIATION OPTIONS**
- **Performance Coach** Do shared writing with students in Lesson Practice, SE pp. 105–109 (item 6).
- **Common Core Support Coach** Review answers to Quiz 6 with students.
- **Readiness for Common Core**

---

**Waggle**

- **Goal: Informational Text Elements**

- ✔ Non-Assessed Skills/Strategies
- ✔ Assessed Skills/Strategies
### Unit: Writing Personal Narratives

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<tr>
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<tr>
<td>W.6.3.a-e, SL.6.1</td>
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<tr>
<td><strong>Common Core Coach</strong></td>
</tr>
<tr>
<td>Lesson 2: Writing Personal Narratives</td>
</tr>
<tr>
<td>Student Edition pp. 17–18</td>
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<tr>
<td>Teacher’s Manual pp. 14–16</td>
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<tr>
<td><strong>Skills</strong></td>
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<tr>
<td>✔ Write Personal Narratives</td>
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<tr>
<td>✔ Point of View</td>
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<tr>
<td>✔ Engage in a Collaborative Discussion</td>
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<tr>
<td><strong>Essential Question</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
</tr>
<tr>
<td>• Common Core Coach Use the notes such as those under Purpose and Audience, TM p. 16, to introduce personal narratives.</td>
</tr>
<tr>
<td>• Common Core Coach Review My First Dance!, and identify and use Introduction, Details, and Point of View on TM p. 17 to discuss that text.</td>
</tr>
<tr>
<td>• Readiness for Common Core</td>
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</table>

<table>
<thead>
<tr>
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<tr>
<td><strong>Lesson Focus</strong></td>
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<tr>
<td>W.6.3.a-e, W.6.4, W.6.5, W.6.6</td>
</tr>
<tr>
<td><strong>Common Core Coach</strong></td>
</tr>
<tr>
<td>Lesson 2: Writing Personal Narratives</td>
</tr>
<tr>
<td>Student Edition pp. 19–20</td>
</tr>
<tr>
<td>Teacher’s Manual pp. 17–18</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
</tr>
<tr>
<td>✔ Write Personal Narratives</td>
</tr>
<tr>
<td>✔ Introduction, Details, Conclusion</td>
</tr>
<tr>
<td><strong>Analyze a Mentor Text</strong></td>
</tr>
<tr>
<td>Read aloud the Mentor Text SE pp. 19–20, and TM pp. 17–18, using the annotations. Help students analyze the text and mark up as noted.</td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
</tr>
<tr>
<td>• Common Core Coach Use the graphic on SE p. 18 to help students understand the characteristics and structure of a personal narrative.</td>
</tr>
<tr>
<td>• Common Core Coach Have accelerating students identify the introduction, body, and conclusion of the Mentor Text.</td>
</tr>
<tr>
<td>• Common Core Coach Speaking and Listening project, TM pp. 72–75.</td>
</tr>
<tr>
<td>• Readiness for Common Core</td>
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<th>Day 3</th>
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<td><strong>Lesson Focus</strong></td>
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<tr>
<td>W.6.4, W.6.3.a-e, W.6.4, W.6.5, W.6.6, SL.6.1</td>
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<tr>
<td><strong>Common Core Coach</strong></td>
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<td>Lesson 2: Writing Personal Narratives</td>
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<tr>
<td>Student Edition p. 21</td>
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<tr>
<td>Teacher’s Manual p. 19</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
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<tr>
<td>✔ Write Personal Narratives</td>
</tr>
<tr>
<td>✔ Predicting Word Meaning</td>
</tr>
<tr>
<td>✔ Context Clues</td>
</tr>
<tr>
<td><strong>Analyze a Mentor Text</strong></td>
</tr>
<tr>
<td>Discuss the Think About It Questions, TM p. 18. Focus on what makes this text a good model for study. Then read the Vocabulary Study and have students complete SE p. 21.</td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
</tr>
<tr>
<td>• Common Core Coach Have students write sentences for each other that require them to use context to figure out an unknown word.</td>
</tr>
<tr>
<td>• Common Core Coach Review the Writing Process, SE p. 22 for students who need extra support.</td>
</tr>
<tr>
<td>• Readiness for Common Core</td>
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<table>
<thead>
<tr>
<th>Day 4</th>
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<tr>
<td><strong>Lesson Focus</strong></td>
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<tr>
<td>W.6.3.a-e, W.6.4, W.6.5, W.6.6</td>
</tr>
<tr>
<td><strong>Common Core Coach</strong></td>
</tr>
<tr>
<td>Lesson 2: Writing Personal Narratives</td>
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<tr>
<td>Student Edition pp. 22–25</td>
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<tr>
<td>Teacher’s Manual pp. 20–21</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
</tr>
<tr>
<td>✔ Write Personal Narratives</td>
</tr>
<tr>
<td>✔ Use reference sources</td>
</tr>
<tr>
<td>✔ Using precise pronouns</td>
</tr>
<tr>
<td>✔ Introduction, Details, Conclusion</td>
</tr>
<tr>
<td><strong>Identify Select Topic/Experience</strong></td>
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<tr>
<td>Writing Process: Step 1</td>
</tr>
<tr>
<td>After reviewing the steps in the writing process, read the Writing Assignment on SE p. 22. Discuss the task along with the purpose and audience. Then guide students through SE pp. 23–25.</td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
</tr>
<tr>
<td>• Common Core Coach Take a deeper dive into SE pp. 24–25 with students who need extra support as they use the questions provided to complete Try It.</td>
</tr>
<tr>
<td>• Common Core Coach Have students work in pairs or small groups to generate questions about each others’ experiences. Allow students time to formulate answers to these questions so they can add more detail to their writing.</td>
</tr>
<tr>
<td>• Readiness for Common Core</td>
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<td>W.6.3.a-e, W.6.4, W.6.5, W.6.6</td>
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<td><strong>Common Core Coach</strong></td>
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<tr>
<td>Lesson 2: Writing Personal Narratives</td>
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<tr>
<td>Student Edition pp. 26–28</td>
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<tr>
<td>Teacher’s Manual pp. 22–23</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
</tr>
<tr>
<td>✔ Write Personal Narratives</td>
</tr>
<tr>
<td>✔ Organize Introduction, Body, Conclusion</td>
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<tr>
<td>✔ Use Transitions</td>
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<td><strong>Writing Process: Steps 2, 3</strong></td>
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<tr>
<td>Read SE p. 26 with students to help them understand how the writer of the Mentor Text organized the introduction, beginning, middle, end, and the conclusion. Then read and discuss the drafting process before students begin to write.</td>
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<tr>
<td><strong>Differentiation Options</strong></td>
</tr>
<tr>
<td>• Common Core Coach Allow time for students to draft independently or in pairs. Conference with students who need extra support.</td>
</tr>
<tr>
<td>• Readiness for Common Core</td>
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**Waggle** | Goal: Informational Text Elements

- Goal: Informational Text Elements
- Non-Assessed Skills/Strategies
- Assessed Skills/Strategies
# Lesson Focus

### W.6.3.a–e, W.6.4, W.6.5

#### Common Core 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
- **Common Core 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.
- **Readiness for Common Core**

### PUBLISH AND ASSESS OPTIONS:
- **Common Core Coach** Benchmark Assessment 1 (also in Readiness)
- Teacher’s Manual p. 29
- ✔ 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
- **Common Core 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.
- **Common Core Coach** Review Answers to Benchmark Assessment 1 with students.
- **Common Core Coach** Speaking and Listening project, TM pp. 72–74.

