Coach® Suite

Implementation and Pacing Guide

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Program Overview

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

Use **Instruction Coach** as your core instruction.

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**Instruction Coach**

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

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**Support Coach**

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

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**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.

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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.

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The Instructional Pathway
1 Regular practice with complex texts and their academic language

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

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

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

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

Knowledge building through content-rich nonfiction

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

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

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

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<thead>
<tr>
<th>Skill</th>
<th>Instruction Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
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<td>L3, L4, L7, L8</td>
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<td>L3</td>
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<td>TE: L3</td>
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<td>analyze impact of word choice on tone</td>
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<td>Grade 6</td>
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<td>L7, L11</td>
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<td>avoid plagiarism</td>
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<td>body paragraphs</td>
<td>L2</td>
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<td>capitalization</td>
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<td>central / main idea</td>
<td>L1, L4, L7, L11</td>
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<td></td>
<td>characters</td>
<td>L3, L5, L6</td>
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<td>L4, L6</td>
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<td>claim</td>
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<td>L6, L16</td>
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<td>collaborative discussion</td>
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<td>L1, L2, L3, L6, L10</td>
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<td>L1, L3</td>
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<td>demonstrate understanding of word relationships</td>
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<td>determine meaning using Greek and Latin roots and affixes</td>
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<td>draw and support inferences</td>
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<td>edit</td>
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<td>elements of drama</td>
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## Grade 6

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<td>evaluate evidence</td>
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<td>evaluate reasoning</td>
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<td>evidence and inferences</td>
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<td>facts, details, and examples</td>
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<td>L11, L15, L16</td>
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<td>identify figurative language</td>
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<td>information in time line</td>
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<td>integrate information</td>
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<td>integrate / interpret multimedia</td>
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<td>make predictions</td>
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<td>L6</td>
<td>L12, L13, L15, L16</td>
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<td>point of view / narrator</td>
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<td>L1–L4, L10–L13, L17</td>
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<td>recognize different forms of literature</td>
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<td>L8</td>
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<td>L17</td>
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<tr>
<td>stanzas and theme</td>
<td>L9</td>
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<tr>
<td>state an opinion / argument</td>
<td>L12</td>
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<tr>
<td>steps in a process</td>
<td>L4</td>
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<td>L8</td>
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<td>story elements</td>
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<td>L1, L3, L4</td>
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<tr>
<td>structure (informational texts)</td>
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<td>L5, L7, L8</td>
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<td>structure (literature)</td>
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<td>style and tone</td>
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<td>summarize</td>
<td>L3, L4, L7</td>
<td>L2, L6</td>
<td>L1, L4, L9</td>
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<tr>
<td>support central idea with details</td>
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<tr>
<td>Skill</td>
<td>Grade 6</td>
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<td><strong>Skill</strong></td>
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<td>supporting reasons</td>
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<td>supporting paragraphs</td>
<td>L8, L10, L12</td>
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<td>text evidence</td>
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<tr>
<td>text structure</td>
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<td>theme</td>
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<td>thesis</td>
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<td>transitions</td>
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<td>transition words and phrases</td>
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<td>types of evidence</td>
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<tr>
<td>understand nuances in word meaning</td>
<td>L5</td>
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<tr>
<td>use a dictionary or thesaurus</td>
<td>L3, L8, L10</td>
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<tr>
<td>use academic and domain-specific vocabulary</td>
<td>L3, L4, L7, L8</td>
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<tr>
<td>Skill</td>
<td>Instruction Coach Lesson(s)</td>
<td>Support Coach Lesson(s)</td>
<td>Performance Coach Lesson(s)</td>
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<tr>
<td>use context clues</td>
<td></td>
<td>L1, L2</td>
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<tr>
<td>use / integrate multimedia</td>
<td></td>
<td></td>
<td>TE: L5, L10, L13</td>
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<tr>
<td>use reference sources</td>
<td>L1, L2, L3, L7</td>
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<tr>
<td>use technology to collaborate</td>
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<td>TE: L4, L11</td>
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<tr>
<td>use technology to produce / publish writing</td>
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<td>TE: L4, L17</td>
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<tr>
<td>vary sentence patterns</td>
<td>L10</td>
<td>L10</td>
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<td>visualize</td>
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<td>L3</td>
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<tr>
<td>word choice and tone</td>
<td>L3</td>
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<tr>
<td>word relationships</td>
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<td>L4, L10</td>
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<tr>
<td>write arguments</td>
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<td></td>
<td>L16</td>
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<tr>
<td>write informative / explanatory texts</td>
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<td>L15</td>
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<tr>
<td>write narratives</td>
<td>L2, L5</td>
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<tr>
<td>write responses to literature</td>
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<td>L1-L10</td>
<td>L12</td>
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<tr>
<td>write routinely</td>
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<td>throughout program</td>
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<tr>
<td>Grade 6</td>
<td>Skill</td>
<td>Instruction Coach Lesson(s)</td>
<td>Support Coach Lesson(s)</td>
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<tr>
<td></td>
<td>writing process</td>
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<td></td>
<td>writing a summary</td>
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<td>L6</td>
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</tbody>
</table>
Using the Pacing Guide

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

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

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

## Lesson Focus

### Instruction Coach

#### Lesson 1: Reading Literary Nonfiction

- **Student Edition pp. 5–9**
- **Teacher’s Manual pp. 2–7**

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

### Differentiation Options

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

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### LESSON FOCUS

### Instruction 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

### Differentiation Options

- **Instruction Coach** Teach context clues to help students understand meanings of unknown words in a text.
- **Instruction Coach** Teach connotation and denotation, TM p. 8, to address figurative language.

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### LESSON FOCUS

### Instruction Coach

#### Lesson 1: Reading Literary Nonfiction

- **Student Edition pp. 11–14**
- **Teacher’s Manual pp. 10–11**

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

### Differentiation Options

- **Instruction Coach** Teach analogy in Old Grizzly Adams, and guide students through Figure of Speech Check, SE p. 16
- **Instruction Coach** Teach vocabulary, and guide students through Vocabulary on TE p. 9. Use highlighted words in Old Grizzly Adams to reinforce meanings.

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### LESSON FOCUS

### Instruction Coach

#### Lesson 1: Reading Literary Nonfiction

- **Student Edition pp. 12–16**
- **Teacher’s Manual p. 12**

**Skills**
- Central Idea
- Figurative Language
- Connotation and Denotation
- Analyze Author’s Technique
- Engage in Collaborative Discussion

### Differentiation Options

- **Instruction Coach** Reread The Greatest Show on Earth, or Old Grizzly Adams

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### LESSON FOCUS

### Instruction Coach

#### Lesson 1: Reading Literary Nonfiction

- **Student Edition pp. 5–16**
- **Teacher’s Manual pp. 3–12**

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

### Differentiation Options

- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE pp. 15–16. Tell them to use two examples of figurative language to support their response.
Unit: Reading Literary Nonfiction

LESSON FOCUS
Lesson 7: Reading Literary Nonfiction

DIFFERENTIATION OPTIONS
- Instruction Coach Independent Leveled Practice Resource Book
  - Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.
- Instruction Coach Independent Leveled Practice Resource Book
  - Have students identify central ideas and explain to each other what inferences can be made from the information in the text.

LESSON FOCUS
Support Coach
Lesson 7: Reading Literary Nonfiction

DIFFERENTIATION OPTIONS
- Support Coach Review Try It, SE pp. 102. Reread Shackleton: An Enduring Leader with the first read annotations, showing students that these focus on Central Idea and Supporting Details. Guide students to complete the Central Ideas and Details Web.
- Support Coach Use Supporting Struggling Learners scaffolding, TM pp. 88, 90. Help students understand the central idea of Shackleton and supporting details by guiding them to ask questions about the most important ideas.

LESSON FOCUS
Support Coach
Lesson 5: Literary Nonfiction

DIFFERENTIATION OPTIONS
- Support Coach Review Try It, SE pp. 103. Reread Shackleton with the second read annotations, showing students that these focus on Secondary Sources. Guide students to complete the Close Reading Worksheet.

LESSON FOCUS
Support Coach
Lesson 5: Literary Nonfiction

DIFFERENTIATION OPTIONS
- Support Coach After discussing the third read annotations, have students choose one of the questions in the annotations, write their answers, and discuss with the group.
- Performance Coach Use discussion questions, TE p. 22. Review the characteristics of literary nonfiction texts. Have students write about specific characteristics in the passages they have read.

LESSON FOCUS
Support Coach
Lesson 5: Literary Nonfiction

DIFFERENTIATION OPTIONS
- Support Coach Review Try It, SE p. 110, TM p. 96. Read Escape From the Antarctic with the first read annotations, focusing on Asking and Answering Questions. Guide students to complete the Close Reading worksheet.
- Support Coach Use Supporting Struggling Learners scaffolding, TM p. 96. Help students understand how to focus on details that answer the questions about Escape from the Antarctic by having them reread the sentences to determine if they tell about the strength of Dickinson's writing.
### Unit: Reading Literary Nonfiction

#### LESSON FOCUS

**Lesson 5: Literary Nonfiction**
- **Support Coach** Student Edition pp. 111, 112–117
- Teacher's Manual pp. 97, 98–102
- **Skills**
  - Analyze Primary Sources
  - Latin Prefixes
  - Close Reading
- **DIFFERENTIATION OPTIONS**
  - **Support Coach** Review Try It, SE p. 111. Reread from Escape From the Antarctic with the annotations, showing students that these focus on Primary Sources. Guide students to complete the Close Reading Worksheet.
  - **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 98 to reread and discuss the passage. Review Vocabulary, SE p. 117.
  - **Support Coach** Have students write other words that they know that use the Latin prefixes.