### Goal
- **Parts of Speech**

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**Week 8**

### Unit: Writing Personal Narratives

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<tr>
<td>✔ Introduction</td>
<td>✔ Use Precise Language</td>
<td>✔ Pronouns: Number or Person</td>
<td>✔ Pronouns: Number or Person</td>
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<td>✔ Transition Words</td>
<td>✔ Revise a Personal Narrative</td>
<td>✔ Write Personal Narratives</td>
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<td>✔ Write Personal Narratives</td>
<td>✔ Use precise language</td>
<td>✔ Engage in a Collaborative Discussion</td>
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<td>Writing Process: Steps 4, 5</td>
<td>Writing Process: Steps 5, 6</td>
<td>Writing Process: Steps 6, 7</td>
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<tr>
<td>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.</td>
<td>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.</td>
<td>Allow time for students to complete their Peer Reviews and record their peer comments before they begin to revise. Read SE pp. 36–37. Provide time for students to finish revising and begin editing.</td>
<td>Read SE pp. 38–39. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 40.</td>
<td></td>
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</table>

**DIFFERENTIATION OPTIONS**
- **Common Core 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.
- **Readiness for Common Core**

### PUBLISH AND ASSESS OPTIONS:
- **Common Core Coach** Benchmark Assessment 1 (also in Readiness)
- Teacher’s Manual p. 29
- ✔ 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**
- **Common Core 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.
- **Common Core Coach** Review Answers to Benchmark Assessment 1 with students.
- **Common Core Coach** Speaking and Listening project, TM pp. 72–74.

**Readiness for Common Core**

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**Final Thoughts**

- **Waggle**

**Goal**

- **Parts of Speech**

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**Non-Assessed Skills/Strategies** ✔ **Assessed Skills/Strategies** ✔
**Unit: Reading Fiction**

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<th>Lesson Focus</th>
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<th>DIFFERENTIATION OPTIONS</th>
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</thead>
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<tr>
<td>1</td>
<td>10</td>
<td>✔</td>
<td>Common Core Coach: Teach Make Inferences/Cite Evidence in &quot;Chapter VII: A Woman’s Courage&quot; from Journey to the Center of the Earth. Reread the passage with students using Think Alouds. Use Word Choice and Tone Think Aloud to focus strategy instruction, TM p. 36. Then have students complete the Comprehension Check, SE p. 48.</td>
</tr>
<tr>
<td>3</td>
<td>✔</td>
<td></td>
<td>Common Core Coach: Teach vocabulary words, SE p. 49.</td>
</tr>
<tr>
<td>4</td>
<td>✔</td>
<td></td>
<td>Common Core Coach: Teach vocabulary words, TM p. 39, to address vocabulary words.</td>
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<tr>
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**LESSON FOCUS**

<table>
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<tbody>
<tr>
<td><strong>10</strong></td>
<td>10: &quot;Chapter VII: A Woman’s Courage&quot; from Journey to the Center of the Earth</td>
</tr>
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</table>

**DIFFERENTIATION OPTIONS**

- **Common Core Coach:** Teach 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. Have students choose a passage and write a paragraph responding to the Essential Question, How can fiction bring imaginary events to life? Tell them to use two examples of text features to support their responses.

- **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.

- **Readiness for Common Core:** Have students work in pairs to complete the Comprehension Check, SE p. 54.

**Goal**

- Parts of Speech

**Skills**

- Recognize Fiction
- Engage in Collaborative Discussions

**Non-Assessed Skills/Strategies**

- Author’s Geographic Location
- Compare and Contrast Texts
- Analogies
- Recognize Fiction
- Write about Literature
- Engage in Collaborative Discussions

**Assessed Skills/Strategies**

- Day 2: RL.6.1, RL.6.2, SL.6.1.a–d, W.6.4
- Day 3: RL.6.1, RL.6.2, SL.6.1.a–d, W.6.4
# Reading Fiction

## Lesson Focus

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<th>Reading Instruction</th>
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<td>RL.3.2, SL.3.1</td>
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<tr>
<td></td>
<td>2</td>
<td>RL.6.1</td>
<td>Common Core Support Coach</td>
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<tr>
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<td>3</td>
<td>RL.6.3, RL.6.5</td>
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<td>4</td>
<td>RL.6.4, L.6.4.a</td>
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<td>RL.6.2</td>
<td>Common Core Support Coach</td>
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</table>

### Lesson 1: Fiction

**Common Core Coach**
- RL.3.2, SL.3.1
- RL.6.1

**Common Core Support Coach**
- Lesson 1: Fiction

#### Skills
- Theme
- Characters
- Engage in Collaborative Discussions

#### Readiness for Common Core
- Common Core Coach
- Independent Leveled Practice Resource Book, pp. 23-31

#### DIFFERENTIATION OPTIONS

- **Lesson 1: Fiction** Teach challenging vocabulary. Then students choose one word and write about its meaning in the text.
- **Lesson 2** 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.
- **Lesson 3** 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 2: Fiction

**Common Core Coach**
- RL.6.1

**Common Core Support Coach**
- Lesson 1: Fiction

#### Skills
- Story Elements: Plot
- Context Clues
- Close Reading

#### DIFFERENTIATION OPTIONS

- **Lesson 2** Ask students to complete the Close Reading Worksheet. SE p. 257. Follow with Vocabulary, SE p. 13.

### Lesson 3: Fiction

**Common Core Coach**
- RL.6.3, RL.6.5

**Common Core Support Coach**
- Lesson 1: Fiction

#### Skills
- Context Clues
- Recognize Fiction

#### DIFFERENTIATION OPTIONS

- **Lesson 3** Review Try It, SE p. 7, TM p. 5. 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.

### Lesson 4: Fiction

**Common Core Coach**
- RL.6.4, L.6.4.a

**Common Core Support Coach**
- Lesson 1: Fiction

#### Skills
- Context Clues
- Recognize Fiction

#### DIFFERENTIATION OPTIONS

- **Lesson 4** Focus on context clues in Aaron’s Future Friend, using Supporting ELLs, TM pp. 7, 10. Preview Vocabulary, SE p. 13.

### Lesson 5: Fiction

**Common Core Coach**
- RL.6.2

**Common Core Support Coach**
- Lesson 1: Fiction

#### Skills
- Theme
- Recognize Fiction

#### DIFFERENTIATION OPTIONS

- **Lesson 5** 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.

### Waggle

- Literary Structure

**Non-Assessed Skills/Strategies**
- Readiness for Common Core

**Assessed Skills/Strategies**
- Theme
- Characters
- Engage in Collaborative Discussions

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### Week 11

#### Day 1

**Unit:** Reading Fiction

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<tr>
<td>La Festival Calabaza Read the passage (second read). Then have students complete the Character Webs, SE p. 260, and Vocabulary, SE p. 21.</td>
<td>La Festival Calabaza Read the passage (third read). Then have students complete the Character Webs, SE p. 260, and Vocabulary, SE p. 21.</td>
<td>La Festival Calabaza Read the passage (first read). Then have students complete the Close Reading Worksheet, SE p. 259. Follow with Respond to Text, SE p. 22.</td>
<td>La Festival Calabaza Read the passage (second read). Then have students complete the Close Reading Worksheet, SE p. 259. Follow with Respond to Text, SE p. 22.</td>
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**Waggle**

- **Goal:** Literary Structure

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

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### Unit: Reading Drama

#### LESSON FOCUS
- **RL.6.1**, **RL.6.3**, **RL.6.4**, **RL.6.5**  
**Common Core Coach**

#### Lesson 6: Reading Drama
- **Student Edition** pp. 91–95  
- **Teacher’s Manual** pp. 76–81  
**Skills**
  - ✔ Recognize Drama  
  - ✔ Engage in Collaborative Discussions

#### DIFFERENTIATION OPTIONS
- **Common Core Coach** Teach elements of drama in Mission to Mars, noting and listing elements of drama, including character and plot. Use Use Elements of Drama Think Aloud to focus strategy instruction, TM pp. 79–81.
  - Then have students complete the Comprehension Check on elements of drama, SE p. 96.

#### DIFFERENTIATION OPTIONS
- **Common Core Coach** Reread Mission to Mars, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
  - **Common Core Coach** Use Speaking and Listening Project TM pp. 88–90, during this unit.
  - **Readiness for Common Core**

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**LESSON FOCUS**
- **RL.6.1**, **RL.6.2**, **RL.6.3**, **RL.6.4**  
**Common Core 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

#### DIFFERENTIATION OPTIONS
- **Common Core Coach** Reread Mission to Mars. Reread the drama with students using Think Alouds. Use Think Alouds to focus strategy instruction, TM pp. 79, 81.
  - Then have students complete the Comprehension Check on elements of drama, SE p. 96.

#### DIFFERENTIATION OPTIONS
- **Common Core Coach** Reread Mission to Mars.  
  - **Readiness for Common Core**

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**LESSON FOCUS**
- **RL.6.3**, **SL.6.1.a–d**, **L.6.4.d**, **L.6.5.a**  
**Common Core Coach**

#### Lesson 6: Reading Drama
- **Student Edition** pp. 97–102  
- **Teacher’s Manual** pp. 83–85  
**Skills**
  - ✔ Make Inferences  
  - ✔ Theme  
  - ✔ Figurative Language  
  - ✔ Engage in Collaborative Discussions

#### DIFFERENTIATION OPTIONS
- **Common Core Coach** Teach vocabulary, and guide students through Vocabulary, SE p. 97. Use highlighted words in The Legend of King Arthur to reinforce meanings.
  - **Performance Coach** Have accelerating students work in pairs to do Coached Example, SE pp. 36–38 and identify the dramatic elements also used in Mission to Mars and The Legend of King Arthur.
  - **Readiness for Common Core**

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**LESSON FOCUS**
- **RL.6.3**, **SL.6.1**  
**Common Core Coach**

#### Lesson 6: Reading Drama
- **Student Edition** pp. 103–104  
- **Teacher’s Manual** p. 86  
**Skills**
  - ✔ Character  
  - ✔ Plot  
  - ✔ Elements of Drama  
  - ✔ Engage in Collaborative Discussions

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

---

**LESSON FOCUS**
- **RL.6.1**, **RL.6.2**, **RL.6.3**, **RL.6.4**, **RL.6.5**, **W.6.4**  
**Common Core Coach**

#### Lesson 6: Reading Drama
- **Student Edition** pp. 91–104  
- **Teacher’s Manual** pp. 76–86  
**Skills**
  - ✔ Recognize Drama  
  - ✔ Write about Drama  
  - ✔ Engage in Collaborative Discussions

#### DIFFERENTIATION OPTIONS
- **Common Core Coach** Reread Mission to Mars or The Legend of King Arthur. Have students choose a drama and write a paragraph responding to the Essential Question. How can drama help you better understand the feelings and viewpoints of characters? Tell them to use two examples of text features to support their responses.

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

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

**Readiness for Common Core**

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**Waggle**  
**Goal** Informational Text Structure
# Week 13

## Unit: Reading Drama

### Lesson Focus

#### RL.6.5, SL.6.1

**Common Core Coach**

**Lesson 6: Reading Drama**

- **Common Core Coach**
- **Independent Leveled Practice Resource Book**
- **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**

- **Common Core Coach**
- **Independent Leveled Practice Resource Book**
  - **Teach challenging vocabulary.**
  - **Then students choose one word and write about its meaning in the text.**
  - **Have students identify dramatic elements and show the relationships among dramatic elements, character, and plot.**
  - **Have students explain these relationships to each other.**
  - **Readiness for Common Core**

### Lesson 2: Drama

#### RL.6.1

**Common Core Support Coach**

**Lesson 2: Drama**

- **Student Edition pp. 29–30, 32–36, 261**
- **Teacher’s Manual pp. 25, 26, 28–32**
- **Skills**
  - **Draw and Support Inferences**
  - **Recognize Drama**
  - **The Love Story of Ch’unhyang, Act 1**
  - **Discuss drama and the skills that will be reviewed, SE p. 29. Practice Draw and Support Inferences, SE p. 30. Read the drama (first read). Have students complete the Draw Inferences Chart, SE p. 261.**

**Differentiation Options**

- **Common Core Coach**
- **Independent Leveled Practice Resource Book**
  - **Review Try It, SE p. 30. Reread The Love Story of Ch’unhyang, Act 1 with the first read annotations, showing students that these focus on drawing inferences. Guide students to complete the Draw Inferences Chart, SE p. 261 and TM p. 33.**

- **Common Core Support Coach**
  - **Use Supporting Struggling Learners scaffolding, TM p. 32. Help students understand the characters of The Love Story of Ch’unhyang by guiding them through the different characters and pointing out how each is described.**
  - **Readiness for Common Core**

### Lesson 3

#### RL.6.4, L.6.4.a

**Common Core Support Coach**

**Lesson 2: Drama**

- **Student Edition pp. 31–36, 37, 262**
- **Teacher’s Manual pp. 27–33**
- **Skills**
  - **Figurative Language**
  - **Close Reading**
  - **The Love Story of Ch’unhyang, Act 1**
  - **Review Figurative Language, SE p. 31. Read the drama (second read). Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 262.**

**Differentiation Options**

- **Common Core Coach**
  - **Review Try It, SE p. 31. Reread The Love Story of Ch’unhyang, Act 2 with the second read annotations, focusing on figurative language. Guide students to complete the Close Reading Worksheet.**

- **Common Core Support Coach**
  - **Focus on figurative language in The Love Story of Ch’unhyang, Act 1, using Word Study and Supporting ELLs, TM p. 30. Preview Vocabulary, SE p. 37.**
  - **Readiness for Common Core**

### Lesson 4

#### RL.6.4, L.6.5.a

**Common Core Support Coach**

**Lesson 2: Drama**

- **Student Edition pp. 32–36, 262**
- **Teacher’s Manual pp. 28–33**

- **Skills**
  - **Summarize**
  - **Recognize Drama**
  - **The Love Story of Ch’unhyang, Act 2**
  - **Read the drama (third read). Then have students complete the Close Reading Worksheet. SE p. 262. Follow with Vocabulary, SE p. 37.**

**Differentiation Options**

- **Common Core Support Coach**
  - **Review Try It, SE p. 38. Reread The Love Story of Ch’unhyang, Act 2 with 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 Coached Example, SE pp. 32–35.**

- **Performance Coach**
  - **Use Discussion Questions, TE p. 10. Review the characteristics of drama. Have students write about specific characteristics of drama in the passages they have read.**

- **Readiness for Common Core**
## Unit: Reading Drama

### Lesson Focus

**LESSON FOCUS**  
**RL.6.5**  
**Common Core 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**

**Review Dramatic Structure, SE p. 39.** Read the drama (second read) and complete the relevant questions on the Close Reading Worksheet, SE p. 264, and Vocabulary, SE p. 45.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach**  
  - Review Try It, SE p. 39. Reread the drama (third read). Then have students complete the Close Reading Worksheet, SE p. 264. Follow with Respond to Text, SE p. 46.

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

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

### LESSON FOCUS

**LESSON FOCUS**  
**RL.6.4**  
**Common Core Support Coach**

**Lesson 2: Drama**  
- **Student Edition pp. 46–47**

**Skills**  
- **Compare and contrast**

**Write about Drama**

**Respond 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**

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

- **Common Core 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.

- **Readiness for Common Core**

### LESSON FOCUS

**LESSON FOCUS**  
**RL.6.4**  
**Common Core Support Coach**

**Lesson 6: Reading Drama**  
- **Student Edition p. 91**

**Skills**  
- **Make Inferences**

**Theme and Point of View**

**Characters and Context Clues**

**Listen and Learn**

- **Review and discuss the Essential Questions, 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**

- **Common Core Support Coach**  
  - Have students read (third read) Lost and Round, SE pp. 48–52.