#### LESSON FOCUS

**Lesson 5: Literary Nonfiction**
- **Support Coach** Student Edition pp. 112–116
- Teacher's Manual pp. 98–102
- **Skills**
  - Primary and Secondary Sources
  - Central Idea and Supporting Details
  - Close Reading
  - Write about Informational Text
- **DIFFERENTIATION OPTIONS**
  - **Support Coach** Guide students through Respond to Text using support, SE p. 118, TM p. 104.
  - **Support Coach** Have students read How Not to Go Camping/Camping on the Wild Side, SE pp. 120–124 and TE 106.
  - **Performance Coach** Use Language Spotlight, SE p. 71 and TE p. 24, to teach affixes. Have students choose a vocabulary word to write about.

#### LESSON FOCUS

**Lesson 5: Literary Nonfiction**
- **Support Coach** Student Edition pp. 118–119
- Teacher's Manual pp. 104–105
- **Skills**
  - Comparing Primary and Secondary Sources
  - Central Idea
  - Close Reading
  - Write about Informational Text
- **DIFFERENTIATION OPTIONS**
  - **Support Coach** Guide students through Respond to Text using support, TM pp. 104–105. Have them work with partners and write.
  - **Support Coach** Have students read How Not to Go Camping/Camping on the Wild Side, SE pp. 120–124.
  - **Performance Coach** To review central ideas and supporting details, have students review the passage and complete Lesson Practice, SE pp. 76–81.

#### REVIEW

**Instruction Coach**
- **Lesson 1: Reading Literary Nonfiction**
  - Student Edition pp. 5
  - Teacher's Manual pp. 3
- **Skills**
  - Primary and Secondary Sources
  - Central Idea and Supporting Details
  - Ask and Answer Questions
  - Latin Prefixes
  - Textual Evidence in Secondary Sources
- **DIFFERENTIATION OPTIONS**
  - **Support Coach** Have students 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.

#### REVIEW AND ASSESS OPTIONS:

**Lesson 5: Literary Nonfiction**
- Student Edition pp. 120–124
- Teacher's Manual p. 106
- **Skills**
  - Multiple Meaning Words
  - Central Idea and Supporting Details
  - Primary and Secondary Sources
  - Ask and Answer Questions
  - Latin Prefixes
  - Textual Evidence in Secondary Sources
- **DIFFERENTIATION OPTIONS**
  - **Performance Coach** Do shared writing with students in Lesson Practice, SE pp. 76–81 (item 6).
  - **Support Coach** Review answers to Quiz 5 with students.
# Unit: Reading Historical Texts

## Lesson Focus

### Instruction Coach

#### Lesson 4: Reading Historical Texts

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

### Skills

- ✔ Historical Texts
- ✔ Engage in Collaborative Discussion

### Listening and Learn

**How a Bill Becomes a Law**

- 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.

### Differentiation Options

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

## Lesson Focus

### Instruction Coach

#### Lesson 4: Reading Historical Texts

- **Student Edition pp. 61–64**
- **Teacher’s Manual pp. 52–53**

### Skills

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

### Share and Learn

**How to Become a United States Presidential Candidate**

- Preview Vocabulary, SE p. 61. Then have students read and discuss the passage. SE pp. 62–64.

### Differentiation Options

- **Instruction Coach** Teach Text Structure in *How to Become a United States Presidential Candidate*, and guide students through Comprehension Check, SE p. 60.

## Lesson Focus

### Instruction Coach

#### Lesson 4: Reading Historical Texts

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

### Skills

- ✔ Steps in a Process
- ✔ Text Structure
- ✔ Using Context Clues
- ✔ Engage in Collaborative Discussion

### Share and Learn

**How to Become a United States Presidential Candidate**

- Have students continue to read and discuss the passage. Then have students respond to the Anchor Standard Discussion Question and Comprehension Check, SE pp. 65–66.

### Differentiation Options

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

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✔ Non–Assessed Skills/Strategies  ✔ Assessed Skills/Strategies
### Unit: Reading Historical Texts

#### LESSON FOCUS

**Instruction Coach**

Lesson 4: Reading Historical Texts
- Instruction Coach Independent Leveled Practice Resource Book, pp. 32–43

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

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

- Instruction Coach Independent Leveled Practice Resource Book
- Have students identify the structure of the text and the steps of the process and explain them to each other.

### Week 5

**Day 1**
- **Lesson Focus**
  - Support Coach
  - Lesson 6: Historical Texts
    - Student Edition pp. 125–126, 128–132, 277
  - Skills
    - Chronology and Sequence
    - Close Reading
    - Write about Literature
  - Recognize Historical Texts
  - When in Rome . . . or Brazil
    - Review Chronology and Sequence, SE p. 127. Read the passage [first read].
    - When in Rome . . . or Brazil
    - Then have students complete the Sequence Chart, SE p. 278.

**DIFFERENTIATION OPTIONS**
- Support Coach
  - Review Try It, SE p. 127. Reread When in Rome with the [first read] annotations, showing students that these focus on summary. Guide students to complete the summary questions on p. 277.
  - Support Coach
  - 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 they would on a postcard as suggested on TE p. 114.

**Day 2**
- **Lesson Focus**
  - Support Coach
  - Lesson 6: Historical Texts
    - Student Edition pp. 128–132, 277
    - Teacher’s Manual pp. 112–116
  - Skills
    - Common Latin and Greek Suffixes
    - Close Reading
    - Write about Literature
  - When in Rome . . . or Brazil
    - Read the passage [second read]. Then have students complete the sequence chart, SE p. 277.

**DIFFERENTIATION OPTIONS**
- Support Coach
  - Support Coach
  - Use Supporting Struggling Learners scaffolding, TM p. 118. Help students understand the steps of Restoring a Classic by having them ask and answer questions about the steps that need to be taken and the order in which they need to be taken.

**Day 3**
- **Lesson Focus**
  - Support Coach
  - Lesson 6: Historical Texts
    - Student Edition pp. 128–132, 278
    - Teacher’s Manual pp. 118, 120–124
  - Skills
    - Steps in a Process
    - Recognize Historical Texts
    - Restoring a Classic

**Day 4**
- **Lesson Focus**
  - Support Coach
  - Lesson 6: Historical Texts
    - Student Edition pp. 134, 136–140
    - Teacher’s Manual pp. 118, 120–124
  - Skills
    - Steps in a Process
    - Close Reading
    - Write about Literature
  - When in Rome . . . or Brazil
    - Read the passage [third read]. Then have students complete the Close Reading Worksheet, SE p. 277.

**DIFFERENTIATION OPTIONS**
- Support Coach
  - Support Coach
  - Guide students through the Coached Example, SE pp. 100–104.

**Day 5**
- **Lesson Focus**
  - Support Coach
  - Lesson 6: Historical Texts
    - Student Edition pp. 134–140
    - Teacher’s Manual pp. 118, 120–124
  - Skills
    - Steps in a Process
    - Close Reading
    - Write about Literature
  - When in Rome . . . or Brazil
    - Read the passage [third read]. Have students complete the Close Reading Worksheet, SE p. 277.

**DIFFERENTIATION OPTIONS**
- Support Coach
  - Guide students through the Coached Example, SE pp. 100–104.
## Unit: Reading Historical Texts

### Week 6

#### Day 1

**LESSON FOCUS**
- **Support Coach**
- **Lesson 6: Historical Texts**
  - Student Edition pp. 135–141, 280
  - Teacher’s Manual pp. 119–125
- **Skills**
  - ✔ Integrate Visual Information
  - ✔ Chronology and Sequence
  - ✔ Close Reading
- **Restoring a Classic**
- **Review** Integrate Visual Information, SE p. 135. Read the passage (second read). Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 280, and Vocabulary, SE p. 141.

#### DiffereNTIATION OPTIONS
- **Support Coach** Review Try It, SE p. 134. Reread *Restoring a Classic* with the (second read) annotations, showing students that these focus on Visual Information. Guide students to complete the Close Reading Worksheet.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 123 to reread and discuss the passage. Review Vocabulary, SE p. 141.
- **Support Coach** Have students write sentences with the same basic meaning but different tones.

### Day 2

**LESSON FOCUS**
- **Support Coach**
- **Lesson 6: Historical Texts**
  - Student Edition pp. 136–140
  - Teacher’s Manual pp. 120–124
- **Skills**
  - ✔ Identify Steps in a Process
  - ✔ Integrate Visual Information
  - ✔ Explain Illustrations
  - ✔ Close Reading
- **Respond to Text**
- **Read** the passage *Restoring a Classic*, SE pp. 136–140 and TM pp. 120–124 (third read). Then have students complete the Close Reading Worksheet, SE p. 280. Follow with Respond to Text, SE p. 142.

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

### Day 3

**LESSON FOCUS**
- **Support Coach**
- **Lesson 6: Historical Texts**
  - Student Edition pp. 142–143
  - Teacher’s Manual pp. 126–127
- **Skills**
  - ✔ Writing a Summary
  - ✔ Make Inferences
  - ✔ Write a Response
- **Respond to Text**
- **Review** Writing a Summary SE p. 142, and discuss the writing task on p. 143 before students draft and complete their writing.

#### DiffereNTIATION OPTIONS
- **Support Coach** Guide students through Respond to Text using support, TM pp. 126–127. Have them work with partners and write.
- **Support Coach** Have students read (second read) *The Evolution of Maps*, SE pp. 144–146.

### Day 4

**LESSON FOCUS**
- **Support Coach**
- **Lesson 6: Historical Texts**
  - Student Edition pp. 144–148
  - Teacher’s Manual p. 128
- **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).
- **Support Coach** Review answers to Quiz 6 with students.

### Day 5

**REVIEW**
- **Instruction Coach**
- **Lesson 4: Reading Historical Texts**
  - Student Edition p. 55
  - Teacher’s Manual p. 45
  - **Skills**
    - ✔ Summarize
    - ✔ Identify Steps in a Process
  - **Listen and Learn**
    - Review and discuss the essential question on SE p. 55 and the following focus skills:
      - summarize informational texts
      - understanding steps in a process.

#### DiffereNTIATION OPTIONS
- **Support Coach** Have students read (third read) *The Evolution of Maps*, SE pp. 144–146 and do Comprehension Check, SE pp. 147–148.
- **Performance Coach** To review chronological ordering have students complete Lesson Practice, SE pp. 105–108.

**REVIEW AND ASSESS OPTIONS:**
- **Support Coach**
- **Quiz 6**
  - **Skills**
    - ✔ Latin and Greek suffixes
    - ✔ Summarize
    - ✔ Identify Steps in a Process
    - ✔ Integrate Visual Information
    - ✔ Chronology and Sequence

- **Support Coach**
- **Lesson 6: Historical Texts**
  - Student Edition pp. 144–148
  - Teacher’s Manual p. 128

- **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).
- **Support Coach** Review answers to Quiz 6 with students.
Week 7

Day 1

Unit: Writing Personal Narratives

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<th>LESSON FOCUS</th>
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<td>Lesson 2: Writing Personal Narratives</td>
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- Student Edition pp. 17–18
- Teacher’s Manual pp. 14–16

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

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

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

Day 2

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- Student Edition pp. 19–20
- Teacher’s Manual pp. 17–18

Skills
- ✔ Write Personal Narratives
- ✔ Introduction, Details, Conclusion

Analyze a Mentor Text
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.

DIFFERENTIATION OPTIONS
- Instruction Coach Use the graphic on SE p. 18 to help students understand the characteristics and structure of a personal narrative.
- Instruction Coach Have accelerating students identify the introduction, body, and conclusion of the Mentor Text.
- Instruction Coach Speaking and Listening project, TM pp. 72–75.

Day 3

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- Student Edition p. 21
- Teacher’s Manual p. 19

Skills
- ✔ Write Personal Narratives
- ✔ Predicting Word Meaning
- ✔ Context Clues

Analyze a Mentor Text
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.

DIFFERENTIATION OPTIONS
- Instruction Coach Have students write sentences for each other that require them to use context to figure out an unknown word.
- Instruction Coach Review the Writing Process, SE p. 22 for students who need extra support.

Day 4

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<tr>
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- Student Edition pp. 22–25
- Teacher’s Manual pp. 20–21

Skills
- ✔ Write Personal Narratives
- ✔ Use reference sources
- ✔ Using precise pronouns
- ✔ Introduction, Details, Conclusion
- ✔ Identify Select Topic/Experience

Writing Process: Step 1
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.

DIFFERENTIATION OPTIONS
- Instruction 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.
- Instruction 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.

Day 5

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<tr>
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- Student Edition pp. 26–28
- Teacher’s Manual pp. 22–23

Skills
- ✔ Write Personal Narratives
- ✔ Organize Introduction, Body, Conclusion
- ✔ Use Transitions

Writing Process: Steps 2, 3
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.

DIFFERENTIATION OPTIONS
- Instruction Coach Allow time for students to draft independently or in pairs. Conference with students who need extra support.
## Unit: Writing Personal Narratives

### Day 1

**LESSON FOCUS**  
*Instruction Coach*

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

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

**Writing Process:** Steps 3, 4

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

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

### Day 2

**LESSON FOCUS**  
*Instruction Coach*

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

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

**Writing Process:** Steps 4, 5

Allow time for students to complete their Peer Reviews and record their peer comments before they begin to revise. Read SE pp. 34–35 with students.

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

### Day 3

**LESSON FOCUS**  
*Instruction Coach*

**Lesson 2: Writing Personal Narratives**  
- Student Edition pp. 34–39
- Teacher’s Manual pp. 27–28

**Skills**  
- Pronouns: Number or Person
- Write Personal Narratives

**Writing Process:** Steps 5, 6

Read SE pp. 36–37. Provide time for students to finish revising and begin editing.

**DIFFERENTIATION OPTIONS**  
- **Instruction Coach** Have students read aloud portions of their writing. Model Think Alouds about using precise language to demonstrate how to talk about writing.
- **Instruction Coach** Have students complete the Speaking and Listening project, TM pp. 72–74.

### Day 4

**LESSON FOCUS**  
*Instruction Coach*

**Lesson 2: Writing Personal Narratives**  
- Student Edition pp. 36–40
- Teacher’s Manual pp. 28–29

**Skills**  
- Pronouns: Number or Person
- Write Personal Narratives

**Writing Process:** Steps 6, 7

Read SE pp. 38–39. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 40.

**DIFFERENTIATION OPTIONS**  
- **Instruction Coach** Use SE pp. 30–40 as a springboard for students to discuss strategies for improving specific sentences in their writing.
- **Instruction Coach** Have students complete the Speaking and Listening project, TM pp. 72–74.

### Day 5

**PUBLISH AND ASSESS OPTIONS:**  
*Instruction Coach*

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

**Skills**  
- Write Personal Narratives

**Writing Process:** Step 7

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

**DIFFERENTIATION OPTIONS**  
- **Instruction Coach** Students may use alternative media for their writing, especially if it includes images and text features.
- **Performance Coach** Have accelerating students complete the Lesson Practice, SE pp. 201–209.
- **Instruction Coach** Review Answers to Benchmark Assessment 1 with students.
- **Instruction Coach** Have students complete the Speaking and Listening project, TM pp. 72–74.
## Unit: Reading Fiction

### Lesson Focus: Reading Fiction

#### Lesson 3: Reading Fiction

- **Instruction Coach** Teach Make Inferences/Cite Evidence in "Chapter VII: A Woman’s Courage" from *Journey to the Center of the Earth*.
- **Instruction Coach** 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.

#### Differentiation Options

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

### Lesson Focus: Reading Fiction

- **Student Edition pp. 41–47**
- **Teacher’s Manual pp. 31–37**

#### Skills

- Recognize Fiction
- Listen and Learn
- Essential Question, TM p. 31, focusing on the Essential Question, *How can fiction bring imaginary events to life?* Then read "Chapter VII: A Woman’s Courage" from *Journey to the Center of the Earth* with students.

### Lesson Focus: Reading Fiction

- **Student Edition pp. 42–48**
- **Teacher’s Manual pp. 32–38**

#### Skills

- Recognize Fiction
- Listen and Learn
- Engage in Collaborative Discussions

### Lesson Focus: Reading Fiction

- **Student Edition pp. 50–52**
- **Teacher’s Manual pp. 40–41**

#### Skills

- Theme
- Character
- Word Choice and Tone
- Predict and Confirm Meaning
- Engage in Collaborative Discussions

### Lesson Focus: Reading Fiction

- **Student Edition pp. 53–54**
- **Teacher’s Manual pp. 42–43**

#### Skills

- Theme
- Character
- Connotation and Denotation
- Engage in Collaborative Discussions

### Lesson Focus: Reading Fiction

- **Student Edition pp. 53–54**
- **Teacher’s Manual pp. 31–42**

#### Skills

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

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### LESSON FOCUS

**Instruction Coach**

**Lesson 3: Reading Fiction**

- Instruction Coach Independent Leveled Practice Resource Book, pp. 23–31

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

**Read On Your Own**

The Lucky Teakettle

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

**DIFFERENTIATION OPTIONS**

- Instruction Coach Independent Leveled Practice Resource Book

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

- Instruction Coach Independent Leveled Practice Resource Book

Have students identify theme, show the relationships between theme and character, and explain them to each other.

**DIFFERENTIATION OPTIONS**

- **Support Coach**
  - Review Try It, SE p. 6. Reread Aaron's Future Friend with the first read annotations, showing students that these focus on inferences about character. Guide students to complete the Close Reading Worksheet.

- **Support Coach**
  - As an alternative to the fiction lesson, you can use Lesson 4; Historical Fiction, SE pp. 77–100, TE pp. 65–64.

- **Support Coach**
  - Use Supporting Struggling Learners scaffolding, TM p. 4. Help students understand the characters in Aaron's Future Friend by guiding them through the details and showing how the details portray the character.

#### LESSON 1: Fiction

**Support Coach**

**Skills**
- Draw and Support Inferences
- Aaron's Future Friend
  - Discuss fiction and the skills that will be reviewed, SE p. 5. Practice Inferences, SE p. 6. Read the passage (first read). Have students complete the Close Reading Worksheet, SE p. 257.

**DIFFERENTIATION OPTIONS**

- **Support Coach**
  - Review Try It, SE p. 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.

- **Support Coach**

**DIFFERENTIATION OPTIONS**

- **Support Coach**
  - After discussing the third read annotations, 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. 6–8

- **Performance Coach**
  - Use Discussion Questions, TE p. 2. Review the characteristics of fiction. Have students write about specific characteristics in the passages they have read.

#### LESSON 1: Fiction

**Support Coach**

**Skills**
- Context Clues
- Recognize Fiction
- Aaron's Future Friend
  - Read the passage (first read). Have students complete the Close Reading Worksheet. SE p. 257. Follow with Vocabulary, SE p. 13.

**DIFFERENTIATION OPTIONS**

- **Support Coach**

- **Support Coach**
  - Use Supporting Struggling Learners scaffolding, TM p. 12. Help students understand the themes of La Festival Calabaza by having them find details that reflect the theme.

### Unit: Reading Fiction

**LESSON FOCUS**

**Instruction Coach**

**Lesson 1: Fiction**

- Student Edition pp. 5–6, 8–12, 257
- Teacher's Manual pp. 3–4, 6–11

**Skills**
- Draw and Support Inferences

**Aaron's Future Friend**

- Discuss fiction and the skills that will be reviewed, SE p. 5. Practice Inferences, SE p. 6. Read the passage (first read). Have students complete the Close Reading Worksheet, SE p. 257.

**DIFFERENTIATION OPTIONS**

- **Support Coach**
  - Review Try It, SE p. 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.

- **Support Coach**

**DIFFERENTIATION OPTIONS**

- **Support Coach**
  - After discussing the third read annotations, 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. 6–8

- **Performance Coach**
  - Use Discussion Questions, TE p. 2. Review the characteristics of fiction. Have students write about specific characteristics in the passages they have read.