- **Readiness for Common Core**

### REVIEW

**REVIEW**  

**Common Core Coach**

**Lesson 6: Reading Drama**  
- **Student Edition p. 91**

**Skills**  
- **Summarize**

**Context Clues**

**Figurative Language**

**Dramatic Structure**

**Understand Common Latin and Greek Roots**

**Common Core 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).

- **Common Core 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.

- **Readiness for Common Core**
## Unit: Writing Fictional Narratives

### LESSON FOCUS

**W.6.3.a–e, SL.6.1.a–d**

- **Common Core 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

### Differentiation Options

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

### Lesson Focus

**W.6.3.a–e, W.6.4, W.6.5, W.6.6, L.6.1.a–b, L.6.5.a**

- **Common Core Coach**
- **Lesson 5: Writing Fictional Narratives**
  - Student Edition pp. 69–70
  - Teacher’s Manual pp. 59–60

### Skills

- Write a Fictional Narrative
- Plot Structure
- Dialogue

### Analyze a Mentor Text

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

### Differentiation Options

- **Common Core Coach** Use the graphic on SE p. 68 to help students understand the characteristics and structure of Fictional Narrative.
- **Common Core Coach** Have accelerating students identify the problem, climax, and resolution of the Mentor Text.
- **Common Core Coach** Review the Writing Process, SE p. 72 for students who need extra support.
- **Readiness for Common Core**

### 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

- **Common Core 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.
- **Common Core 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.
- **Readiness for Common Core**

### Waggle

- **Goal Sentences**

- **Non-Assessed Skills/Strategies**
- **Assessed Skills/Strategies**
### Lesson Focus

**W.6.3.a-e, W.6.4, W.6.5, W.6.6, L.6.1.a-b, L.6.5.a**

**Common Core Coach**

**Lesson 5: Writing Fictional Narratives**
- Student Edition pp. 78–81

**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

- **Common Core 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.
- **Readiness for Common Core**

### Differentiation Options

- **Common Core Coach** Have students read aloud portions of their writing. Model Think Alouds about the plot elements, to demonstrate how to talk about writing.
- **Common Core Coach** Have students complete the Lesson Practice, TM pp. 270–277.
- **Readiness for Common Core**

### Differentiation Options

- **Common Core Coach** Use SE pp. 79–89 as a springboard for students to discuss strategies for improving parts of the plot in their writing.
- **Common Core Coach** Have accelerating students complete the Lesson Practice, SE pp. 270–279.
- **Common Core Coach** Review Answers to Benchmark Assessment 2 with students.
- **Readiness for Common Core**

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**Goal:** Literary Style

**Waggle**

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

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<td><strong>Engage in Collaborative Discussions</strong></td>
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### Differentiation Options
- **Common Core Coach** Teach scientific and technical text features in Journey to Earth’s Center, noting and listing text features, graphs, charts, or diagrams.
- **Common Core Coach** Reread Journey to Earth’s Center, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
- **Common Core Coach** Use Speaking and Listening Project, TM pp. 104–106 during this unit.
- **Readiness for Common Core**

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### Differentiation Options
- **Common Core Coach** Teach vocabulary and guide students through Vocabulary, SE p. 111. Use highlighted words in Geothermal Heating and Cooling, and guide students as they unpack the text structure.
- **Readiness for Common Core**

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| | **Performance Coach** Have students choose a passage and write a paragraph responding to the question, How does visual information help the reader to understand scientific and technical texts? Tell them to use two examples of text features to support their response.

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### Differentiation Options
- **Common Core Coach** Teach vocabulary and guide students through Vocabulary, SE p. 111. Use highlighted words in Geothermal Heating and Cooling, and guide students as they unpack the text structure.
- **Readiness for Common Core**

**Waggle**

- **Goal** Literary Style
- **Non-Assessed Skills/Strategies**
- **Assessed Skills/Strategies**
# Lesson 7: Reading Scientific and Technical Texts

**LESSON FOCUS**
RST.6-8.1, RST.6-8.4, RST.6-8.5, RST.6-8.6, RST.6-8.7

**Common Core Coach**
Lesson 7: Reading Scientific and Technical Texts

- Common Core Coach
- Independent Leveled Practice Resource Book, pp. 59–68

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

**Lesson 7: Scientific Texts**

**Objective**
Have students read the passage on their own.

**Arctic Survival**

**DIFFERENTIATION OPTIONS**
- Common Core Coach
- Independent Leveled Practice Resource Book

**Day 1**

**DIFFERENTIATION OPTIONS**
- Common Core Coach
- Independent Leveled Practice Resource Book

**Day 2**

**DIFFERENTIATION OPTIONS**
- Common Core Coach
- Independent Leveled Practice Resource Book

**Day 3**

**DIFFERENTIATION OPTIONS**
- Common Core Coach
- Independent Leveled Practice Resource Book

**Day 4**

**DIFFERENTIATION OPTIONS**
- Common Core Coach
- Independent Leveled Practice Resource Book

**Day 5**

**DIFFERENTIATION OPTIONS**
- Common Core Coach
- Independent Leveled Practice Resource Book

**Assessed Skills/Strategies**
- RI.6.3, RST.6-8.1
- RI.6.5, RST.6-8.5

**Non-Assessed Skills/Strategies**
- RI.6.3, RST.6-8.3
- RI.6.5, RST.6-8.5

**Goal**
Informational Text Style
Unit: Reading Scientific and Technical Texts

LESSON FOCUS
RI.6.4, L.6.6, RST.6–8.4
Common Core Support Coach
Lesson 7: Scientific Texts
- Student Edition pp. 158–165, 284
- Teacher’s Manual pp. 140–147
Skills
- Recognize Scientific Texts
- Close Reading
Rapa Nui: Island of Mystery

DIFFERENTIATION OPTIONS
- Common Core 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.
- Common Core Support Coach
  Use Supporting Struggling Learners scaffolding, TM p. 141 to understand how the visuals and text work together.
- Common Core 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.
- Readiness for Common Core

LESSON FOCUS
RI.6.7, RST.6–8.7
Common Core Support Coach
Lesson 7: Scientific Texts
- Student Edition pp. 166–167
- Teacher’s Manual pp. 148–149
Skills
- Integrate Visual Information
- Close Reading
- Write about Scientific Texts
- Domain-specific Vocabulary
Respond to Text
Rapa Nui: Island of Mystery
Read the passage. Then have students complete the Close Reading Worksheet. SE p. 283, TM p. 147. Follow with Respond to Text, SE pp. 166–167, TM pp. 148–149.