#### LESSON 1: Fiction

**Support Coach**

**Skills**
- Context Clues
- Recognize Fiction

**Aaron's Future Friend**

- Read the passage (first read). Have students complete the Close Reading Worksheet. SE p. 257. Follow with Vocabulary, SE p. 13.

**DIFFERENTIATION OPTIONS**

- **Support Coach**

- **Support Coach**
  - Use Supporting Struggling Learners scaffolding, TM p. 12. Help students understand the themes of La Festival Calabaza by having them find details that reflect the theme.
# Unit: Reading Fiction

## LESSON FOCUS Support Coach

### Lesson 1: Fiction
- **Student Edition** pp. 15–20, 260
- **Teacher’s Manual** pp. 13–19

**Skills**
- ✔ Story Elements: Characters
- ✔ Denotation and Connotation
- ✔ Close Reading

La Festival Calabaza: Review Story Elements: Characters, SE p. 15. Read the passage. Then have students complete the Character Webs, SE p. 260, and Vocabulary, SE p. 21.

### DIFFERENTIATION OPTIONS
- **Support Coach** Review Try It, SE p. 15 and TM p. 13. Reread La Festival Calabaza annotations, showing students that these focus on character. Guide students to complete the Character Webs.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 16 to reread and discuss the passage. Review Vocabulary, SE p. 21.
- **Support Coach** Have students write sentence pairs using two words with the same denotation but with different connotations.

### LESSON FOCUS Support Coach

### Lesson 1: Fiction
- **Student Edition** pp. 16–20, 259
- **Teacher’s Manual** pp. 14–19

**Skills**
- ✔ Themes
- ✔ Context Clues
- ✔ Close Reading
- ✔ Comparing Themes

**DIFFERENTIATION OPTIONS**
- **Support Coach** Guide students through Respond to Text using support, TM pp. 20–21. Have them work with partners and write.
- **Performance Coach** Use Language Spotlight, SE p. 5 and TE p. 4, to teach context clues. Have students choose a vocabulary word to write about.

### LESSON FOCUS Support Coach

### Lesson 1: Fiction
- **Student Edition** pp. 22–23
- **Teacher’s Manual** pp. 20–21

**Skills**
- ✔ Themes
- ✔ Comparing Themes
- ✔ Close Reading
- ✔ Write a Response

**DIFFERENTIATION OPTIONS**
- **Support Coach** Guide students through Respond to Text using support, TM pp. 20–21. Have them work with partners and write.
- **Performance Coach** To review making inferences, theme, story elements, characters, and context clues, have students review the passage and complete Lesson Practice, SE pp. 9–15.

### LESSON FOCUS Support Coach

### Lesson 1: Fiction
- **Student Edition** pp. 24–28
- **Teacher’s Manual** p. 22

**DIFFERENTIATION OPTIONS**
- **Performance Coach** Do shared writing with students in Lesson Practice, SE pp. 9–15 (item 6).
- **Support Coach** Review answers to Quiz 1 with students.

### REVIEW Instruction Coach

### Lesson 3: Reading Fiction
- **Student Edition** p. 41
- **Teacher’s Manual** p. 31

**Skills**
- ✔ Make Inferences
- ✔ Theme
- ✔ Characters, Plot
- ✔ Context Clues
- ✔ Denotation and Connotation

**DIFFERENTIATION OPTIONS**
- **Support Coach** Have students read [third read] High Hopes, SE pp. 24–26, and do Comprehension Check, SE pp. 27–28, and TE p. 22.
- **Performance Coach** To practice analyzing literature, have students read the passage and compete Lesson Practice SE 49–55.

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

**Skills**
- ✔ Draw and Support Inferences
- ✔ Theme
- ✔ Characters
- ✔ Plot
- ✔ Context Clues
- ✔ Connotation and Denotation

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

- **Read on Your Own** High Hopes: Review Comprehension Check, SE p. 27–28. Have students share answers and discuss the text, pointing out elements from the story.
## Unit: Reading Drama

### Lesson 6: Reading Drama

#### LESSON FOCUS
- **Instruction Coach**
- **Student Edition pp. 91–95**
- **Teacher’s Manual pp. 76–81**

**Skills**
- ✔ Recognize Drama
- ✔ Engage in Collaborative Discussions

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

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Teach elements of drama in Mission to Mars, noting and listing elements of drama, including character and plot. Use the Think Alouds on TM p. 79–81 to focus instruction.
- **Instruction Coach** Reread Mission to Mars, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
- **Instruction Coach** Use Speaking and Listening Project TM pp. 88–90, during this unit.

#### LESSON FOCUS
- **Instruction Coach**
- **Student Edition pp. 92–96**
- **Teacher’s Manual pp. 78–82**

**Skills**
- ✔ Recognize Drama
- ✔ Character
- ✔ Plot
- ✔ Elements of Drama
- ✔ Engage in Collaborative Discussions

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

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Teach elements of drama in The Legend of King Arthur, and guide students through Comprehension Check, SE p. 104.
- **Instruction Coach** Reread Mission to Mars or The Legend of King Arthur, and guide students through Vocabulary, SE pp. 98–102.
- **Instruction Coach** Teach word maps, TM p. 97.
- **Instruction Coach** Teach vocabulary, SE p. 97.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Teach elements of drama in The Legend of King Arthur, and guide students through Comprehension Check, SE pp. 98–102.
- **Instruction Coach** Reread Mission to Mars, SE pp. 92–95, noting text features and their purposes. Complete the list of text features used.
- **Instruction Coach** Preview and teach the vocabulary words, SE p. 97.
- **Instruction Coach** Teach word maps, TM p. 83, to address vocabulary words.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Reread Mission to Mars, SE pp. 92–95, noting text features and their purposes. Complete the list of text features used.
- **Instruction Coach** Teach vocabulary, SE p. 97. Use highlighted words in The Legend of King Arthur to reinforce meanings.
- **Instruction Coach** Have accelerating students read SE pp. 36–38 and identify the dramatic elements also used in Mission to Mars and The Legend of King Arthur.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Reread The Legend of King Arthur, and guide students as they unpack the dramatic elements.
- **Performance Coach** Have accelerating students work in pairs to do Coached Example, SE pp. 32–35.

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**LESSON FOCUS**

**Instruction Coach**

**Lesson 6: Reading Drama**

- Instruction Coach Independent Leveled Practice Resource Book, pp. 44–54

**Support Coach**

**Lesson 2: Drama**

- Student Edition pp. 29–30, 32–36, 261
- Teacher’s Manual pp. 25, 26, 28–32

**Skills**

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

**DIFFERENTIATION OPTIONS**

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

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**LESSON FOCUS**

**Instruction Coach**

**Lesson 2: Drama**

- Student Edition pp. 31–36, 262
- Teacher’s Manual pp. 27–33

**Skills**

- Figurative Language
- Close Reading

**DIFFERENTIATION OPTIONS**

- **Support Coach** Review Try It, SE p. 31. Reread The Love Story of Ch’unhyang, Act 1 with the first read annotations, showing students that these focus on drawing inferences. Guide students to complete the Close Reading Chart, SE p. 261, and TM p. 33.
- **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.

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**LESSON FOCUS**

**Instruction Coach**

**Lesson 2: Drama**

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

**Skills**

- Figurative Language
- Context Clues
- Recognize Drama

**DIFFERENTIATION OPTIONS**

- **Support Coach** Review Try It, SE p. 38. Reread The Love Story of Ch’unhyang, Act 2 with the first read annotations, focusing on summarizing. Guide students to complete the Summary and Important Details Chart, SE p. 263.
- **Support Coach** Use Supporting Struggling Readers, TM p. 34. Help students understand how to summarize The Love Story of Ch’unhyang, Act 2 by having them identify the most important ideas in each part of the text.
## Unit: Reading Drama

### Lesson Focus

#### 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). Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 264, and Vocabulary, SE p. 45.

### Differentiation Options

- **Support Coach** Review Try It, SE p. 39. Reread The Love Story of Ch’unhyang, Act 2 with the (second read) annotations, showing students that these focus on dramatic structure. Guide students to complete the Close Reading Worksheet, SE p. 264.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 36 to reread and discuss the passage. Review Vocabulary, SE p. 45.
- **Support Coach** Have students write other words that use the same Latin and Greek roots.

#### Lesson Focus

**Support Coach**

**Lesson 2: Drama**

- **Student Edition pp. 40–44, 264**
- **Teacher’s Manual pp. 36–41**

**Skills**
- ✔ Draw and Support Inferences
- ✔ Close Reading
- ✔ Write about Drama

**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

- **Support Coach** Guide students through Respond to Text using support, TM pp. 42–43.
- **Support Coach** Have students read (second read) Lost and Found, SE pp. 48–52.

#### Lesson Focus

**Support Coach**

**Lesson 2: Drama**

- **Student Edition pp. 46–47**
- **Teacher’s Manual pp. 42–43**

**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

- **Support Coach** Guide students through Respond to Text using support, TM pp. 42–43. Have them work with partners and write.
- **Support Coach** Have students read (second read) Lost and Found, SE pp. 48–52.

#### Lesson Focus

**Support Coach**

**Lesson 2: Drama**

- **Student Edition, p. 48**
- **Teacher’s Manual, p. 44**

**Read on Your Own**

Lost and Found

Review Comprehension Check, SE p. 53–54. Have students share answers and discuss the text, pointing out elements from the drama.

### Differentiation Options

- **Performance Coach** Do shared writing with students in Lesson Practice, SE pp. 36–41 (item 6).
- **Support Coach** Review answers to Quiz 2 with students. Review Comprehension Check, SE p. 53–54. Have students share answers and discuss the text, pointing out elements from the drama.

### Review and Assess Options:

**Support Coach**

**Lesson 2: Drama**

- **Student Edition, p. 48**
- **Teacher’s Manual, p. 44**

**Skills**
- ✔ Make Inferences
- ✔ Theme and Point of View
- ✔ Summary
- ✔ Characters and Context Clues

**Listen and Learn**

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

### Differentiation Options

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

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✔ Non–Assessed Skills/Strategies  ✔ Assessed Skills/Strategies
Unit: Writing Fictional Narratives

LESSON FOCUS
Instruction Coach
Lesson 5: Writing Fictional Narratives
- Student Edition pp. 67–68
- Teacher’s Manual pp. 57–58

Skills
✔ Write a Fictional Narrative
✔ Engage in Collaborative Discussion

Introduce writing fictional narratives and discuss questions, TM p. 57, focusing on the Essential Question, How do setting, plot, and characters make an effective fictional narrative? Then read SE p. 68 with students.

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

LESSON FOCUS
Instruction Coach
Lesson 5: Writing Fictional Narratives
- Student Edition pp. 69–68
- 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
- Instruction Coach Use the graphic on SE p. 68 to help students understand the characteristics and structure of Fictional Narrative.
- Instruction Coach Have accelerating students identify the problem, climax, and resolution of the Mentor Text.
- Instruction Coach Speaking and Listening project, TM pp. 88–90.

LESSON FOCUS
Instruction Coach
Lesson 5: Writing Fictional Narratives
- Student Edition p. 71
- Teacher’s Manual p. 61

Skills
✔ Write a Fictional Narrative
✔ Figurative Language

Analyze a Mentor Text
Discuss the Think About It Questions, TM p. 60. Focus on what makes this text a good model for study. Then read the Vocabulary Study, and have students complete SE p. 71.

DIFFERENTIATION OPTIONS
- Instruction Coach Have students identify examples of figurative language in the mentor text.
- Instruction Coach Review the Writing Process, SE p. 72 for students who need extra support.

LESSON FOCUS
Instruction Coach
Lesson 5: Writing Fictional Narratives
- Student Edition pp. 72–75
- Teacher’s Manual pp. 62–63

Skills
✔ Write a Fictional Narrative
✔ Elements of a Fictional Narrative

Writing Process: Step 1
After reviewing the steps in the writing process, read the Writing Assignment. Discuss the task along with the purpose and audience. Then guide students through SE pp. 73–74 using the annotations. Students complete SE p. 75.

DIFFERENTIATION OPTIONS
- Instruction Coach Allow time for students to draft independently or in pairs. Conference with students who need extra support.
- Instruction Coach Speaking and Listening project, TM pp. 88–90.
# Unit: Writing Fictional Narratives

## LESSON FOCUS
### Instruction Coach
#### Lesson 5: Writing Fictional Narratives
- **Skills**
  - Writing Fictional Narratives
  - Plot elements
  - Dialogue
- **Writing Process**: Steps 3, 4
  - With students, read the Writer’s Craft section, SE p. 78. Have students share their efforts to use dialogue. Then read SE pp. 78–80.

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

## LESSON FOCUS
### Instruction Coach
#### Lesson 5: Writing Fictional Narratives
- **Skills**
  - Writing Fictional Narratives
  - Plot elements
  - Dialogue
  - Sensory Language
- **Writing Process**: Steps 4, 5
  - Allow time for students to complete their Peer Reviews and record their peer comments before they begin to revise. Read SE p. 84–85.

### DIFFERENTIATION OPTIONS
- **Instruction Coach**
  - Identify parts of the plot that students should revise to make their writing stronger. Provide students with support as they revise.
- **Performance Coach**
  - Have students complete the Lesson Practice, SE pp. 270–277.

## LESSON FOCUS
### Instruction Coach
#### Lesson 5: Writing Fictional Narratives
- **Skills**
  - Pronouns: Avoiding Shifts in Number or Person
  - Edit a Fictional Narrative
- **Writing Process**: Steps 5, 6
  - Read SE pp. 86–87. Provide time for students to finish revising and begin editing.

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

## LESSON FOCUS
### Instruction Coach
#### Lesson 5: Writing Fictional Narratives
- **Skills**
  - Pronouns: Avoiding Shifts in Number or Person
  - Write a Fictional Narrative
- **Writing Process**: Steps 6, 7
  - Read SE pp. 86–87. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 90.

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

## PUBLISH AND ASSESS OPTIONS:
- **Instruction Coach**
  - **Benchmark Assessment 2**
    - **Teacher’s Manual** p. 71
    - **Skills**
      - Write Fictional Narrative
    - **Writing Process**: Step 7
      - This stage of the process should allow students to share their writing in a meaningful way. If possible, designate a time and/or space for reading aloud, posting or displaying writing, and sharing with family members and/or the school community.
Week 17

Day 1

LESSON FOCUS
Instruction Coach
Lesson 7: Reading Scientific and Technical Texts
- Student Edition pp. 105–109
- Teacher’s Manual pp. 93–97

DIFFERENTIATION OPTIONS
- Instruction Coach Teach scientific and technical text features in Journey to the Earth’s Center, noting and listing text features, graphs, charts, or diagrams.
- Instruction Coach Reread Journey to Earth’s Center, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
- Instruction Coach Use Speaking and Listening Project, TM pp. 104–106 during this unit.

Day 2

LESSON FOCUS
Instruction Coach
Lesson 7: Reading Scientific and Technical Texts
- Student Edition pp. 110–111
- Teacher’s Manual pp. 98–99

DIFFERENTIATION OPTIONS
- Instruction Coach Teach vocabulary and guide students through Vocabulary, SE p. 111. Use highlighted words in Geothermal Heating and Cooling to reinforce meanings.
- Performance Coach Have accelerating students read SE pp. 110–112 and identify the text structures also used in Journey to Earth’s Center and Geothermal Heating and Cooling.

Day 3

LESSON FOCUS
Instruction Coach
Lesson 7: Reading Scientific and Technical Texts
- Student Edition pp. 112–114
- Teacher’s Manual pp. 100–101

DIFFERENTIATION OPTIONS
- Instruction Coach Reread Geothermal Heating and Cooling, guiding students to note text structure. Create a chart showing the text structure.

Day 4

LESSON FOCUS
Instruction Coach
Lesson 7: Reading Scientific and Technical Texts
- Student Edition pp. 115–116
- Teacher’s Manual pp. 102

DIFFERENTIATION OPTIONS

Day 5

LESSON FOCUS
Instruction Coach
Lesson 7: Reading Scientific and Technical Texts
- Student Edition pp. 105–116
- Teacher’s Manual pp. 93–102

DIFFERENTIATION OPTIONS
- Instruction Coach Guide students through Anchor Standard Discussion Questions, SE p. 115. Point out that the question is about scientific concepts.
- Instruction Coach Have students work in pairs to do Coached Example, SE pp. 114–116.
### Unit: Reading Scientific and Technical Texts

#### LESSON FOCUS

**Instruction Coach**

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

- **Instruction 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

**DIFFERENTIATION OPTIONS**

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

### Day 1

**LESSON FOCUS**

**Support Coach**

**Lesson 7: Scientific Texts**

- **Student Edition pp. 149, 150, 152–156, 281**
- **Teacher’s Manual pp. 131, 132, 134–139**

**Skills**

- Analyze and Effect

**Opals: Rainbows in Stone**

Discuss scientific nonfiction and the skills that will be reviewed, SE p. 149. Review Cause and Effect, SE p. 150. Read the passage [first read]. Have students complete the Cause and Effect Chart, SE p. 281.

**DIFFERENTIATION OPTIONS**

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

### Day 2

**LESSON FOCUS**

**Support Coach**

**Lesson 7: Scientific Texts**

- **Student Edition pp. 151–156, 282**
- **Teacher’s Manual pp. 133–139**

**Skills**

- Text structure
- Cause and effect
- Recognize Scientific Texts
- Science Terms and Symbols

**Opals: Rainbows in Stone**

Review Scientific Texts, SE p. 151 and TM p. 133. Read the passage [second read]. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 282 and TM p. 139.

**DIFFERENTIATION OPTIONS**

- **Support Coach**
  - Review Try It, SE p. 151. Reread Opals with the annotations, showing students that these focus on scientific text structure. Guide students to complete the Close Reading Worksheet.
- **Support Coach**

### Day 3

**LESSON FOCUS**

**Support Coach**

**Lesson 7: Scientific Texts**

- **Student Edition pp. 152–157, 282**
- **Teacher’s Manual pp. 133–139**

**Skills**

- Word Relationships
- Recognize Scientific Texts
- Write a Response

**Opals: Rainbows in Stone**

Read the passage [third read]. Then have students complete the Close Reading Worksheet. SE p. 282, TM p. 139. Follow with Vocabulary, SE p. 157 and TM p. 138.

**DIFFERENTIATION OPTIONS**

- **Support Coach**
  - After discussing the [third read] annotations, have students choose one of the questions in the annotations, write their answer, and discuss with the group.
- **Performance Coach**
- **Performance Coach**
  - Use Discussion Questions, TE p. 34. Review the characteristics of scientific and technical texts. Have students write about specific characteristics in the passages they have read.

### Day 4

**LESSON FOCUS**

**Support Coach**

**Lesson 7: Scientific Texts**

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

**Skills**

- Draw and Support Inferences
- Recognize Scientific Texts

**Rapa Nui: Island of Mystery**


**DIFFERENTIATION OPTIONS**

- **Support Coach**
- **Support Coach**
  - Use Supporting Struggling Learners scaffolding, TM p. 140. Help students understand how to draw and support inferences in Rapa Nui by having them ask questions to find clues about the information.
# Unit: Reading Scientific and Technical Texts

## Lesson Focus

**Lesson 7: Scientific Texts**

### Support Coach
- **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

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

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### Differentiation Options

- **Support Coach** Guide students through Respond to Text using support, TM pp. 148–149.
- **Support Coach** Have students read Subways Under the Sea, SE pp. 168–170.
- **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.