DIFFERENTIATION OPTIONS
- Common Core Support Coach
  Guide students through Respond to Text using support, TM pp. 148–149.
- Common Core Support Coach
  Have students read
- Performance Coach
  Use Language Spotlight, SE p. 113 and TE p. 36, to teach domain-specific vocabulary. Have students choose a vocabulary word to write about.
- Readiness for Common Core

LESSON FOCUS
RI.6.7, RST.6–8.7
Common Core Support Coach
Lesson 7: Scientific Texts
- Student Edition pp. 166–167
- Teacher’s Manual pp. 148–149
Skills
- Integrate Visual Information
- 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
- Common Core Support Coach
  Guide students through
  Respond to Text using 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
- Common Core Support Coach
  Have students read
- Performance Coach
  To review author’s purpose and text structure, have students complete Lesson Practice, SE pp. 117–123.
- Readiness for Common Core

LESSON FOCUS
RST.6–8.1, RST.6–8.4,
RST.6–8.5, RST.6–8.6, RST.6–8.7
Common Core 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
- Common Core Support Coach
  Do shared writing with students in Lesson Practice, SE pp. 135 (item 6).
- Common Core Support Coach
  Review answers to Benchmark Assessment X with students.
- Readiness for Common Core

Waggle
- Goal Informational Text Style
**Unit: Reading Persuasive Nonfiction**

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<tr>
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<td><strong>Recognize Persuasive Nonfiction</strong></td>
<td><strong>Engage in Collaborative Discussion</strong></td>
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<td><strong>Evaluate Evidence</strong></td>
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<td><strong>Introduce persuasive texts and discuss questions, TM p. 157, focusing on the Essential Questions, How can persuasive nonfiction use reasoned judgments and facts to influence readers? Then read Co-ed Conflict with students.</strong></td>
<td><strong>Listen and Learn Co-ed Conflict</strong></td>
<td><strong>Engage in Collaborative Discussion</strong></td>
<td><strong>Discussion Questions and Performance Coach</strong></td>
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<td><strong>Common Core 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.</strong></td>
<td><strong>Common Core Coach Reread Co-ed Conflict, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.</strong></td>
<td><strong>Common Core Coach Use Speaking and Listening Project, TM pp. 184–186, during this unit.</strong></td>
<td><strong>Common Core Coach Read the passage with students, using Think Alouds. Use Point of View Think Aloud to focus strategy instruction, TM p. 159. Then have students complete the Comprehension Check on pros and cons, SE p. 188, TM p. 162.</strong></td>
<td><strong>Common Core Coach Reread Should Columbus Day Be Renamed, and guide students through Comprehension Check, SE pp. 193–194.</strong></td>
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**Waggle**

- **Goal Paragraphs**

- **Non–Assessed Skills/Strategies**
- **Assessed Skills/Strategies**
Lesson Focus
RI.6.6, RI.6.8, RH.6-8.6

Common Core Support Coach
Lesson 7: Persuasive Nonfiction
- Student Edition pp. 199, 200, 202–206, 289
- Teacher’s Manual pp. 175, 176, 178–183

Skills
- Author’s Purpose
- Point of View
- Evaluate Evidence
- Engage in Collaborative Discussion

Read On Your Own
Fair Pay for Fair Play
Have students read the passage at their levels and answer the questions independently. Then have them discuss the questions and their answers in small groups.

Differentiation Options
- Common Core Coach Independent Leveled Practice Resource Book: Teach challenging vocabulary. Then students choose one word and write about its meaning in the text.
- Common Core Coach Independent Leveled Practice Resource Book: Have students identify arguments and the author’s purpose and explain them to each other.
- Readiness for Common Core

Lesson Focus
RI.6.6, RH.6-8.6

Common Core Support Coach
Lesson 9: Persuasive Nonfiction
- Student Edition pp. 201–206, 289
- Teacher’s Manual pp. 177–183

Skills
- Author’s Argument
- Recognize Persuasive Nonfiction
- Close Reading

DIFFERENTIATION OPTIONS
- Common Core Support Coach: Have students complete the Close Reading Worksheet SE p. 289.

Lesson Focus
RI.6.8

Common Core Support Coach
Lesson 9: Persuasive Nonfiction

Skills
- Word Relationships
- Recognize Persuasive Nonfiction

DIFFERENTIATION OPTIONS
- Common Core Support Coach: Review Try It SE p. 201 Read the passage (first read). Then have students complete the Close Reading Worksheet. SE p. 289. Follow with Vocabulary SE p. 207.

Lesson Focus
RI.6.6, RI.6.8, L.6.5.b

Common Core Support Coach
Lesson 9: Persuasive Nonfiction
- Student Edition pp. 208, 210–214, 291
- Teacher’s Manual pp. 184, 186–190

Skills
- Denotation and Connotation
- Recognize Persuasive Nonfiction

DIFFERENTIATION OPTIONS

Lesson Focus
RI.6.6, L.6.5.c

Common Core Support Coach
Lesson 9: Persuasive Nonfiction

Common Core 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.

Readiness for Common Core

Waggle Goal Paragraphs

Non-Assessed Skills/Strategies
Assessed Skills/Strategies
## Unit: Reading Persuasive Nonfiction

### LESSON FOCUS
**RI.6.8, RH.6–8.8**
**Common Core Support Coach**
**Lesson 9: Persuasive Nonfiction**
- Student Edition pp. 209–215, 292
- Teacher’s Manual pp. 185–191

### DIFFERENTIATION OPTIONS
- **Common Core 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, SE p. 292.
- **Common Core Support Coach**
- **Common Core Support Coach**
  - Have students write other words containing the Greek prefixes.

**Lesson Plan**

**Day 1**
- **Lesson 1:** Persuasive Nonfiction
- **Skills**
  - Evaluate Author’s Claims
  - Analyze Vocabulary
  - Identify cause-effect relationships
- **DIFFERENTIATION OPTIONS**
  - **Common Core Support Coach**
    - Guide students to complete the Close Reading Worksheet, SE p. 292.
  - **Common Core Support Coach**
- **Common Core Support Coach**
  - Have students write other words containing the Greek prefixes.
- **Readiness for Common Core**

**Day 2**
- **Lesson 2:** Greek Prefixes
- **Skills**
  - Identify cause-effect relationships
  - Use Supporting Struggling Learners scaffolding, TM p. 187 to reread and discuss the passage. Review Vocabulary, SE p. 84 and TE p. 28, to teach persuasive language. Have students choose a vocabulary word to write about.
- **Readiness for Common Core**

**Day 3**
- **Lesson 3:** Author’s Argument
- **Skills**
  - Identify cause-effect relationships
  - Use Supporting Struggling Learners scaffolding, TM p. 187 to reread and discuss the passage. Review Vocabulary, SE p. 84 and TE p. 28, to teach persuasive language. Have students choose a vocabulary word to write about.
- **Readiness for Common Core**

**Day 4**
- **Lesson 4:** Author’s Purpose
- **Skills**
  - Identify cause-effect relationships
  - Use Supporting Struggling Learners scaffolding, TM p. 187 to reread and discuss the passage. Review Vocabulary, SE p. 84 and TE p. 28, to teach persuasive language. Have students choose a vocabulary word to write about.
- **Readiness for Common Core**

**Day 5**
- **Lesson 5:** Author’s Point of View
- **Skills**
  - Identify cause-effect relationships
  - Use Supporting Struggling Learners scaffolding, TM p. 187 to reread and discuss the passage. Review Vocabulary, SE p. 84 and TE p. 28, to teach persuasive language. Have students choose a vocabulary word to write about.
- **Readiness for Common Core**

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**Waggle**

**Goal** Literary Analysis

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

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**REVIEW**
**RI.6.6, RI.6.8, RH.6–8.6, RST.6–8.8**
**Common Core Support Coach**
**Lesson 11: Reading Persuasive Nonfiction**
- Student Edition p. 183
- Teacher’s Manual p. 157

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - Guide students through Respond to Text using support, TM pp. 192–193.
- **Common Core Support Coach**
  - Have students read Bring Back the Band, SE pp. 218–220.

**Readiness for Common Core**

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**REVIEW AND ASSESS OPTIONS:**
**Common Core Support Coach**
**Quiz 9** (also in Readiness)
- 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

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**Common Core 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**
- **Common Core Support Coach**
  - Have students read Bring Back the Band, SE pp. 218–220, and do Comprehension Check, SE pp. 221–222.
- **Common Core Support Coach**
  - Review author’s purpose and persuasive techniques, have students complete Lesson Practice, SE pp. 90–95. Do shared writing with students in Lesson Practice, SE pp. 95 (Item 6).
- **Readiness for Common Core**

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**Waggle**

**Goal** Literary Analysis

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

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# Unit: Writing Informative Texts

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**DIFFERENTIATION OPTIONS**

- **Common Core Coach**: Use the graphic on SE p. 118 and TM p. 112 to help students understand the characteristics and structure of informative text.
- **Common Core Coach**: Have students identify key ideas, main ideas, and supporting facts, details, and examples.
- **Common Core Coach**: Have students complete the Coached Practice, SE pp. 124–125.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach**: Review the academic vocabulary words.
- **Common Core Coach**: Review the Writing Process, SE pp. 122, for students who need extra support.
- **Common Core Coach**: Have students complete the Coached Example, SE pp. 234–236.
- **Common Core Coach**: Have students complete the Coached Practice, SE pp. 237–239.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach**: Use a dictionary to look up the academic vocabulary words.
- **Common Core Coach**: Review the Writing Process, SE pp. 122, for students who need extra support.
- **Common Core Coach**: Have students complete the Coached Practice, SE pp. 237–239.
- **Common Core Coach**: Have students complete the Coached Practice, SE pp. 237–239.
- **Common Core Coach**: Allow students time to research and find the answers to these questions so they can add relevant information to their writing.
- **Common Core Coach**: Have students work in pairs or small groups to generate questions about the Secrets of Pompeii topic. Allow students time to research and find the answers to these questions so they can add relevant information to their writing.
- **Common Core Coach**: Have students work in pairs or small groups to generate questions about the Secrets of Pompeii topic. Allow students time to research and find the answers to these questions so they can add relevant information to their writing.
Unit: Writing Informative Texts

LESSON FOCUS
W.6.2.a-f, SL.6.1
Common Core Coach
Lesson 8: Writing Informative Texts
- Student Edition pp. 133–135
- Teacher’s Manual pp. 119–120
Skills
✔ Write Informative Text
✔ Transition Words and Phrases
Writing Process, Steps 3, 4
With students, read the Writer’s Craft section, SE p. 132. Have students share their efforts to use linking words. Then read SE pp. 133–135.

DIFFERENTIATION OPTIONS
- Performance Coach Have students complete the Coached Example, SE pp. 295–297.
- Readiness for Common Core

LESSON FOCUS
W.6.2.a-f
Common Core Coach
Lesson 8: Writing Informative Texts
- Student Edition pp. 134–139
- Teacher’s Manual pp. 120–122
Skills
✔ Revise Informative Text
✔ Facts, Details, and Examples
✔ Transition Words
✔ Style and Tone
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. 138–139 with students.

DIFFERENTIATION OPTIONS
- Common Core Coach Have students read aloud portions of their writing. Model Think Alouds about the style and tone, and also spelling to demonstrate how to talk about writing.
- Performance Coach Have students complete the Lesson Practice, SE pp. 298–301.
- Readiness for Common Core

LESSON FOCUS
W.6.2.a-f
Common Core Coach
Lesson 8: Writing Informative Texts
- Student Edition pp. 138–143
- Teacher’s Manual pp. 122–123
Skills
✔ Spelling
✔ Edit Informative Texts
✔ Using Consistent Style and Tone
Writing Process, Steps 5, 6
Read SE pp. 140–141. Provide time for students to finish revising and begin editing.

DIFFERENTIATION OPTIONS
- Common Core Coach Use SE pp. 130–140 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. 298–301.
- Readiness for Common Core

LESSON FOCUS
W.6.2.a-f, W.6.6, SL.6.1
Common Core Coach
Lesson 8: Writing Informative Texts
- Student Edition pp. 140–144
- Teacher’s Manual pp. 123–124
Skills
✔ Write an Informative Text
✔ Spelling
Writing Process, Steps 6, 7
Read SE pp. 142–143. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 144.

DIFFERENTIATION OPTIONS
- Common Core 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. 298–301.
- Common Core Coach Review answers to Benchmark Assessment 3 with students.
- Common Core Coach Speaking and Listening project, TM pp. 184–186.
- Readiness for Common Core

PUBLISH AND ASSESS OPTIONS:
Common Core Coach
Benchmark Assessment 3 (also in Readiness)
- Teacher’s Manual p. 124
Skills
✔ Write an Informative Text
Writing Process, Step 7
This stage of the process should allow students to share their writing in a meaningful way. If possible, designate a time and/or space for reading aloud, posting or displaying writing, and sharing with family members and/or the school community.

DIFFERENTIATION OPTIONS
- Common Core Coach Review answers to Benchmark Assessment 3 with students.
- Common Core Coach Speaking and Listening project, TM pp. 184–186.
- Readiness for Common Core

Goal: Informational Text Analysis

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

Waggle

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### Lesson Focus

**RL.6.4, RL.6.5**

#### Common Core Coach

**Lesson 9: Reading Poetry**
- Student Edition pp. 146-149
- Teacher’s Manual pp. 135-136
- **Skills**
  - Poetry
  - Poetic Content
  - Stanzas and Theme
  - **Engage in Collaborative Discussions**

#### Differentiation Options

- **Common Core Coach** Teach poetic features in Two Rivers, noting and listing poetic features, including stanzas and theme.
- **Common Core Coach** Reread Two Rivers, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
- **Readiness for Common Core**

---

### Discussions

**Listening and Learning**

- Engage in Collaborative Discussions
- 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.

#### Differentiation Options

- **Common Core Coach** Teach figurative language in Memory's River, and guide students through Comprehension Check, SE p. 154.
- **Common Core Coach** Teach vocabulary and guide students through SE p. 149. Use highlighted words in Memory's River to reinforce meanings.
- **Performance Coach** Have accelerating students read SE pp. 22-24 and identify the poetic features also used in Two Rivers and Memory's River.

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### Vocabulary

**Share and Learn**

- Memory's River: Preview Vocabulary, SE p. 149.
- Then have students read and discuss the passage, SE pp. 150-152.

#### Differentiation Options

- **Common Core Coach** Reread Memory's River, and guide students to note figurative language. Create a figurative language chart.
- **Common Core Coach** Reread Memory's River and guide students as they unpack the poetic content and structure.

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### Informational Text Analysis

- **Waggle Goal**
  - Informational Text Analysis

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**Non-Assessed Skills/Strategies**

- **Assessed Skills/Strategies**
## Unit: Reading Poetry

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</tr>
<tr>
<td>- Common Core Coach Independent Leveled Practice Resource Book</td>
<td>- Use Supporting English Language Learners scaffolding, TM p. 51. Help students understand the words in The Glove by teaching them to use a dictionary and explaining contractions.</td>
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<tr>
<td>- Focus on terms and concepts in The Glove using Word Study and Supporting ELLs, TM p. 52.</td>
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**Waggle** | **Goal** | Write About Literature

- ✔ Non-Assessed Skills/Strategies
- ✔ Assessed Skills/Strategies
### Lesson Focus

**Common Core Support Coach**

**Lesson 3: Poetry**
- Student Edition pp. 63–66, 268
- Teacher’s Manual pp. 55–59

**Skills**
- Compare and Contrast Poetic Forms
- Recognize Poetry

**Ozymandias/A Sphinx**
- Read the poem.
- Review and discuss the Essential Question on TM p. 131 and the following focus skills:
  - identifying poems and their characteristics
  - determining the structure and theme of a poem
  - understanding the figurative language of a poem

### Differentiation Options

- **Common Core 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.
  - Common Core Support Coach Use Focus on Fluency note, TM p. 57, while rereading and discussing the passage. Review Vocabulary, SE p. 67.
  - Common Core Support Coach Have students write sentences using the academic vocabulary words.
  - Readiness for Common Core

### Lesson Focus

**Lesson Focus**

**Common Core Support Coach**
- Student Edition pp. 64–69, 268
- Teacher’s Manual pp. 56–61

**Skills**
- Compare and Contrast Poetic Forms
- Close Reading
- Write about Poetry

**Lesson Focus**

**Common Core Support Coach**
- Student Edition pp. 68–69
- Teacher’s Manual pp. 60–61

**Skills**
- Compare and Contrast Poetic Forms
- Close Reading
- Write about Poetry

### Differentiation Options

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

- **Common Core Support Coach**

- **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.