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### Differentiation Options

- **Support Coach** Guide students through Respond to Text using support, TM pp. 148–149. Have them work with partners and write.
- **Support Coach** Have students read Subways Under the Sea, SE pp. 168–170.
- **Performance Coach** To review author's purpose and text structure, have students complete Lesson Practice, SE pp. 117–123.

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### Differentiation Options

- **Support Coach** Guide students through Respond to Text using support, TM pp. 148–149. Have them work with partners and write.
- **Support Coach** Have students read Subways Under the Sea, SE pp. 168–170.
- **Performance Coach** To review author's purpose and text structure, have students complete Lesson Practice, SE pp. 117–123.

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### Differentiation Options

- **Support Coach** Guide students through Respond to Text using support, TM pp. 148–149. Have them work with partners and write.
- **Support Coach** Have students read Subways Under the Sea, SE pp. 168–170.
- **Performance Coach** To review author's purpose and text structure, have students complete Lesson Practice, SE pp. 117–123.
## Unit: Reading Persuasive Nonfiction

### LESSON FOCUS

#### Instruction Coach

**Lesson 11: Reading Persuasive Nonfiction**

- **Student Edition pp. 183–187**
- **Teacher’s Manual pp. 157–161**

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

#### Listen and Learn

**Co-ed Conflict**

Introduce persuasive texts and discuss questions, TM p. 157, focusing on the Essential Question, How can persuasive nonfiction use reasoned judgments and facts to influence readers? Then read Co-ed Conflict with students.

#### DIFFERENTIATION OPTIONS

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

## DIFFERENTIATION OPTIONS

- **Instruction Coach** Teach cause and effect in Should Columbus Day Be Renamed, and guide students through Comprehension Check, SE p. 188, TM p. 162.

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Teach vocabulary and guide students through SE p. 189. Use highlighted words in Should Columbus Day Be Renamed to reinforce meanings.

- **Instruction Coach** Have accelerating students read SE pp. 90–92 and identify the persuasive techniques also used in Co-ed Conflict and Should Columbus Day Be Renamed.

- **Performance Coach** Have students choose a passage and write a paragraph responding to the Essential Question, How can persuasive nonfiction use reasoned judgments and facts to influence readers? Tell them to use two examples of arguments from the texts to support their responses.

### LESSON FOCUS

#### Instruction Coach

**Lesson 11: Reading Persuasive Nonfiction**

- **Student Edition pp. 193–194**
- **Teacher’s Manual pp. 166**

**Skills**
- Recognize Persuasive Nonfiction
- Engage in Collaborative Discussion
- Point of View
- Evaluate Evidence
- Engage in Collaborative Discussion

#### Listen and Learn

**Share and Learn Should Columbus Day Be Renamed?**

Preview Vocabulary, SE p. 189. Then have students read and discuss the passage. SE pp. 190–192.

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Teach cause and effect in Should Columbus Day Be Renamed, and guide students through Comprehension Check, SE pp. 194 and TM p. 166.

- **Instruction Coach** Teach vocabulary and guide students through SE p. 189. Use highlighted words in Should Columbus Day Be Renamed to reinforce meanings.

- **Performance Coach** Have accelerating students read SE pp. 90–92 and identify the persuasive techniques also used in Co-ed Conflict and Should Columbus Day Be Renamed.

- **Performance Coach** Have accelerating students work in pairs to do Coached Example, SE pp. 85–89.

### LESSON FOCUS

#### Instruction Coach

**Lesson 11: Reading Persuasive Nonfiction**

- **Student Edition pp. 193–194**
- **Teacher’s Manual pp. 166**

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

#### Listen and Learn

**Co-ed Conflict or Should Columbus Day Be Renamed?**

Have students reread and discuss the passage. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 193–194.

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 193. Point out that the first question is about author’s purpose; the second question is about evaluating arguments.

- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 194.
## Week 21

### Unit: Reading Persuasive Nonfiction

#### LESSON FOCUS

**Instruction Coach**

**Lesson 11: Reading Persuasive Nonfiction**
- Instruction Coach Independent Leveled Practice Resource Book, pp. 77–85
- Skills
  - Author's Purpose
  - Point of View
  - Evaluate Evidence
  - Engage in Collaborative Discussion

**Day 1**

**Day 2**

**Day 3**

**Day 4**

**Day 5**

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### DIFFERENTIATION OPTIONS

**Instruction Coach Independent Leveled Practice Resource Book**
- Teach challenging vocabulary. Then students choose one word and write about its meaning in the text.
- Have students identify arguments and the author's purpose and explain them to each other.

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### LESSON FOCUS

#### Support Coach

**Lesson 9: Persuasive Nonfiction**
- Student Edition pp. 199, 200, 202–206, 289
- Teacher's Manual pp. 175, 176, 178–183
- Skills
  - Author's Argument
  - Recognize Persuasive Nonfiction
  - Close Reading

**Technology Is Killing My Movies!**
- Review Author's Argument, SE p. 201. Read the passage (first read). Have students complete the Close Reading Worksheet SE p. 289.
- Reread (second read). Then have students complete the relevant questions on the Claims and Supporting Evidence Chart SE p. 290.

#### DIFFERENTIATION OPTIONS

- Support Coach Review Try It, SE p. 200. Reread Technology with the annotations, showing students that these focus on the author's point of view and purpose.
- Support Coach Use Supporting Struggling Learners scaffolding, TM pp. 176. Help students understand the arguments of Technology by guiding them to understand the difference between the author's purpose and point of view.

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### LESSON FOCUS

#### Support Coach

**Lesson 9: Persuasive Nonfiction**
- Skills
  - Word Relationships
  - Denotation and Connotation
  - Recognize Persuasive Nonfiction

**Thank You, Technology!**
- Read the passage (third read). Then have students complete the Close Reading Worksheet. SE p. 289. Follow with Vocabulary, SE p. 207.

#### DIFFERENTIATION OPTIONS

- Support Coach After discussing the annotations, have students choose one of the questions in the annotations, write their answers, and discuss with the group.
- Support Coach Use Discussion Questions, TE p. 26. Review the characteristics of persuasive texts. Have students write about specific characteristics in the passages they have read.
## Unit: Reading Persuasive Nonfiction

### LESSON FOCUS

**Support Coach**

**Lesson 9: Persuasive Nonfiction**

- **Student Edition pp. 209–215, 292**
- **Teacher’s Manual pp. 185–191**

**Skills**

- Evaluate Author’s Claims
- Greek prefixes
- Close Reading

**LESSON FOCUS**

**Support Coach**

**Lesson 9: Persuasive Nonfiction**

- **Student Edition pp. 210–216, 292**
- **Teacher’s Manual pp. 192–193**

**Skills**

- Greek Prefixes
- Author’s Argument
- Close Reading

**RESPOND TO TEXT**

- **Easy Response**
  - Read the passage **(third read)**.
  - Then have students complete the Close Reading Worksheet, SE p. 292. Follow with Respond to Text, TM p. 190.

**DIFFERENTIATION OPTIONS**

- **Support Coach** Review Try It, SE p. 209. Reread **Thank You, Technology!**
- **Support Coach** Have students use supporting scaffolding, TM p. 187 to reread and discuss the passage. Review Vocabulary, SE p. 215 and TM p. 190.
- **Support Coach** Have students write other words containing the Greek prefixes.

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**LESSON FOCUS**

**Support Coach**

**Lesson 9: Persuasive Nonfiction**

- **Student Edition pp. 216–217**
- **Teacher’s Manual pp. 192–193**

**Skills**

- Compare and Contrast Methods of Argument
- Close Reading

**DIFFERENTIATION OPTIONS**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach** Have students read **(second read)** Bring Back the Band, SE pp. 218–220.
- **Performance Coach** To 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. 90–95.

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**LESSON FOCUS**

**Support Coach**

**Lesson 11: Reading Persuasive Nonfiction**

- **Student Edition p. 183**
- **Teacher’s Manual p. 157**

**Skills**

- Author’s Purpose
- Name and Point of View

**DIFFERENTIATION OPTIONS**

- **Support Coach** Review and discuss the Essential Question on TM p. 157 and the following skills:
  - identifying persuasive nonfiction texts and their characteristics
  - analyzing author’s technique
  - identifying author’s purpose and point of view

- **Support Coach** Have students write other words containing the Greek prefixes.

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**REVIEWS**

**Instruction Coach**

**Lesson 11: Reading Persuasive Nonfiction**

- **Student Edition p. 183**
- **Teacher’s Manual p. 157**

**Skills**

- Author’s Purpose
- Name and Point of View
- Greek Prefixes
- Denotation and Connotation
- Use Word Relationships
- Evaluate Author’s Claims

**DIFFERENTIATION OPTIONS**

- **Performance Coach** To practice listening to persuasive presentations, have students complete lesson practice SE pp. 308–311, listening and responding to questions.
- **Support Coach** Review answers to Quiz 9 with students.

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**Non-Assessed Skills/Strategies** ✔ **Assessed Skills/Strategies** ✔
### Week 23

#### Unit: Writing Informative Texts

**LESSON FOCUS**

**Instruction Coach**

**Lesson 8: Writing Informative Texts**

- **Student Edition pp. 117–118**
- **Teacher’s Manual pp. 109–110**

**Skills**

- ✔ Write Informative Texts
- ✔ Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**

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

**Lesson 9: Writing Informative Texts**

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

**Skills**

- ✔ Write Informative Texts
- ✔ Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**

- Instruction Coach Use the graphic on SE p. 118 and TM p. 112 to help students understand the characteristics and structure of informative text.
- Instruction Coach Have accelerating students identify the introduction, body, and conclusion of the Mentor Text.
- Instruction Coach Have students complete SE p. 121.

**Lesson 8: Writing Informative Texts**

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

**Skills**

- ✔ Write Informative Texts
- ✔ Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**

- Instruction Coach Have students complete SE p. 125.