### Lesson Focus

**Common Core Support Coach**
- Student Edition pp. 68–69
- Teacher’s Manual pp. 131

**Skills**
- Compare and Contrast Reading and Listening to Poetry
- Close Reading
- Write about Poetry

### Differentiation Options

- **Common Core Support Coach**
  - Guide students through Close Reading and Listening to Poetry. Then have students complete the writing task on p. 69 before students draft and complete their writing.

### Lesson Focus

**Common Core Support Coach**
- Student Edition pp. 68–69
- Teacher’s Manual pp. 60–61

**Skills**
- Theme
- Figurative Language
- Poetic Structure

### Differentiation Options

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

### Lesson Focus

**Common Core Support Coach**
- Student Edition pp. 74–76
- Teacher’s Manual pp. 62

**Skills**
- Compare and Contrast Silent and Aural Experiences of the Text
- Figurative Language
- Use Dictionaries and Glossaries
- Poetic Structure
- Academic Vocabulary
- Compare and Contrast Poetic Structures

### Review and Assess Options

**Common Core Support Coach**
- Lesson 3: Poetry

**Quiz 3** (also in Readiness)

**Skills**
- Compare and Contrast Poetic Forms
- Recognize Poetry

### Lesson Focus

**Common Core Support Coach**
- Student Edition pp. 145
- Teacher’s Manual pp. 131

**Skills**
- Theme
- Figurative Language
- Poetic Structure

### Differentiation Options

- **Common Core Support Coach**
  - The Children’s Hour/ Rain Music/Dust of Snow, SE pp. 75–76. Have students share answers and discuss the text, pointing out evidence that they find.

- **Performance Coach**
  - Do shared writing with students in Lesson Practice, SE pp. 22–27.

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

### Readiness for Common Core

**Skills**
- Write about Poetry
- Close Reading
- Poetic Structure

### Differentiation Options

- **Common Core Support Coach**
  - Use Focus on Fluency note, TM p. 60–61. Have them work with partners and write.

### Student Edition pp. 63–66, 268

**Skills**
- Compare and Contrast Poetic Forms
- Recognize Poetry

### Teacher’s Manual pp. 55–59

**Skills**
- Compare and Contrast Poetic Forms
- Recognize Poetry

### Close Reading

**Skills**
- Compare and Contrast Poetic Forms
- Recognize Poetry

### Reading Poetry

**Skills**
- Compare and Contrast Poetic Forms
- Recognize Poetry

### Lesson 3: Poetry

**Skills**
- Compare and Contrast Poetic Forms
- Recognize Poetry

### Lesson 9: Reading Poetry

**Skills**
- Theme
- Figurative Language
- Poetic Structure

### Lesson 3: Poetry

**Skills**
- Compare and Contrast Poetic Forms
- Recognize Poetry

### Lesson 3: Poetry

**Skills**
- Compare and Contrast Poetic Forms
- Recognize Poetry

### Write About Literature

**Skills**
- Compare and Contrast Poetic Forms
- Recognize Poetry

### Lesson 3: Poetry

**Skills**
- Compare and Contrast Poetic Forms
- Recognize Poetry
**Unit: Reading Sources and Writing an Argument**

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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<td>- Common Core Support Coach Review Try It. SE p. 224. Reread Hello Blogheads! with the <strong>first read</strong> annotations, showing students that these focus on paraphrasing. Guide students to complete the Paraphrase Chart.</td>
<td>- Common Core Support Coach Review Try It, SE p. 225. Reread Blogheads with the <strong>second read</strong> annotations, showing students that these focus on primary sources. Guide students to complete the Close Reading Worksheet.</td>
<td>- Common Core Support Coach Focus on word and sentence structure in Hello Blogheads! using Supporting ELLs, TM pp. 203, 204. Preview Vocabulary, SE p. 231.</td>
<td>- Common Core Support Coach Use Supporting Struggling Learners scaffolding, TM p. 208. Help students understand which details show effective sources. Have students discuss the types of sources used in Hello Blogheads!</td>
<td>- Common Core Support Coach Review Try It, SE p. 232. Reread Into the Fire with the <strong>first read</strong> annotations, focusing on comparison and contrast. Guide students to complete the Venn Diagram.</td>
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<td>- Common Core Support Coach Review Try It, SE p. 232. Reread Into the Fire with the <strong>second read</strong> annotations, showing students that these focus on secondary sources. Guide students to complete the Close Reading Worksheet.</td>
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**Waggle**

- **Goal**: Write About Literature

- **Non-Assessed Skills/Strategies**
- **Assessed Skills/Strategies**
Unit: Reading Sources and Writing an Argument

LESSON FOCUS
L.6.4.c
Common Core Support Coach
Lesson 10: Primary and Secondary Sources
  • Student Edition pp. 234–240, 296
  • Teacher’s Manual pp. 208–213
Skills
  ✔ Use a Thesaurus
  ✔ Close Reading
  ✔ Write about Informational Text
Respond to Text
Into the Fire
Read the passage (third read). Then have students complete the Close Reading Worksheet. SE p. 296. Follow with Respond to Text, SE pp. 240.

DIFFERENTIATION OPTIONS
  • Common Core Support Coach Guide students through Respond to Text using support, TM pp. 214–215.
  • Common Core Support Coach Have students read (first read) The Effects of Social Media on Today’s Youth/Joanne’s Project, SE pp. 242–246.
  • Common Core Support Coach Have students read (second read) The Effects of Social Media on Today’s Youth/Joanne’s Project, SE pp. 242–246.
  • Common Core Support Coach Speaking and Listening project, TM pp. 184–186.
  • Readiness for Common Core

LESSON FOCUS
W.6.1.a–e, SL.6.1
Common Core Coach
Lesson 12: Writing Opinion Pieces
  • Student Edition pp. 195–199
  • Teacher’s Manual pp. 169–173
Skills
  ✔ Write an Opinion Piece
  ✔ Engage in Collaborative Discussion

Essential Question
Analyze a Mentor Text
Introduce opinion texts and discuss questions, TM p. 169, focusing on the Essential Question, How can persuasive writing be used effectively to encourage others to support your opinion? Then read SE p. 196 with students.
Read aloud the Mentor Text, SE pp. 197–198 and TM pp. 171–172, using the annotations. Help students analyze the text.

DIFFERENTIATION OPTIONS
  • Common Core Coach Have students list words that share each of the roots listed on SE. p. 199.
  • Common Core Coach Review the Writing Process, SE p. 200, for students who need extra support.
  • Common Core Support Coach Have students read (first read) The Effects of Social Media on Today’s Youth/Joanne’s Project, SE pp. 242–246.
  • Common Core Coach Speaking and Listening project, TM pp. 184–186.
  • Readiness for Common Core

LESSON FOCUS
W.6.1.a–e, SL.6.1
Common Core Coach
Lesson 12: Writing Opinion Pieces
  • Student Edition pp. 197–200
  • Teacher’s Manual pp. 174–175
Skills
  ✔ Write an Opinion Piece
  ✔ Brainstorm Positives and Negatives

Writing Process, Step 1
After reviewing the steps in the writing process, read the Writing Assignment. Discuss the task along with the purpose and audience. Then guide students through SE pp. 201–202, using the annotations. Students complete SE p. 203.

DIFFERENTIATION OPTIONS
  • Common Core Coach Take a deeper dive into SE pp. 201–202 with students who need extra support as they brainstorm in pairs to complete Try It, SE p. 203.
  • Common Core 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.
  • Readiness for Common Core

LESSON FOCUS
W.6.1.a–e, SL.6.1
Common Core Coach
Lesson 12: Writing Opinion Pieces
  • Student Edition pp. 204–206
  • Teacher’s Manual pp. 176–177
Skills
  ✔ Write an Opinion Piece
  ✔ Reasons and Details
  ✔ Transition Words and Phrases

Writing Process, Steps 2, 3
Read SE p. 204 with students to help them understand how the writer of the Mentor Text organized the opinion, reasons and details, and the conclusion. Then read and discuss the drafting process before students begin to write.