**Lesson 7: Writing Informative Texts**

- **Student Edition pp. 124–125**
- **Teacher’s Manual pp. 117–118**

**Skills**

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

**DIFFERENTIATION OPTIONS**

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

**Lesson 6: Writing Informative Texts**

- **Student Edition pp. 126–127**
- **Teacher’s Manual pp. 118–119**

**Skills**

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

**DIFFERENTIATION OPTIONS**

- Instruction Coach Have students complete the Coach Example, SE pp. 234–236.

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# Unit: Writing Informative Texts

## LESSON FOCUS

### Instruction Coach

**Lesson 8: Writing Informative Texts**

- **Skills**
  - ✔️ Write Informative Text
  - ✔️ Transition Words and Phrases
  - ✔️ Write, Details, and Examples
  - ✔️ Transition Words
  - ✔️ Style and Tone

**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

- **Instruction Coach** For students who need extra support with SE pp. 134–135, spend less time on pp. 132–133. Model responses for Try It sections.
- **Performance Coach** Have students complete the Coached Example, SE pp. 295–297.

### LESSON FOCUS

### Instruction Coach

**Lesson 8: Writing Informative Texts**

- **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

- **Instruction Coach** Identify sentences that students should revise in order to improve the introduction; the facts, details, or examples; transitions; or conclusion. Provide students with support as they revise.
- **Performance Coach** Have students complete the Lesson Practice, SE pp. 298–301.

### LESSON FOCUS

### Instruction Coach

**Lesson 8: Writing Informative Texts**

- **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

- **Instruction 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.
- **Instruction 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.

### LESSON FOCUS

### Instruction Coach

**Lesson 8: Writing Informative Texts**

- **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

- **Instruction Coach** Students may use alternative media for their writing, especially if it includes images and text features.
- **Performance Coach** Have accelerating students complete the Lesson Practice, SE pp. 298–301.
- **Instruction Coach** Review answers to Benchmark Assessment 3 with students.
- **Instruction Coach** Speaking and Listening project, TM pp. 184–186.

### PUBLISH AND ASSESS OPTIONS: Instruction Coach

**Benchmark Assessment 3**

- **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

- **Instruction Coach** Review answers to Benchmark Assessment 3 with students.
- **Instruction Coach** Speaking and Listening project, TM pp. 184–186.
### Unit: Reading Poetry

#### LESSON FOCUS

**Instruction Coach**

**Lesson 9: Reading Poetry**

- **Student Edition pp. 145–147**
- **Teacher’s Manual pp. 131–133**

**Skills**

- Poetry
- Poetic Content
- Stanzas and Theme
- Engage in Collaborative Discussions

**Listen and Learn**

**Two Rivers**

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

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

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#### DIFFERENTIATION OPTIONS

- **Instruction Coach** Teach figurative language in Memory’s River, and guide students through Comprehension Check, SE p. 154.
- **Instruction Coach** Teach vocabulary and guide students through SE p. 149. Use highlighted words in Memory’s River to reinforce meanings.
- **Instruction Coach** Teach word maps, TM p. 135, to address vocabulary words.
- **Instruction Coach** Teach word maps, TM p. 135, to address vocabulary words.

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<td><strong>Reread Two Rivers, SE pp. 146–147, noting poetic features and their purposes. Complete the list of poetic features used.</strong></td>
<td><strong>Reread Memory’s River, SE p. 149. Use highlighted words in Memory’s River to reinforce meanings.</strong></td>
<td><strong>Comprehension Check, SE pp. 153–154.</strong></td>
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<td>Preview and teach the vocabulary words, SE p. 149.</td>
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<td><strong>Read Memory’s River, SE pp. 150–154.</strong></td>
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<td>Teach word maps, TM p. 135, to address vocabulary words.</td>
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<td><strong>Reread Memory’s River, SE pp. 150–154.</strong></td>
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#### DIFFERENTIATION OPTIONS

- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 153. Point out that the first question is about stanzas; the second question is about figurative language.
- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 154.

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## Unit: Reading Poetry

### Lesson 3: Poetry

**LESSON FOCUS**
- **Instruction Coach** Independent Leveled Practice Resource Book
- **Support Coach** Independent Leveled Practice Resource Book

**Skills**
- Poetry
- Poetic Content
- Stanzas and Theme
- Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- Instruction Coach Independent Leveled Practice Resource Book: Teach challenging vocabulary. Then students choose one word and write about its meaning in the text.
- Instruction Coach Independent Leveled Practice Resource Book: Have students identify poetic structures and show the relationships between poetic structures and the poetic content and explain them to each other.

**LESSON FOCUS**
- **Instruction Coach** Independent Leveled Practice Resource Book
- **Support Coach** Independent Leveled Practice Resource Book

**Skills**
- Poetic Structure
- Figurative Language
- Recognize Poetry

**DIFFERENTIATION OPTIONS**
- Support Coach: Review Try It, SE p. 57. Reread The Glove with the second read annotations, showing students that these focus on figurative language. Guide students to complete the Figurative Language Chart.

**LESSON FOCUS**
- **Instruction Coach** Independent Leveled Practice Resource Book
- **Support Coach** Independent Leveled Practice Resource Book

**Skills**
- Using a Dictionary
- Close Reading

**DIFFERENTIATION OPTIONS**
- Support Coach: Review Try It, SE p. 57. Reread Ozymandias with the second read annotations, showing students that these focus on figurative language. Guide students to complete the Figurative Language Chart.
- Performance Coach: Use Discussion Questions, TE p. 6. Review the characteristics of poetry. Have students write about specific structures in the poems they have read.
Unit: Reading Poetry

LESSON FOCUS: Lesson 3: Poetry
Support Coach

- Student Edition pp. 63–66, 268
- Teacher’s Manual pp. 56–61

Skills
- Compare and Contrast Poetic Forms
- Recognize Poetry
- Ozymandias/A Sphinx

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

LESSON FOCUS: Lesson 3: Poetry
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

DIFFERENTIATION OPTIONS
- Support Coach Guide students through Respond to Text using support, TM pp. 60–61. Have them work with partners and write.
- Support Coach Have students read (second read) The Children’s Hour/Rain Music/Dust of Snow, SE pp. 70–74.
- 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: Lesson 3: Poetry
Support Coach

- Student Edition pp. 68–69
- Teacher’s Manual pp. 60–61

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

DIFFERENTIATION OPTIONS
- Support Coach Guide students through Respond to Text using support, TM pp. 60–61. Have them work with partners and write.
- Support Coach Have students read (second read) The Children’s Hour/Rain Music/Dust of Snow, SE pp. 70–74.
- Performance Coach To analyze texts across genres, have students complete Coached Example SE pp. 139–141.

LESSON FOCUS: Lesson 3: Poetry
Support Coach

- Student Edition pp. 68–69
- Teacher’s Manual pp. 60–61

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

DIFFERENTIATION OPTIONS
- Support Coach Have students read (second read) The Children’s Hour/Rain Music/Dust of Snow and do Comprehension Check, SE pp. 75–76.
- Performance Coach To review figurative language, have students complete Lesson Practice, SE pp. 22–27.

REVIEW: Lesson 9: Reading Poetry
Instruction Coach

- Student Edition pp. 145
- Teacher’s Manual pp. 131

Skills
- Theme
- Figurative Language
- Poetic Structure

REVIEW AND ASSESS OPTIONS:
- Support Coach Quiz 3

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

Support Coach

- Lesson 3: Poetry
- Student Edition pp. 74–76
- Teacher’s Manual pp. 62

Read on Your Own The Children’s Hour/Rain Music/Dust of Snow

Review Comprehension Check, SE pp. 75–76. 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. 22–27 (item 6).
- Support Coach Review answers to Quiz 3 with students.
## Unit: Reading Sources and Writing an Argument

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

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

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

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

### LESSON FOCUS
#### Support Coach
Lesson 10: Primary and Secondary Sources
- Student Edition pp. 225–230, 294
- Teacher’s Manual pp. 199–205

**Skills**
- Primary Sources
- Close Reading

**Hello Blogheads!**
Review Primary Sources, SE p. 225. Read the passage (second read). Then have students complete the Close Reading Worksheet, SE p. 294.

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

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

**Skills**
- Vary Sentence Patterns

**Hello Blogheads!**
Read the passage (third read). Then have students complete the Close Reading Worksheet, SE p. 294. Follow with Vocabulary, SE p. 231.

### DIFFERENTIATION OPTIONS
- **Support Coach** Review Try It, SE p. 225. Reread Hello Blogheads 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** Use Discussion Questions TE p. 62. Review the characteristics of effective sources. Have students discuss the types of sources used in Hello Blogheads!

### LESSON FOCUS
#### Support Coach
Lesson 10: Primary and Secondary Sources
- Teacher’s Manual pp. 206, 208–212

**Skills**
- Compare and Contrast

**Into the Fire**

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

### LESSON FOCUS
#### Support Coach
Lesson 10: Primary and Secondary Sources
- Student Edition pp. 232–239, 296
- Teacher’s Manual pp. 207–213

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

**Hello Blogheads!**
Discuss the types of sources used in effective sources. Have students that these focus on primary sources. Guide students to complete the relevant questions on the Close Reading Worksheet, SE p. 296, and Vocabulary, SE p. 239.