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

Grading Rubric
- Non-Assessed Skills/Strategies
- Assessed Skills/Strategies
Waggle
Goal
Write About Informational Text
### Unit: Reading Sources and Writing an Argument

#### LESSON FOCUS
- **W.6.1.a-e, L.6.2.a, L.6.4.b**
- **Common Core Coach**
  - Lesson 12: Writing Opinion Pieces
  - Student Edition pp. 206–209
- **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. 207–213 with students.

#### DIFFERENTIATION OPTIONS
- **Common Core Coach** For students who need extra support with SE p. 208–209, spend less time on pp. 206–207. Model responses for Try It sections.
- **Performance Coach** Have students complete the Coached Example, SE pp. 249–251.
- **Readiness for Common Core**

#### LESSON FOCUS
- **W.6.1.a-e, W.6.4, W.6.5, W.6.6, SL.6.1.a-d, L.6.1.e, L.6.2.a, L.6.4.b**
- **Common Core Coach**
  - Lesson 12: Writing Opinion Pieces
  - Student Edition pp. 210–214
  - Teacher’s Manual pp. 180–181
- **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
- **Common Core 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.
- **Readiness for Common Core**

#### LESSON FOCUS
- **W.6.1.a-e, W.6.4, W.6.5, W.6.6, SL.6.1.a-d, L.6.1.e, L.6.2.a, L.6.4.b**
- **Common Core Coach**
  - Lesson 12: Writing Opinion Pieces
  - Student Edition pp. 212–217
  - Teacher’s Manual pp. 181–182
- **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
- **Common Core 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.
- **Common Core Coach** Speaking and Listening project, TM pp. 184–186.
- **Readiness for Common Core**

#### LESSON FOCUS
- **Common Core Coach**
  - Lesson 12: Writing Opinion Pieces
  - Student Edition pp. 214–218
  - Teacher’s Manual pp. 182–183
- **Skills**
  - ✔ Write an Opinion Piece
  - ✔ Commas and Parentheses

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

#### DIFFERENTIATION OPTIONS
- **Common Core Coach** Use SE pp. 207–217 as a springboard for students to discuss strategies for improving specific sentences in their writing.
- **Common Core Coach** Complete the Speaking and Listening project, TM pp. 184–186.
- **Readiness for Common Core**

### PUBLISH AND ASSESS OPTIONS:
- **Common Core Support Coach**
  - Quiz 10 (also in Readiness)
  - 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
- **Common Core 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.
- **Common Core Support Coach** Review answers to Quiz 10 with students.
- **Readiness for Common Core**

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**Waggle**

- **Goal** Write About Informational Text

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

#### Lesson Focus
- **W.6.9.a, SL.6.1**

**Common Core Coach**

**Lesson 10: Writing Responses to Literature**
- Student Edition pp. 155–156
- Teacher’s Manual pp. 139–140

**Skills**
- Write Responses to Literature
- Engage in Collaborative Discussions

**Dissertation Options**
- **Common Core Coach** Use notes, TM p. 140, to introduce the purpose and audience for a response to literature.
- **Common Core Coach** Review "A Woman’s Courage," SE pp. 42–47, and identify and discuss the theme of "that text.
- **Readiness for Common Core**

**Lesson Focus**
- **W.6.2.a-c, f; W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9.a, L.6.5.c**

**Common Core Coach**

**Lesson 10: Writing Responses to Literature**
- Student Edition pp. 156–160
- Teacher’s Manual pp. 140–141

**Skills**
- Write Responses to Literature
- Engage in Collaborative Discussions

**Analyze a Mentor Text**

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

**Dissertation Options**
- **Common Core Coach** Use the graphic on SE p. 156 to help students understand the characteristics and structure of a response to literature.
- **Common Core Coach** Have accelerating students identify the introduction, main points and supporting details, and conclusion of the Mentor Text.
- **Common Core Coach** Speaking and Listening project, TM pp. 184–186.
- **Readiness for Common Core**

**Lesson Focus**
- **W.6.2.a-c, f; W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9.a**

**Common Core Coach**

**Lesson 10: Writing Responses to Literature**
- Student Edition pp. 161–163
- Teacher’s Manual pp. 143–145

**Skills**
- Write Responses to Literature
- Connotation and Denotation

**Analyze a Mentor Text**

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.

**Dissertation Options**
- **Common Core Coach** Have students write their own sentences with words with positive and negative connotations and then share with a partner and evaluate connotation of choices.
- **Common Core Coach** Review the Writing Process, SE p. 164, for students who need extra support.
- **Readiness for Common Core**

**Lesson Focus**
- **W.6.2.a-c, f; W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9.a**

**Common Core Coach**

**Lesson 10: Writing Responses to Literature**
- Student Edition pp. 164–167
- Teacher’s Manual pp. 146–147

**Skills**
- Write Responses to Literature
- Main Points and Supporting Details

**Writing Process, Step 1**

After reviewing the steps in the writing process, read the Writing Assignment. Discuss the task along with the purpose and audience. Then guide students through SE pp. 165–166, using the annotations. Students complete SE p. 167.

**Dissertation Options**
- **Common Core Coach** 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.
- **Common Core Coach** 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.
- **Readiness for Common Core**

**Lesson Focus**
- **W.6.2.a-c, f; W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9.a**

**Common Core Coach**

**Lesson 10: Writing Responses to Literature**
- Student Edition pp. 168–170
- Teacher’s Manual pp. 148–149

**Skills**
- Introduction
- Supporting Paragraphs
- Conclusion
- Transitions

**Writing Process, Steps 2, 3**

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.

**Dissertation Options**
- **Common Core Coach** Allow time for students to draft independently or in pairs. Conference with students who need extra support.
- **Common Core Coach** Speaking and Listening project, TM pp. 184–186.
- **Readiness for Common Core**

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**Waggle**

- **Goal** Write About Informational Text
## Lesson Focus


**Common Core Coach Lesson 10: Writing Responses to Literature**

- **Student Edition pp. 170-172, 174**
- **Teacher’s Manual pp. 149, 150-153**

**Skills**
- Write Responses to Literature
- Using Linking Words (Transition Words) in Writing

**Writing Process, Step 4, 5**

- Allow time for students to complete their Peer Reviews and record their peer comments before they begin to revise. Read SE p. 176-177 with students.

**Differentiation Options**

- **Common Core Coach** Identify sentences that students should revise in order to vary sentence structure. Provide students with support as they revise.
- **Performance Coach** Have students complete the Lesson Practice, SE pp. 183-186.

**Readiness for Common Core**

- Finalize Peer Reviews and have students complete their Final Reviews, SE pp. 178-181. Provide time for students to finish revising and begin editing.

**Differentiation Options**

- **Common Core Coach** Use SE pp. 171-181 as a springboard for students to discuss strategies for improving specific sentences in their writing.
- **Common Core Coach** Use SE pp. 184-186 as a springboard for students to discuss strategies for improving specific sentences in their writing.
- **Performance Coach** Have students complete the Lesson Practice, TM pp. 180-181. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 182.

**Differentiation Options**

- **Common Core 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. 187-191.
- **Common Core Coach** Review answers to Benchmark Assessment 4 with students.
- **Common Core Coach** Speaking and Listening project, TM pp. 184-186.

**Readiness for Common Core**

- 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.

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**Waggle** No goal assignment

**Non-Assessed Skills/Strategies**

**Assessed Skills/Strategies**