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

#### Week 29

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<td>✔ Close Reading</td>
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<td><strong>Support Coach</strong> Guide students through Respond to Text using support, TM pp. 214–215.</td>
<td><strong>Instruction Coach</strong> Have students read <em>Try It</em>, SE p. 214.</td>
<td><strong>Instruction Coach</strong> Have students read <em>Try It</em>, SE pp. 201–202.</td>
<td><strong>Instruction Coach</strong> Have students read <em>Try It</em>, SE pp. 203–204.</td>
<td><strong>Instruction Coach</strong> Allow time for students to draft independently or in pairs. Conference with students who need extra support.</td>
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<td><strong>Support Coach</strong> Have students read <em>Try It</em>, SE pp. 214–215.</td>
<td><strong>Instruction Coach</strong> Use the graphic organizer, SE pp. 242–246.</td>
<td><strong>Instruction Coach</strong> Review the Writing Process, SE p. 200.</td>
<td><strong>Instruction Coach</strong> Take a deeper dive into SE pp. 201–202.</td>
<td><strong>Instruction Coach</strong> Allow time for students to draft independently or in pairs. Conference with students who need extra support.</td>
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<td><strong>Performance Coach</strong> Use Language Spotlight, SE p. 213 and TE p. 64, to teach using conjunctions in sentences. Have students write sentences about information, including sources cited parenthetically.</td>
<td><strong>Instruction Coach</strong> Have students read <em>Try It</em>, SE pp. 242–246.</td>
<td><strong>Support Coach</strong> 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.</td>
<td><strong>Instruction Coach</strong> 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.</td>
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**Unit: Reading Sources and Writing an Argument**

**LESSON FOCUS**

**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

**Read to Text**

*Into the Fire*

Then have students complete the Close Reading Worksheet, SE p. 296. Follow with Respond to Text, SE pp. 240.

**DIFFERENTIATION OPTIONS**

- **Support Coach** Guide students through Respond to Text using support, TM pp. 214–215.
- **Performance Coach** Use Language Spotlight, SE p. 213 and TE p. 64, to teach using conjunctions in sentences. Have students write sentences about information, including sources cited parenthetically.

**Instruction 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

**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**

- **Instruction Coach** Have students list words that share each of the roots listed on SE, p. 199.
- **Instruction Coach** Use the graphic organizer, SE pp. 242–246.

**Support Coach**

- **Instruction Coach** Have students read *Try It*, SE pp. 242–246.
- **Instruction Coach** Speaking and Listening project, TM pp. 184–186.

**Instruction Coach**

**Lesson 12: Writing Opinion Pieces**

- Student Edition pp. 197–199
- Teacher’s Manual pp. 171–173
- Skills
  - ✔ Write an Opinion Piece
  - ✔ Brainstorm Positives and Negatives

**Analyze a Mentor Text**

Discuss the Think About It Questions, TM p. 172. Focus on what makes this text a good model for study. Then read the Vocabulary Study and have students complete SE p. 199, TM p. 173.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Have students list words that share each of the roots listed on SE, p. 199.
- **Instruction Coach** Review the Writing Process, SE p. 200, for students who need extra support.

**Support Coach**

- **Instruction Coach** Have students read *Try It*, SE pp. 242–246.
- **Support 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.

**Instruction Coach**

**Lesson 12: Writing Opinion Pieces**

- Student Edition pp. 200–203
- Teacher’s Manual pp. 174–175
- Skills
  - ✔ Write an Opinion Piece
  - ✔ Brainstorm Positives and Negatives

**Analyze a Mentor Text**

Discuss the Think About It Questions, TM p. 172. Focus on what makes this text a good model for study. Then read the Vocabulary Study and have students complete SE p. 199, TM p. 173.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Have students list words that share each of the roots listed on SE, p. 199.
- **Instruction Coach** Review the Writing Process, SE p. 200, for students who need extra support.

**Support Coach**

- **Instruction Coach** Have students read *Try It*, SE pp. 201–202, using the annotations. Students complete SE p. 203.
- **Support 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.

**Instruction Coach**

**Lesson 12: Writing Opinion Pieces**

- Student Edition pp. 204–206
- Teacher’s Manual pp. 176–177
- Skills
  - ✔ Write an Opinion Piece
  - ✔ Reason and Details
  - ✔ Transition Words and Phrases

**Analyze a Mentor Text**

Discuss the Think About It Questions, TM p. 172. Focus on what makes this text a good model for study. Then read the Vocabulary Study and have students complete SE p. 199, TM p. 173.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Have students list words that share each of the roots listed on SE, p. 199.
- **Instruction Coach** Review the Writing Process, SE p. 200, for students who need extra support.

**Support Coach**

- **Instruction Coach** Have students read *Try It*, SE pp. 201–202. with students who need extra support as they brainstorm in pairs to complete Try It, SE p. 203.
- **Support 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.

**Instruction Coach**

**Lesson 12: Writing Opinion Pieces**

- Student Edition pp. 204–206
- Teacher’s Manual pp. 176–177
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**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Have students list words that share each of the roots listed on SE, p. 199.
- **Instruction Coach** Review the Writing Process, SE p. 200, for students who need extra support.

**Support Coach**

- **Instruction Coach** Have students read *Try It*, SE pp. 201–202. with students who need extra support as they brainstorm in pairs to complete Try It, SE p. 203.
- **Support 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.
**Unit: Reading Sources and Writing an Argument**

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<td><strong>PUBLISH AND ASSESS OPTIONS:</strong> Support Coach Quiz 10</td>
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<td>Writing Process, Steps 3, 4 With students, read the Writer’s Craft section, SE p. 206. Have students share their efforts to use transition words and phrases. Then read SE pp. 207–209.</td>
<td>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.</td>
<td>Read SE pp. 214–215. Provide time for students to finish revising and begin editing.</td>
<td>Read SE pp. 216–217. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 218.</td>
<td>This stage of the process should allow students to share their writing in a meaningful way. If possible, designate a time and/or space for reading aloud, posting or displaying writing, and sharing with family members and/or the school community.</td>
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<td>DIFFERENTIATION OPTIONS • Instruction Coach For students who need extra support with SE pp. 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.</td>
<td>DIFFERENTIATION OPTIONS • Instruction Coach Identify sentences that students should revise in order to improve the formality of the language. Provide students with support as they revise. • Performance Coach Have students complete the Lesson Practice, SE pp. 252–258.</td>
<td>DIFFERENTIATION OPTIONS • Instruction Coach Have students read aloud portions of their writing. Model Think Alouds about formal text, commas, and parentheses to demonstrate how to talk about writing. • Instruction Coach Speaking and Listening project, TM pp. 184–186.</td>
<td>DIFFERENTIATION OPTIONS • Instruction Coach Use SE pp. 207–217 as a springboard for students to discuss strategies for improving specific sentences in their writing. • Instruction Coach Complete the Speaking and Listening project, TM pp. 184–186.</td>
<td>DIFFERENTIATION OPTIONS • Instruction Coach Students may use alternative media for their writing, especially if it includes images and text features. • Performance Coach Have accelerating students complete the Lesson Practice, SE pp. 258–261.</td>
</tr>
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</table>

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

#### LESSON FOCUS
**Instruction 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

**Essential Question**
Introduce writing responses to literature and discuss questions, TM p. 139, focusing on the Essential Question, How can analyzing a story’s theme make a response to literature effective? Then read SE p. 156 with students.

#### DIFFERENTIATION OPTIONS
- **Instruction Coach** Use notes, TM p. 140, to introduce the purpose and audience for a response to literature.
- **Instruction Coach** Review A Woman’s Courage, SE pp. 42–47, and identify and discuss the theme of that text.

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#### LESSON FOCUS
**Instruction 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.

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

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#### LESSON FOCUS
**Instruction 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.

#### DIFFERENTIATION OPTIONS
- **Instruction 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.
- **Instruction Coach** Review the Writing Process, SE p. 164, for students who need extra support.

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#### LESSON FOCUS
**Instruction 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.

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#### LESSON FOCUS
**Instruction 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.

#### DIFFERENTIATION OPTIONS
- **Instruction Coach** Allow time for students to draft independently or in pairs. Conference with students who need extra support.
- **Instruction Coach** Speaking and Listening project, TM pp.184–186.
# Unit: Writing Responses to Literature

**LESSON FOCUS**  
**Instruction 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 3, 4  
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**  
- **Performance Coach** Have students complete the Coached Example, SE pp. 179–182.

**LESSON FOCUS**  
**Instruction Coach**  
**Lesson 10: Writing Responses to Literature**  
- Student Edition pp. 173–177  
- Teacher’s Manual pp. 152–153  
**Skills**  
✔ Revise Responses to Literature  
✔ Varying Sentence Structure  
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**  
- **Instruction Coach** Have students read aloud portions of their writing. Model Think Alouds about varying sentence structure and vague pronouns, to demonstrate how to talk about writing.  
- **Performance Coach** Have students complete the Lesson Practice, SE pp. 183–186.

**LESSON FOCUS**  
**Instruction Coach**  
**Lesson 10: Writing Responses to Literature**  
- Student Edition pp. 176–181  
- Teacher’s Manual pp. 153–154  
**Skills**  
✔ Pronouns  
✔ Edit Responses to Literature  
✔ Varying Sentence Structure  
Writing Process, Step 5, 6  
Read SE pp. 178–179. Provide time for students to finish revising and begin editing.  
**DIFFERENTIATION OPTIONS**  
- **Instruction Coach** Use SE pp. 171–181 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. 187–191.

**LESSON FOCUS**  
**Instruction Coach**  
**Lesson 10: Writing Responses to Literature**  
- Teacher’s Manual pp. 155  
**Skills**  
✔ Pronouns  
✔ Edit Responses to Literature  
✔ Varying Sentence Structure  
Writing Process, Step 6, 7  
Read SE pp. 180–181. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 182.  
**DIFFERENTIATION OPTIONS**  
- **Instruction Coach** Review answers to Benchmark Assessment 4 with students.  
- **Performance Coach** Have students complete the Lesson Practice, SE pp. 220–229.

**PUBLISH AND ASSESS OPTIONS:**  
**Instruction Coach**  
**Benchmark Assessment 4**  
- Teacher’s Manual p. 155  
**Skills**  
✔ Write Responses to Literature  
Writing Process, Step 7  
This stage of the process should allow students to share their writing in a meaningful way. If possible, designate a time and/or space for reading aloud, posting or displaying writing, and sharing with family members and/or the school community.  
**DIFFERENTIATION OPTIONS**  
- **Instruction Coach** Students may use alternative media for their writing, especially if it includes images and text features.  
- **Performance Coach** Have accelerating students complete the Lesson Practice, SE pp. 187–191.

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